

Small Ethnic Communities Planning Framework

Secondary Education Sector Investment Program (SESIP)

Prepared by Ministry of Education

The Small Ethnic Communities' Planning Framework is a document of the Ministry of Education. The views expressed herein do not necessarily represent those of ADB's Board of Directors, Management, or staff, and may be preliminary in nature.

April, 2013

ABBREVIATIONS

ADB	Asian Development Bank
BANBEIS	Bangladesh Bureau of Educational Information & Statistics
CHT	Chittagong Hill Tracts
DSHE	Directorate of Secondary and Higher Education
DLIs	Disbursement Linked Indicators
EA	Executing Agency
EED	Education Engineering Department
EARF	Environmental Assessment and Review Framework
EM	Ethnic Minority
GoB	Government of Bangladesh
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
GAP	Gender Action Plan
HSTTI	Higher Secondary Teacher Training Institute
IA	Implementing Agency
ILO	International Labor Organization
IP	Indigenous People
IPP	Indigenous Peoples Plan
IPPF	Indigenous Peoples Planning Framework
IPSA	Initial Poverty and Social Analysis
MOE	Ministry of Education
MFF	Multi tranche financing facility
MTTI	Madrasah Teaching Training Institute
MRTF	Market Responsive Training Funds
NAEM	National Academy for Educational Management
NEP	National Education Policy
NTRCA	Non-Government Teachers' Registration & Certification Authority
NGO	Non Government Organization
PD	Project Director
PFR1	Periodic Financing Requests, Tranche-1.
PIU	Project Implementing Unit
PIC	Project Implementation Consultant
PMU	Project Management Unit
PTA	Parents Teachers Association
RF	Results-based framework
SEC	Small Ethnic Communities
SECPF	Small Ethnic Communities Planning Framework
SECP	Small Ethnic Communities Plan
SESIP	Secondary Education Sector Investment Program
SIA	Social Impact Assessment
SMC	School Management Committee
SPS	Safeguards Policy Statement
SPRSS	Summary of Poverty Reduction and Social Strategy
SWA	Sector Wide Approach
TOT	Training of the Trainers
USEO	Upazila Secondary Education Offices
UF	Unclassified Forest
VCF	Village Common Forest

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Appendix 1: Workshop with SECs at Dinajpur, 2013: Outcome, Issues and Solution

A. Introduction

1. The National Education Policy (NEP) of the Government of Bangladesh (GOB) has been approved by the National Parliament of Bangladesh in 2010. It envisions a holistic and balanced development of the entire education sector, aiming for all children to complete eight years of primary education and continue for four years of secondary education, considered as a job entry point. Hence, with the context of the implementation strategy of the NEP-2010, the Secondary Education Sector Investment Program (SESIP) has been designed by GOB, taking the Asian Development Bank (ADB) as a core development partner, in particular, to support implementation of key reforms envisaged in the Policy using a multi tranche financing facility (MFF) (2013-2022) in a phased manner. SESIP will adopt a Sector Wide Approach (SWAp) that supports the government to lead common secondary education program framework with the enhanced harmonization of ADB and other development partners' assistance. Therefore, SESIP aims at assisting the GOB to implement the NEP-2010 to be introduced for Grade 1-8 and 9-12, under its 4 components, viz. (i) Enhancing Quality & Relevance of Secondary Education; (ii) Increased equitable access and retention of all students, including Indigenous Peoples (IP) or Small Ethnic Communities¹ (SECs); (iii) Strengthened education management and governance; and (iv) Strong monitoring and evaluation.

2. Within the SESIP, the SEC people's safeguard compliance has been considered for the secondary education development, along with the mainstream population under many components of the program. It is reflected in the Disbursement Linked Indicators (DLIs) 4 and 10 of the program, and is linked to all relevant results-based frameworks (RF) for Periodic Financing Request -Tranche1 (PRF1), especially under (i) RF1.1 to 1.5 - to improve the quality and relevance of the curriculum, and review of policies/laws as per the needs of the SECs, and to strengthen teacher capacity within SECs, and (ii) RF2.1 to 2.3 - to increase equitable access of children of the SECs and their retention in the schools, and (iii) RF3.6- plans for oversight arrangements in ensuring compliance with social & environmental safeguard, to be approved immediately (by 2014). The project's benefits go to all students of the SECs covering stipends, pro-poor and development packages/programs, communication and inclusive education materials for integration, etc. If adverse short-term impacts are expected on the poor and other vulnerable groups, the SESIP requires including mitigating or offsetting measures (ADB, 2009)². Hence, a series of social analysis have been carried out by holding workshops and consultation with the SECs, as an essential part of the SESIP project's preparation and the SECs' Planning Framework (SECPF) has been prepared, based on ADB's Safeguard Policy Statement (SPS) 2009. The SECPF was prepared (i) incorporating the SECs (who might be excluded from the project) into the project beneficiary group; (ii) identifying and incorporating the SECs specific needs; and (iii) having a common community action plan, where SECs live with non-IPs in the same project location. The actions/ program's DLIs will support indigenous/SEC people and benefit them by providing improved curriculum, better learning and teaching

¹ The GOB does not endorse the term "Indigenous Peoples" officially, and prefers to use the term "Small Ethnic Community" for the same group of people. This document will use the single term SEC to mean all IP/SEC peoples of Bangladesh

² ADB, (2009). Safeguard Policy Statement, Manila

materials, examination facilities, stipend, etc. The program encourages active participation of the indigenous/SEC peoples in the school management committee/ teachers pool, and also as students in the classroom.

2. The impact of the SESIP on the SEC peoples has been discussed and consulted among the stakeholders during the fact finding mission. After scrutiny on the magnitude of the Project's potential positive impacts on SECs, the Project was categorized as "B" for indigenous peoples safeguard and the subcomponents related to SECs development were kept under DLIs 4 and 10 for resource requirements. This is done by following the standard procedures of consultations and identifying the program's impact on the SECs of Bangladesh, which is a continuing process, and may require again in future during project implementation, for adjustment of another set of resource to address the SECs issues. However, no particular sub-project on the SEC dominant area was selected before the project appraisal, as the SECs are spread all over the country and all of them are under the benefit coverage of the project. As a result, specific areas where SECs density is high were not focused separately at the PPTA stage. It will be done during the project implementation phase through screening of project, social impact assessment (SIA), etc. in the SEC dominant areas, and through inventory of SEC teachers & students.

B. Objectives and Policy Framework

Objective of the Small Ethnic Communities' Planning Framework

3. The general objective of the Small Ethnic Communities' Planning Framework (SECPF) of SESIP is to ensure that the program's process recognizes the community and individual needs of all Small Ethnic Community groups of the program area, and to equally ensure that, if any negative impacts occur, they are quickly identified, and mitigation measures are immediately put in place.

