

GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH

MINISTRY OF PRIMARY AND MASS EDUCATION (MPME)
DIRECTORATE OF PRIMARY EDUCATION (DPE)

REACHING OUT-OF-SCHOOL CHILDREN PROJECT – II

SOCIAL INCLUSION AND MANAGEMENT FRAMEWORK
(SIMF)

Final Report

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Table of Contents

A.	INTRODUCTION	1
I.	Background	1
II.	The Second ROSC Project	1
B.	INCLUSION AND SOCIAL SAFEGUARD ISSUES	2
C.	SIMF OBJECTIVES	3
D.	SOCIAL EXCLUSION AND DEPRIVATION IN PRIMARY EDUCATION	3
I.	Poverty	4
II.	Gender Discrimination	4
III.	Tribal Children	4
IV.	Low caste communities	5
V.	Working children	5
VI.	Children with social stigma	6
E.	SOCIAL INCLUSION STRATEGY AND MEASURES	7
I.	Approach and target group communities	7
II.	Social assessment and community participation	8
III.	Tribal strategy	9
IV.	Channeling grants and allowances	9
V.	Inclusive operation	9
F.	IMPLEMENTATION ARRANGEMENT	10
I.	Executing Agency	10
II.	Upazila Level Management	10
III.	Community Level Management	10
IV.	Capacity Development	11
V.	Accountability Framework	11
G.	GRIEVANCE REDRESS MECHANISM	11
H.	MONITORING AND EVALUATION	12

Abbreviations and Terms

AD	Assistant Director
ADB	Asian Development Bank
AIDS	Acquired Immune Deficiency Syndrome
APD	Additional Project Director
BRAC	Bangladesh Rural Advancement Committee
CAMPE	Campaign for Population Education
CHT	Children Hill Tracts
CM	Community Mobilizer
CMC	Centre Management Committee
DFID	Department for International Development
DPE	Department of Primary Education
EMIS	Education Management Information System
EPETC	Expanding Primary Education of Tribal Children
FGD	Focused Group Discussion
GoB	Government of Bangladesh
GPS	Government Primary School
GR	Grievance Register
GRM	Grievance Redress Mechanism
HIV	Human Immunodeficiency Virus
IDA	International Development Association
LC	Learning Centre
M&E	Monitoring and Evaluation
MO	Monitoring Officer
MPME	Ministry of Primary and Mass Education
MTR	Mid-Term Review
NGO	Non-Governmental Organization
OP 4.10	World Bank Operational Policy on Indigenous Peoples
OP 4.12	World Bank Operational Policy on Involuntary Resettlement
OSC	Out of School Children
PD	Project Director
PEDP	Primary Education Development Program
PO	Partner Organization
RNGPS	Registered Non-Government Primary School
ROSC	Reaching Out of School Children
ROSCU	ROSC Unit
SA	Social Assessment
SDPP	Social Development Partnership Program
SIMF	Social Inclusion and Management Framework
SRM	Supplementary Reading Materials
SWAPS	Sector Wide Approaches
TCDP	Tribal Children Development Plan
UEC	Upazila Education Committee
UEO	Upazila Education Office
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	US Agency for International Development
UTC	Upazila Training Coordinator

REACHING OUT-OF-SCHOOL CHILDREN PROJECT – II
Social Inclusion and Management Framework

A. INTRODUCTION

I. Background

The Government of Bangladesh (GoB) has undertaken a number of targeted interventions, as part of its National Education Policy (2010) and its strategy in primary education to ensure hundred per cent enrollment and completion of primary education before 2015. A major intervention of the Government is the Primary Education Development Program (PEDP), a sector-wide results-based approach which is expected eventually to be a fully comprehensive intervention in primary education. However, it will take some time to have adequate institutional mechanism fully in place for a comprehensive PEDP. Therefore, GoB has initiated several complimentary projects to achieve its strategic goal. The Reaching out of School Children (ROSC) Project, launched in 2004, is one such intervention that has played a key role in providing second chance primary education to out of school children in targeted rural upazilas (sub-districts). ROSC project complements the efforts of the PEDP in improving access, quality and strengthening education management at all levels. The project blends formal education with non-formal means of delivery to the young learners, providing them with an opportunity to complete grade five and transition to secondary education.