4. The SECPF outlines the principles and methodology to design and implement the SESIP in a way that fosters *full respect for the SEC peoples' identity, dignity, human rights, livelihood systems, and cultural uniqueness as defined by the SECs themselves*, so that they (i) receive culturally appropriate social and economic benefits, (ii) do not suffer adverse impacts as a result of the project, and (iii) can participate actively in the program that affect or would benefit them.

5. The social safeguards actions for SEC and the need analysis for their development, are important, as the SEC issues and special context of 'CHT accord'³ in Bangladesh have been taken into account in the Constitution of Bangladesh, national legislation, NEP-2010, customary laws, and many international conventions to which the country is a party. The Safeguards measures of SESIP has taken due consideration to mitigate, if the program directly or indirectly affects the dignity, human rights, livelihood systems, or culture of SEC peoples or affects the territories or natural or cultural resources that SECs own, use, occupy, or claim as an ancestral domain or asset, in compliance with the SPS (ADB, 2009).

³ Chittagong Hill Tracts Accord has been incorporated in the Bangladesh Constitution in 1998 (Act XII of 1998)

6. ADB is designing the SESIP to create a sector-wide enabling condition in secondary education that ensures the acceptable learning outcomes, irrespective of the socioeconomic, ethnic, linguistic, or gender biasness, as well as, to integrate and promulgate inclusive education principals to ensure development provision for the sector as a whole. It includes access for all with more provisions and facilities of educational management. Hence, to develop a balanced education sector, it requires an explicit recognition of the barriers and thorough plans to remove inequalities of provisions and facilities, with respect to geographic disparity, language and ethnicity, gender, physical disability, etc. that can lead to exclusion from the teaching and learning processes. In Bangladesh, there exists marked inequalities of provisions among various above mentioned groups, divisions and/or sub-categories, e.g., between the ethnic communities and mainstream population. In fact, currently the SECs are lagging behind in secondary seduction for being poor and for using different ethnic languages, culminating to low enrollment and high dropout rates. There is impact, particularly, on students who already are disadvantaged by factors like (i) extreme poverty among the peoples of the ethnic communities, (ii) geographic location, (iii) learning difficulties with different mother tongue, etc. The gap is more among the women/girls than on men/boys. For example, among the secondary school students of the SECs, only 34.8% are girls/women, and women teachers are almost absent. Therefore, SESIP's PPTA team assessed the issues of SEC people, identified needs of ethnic communities, potential impacts of project on them (SECs) and prepared necessary documents on IP safeguard including this SECPF, in compliance with ADB's safeguard policies, as well as, reflecting the GOB's commitments on SEC's protection in the country's constitution and other legal institutes.

7. There are five main SEC safeguards components in the programs :

- i. Although during consultation stages, the executing agency (EA) Ministry of Education (MOE) and the implementing agency Directorate of Secondary and Higher Education (DSHE) anticipated that, there would be no new land requirement for the construction of Upazila Secondary Education Offices (USEO) or new schools, if any land owned by SEC's or the customary used lands, mainly in CHT, is taken for such civil works under the program, the price of the land will be paid in full to the SECs before the construction starts. Such land acquisition, if unavoidable, would be done in compliance with ADB's safeguard requirement 2 (SR2) on Involuntary Resettlement, and after sufficient meaningful consultation with the concerned SEC.
- ii. Participatory identification of secondary schools by the SECs, where good number of students are from the ethnic minority group, to give preferential selection of teachers from SECs for jobs, then provide pre and in-service training to enhance the quality of teaching, and eventually enhance the quality of education to the students of ethnic minority group;

- iii. Monitoring the need to provide targeted assistance to the teachers of small SEC groups, who are more vulnerable than the larger SEC groups for enhancement/development of their skills; and
- iv. Raising awareness among GoB officials working in the areas with outnumbered SEC population, especially in CHT and in the central administration in Dhaka on SEC issues, history, and customs.

Social Impact Assessment and IP Plan for Subprojects and/or Components

8. If the SECs safeguards are triggered due to significant positive or negative impact of the Program on the SEC peoples, a Social Impact Assessment (SIA) of the sub-component /sub-project area with such impact would be required, followed by preparation of an SEC Peoples' Plan (SECPP).

9. The SESIP's Sector Program Support Unit (SPSU), with the assistance from the SEC Safeguard consultant and the Project Implementation Committee (PIC) will conduct the SIA and inventory of SEC teachers, students, and skilled peoples in different schools located in SEC inhabited area for (a) screening and classification; and (b) possibility of preparing the SEC People's Plan (SECPP). The SIA will discuss the following items:

- i. Review the legal and institutional framework applicable to SEC Peoples in project context.
- ii. Provide baseline information on the demographic, social, cultural, and political characteristics of the affected SECs; the land and territories that they have traditionally owned or customarily used or occupied; and the natural resources on which they depend.
- iii. Identify key project stakeholders and elaborate a culturally appropriate and gender-sensitive process for meaningful consultation with SEC peoples at each stage of project preparation and implementation, taking the review and baseline information into account.
- iv. Assess, based on meaningful consultation with the affected SEC Peoples communities, the potential adverse and positive effects of the project. A gender-sensitive analysis of the relative vulnerability of, and risks to, the affected SEC Peoples communities is critical to the determination of potential adverse impacts, 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. Include a gender-sensitive assessment of the affected SEC peoples' perceptions about the project and its impact on their social, economic, and cultural status.

- vi. Identify and recommend, based on meaningful consultation with the affected SECs, the measures necessary to avoid adverse effects;
- vii. If measures of item- vi are not possible, identifies measures to minimize, mitigate, and/ or compensate for the adverse effects and to ensure that the SEC peoples receive culturally appropriate benefits under the project.

10. These components are very much consistent with ADB safeguard requirements. As ADB's SPS recognizes the rights of IPs to direct the course of their own development, the SEC peoples need special attention to receive benefit of development of a project planned and implemented by the people in the mainstream or majority population in the country.

Laws to protect the interest of small ethnic communities

11. There are few laws in Bangladesh that directly or indirectly address the SECs of the country. For IPs in the plains, a single provision of the *East Bengal State Acquisition and Tenancy Act of 1950* restricts the sale of lands of "aboriginal castes and tribes" to anyone other than aboriginal castes and tribes domiciled in Bangladesh. The famous '*Chittagong Hill Tract (CHT) Accord*' only applies in CHT region. Five major acts of the *CHT-Accord* address crucial aspects of the SECs' rights, in addition to customary law on family and resource rights of IPs, which apply to the region. *The East Bengal State Acquisition and Tenancy Act, 1950 (Act XXVIII, 1950)* recognizes 21 "aboriginal castes and tribes" in the country. Bangladesh has also ratified the International Labor Organization (ILO) Conventions, as well as several other important human rights treaties, including:

- i. ILO Conventions on Indigenous and Tribal Populations (Convention No. 107) and on Discrimination in Employment (Convention No. 111),
- ii. International Convention on the Elimination of All Forms of Racial Discrimination (ICERD),
- iii. International Covenant on Civil and Political Rights (ICCPR),
- iv. International Covenant on Economic, Social and Cultural Rights (ICESCR),
- v. Convention on the Right of the Child (CRC), and
- vi. Convention on the Elimination of All forms of Discrimination against Women (CEDAW) and
- vii. Convention on Biological Diversity (CBD). However, implementation of these treaties is far from good.

12. In CHT, SEC's customary use of land is not recognized by the Government, which claims that all Unclassified Forest (UF), including Village Common Forest (VCFs), are Government (khas) lands, although SECs have used such lands from time immemorial through customary use. In this case, there might be a possibility of displacing SEC peoples (who do not have formalized legal documents or secure tenure), both physically (through loss of land) and economically (as a result of loss of livelihood), due to construction of USEOs into the districts of CHT without safeguards. Though the construction of new USEOs/schools under the Program

were identified with no new land acquisition, ADB's policy on IR safeguard will be implemented for any kind of unanticipated land acquisition , .

ADB Policy on SEC Peoples Safeguard Applicable for the Program

13. The set of IP Safeguard Policy principles extracted from ADB's 2009 Safeguard Policy Statement (SPS) and applicable for this Program are as follows:

- Subproject screening to determine the presence of SECs in, or their collective attachment to, the project area; and to anticipate any likely project impacts on the SECs.
- conduct culturally appropriate and gender-sensitive social impact assessment to assess potential project impacts on SECs, .
- Giving full consideration to the affected SECs' options in relation to the provision of project benefits and the design of mitigation measures.
- Identify social and economic benefits for affected SEC Peoples and develop measures to avoid, minimize, and/or mitigate adverse impacts on IPs.
- During design, implementation, and monitoring of the project activities, undertake meaningful consultations with the affected SECs and the concerned SEC organizations to confirm their active participation to avoid any adverse impacts;
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- Meaningful consultations as above in tailoring project benefits for affected SEC communities in a culturally appropriate manner.
- To enhance SEC Peoples' active participation, projects affecting them will provide for culturally appropriate and gender inclusive capacity development.
- Establish a culturally appropriate and gender inclusive grievance mechanism to receive and facilitate resolution of the IP's concerns.
- Ascertain the consent of affected ethnic communities before any physical displacement from their traditional or customary lands that would impact the livelihoods or the cultural, ceremonial, or spiritual uses that define the identity and community of the SECs;
- Avoid any restricted access to and physical displacement from protected areas and natural resources.

- If the impact on SEC peoples in any of the project area is anticipated to be significant, prepare an SEC Peoples Plan (SECPP) based on the social impact assessment, with the assistance of qualified and experienced experts having knowledge on indigenous peoples safeguard and with participation by the affected IP communities, as per the outline referred in SPS;

If SECPP is required, disclose the draft, including documentation of the consultation process and the results of the social impact assessment in a timely manner, before project appraisal, in an accessible place and in a form and language(s) understandable to affected SEC Peoples communities and other stakeholders.

- Monitor implementation of the SECPP using qualified and experienced experts through a participatory monitoring approach; and assess whether the SECPP's objective and desired outcome have been achieved
- Disclose monitoring reports.

Based on the above policy principles, the Program will adopt the following Project specific policies for the SEC peoples safeguards:

Program's SEC Policy

14. If the ADB policy on Involuntary Resettlement (IR) triggers due to any type of civil works, the Program's IP policy will include full compensation for the SECs of the CHT for acquiring their *Ancestral, Customary* or *Common lands* under the *CHT Regulation of 1900*, recognizing both customary titled land for both IPs and Non-IPs residing on or using common land and usufruct rights by SECs who have been living on common land with recognition from Karbaris and Headmen. SECs in other parts of Bangladesh (other than CHT) will also be eligible to get the same assistance under the safeguard policy framework, and will be treated as vulnerable. In this respect, the ADB policy on IR will be used to carry out this IP policy component.

15. The Program's IP policy will support a project design that prioritizes the SEC students and teachers or teachers serving the areas especially within the smaller SEC groups of plain land. This prioritization will be supported by extensive consultation with the authorities of the respective districts where potentiality of SEC teachers and students are high. This strategy will also be supported by or determined by the need assessment by the SEC, in particular for the more vulnerable groups in plain land, as well as for all groups within the CHT. Special attention will be paid so that, all SECs students are included in the program beneficiary groups, and enough number of students from SECs is covered under the program.

16. Appropriate measures will be taken to fill up the reserved posts by SEC teachers by influencing policies of the education sectors institutions, like, Non-Government Teachers' Registration & Certification Authority (NTRCA), National Academy for Educational Management (NAEM), Bangladesh Bureau of Educational Information & Statistics (BANBEIS), Directorate of Secondary and Higher Education (DSHE), etc.

17. Finally, the Project will also undertake a comprehensive training program for the relevant stakeholders on IP safeguards, in particular on customary land rights, ADB's IP safeguards and other relevant topics.

Criteria for Screening and Selecting Components, and/or Subprojects:

18. SESIP is a B category Project for IP safeguard, as the Program is spread all over the country and the most sensitive component of the Program (RF 1 & 2, and DLI 4 & 10) will have positive impact on the SEC population of the country. The significance of such impact is determined by assessing:

- the magnitude of impact in terms of (a) customary rights of use and access to land and natural resources; (b) socioeconomic status; (c) cultural and communal integrity; (d) health, education, livelihood, and social security status; and (e) the recognition of SEC knowledge;
- The level of vulnerability of the affected indigenous people's community; and
- The benefits of the project which will flow primarily to non-poor consumers, and poor groups who will remain underserved or excluded from the service.

The PPTA team conducted such a sample screening in the workshop held on 3 January 2013 at Dinajpur, and further discussion on SECs situation is reflected in the following sections (sections C and D).

19. The program's stakeholder/ beneficiaries includes the children of the poorer and disadvantaged families, who do not have access to education of acceptable quality, and have lower rates of access, retention and learning achievements, etc. Specifically, SESIP will keep provision of incentive packages for filling the gap of gender imbalances (by using GAP), vocational/skilled job attachments by using Market-Responsive Training Funds (MRTF), and retention in the schools (by using Stipends), as well as, to have proper representation of diversified groups (by using this SECPF), introduction of Inclusive education (IE) with special needs children/pupil, etc. Emphasis on the children from disaster prone areas will also be considered by using Environmental Assessment and Review Framework (EARF). During screening and selection of components and /or subprojects of the program in the SEC dominant areas, both in plain land and Hill Districts, such parameters will be carefully introduced, so that SEC populations' full participation and safeguard is ensured as per the ADB's standard.