ROSC project has so far provided “second chance” primary education to more than 780,000 out of school children in 23,000 learning centers those cannot be covered under PEDP initiatives. Beneficiary students, 50% of them girls, came from the 90 poorest upazilas of the country. Findings from an independent impact evaluation suggest significant effects of ROSC intervention on enrollments and student learning levels. Women constitute more than 80 percent of all ROSC school teachers and close to 90 percent of all school management committee heads were females, together representing significant female empowerment at the local level. The project Educational Management Information System (EMIS) is unique in that it tracks each child from the beginning of enrollment into the ROSC project and her/his grade progression, and is complemented by an innovative third party monitoring scheme that involves semi-annual validation of learning centers and their students.

The success of ROSC approach of mobilizing communities and in providing direct grants to communities to operate Learning Centers (LC) and education allowances to attract and retain out of school children has created significant demand for replication in other needy upazilas and other underserved areas including urban slums. GoB has therefore intended to undertake the Second ROSC Project to continue the support in the other needy upazilas of Bangladesh.

II. The Second ROSC Project

The proposed Second ROSC Project (ROSC II Project) would be implemented in about 100 additional upazilas of the country and the upazilas would be selected on the basis of poverty, education deprivation and other relevant criteria. It will also be extended to selected urban slums on a pilot basis.

The project would support access to learning opportunity for out-of-school children by providing stipend to students and grants to learning centers. With community management at the field level synchronized with a partnership between the government and non-governmental organizations (NGO), the approach would focus on the establishment of learning centers (LC) set up through a Center Management Committee (CMC) directly accountable to parents and students. The proposed ROSC II project will consist of the following components:

- i. **Access:** increasing equitable access in primary education through: (a) establishment of Learning Centers, (b) provision of grants to LCs, (c) provision of education allowances to students, and (d) piloting of ROSC-type approach in selected urban slums;
- ii. **Quality:** improving retention in and completion of primary education cycle through teacher development and support program, provision of instructional materials, provision of specialized support to appear in cycle completion examinations, and skills training for eligible ROSC students;
- iii. **Capacity Development:** enhancing project implementation capacity through mobilization of communities and partner agencies; and
- iv. **Monitoring and Evaluation:** establishing an effective monitoring and evaluation system.

All LCs will be known as *Ananda* Schools and will be established in rented premises by the CMCs. A validation process will be adopted for selection and funding of LCs including social inclusion and safeguard compliance. While the basic approach in the proposed ROSC-II would follow that of the first ROSC project, it will feature a number of new ideas. These will include (i) revamped focus on quality of learning through incentive-based teachers' development and support program, (ii) extension of ROSC-type intervention in selected urban slums, and (iii) piloting of information technology such as mobile phones for funds disbursement as well as monitoring of service delivery at the beneficiary level.

The catchment area of OSC and formal and non-formal educational institutions will be mapped for location of households with OSCs at the ward and union levels. One local level NGO will be engaged for facilitating picking up and enrollment of OSCs in all selected LCs in the Upazila. The NGO will be engaged for one year up to start of operation of the LCs by respective CMCs. A local bank at the Upazila will be assigned for channeling the funds for grants to the LCs and stipend to the enrolled OSCs.

B. INCLUSION AND SOCIAL SAFEGUARD ISSUES

A vast number of school aged children in Bangladesh remain out of school and drop out early on various reasons including poverty, gender discrimination, ethnic identity and caste, disability, child labor, social stigma on certain profession and health, orphans, natural disasters and the like. Despite interventions by the Government, the number of out of school children (OSC) is high. But all children have the right and entitlement to be socially included in their school and/or educational setting. Social inclusion is important as all children have a right to a good education, to feel valued, have the opportunity to fulfill their potential and take part in educational opportunities with their peers. As evident from the successful implementation of the first ROSC project and given the number of OSCs is still high, there is a strong demand for an intervention like ROSC and inclusion of OSCs from all vulnerable and excluded

groups. ROSC II Project as a follow-up of the first ROSC project will provide primary education to out of school children of age 7 to 12 years picking from disadvantaged families which would include (i) women/widow headed families, (ii) tribal families, (iii) day-labour and landless families, (iv) fisherman, blacksmith, potter and other disadvantaged families, (v) sweepers and tea garden laborer communities, and (vi) gipsy, snake charmer, other floating communities in the intervention upazilas and (vii) slum dwellers.

Social safeguards compliance issues are generally expected to relate to the World Bank's Operational Policies on Involuntary Resettlement (OP 4.12) and Indigenous Peoples (OP 4.10). According to the operational manual, the LCs will be established only on rented premises by the community through the CMCs. The project does not include any infrastructure construction or policy reformulation to displace anybody socially or economically and therefore, will not trigger OP 4.12. But LCs may be located in catchments with tribal population along with other vulnerable groups. The project will therefore trigger OP 4.10 largely in relation to the demand for social inclusion of tribal children.