Locating and Identifying Small Ethnic Communities People

20. Under ADB's Safeguard Policy Statement, locating, identifying and assessing program impact on small ethnic communities is required for ADB-supported programs. In general terms, and small ethnic communities refer to peoples with a distinct, vulnerable, social and cultural group that have the following characteristics: 1) self-identification as members of a particular small ethnic community, and are recognize as this identity by others; 2) collective attachment to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories; 3) customary cultural, economic, social, or political institutions that are separate from those of the dominant society and culture; and 4) possess a distinct language, often different from the official language of the country or the region.

21. When taking these generic characteristics into account, program planners need to consider any national legislation, customary law, or international conventions that may apply. Due diligence is necessary to ensure accurate location and identification confirmation, as some groups, families, or individuals may have detached from traditional geographic locations or traditional habitats and moved to other locations. ADBs safeguard policy measures are triggered in project areas that directly or indirectly effect small ethnic communities. The SESIP program will undertake sector improvement measures for improved student access, and special dispensation will need to be made to ensure that common social, language, and cultural barriers are reduced or removed. This includes providing additional community-to-school transition measures such as special programs, learning materials, and language assistance.

C. Ethnic Communities of Bangladesh:

Terminology

22. Different terms are used by sections of the population throughout Bangladesh to refer to its SEC peoples. These differences have sometimes led to sharp disagreements, particularly between government officials and members of the indigenous peoples. A literature survey shows that, in referring to the peoples concerned, some institutes of the Government of Bangladesh (GOB) preferred the term "upajati" (literally "sub-nation" and akin to the words "tribe" or "tribal" in English) and reject the use of the words "Adibashi" (equivalent to indigenous or aboriginal) and "indigenous". Vocal members of the indigenous peoples, in contrast, prefer the term "indigenous" in English, and "Adibashi" in Bengali. Other terms acceptable to a large section of the indigenous population include "Jumm" (from the common heritage of "jum" or swidden cultivation) and "Pahari" (hill people). Legal and policy documents of the GOB and official correspondence used a variety of terms, including: (i) "indigenous"; (ii) "aboriginal"; (iii) "adivasi"; (iv) "ethnic minority"; (v) "hillmen/hill people"; and (vi) "upajati" (sub nation/tribe/tribal). However, recent Government circulars are using the term Small Ethnic Community (SEC) only to mean all types of Indigenous Peoples within the country.

23. For operational purposes, ADB's SPS uses the term Indigenous Peoples in a generic sense to refer to a distinct, vulnerable, social, and cultural group possessing the characteristics mentioned in para 20. Conforming to that definition the group of peoples listed above and

described in the following paragraphs will be named as the Small Ethnic Community (SEC) of Bangladesh.

24. Since the PPTA stage could not identify any IP area with anticipated significant impact of any component or sub-project of the program on the SEC peoples, the general socio-economic condition of the SEC people of Bangladesh is discussed in the following two sections:

Past studies on Socio-economic situation of SECs of Bangladesh

25. The number of the different SEC peoples and their respective populations are not well known, and there is no unanimous understanding about the number and the names. The literature survey by the National Strategy for Accelerated Poverty Reduction⁴ (PRSP or NSAPR) of the GOB refers to “45 different small ethnic communities”, probably following the views of the Bangladesh Adivasi Forum, directly referring to 13 groups from the plains and the CHT; however, it does not provide an exhaustive list of the groups for the entire country. An earlier anthropological study referred to 46 groups. Recent CHT laws, including the CHT Regional Council Act of 1998 (Act XII of 1998), recognize 11 ethnic groups in the three hill districts of the CHT, while the East Bengal State Acquisition and Tenancy Act of 1950 (Act XXVIII of 1950), which applies to the rest of the country outside the CHT, recognizes 21 “aboriginal castes and tribes” in the plains districts. The official census of 1991, on the other hand, recognizes 11 “tribes”. Also, there is an acute shortage of reliable data and statistics and differences of opinion regarding the reliability of the secondary data that are available about the population size of the different SEC peoples. The NSAPR of the GOB states that there are about two million SEC people in Bangladesh, out of which 1.6 million live in the plains.

26. The official census of 2001 does not contain ethnically disaggregated data, but some writings cite a reference to 1.77 million ‘tribal’ people mentioned in it. According to another study⁵, ethnic households spread over in 17 districts of Bangladesh and constitute about 1.5 percent of total population of the country (BBS, 2005). Some very small ethnic communities in the CHT have even claimed that their numbers are seriously underestimated. SEC peoples in the country have emphasized that, they want to have ethnically disaggregated data, to help initiate appropriate legislative and administrative measures, including affirmative action, and to ensure adequate development allocation. Without a few exceptions, the overall socio-economic profile of the SEC peoples in Bangladesh is a serious concern. The national Poverty Reduction Strategy (2009-2011) contains the following observation regarding the poverty status and overall situation of the country’s SEC peoples: “*Some of the ‘hardcore’ poor of Bangladesh are found among the indigenous communities. Indigenous communities face discrimination and sometimes, are subject to extortion by land grabbers. The level of social awareness among them is very low. Many suffer from ethnic prejudice, less or no education, ill-health, bad nutritional conditions and bad hygiene*”⁶. However, Bangladesh Bureau of Statistics (BSS) identified 30 tribal groups in Bangladesh in 1991 census, whose distribution by division is shown in Table 1. So, the absence of reliable data itself is an act of discrimination to SECs.

⁴ NSAPR, 2008

Rafi (2006)

⁶ Nasreen, M. (2007), Social Inclusion: Gender and equity in Education SWAp- A case study in Bangladesh p.48-9

Table 1: Areas of Small Ethnic Minority People's Concentration in Bangladesh⁷

Sl.	Areas of IP Concentration	Predominant IPs	% National IPs	% of District Populations
	Plains			
1	Rajshahi Division : Naogaon, Dinajpur Rajshahi, Rangpur & Joypurhat Districts	Santal, Munda and Oraon	36	4
2	Sylhet Division: Maulavibazar and Hobigonj Districts	Khasia, Manipuri, Patro, Garo and Tripura	8	3
3	Madhupur Area of Dhaka Division	Garo/Mandi	7	2
4	Patuakhali (Barisal Division) and Cox' Bazar (Chittagong Division) Districts	Rakhain	6	
5	Khulna Division: <i>Sundarbans</i>	Munda	2	
	Hills			
6	CHT: Rangamati, Bandarban and Khagrachari	Chakma, Marma , Tripura and 8 more groups	41	44
	Total		100	--

The situation of SECs in the Chittagong Hill Tracts

27. According to Statistical Year Book of Bangladesh (2008) about 41% of the total ethnic people of the country live in CHT in three hill districts namely Rangamati, Bandarban and Khagrachari. They constitute about half of the total district population⁸. It is now more or less settled that there are 11 distinct SECs in the CHT, majority of them belonging to Chakma, Marma and Tripura groups. This is reflected in the CHT Accord of 1997 and the post-Accord legislation, including the *CHT Regional Council Act of 1998 (Act XII of 1998)*. The findings of a socio-economic baseline survey conducted by BRAC in 2005 in the CHT⁹, showed the acutely disadvantaged situation of the population of the CHT, particularly of the SEC peoples, as compared with the population of rest of the country. The report showed that only 7.8 per cent of the community completed primary education and only 2.4 per cent completed secondary education. Eighteen per cent of the total population of the region was dependent upon farming/cultivation for their livelihood. The annual average rural household income was around BDT 66,000 (US\$ 933.5), while in the rest of Bangladesh it was BDT 84,000 (US\$1,188) (Hossain, K.M., 2005).

28. A study on the CHT conducted by the ADB in 2001 concludes that the economy of the CHT has some striking differences with the rest of the country in that: (i) the share of trade services, at 26 per cent, is double the national share (at 12 per cent); (ii) forestry accounts for 10 per cent of its GDP, five times the national share (2 per cent); and (iii) industries are only 5 per cent of its GDP, compared with 15 per cent nationally. The study shows that 70 per cent of all households earn less than the minimum food requirements set for Bangladesh, which is double of the national average. Various syndicates in trade and transport from outside the region control most of the interregional trade, and at least 30 per cent of the regional income is

⁷ Formulated from Bangladesh Bureau of Statistics (BBS), 2001.

⁸ Elahi (1990)

⁹ Hossain K.M. (2005)

known to flow out of the region in this way. Moreover, the study concludes that “*indigenous people face huge barriers in entering non-agricultural trades, which are largely controlled by a few family-based cartels (water transport, bamboo/timber trade, trucks). Only in traditional textiles and bamboo crafts there are indigenous entrepreneurs, who are slowly entering construction. But all large contracts (roads) go to outsiders, including the employment generated. Public licensing for trade and transport largely favors outsiders and public servants, not local people (ADB,2001)*”

The situation of SECs in the Plains:

29. The term *Adibashi/Adivasi* has been generally used by Bengali-speakers, the major ethno-linguistic group in Bangladesh, to refer to the SEC groups of the regions outside the CHT, known as the “plains”. Members of these groups are still known as *Adibashi/Adivasi* in Bangla, although this term now also extends to the SEC groups of the CHT (otherwise known as “*pahari*” or hill people). The *East Bengal State Acquisition and Tenancy Act, 1950 (Act XXVIII, 1950)* recognizes 21 “*aboriginal castes and tribes*”. Of those 21 groups, only six were included in the 1991 census. Among the plain land ethnic groups, there is a high concentration (6 ethnic groups) in Naogaon, Dinajpur, Rajshahi, Rangpur and Joypurhat districts which covers about 36 percent of the total ethnic population, half of them are Santals. This ethnic group population is about 4 percent of the total population of the respective districts. The other SECs are scattered in Sylhet (Khasia, Manipuri, Pathor and Tipra communities), Mymensingh, Netrokona and Tangail (Garo, Mandi), and coastal areas of Patuakhali and Cox’ Bazar districts (Rakhain). Distribution of such diverse ethnic population by percentage of the district’s population is shown in Figure 1.

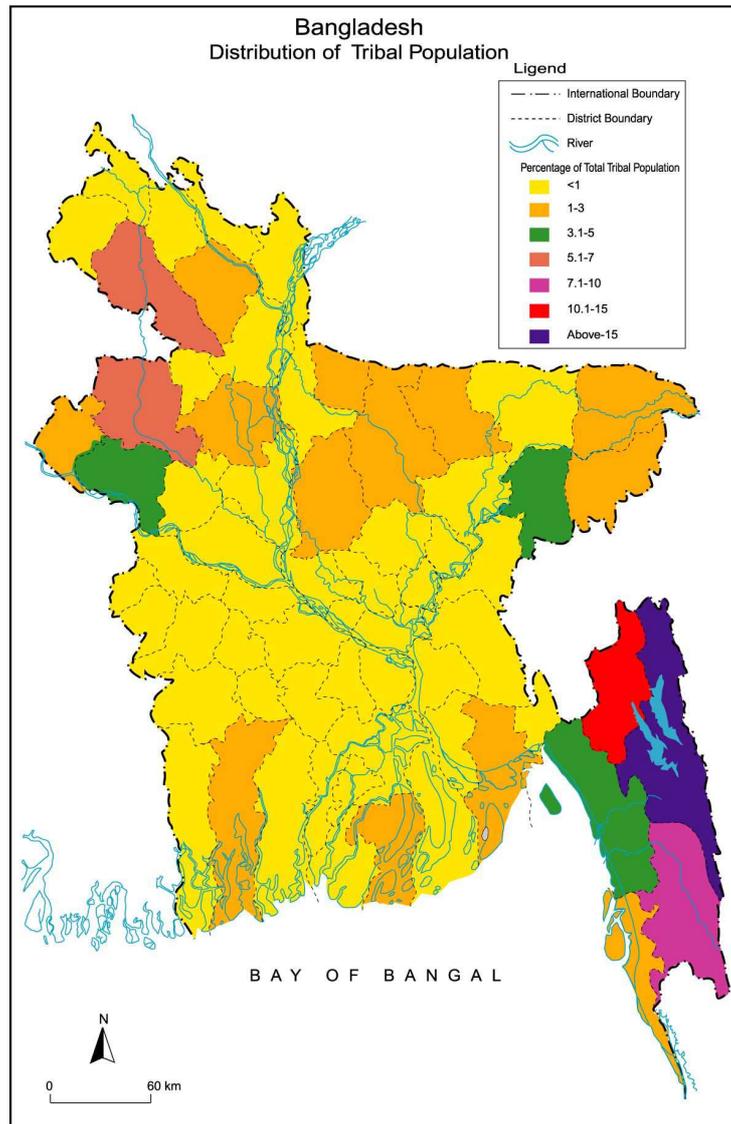


Figure 1: Concentration of SEC as the percentage of districts population

30. The socio-economic status of most SECs in the plains, particularly in the north-western Rajshahi, is known to be even worse than that of SEC in the CHT. From a study on the IPs of north-west Bangladesh, a researcher on *Adivasis* makes the following observation on well-being and food security of the IPs “... *the colonial history of Adivasis is, in many respects, a disturbing one of exploitation, deprivation, deteriorating livelihoods and occasional experience of famine, as well as the regular, unavoidable autumn periods of food scarcity. On the other hand, their history is one of an extraordinary ability to cope with crises, shocks and stresses*”. The socio-economic situation of SEC peoples in other parts of the plains is also vulnerable.

31. It may be concluded that the SECs of Bangladesh as a whole not only differ significantly in terms of culture, identity, economic systems, and social institutions; they most often reflect specific disadvantages in terms of social indicators, economic status, and quality of life. They are not able to participate equally in development processes and sharing the benefits of

development, and often are not adequately represented in national, social, economic, and political processes that lead to the development.

Potential Positive and Adverse Effects of the Project on SECs

32. The activities under the project loan are not foreseen to impact negatively on the SECs, rather, their implementation will improve the quality and relevance of education and training for ECs, who are eligible and would like to avail it (i.e. Inclusive Education). It would contribute significantly towards increasing the number of students, teachers, and other persons of the ethnic communities with various means of livelihood / employment after getting trainings.

D. SESIP Impact on the SECs and Mitigation

33. Quality secondary education provision, equity of access, and good governance are at the core of the SESIP program. The SESIP program will have transition in secondary education development, from project-directed development to a program integrated and coordinated approach, as a regular MoE activities. There is significant potential for SESIP to have impact and consequences on SECs that are not present for the majority population unless appropriate mitigation measures are identified, taken, and integrated as resource-allocated actions specifically intended to reduce, minimize, or mitigate the effects.

34. A key quality measure undertaken through SESIP will be the introduction of a rolling, 5-year curriculum review/revision/dissemination cycle under the mandate of a new National Curriculum Policy Framework, to be developed in Year 2. A common omission from such policies is a provision for members of SECs to participate in the curriculum revision cycle to ensure that the communities are represented correctly, appropriately and in a balanced way in the curriculum, textbooks, and supplemental learning materials. Participation and editorial review of curriculum and resultant textbooks by members of each of the identified SECs is essential to ensure their inclusion in learning materials and the accuracy of their representation.

35. SESIP intends to further improve the quality of the education provision through teacher's professional development based on planned identification of teaching competencies. Teacher development programs will be designed to provide the skills and methods for the teachers to achieve the competencies. Education experts and program planners must be alert to SEC considerations, and inclusion-related content within teacher development programs. Furthermore, it is essential that teachers understand and recognize appropriate and inappropriate behavior as related to the SECs and other marginalized groups. Promulgation of a 'Teacher Code of Conduct' planned under SESIP will include appropriate conduct by teachers in relation to SEC people.

36. It is important to draw attention to barriers to equitable access by the SECs caused by linguistic and social identity, and propose measures under SESIP to help mitigate their effects. The National Assessment Center planned under SESIP needs to undertake an assessment of national exam barriers that includes indicator focused students from SECs. Recruitment of qualified teacher candidates from SECs, with special provision to post these teachers within their own communities will help to provide an enabling environment to improve attendance and

retention for SEC children. Transition programs that target SECs and other marginalized students will likely help to improve retention. Teaching assistants in classes with SEC children will be important to provide extra attention to help facilitate inclusion.

37. Due to the special nature of considerations planners must address for inclusion of SECs, the following list of general indicators will help the planners to align inclusive principles with planned interventions:

1. The National Curriculum Policy Framework will include specific reference to SEC and their inclusion in curriculum development and review;
2. Members of SECs participate in curriculum review;
3. Textbooks contain accurate and non-discriminatory references to SEC;
4. Supplemental learning materials are provided in non-Bangla SEC literate languages;
5. Teacher development programs and courses include special focus on SEC and appropriate code of conduct concerning SEC;
6. Teaching competencies include demonstrated application of inclusive behaviors;
7. Examination and assessment policy includes specific provision for SEC students;
8. Head teacher and school management committee training and awareness raising contains specific activities and/or information regarding appropriate behaviors and methods for access and inclusion of SEC students;
9. All policies prepared and vetted include specific consideration to SEC and any inclusion and retention provisions as may apply;
10. Monitoring & evaluation instruments contain SEC-relevant indicators;
11. Monitoring & evaluation staff are trained to measure SEC-relevant indicators;
12. EMIS data questionnaires include SEC-related data, including enrolment, drop-out and other relevant access and retention queries;
13. Secondary sector analysis report includes section on status and trends of SEC
14. Secondary education program framework makes specific takes into consideration programmatic issues concerning SEC;

E. SECs' PLANNING FRAMEWORK (SECPF)

38. The Small Ethnic Community Peoples Planning Framework (SECPF) is a policy and procedural framework for SEC peoples' development (SECPDs) that is developed for SESIP and its sub-projects, components or investments and to be approved during loan implementation (for subprojects with limited impacts on IPs) or when there will be a risk that the project may not bring intended safeguard to the affected IPs within a specific component. The SECPF will address the following issues: (i) aspirations that the IPs want to be included, get their needs reflected in the curricula of secondary education and results, and preferred options of the affected IPs; (ii) Local social organization, cultural beliefs, ancestral territory and resource use patterns among the affected IPs; (iii) potential positive and negative impacts on IPs; (iv) measures to avoid, mitigate or compensate for the adverse project effects; (v) measures to ensure project benefits that will accrue to the IPs; (vi) measure to strengthen social, legal and

technical capabilities of Government institutions to address IP issues; (vii) the possibility of involving local organizations and non-governmental organizations with expertise in IP issues; (viii) budget allocation; and (ix) monitoring.

39. The SECPF has been developed through conducting workshops/ focus group discussion with SECs, to ensure that the project process recognizes the community and individual needs of SEC groups; and equally SESIP ensures that, if any negative impacts occur due to the project's intervention, they are quickly identified and mitigation measures are immediately put in place, through consultations/ workshops. The program supports the ECs benefits from improved curriculum, better learning, IP teachers' involvement, etc. through their active participation. The program also encourages the SEC peoples in the school management committee & Parents Teachers Associations (PTAs). The major social impact on the SEC population has been identified during the PPTA consultation phase, and the SECPF defines all possible mitigating measures anticipated, including the project's compliance with information disclosure, grievance redress mechanism, consultation requirements, and the institutional arrangement for implementation of the framework.

SEC Peoples Planning Framework: Actions Planned with Budgets for SECs

40. The SECPPF correlates with the Project's Result Framework, regarding compensating the Program affected ethnic communities as well as it comprises a set of achievements to be obtained within the Project Framework. The SECPF aims at the following targets for all SEC groups in the country:

- i. The required number of Upazila Secondary Education Offices and schools will be constructed/ strengthened. The sub-projects for construction of USEOs and schools in the SEC areas will be identified on need base;
- ii. In all the remote and ethnic minority inhabited Upazilas, IPs Community Education and cultural activities will be supported by secondary schools/ USEOs through incentive packages and Market Responsive Trainings (MRT), enhancing the opportunities of job search, and pre/ in-service training for the SEC teachers, SMCs, PTAs and other teachers serving the students in the ethnic communities;
- iii. Quality of the teachers and students from ethnic communities in the secondary level will be improved by reviewing strategy/policy towards intensive care/ training of ECs etc;
- iv. Drop-out rate of students from ethnic communities will be reduced by improved make-up /intensive-care classes/remedial training;
- v. Women/girls' drop-out rate from ethnic communities will be reduced by improved make-up classes, intensive care facilities, class-room training, skills MRT, Vocational training etc.;
- vi. TOT of IT & other subjects will be provided to the teachers from ethnic communities;

- vii. Reserved posts (according to SEC quota, as declared by GOB) to be filled up in schools, , and other institutions under DSHE, e.g, Teachers Training Colleges, etc.;
- viii. SECs benefits and incentives packages will be disclosed, which will attract more IP students;
- ix. SEC will attract good quality of teachers to work in their own areas/remote areas;
- x. Provision of incentives to improve the quality of students of the ethnic communities and give them opportunities to be teachers;
- xi. Living standard of the people from ethnic communities will be improved by incentives as IGA opportunities, and through enhancing access to quality education (TVET education in secondary schools already there), and linking to job market, because, access to quality secondary education would enhance their competences and chances for higher secondary and college education and brings opportunities, in skilled jobs/ employment, thus indirectly contributing towards poverty alleviation;
- xii. Social development dimension will also be incorporated and mainstreamed in the teacher training programs; women teachers will get increased facilities and materials for child care;
- xiii. The SECs will be taken, (i) as members of the School Management Committees (SMCs) and (ii) as teachers of all subjects, and as IE teachers;
- xiv. The role of SECs in the SMCs will be strengthened in improving teaching quality at all levels including at grassroots level.

F. Consultation and Participation

Workshop conducted to identify SECs issues & possible solutions

41. In order to conduct meaningful consultation with the SEC Peoples, a workshop and focus group discussion was conducted in Dinajpur for SIA and identifying SECs issues & possible solutions. During the SESIP project implementation, SIA will be done throughout the country at large scale, from which, the data will be used at each stage of sub-project preparation and implementation to ensure participation of SEC/IPs, as a baseline, and for monitoring, comparison, or evaluation of SESIP project activities. This will be used to formulate a monitoring mechanisms, and procedures for documentation of consultation process, so that SESIP subcomponent or subprojects in SEC area gets general consent from the SECs.

42. During the PPTA mission, a workshop on “Issues of Ethnic communities’ social development” was held in Dinajpur on 3 January 2013, where social safeguard issues of ethnic communities were emphasized. In general, the context of SESIP, enhancing quality & relevance of Secondary Education, increased equitable access and retention, strengthened education management and governance, etc. were presented in the workshop. The objectives of the workshop were:

- To identify the needs of Ethnic communities by themselves, for their Social Development

- To create awareness on how to clarify full respect for Indigenous Peoples' needs & integrate full participation,
- To aware others about NEP 2010 and how safeguard issues will help SECs through SESIP interventions.
- To understand the social context in which the project will be implemented, including children of the IPs and about intended actions they (IPs) proposed for themselves for educational and social reforms of the groups; with options for suitable curricula, job creation, cultural integration, etc.

43. The discussions continued for attaining a common understanding on SECs and to know about the present situation and planned aspirations of SEC peoples in Bangladesh. The outcome of the workshop is summarized in Appendix 1 and recommendations been incorporated in preparation of the SECPF.

44. The PPTA team planned for an additional workshop in Rangamati for due diligence that would enable substantive confirmation and extension of Dinajpur community findings. However, the consultant has considerable experience in working with Chittagong Hill Tracts (CHT) ethnic communities in the secondary education sector. Similar findings on CHT small ethnic communities are found in Dinajpur with additional factors, such as, geographic isolation, and multiple linguistic barriers that impact equitable access to secondary education.

G. Disclosure

45. To provide more transparency in planning and for further active involvement of SEC peoples and other stakeholders the project information will be disseminated through disclosure of the SECPF documents. A summary SECPF will be translated and disclosed in publicly accessible locations shortly after government's endorsement of the draft document. The information on benefits and incentives packages for the SECs will be disclosed and reported through meetings/public notifications. The benefit/results will be displayed in the local bill boards/UP offices, and other methods and forms of disclosure, to both affected SECs and the non-IPs.

46. SPSU will keep the SECs informed about the impacts, the mitigation measures and assistances proposed for them and facilitate grievance redress. The IPP/SECPF will also be made available at a convenient place, especially at the district offices of DSHE and at other key accessible locations (secondary and higher schools of respective districts) convenient to the IPs. A copy of the SECPF will be disclosed on the ADB website and on the DSHE website.

47. The EA will submit the following documents to ADB for disclosure on ADB's website:

- a. A new SEC Plan, if any of the sub-projects/ project components is likely to have significant impacts on SEC Peoples, and on the basis of which, the project, if needs, to be re-classified to category A;
- b. The monitoring reports.

H. Grievance Redress Mechanism

48. The project level grievance redress mechanism (GRM) will be established to receive, evaluate and facilitate the resolution of the affected people's concern, complaints and grievances about the IPP/SECPF performances at the level of the project. The GRM will aim to provide a time-bound and transparent mechanism to voice and resolve Ethnic Minority people's personal and community concerns linked to the project.

49. Grievance Redress Committee (GRCs) will be formed at each district level for any grievances involving resettlement benefits, mitigation of any adverse impact on the IPs/SEC people as individual or community, and other assistance as mentioned in SECPF/SECP. A gazette notification on the formation and scope of the GRCs will be required from the DSHE/MOE.

50. The SPSU shall make the public aware of the GRM through public awareness campaigns. The SPSU will extend cooperation to the IPs to express their grievance by submitting complaints in writing to SPSU. In addition to that the contact phone number of the respective PIUs and the PIUs will serve as a hotline for complaints and shall publicize through the media and placed on notice boards outside their offices and at construction sites. The project information brochure will include information on the GRM and shall widely disseminate throughout the project area by the safeguard officer in the SPSU.

I. Institutional and Implementation Arrangements

51. The MOE/DSHE will implement and monitor SESIP program including SECPF safeguards, throughout the country. Some part of actions under SECPF (like SIA, IPP, etc.) may be sub-contracted or out sourced. During the SESIP implementation phase, project will deploy an Involuntary Resettlement, Social Development & IP Specialist or Social Safeguards Specialist (National Consultant). The tasks of the specialist will cover, implementation and monitoring of the SECPF, teachers capacity building, SEC/IP screening and categorization of sub projects, and preparation of IPP, if required. The consultant will work in coordination with the SPSU Director, Team Leader, and other relevant SPSU staff/organizations. He/She will assist the SPSU Director to develop an action plan for SECs, to get information on SIA/survey on educational opportunities. He/ She will also assist to collect area specific data on age, sex, ethnicity-disaggregated occupation, etc. to enable planning for future tasks on SECs, to fill the gap of missing data, and to train the trainers (TOT) on IE and SECs related courses/activities, and comply with all safeguard activities.

52. Some actions may be implemented by other organizations through MOU, under the Ministry of Education, like, NAEM, DU-IER, BANBEIS, TTCs, etc. The SECPF will also be monitored/ evaluated by the SPSU officials with the help of the Social Safeguards Specialist. The SPSU Director will liaise to undertake required steps to deal with the third party evaluation, for impacts assessment on SEC, monitoring and evaluation related to the safeguards.

53. The SPSU Director will regularly analyze project output indicators and impacts, including ethnicity and gender balance. The Social Safeguard Specialist will build the capacity of relevant MOE/DSHE/personnel to collect ethnicity-disaggregated project data of beneficiaries, and ensure that monitoring and evaluation procedures include indicators for monitoring the impacts of the project. Where applicable, the program will provide project budget for incentives to SECs to reinforce the efforts. If SECs still have unequal access to project's development activities, the specialist will do small survey, and take corrective action plans on incentive packages, if such corrective action is deemed necessary.

J. Monitoring and Reporting Arrangements

54. The MOE/DSHE/SPSU Director will supervise and monitor the SESIP's result framework (including SECs impacts) through the approved formats, as per time bound monitoring system of IMED¹⁰, establish internal monitoring mechanisms and benchmarks appropriate for monitoring and reporting by the monitoring. The Monitoring Specialist to develop Monitoring strategy for SECs development issues, indicators and action plan, for reporting on the implementation of the SECP activities;

55. The PD/TL (with support from the Social Safeguards Specialist) will collect Project baseline ethnicity-disaggregated data and will regularly store, analyze and prepare reports for the project progress. Impact indicators compared with the baseline data would be submitted to ADB.

K. Budget and Financing

56. The fund within the SESIP under PFR Tranche-1 will be used for implementing any activities under the SECPF. The DSHE will be responsible for assigning relevant people; and estimation of budget, allocation, approval and delivery of funds for the SECs development, specifically mentioned in the SECPF, including the contingency arrangement. The budget will include: SIA/ Socio economic surveys, communications, and payment for services. Provision of any special/IE training allowance, incentives as appropriate, GRM meetings, payment of compensation to resolve any grievance, accommodations in the training institutions/ women hostels related to IE trainings, service providers, community actions and pre-vocational /vocational/skills training/and market linkages for the SECs through the MRTF etc.

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¹⁰ Implementation, Monitoring and Evaluation Division of GoB

Appendix: 1: Workshop with Small Ethnic Communities, Dinajpur 2013: Outcome, Issues & Solutions

The issues of Small Ethnic Communities regarding education and social development with suggested solutions, as stated by the participants:

Items	Issues	Solutions	Needs & aspirations
Education	Many SEC children do not go to school. - IP Children are discriminated in schools & Schools discriminate IPs (need IE lessons) - No Stipends/free tuition in Secondary levels;	Cover all eligible students by introducing Inclusive Education with a non-discriminatory approach. -Stipends/incentive packages for ethnic students & free tuition;	-stipends to all & free tuition, quota, full coverage, Govt. announce. IE training to teachers, books, curricula & materials
	Curriculum	Develop curriculum for ethnic people (translate in various language bases) -Curriculum be developed adopting various languages. Curricula in social sc. Book to introduce IPs	Place high value for all People and languages of ethnic communities
	No ethnic teachers in ethnic community's schools; - No ethnic member as SMCs	Appointment of teachers from ethnic communities, in general schools, and in ethnic community schools	- Govt. should plan to recruit teachers through NTRCA - Govt. plans to fill at least 1 post for SMC's from ethnic communities
	School Management Committee	Take member from ethnic communities in SMC	Govt. orders needed, to take members from ethnic communities in SMC
Employment	Difficulty to get Jobs/ Employment	Difficult to face competition school jobs	Relax competition, Quota increase
Economic problems	Ethnic communities do not get Bank loans	Remove economic discriminations,	Govt. introduce positive discrimination to distribute bank loans
Ethnic character & Languages	Negligence to the Ethnic Languages (Mother tongue); No one common	Teaching in mother language (started in Primary & secondary level) - To teach in ethnic	Govt. make special policy to employ ethnic teachers & implement through NTRCA to employ

Items	Issues	Solutions	Needs & aspirations
	language for education purposes.	mother languages, employ teachers of that ethnic mother languages,	with languages.
	Negligence due to ethnic/ indigenous as characteristics	Establish a cultural academy for ethnic/ indigenous community	Not to see ethnic communities with negligence, encourage to boost up their own culture
Health problems	No or less health support/ problems	Appoint men & women from ethnic communities as nurses Impart training for health matters to men & women from ethnic communities	Health by food intake Nutritious food Govt. starts Information Communications
Housing	Housing	Steps to solve housing problems; houses, khas lands, etc.	Govt takes steps
Resettlement issues	No conservation of soil policy, but resettlement of IP's homes not needed	No significant conversion or degradation in land, soil or water bodies, so, it will not create problems	Maintain conservation of soil policy
Land	Lease of Khas land	Remove discriminatory attitude of officials of Land office (staff) Ethnic community's names not in the land distribution lists.	Govt. land/revenue officers should recover the grabbed lands & -Put IPs name in the land distribution lists
	Land under Forests	Land under Forest office	To motivate GOB, to correct or change the gazette of the Forest office
	New khas Land distribution strategy /laws be enacted	Draw a khas land allocation strategy for ethnic peoples	Steps by Govt circulars
	Fake records of registration of Land	Discard all fake records	Steps by Govt circulars
	Sell of land	Less time to Sell of land	Steps by Govt circulars
Security issues	Occupancy by force	Punish land grabbers/Stop land Occupancy by force	Govt. take measures

Items	Issues	Solutions	Needs & aspirations
	Thana/Upz admin's do not want to take cases from ethnic communities	Take a new strategy to take court cases/follow I drafted aw for ethnic peoples	Steps by Govt circulars
	Insecurity of crop and products from land	Need security to get crop and products from land	Steps by Govt circulars
Local Govt. cooperation	Non-cooperation by local and central Govt.	Increase cooperation by local and central Govt.	Steps by Govt circulars
Graveyard	Graveyard	- Govt. allocate land for new graveyard, in case there is none	Recover occupied graveyard

List of Participants in Dinajpur Workshop (20):

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 Sushil Karmaker, Birol
 Tereja Toppo, Birampur
 Rubel Mumu, Sadar, Dinajpur
 Kamol Sharen, Nawabganj
 Nayan Augustin Teppo, Sadar, Dinajpur
 Ganesh Murmu, Nawabganj
 Indrajeet Sharen, Nawabganj
 Garentry Sharen, Sadar, Dinajpur
 Jolous Mum, Birampur
 Piul Mardy, Nawabganj
 Fauley Mardy, Nawabganj
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 Naresh Hembrom, Birganj
 Ganesh Sharma, Nawabganj
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