The overall approach is to include the most disadvantaged and marginalized people under the benefits of the project. However, this Social Inclusion and Management Framework (SIMF) has been prepared for ROSC II Project to further ensure socially inclusive project design, selection of catchments, and establishment and operation of Ananda Schools in the selected needy upazilas.

C. SIMF OBJECTIVES

The SIMF is intended to provide guidelines and procedures for integration of measures for social inclusion in the selection, design and implementation of the Ananda Schools. The objectives are to ensure that the Project:

- Enhances the social development outcomes of establishment, management and operation of Ananda Schools;
- Identifies OSCs from all vulnerable and excluded segments of the communities and ensure their enrolment and quality education in the Ananda Schools;
- Develops necessary mechanism to adequately disclose and consult with the communities vulnerable to social exclusion;
- Values and respects every child's background, level of ability, culture and religion at class rooms; and
- Never tolerates any conscious or unconscious discrimination among the children in the school premises.

D. SOCIAL EXCLUSION AND DEPRIVATION IN PRIMARY EDUCATION

Social exclusion can be described as a process by which certain groups are systematically disadvantaged because they are discriminated against on the basis of their ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status or where they live. Discrimination occurs in public institutions, such as the legal system or education and health services, as well as social

institutions like the household, and in the community.¹ Social exclusion in education services is rooted on poverty, gender discrimination, caste and ethnic identities, child labour, and social stigma on certain communities and groups.²

I. Poverty

Despite primary education being free of direct fees, there are still a number of related costs to be borne by parents and families. Studies suggest that this is a significant cause of non-enrolment or dropout. For example, the National Child Labour Survey, 2002–03 finds that the most important reason for not going to school is the inability to pay education expenses, which is true for 18 per cent of children, and is followed by participation in household economic activity as the next important reason for 16 per cent of children not going to school. An Education Watch report (2003/04) observed that in high food-insecure areas and areas vulnerable to seasonal food shortages (such as the annual monga season), many school-aged children never enrolled in school or dropped out and went in search of work. Over 40 per cent of dropout children indicated poverty as the reason for dropping out.³

II. Gender Discrimination

Bangladesh has made well-acclaimed progress in achieving gender parity in primary and secondary education enrolments. The gender gap in primary education in terms of access is closing at an impressive pace, which is also noted in the draft baseline survey in PEDP-II (2007). There is, however, a considerable gender gap in dropout rates and achieving quality. Full parity is still to be achieved. Retention, dropout and other challenges are still faced by girls more than boys. It has been shown that at least 37 per cent of enrolled girls are dropouts in Classes 1, 3 and 4. Early marriage, dowry, performing domestic responsibilities, insecurity, eve-teasing, lack of girl friendly environments in schools, and other socio-cultural factors affect equity in quality education. Classroom practices, inadequate number of female teachers, and male teachers' behaviour and attitudes also influence girls' quality education. These are also related to the poorer performance of girls relative to boys.

III. Tribal Children

In Bangladesh, tribal (indigenous) people constitute about 1.13 per cent (roughly 1.2 million) of the total population (Census 2001). They live particularly in the Chittagong Hill Tracts (CHT), but also in other areas of the north and northwest. The majority of the indigenous population lives in rural areas. In the CHT, students have lower access to education compared with other regions. The government policy of having a school within two kilometers is a long way for the CHT children as they have to climb up the hills, or use a boat to reach the school. It is expensive to visit a school as a boat can charge about 600 taka for a round trip. There is a separate development plan for the CHT ('Chittagong Hill Tracts Region

¹ DFID 2005: Girls' Education: Towards a Better Future for All. Department for International Development (DFID), London, 2005

² UNICEF 2007: Social Inclusion: Gender and Equity in Education SWAPS in South Asia, Bangladesh Case Study, Unicef, Kathmandu, Nepal 2007

³ CAMPE (Campaign for Popular Education Bangladesh) (2005). Quality with Equity: The primary education agenda. Dhaka: Education Watch 2003/04.

Development Plan' of GoB supported by ADB). There is no policy for the tribal communities outside CHT except what was developed under the PEDP-II.

An exploratory research study (2005) has shown that the students of tribal communities were found involved in different activities such as agricultural or domestic activities. Most of the students in the tribal communities were working to support their families, either for their own households or for others in exchange of wages. The majority of the students were involved in agricultural tasks and fishing. The percentage of those working in the agricultural sector is higher for tribal boys (48 per cent) and girls (41 per cent) than the mainstream population – boys (31 per cent) and girls (18 per cent)⁴ There are no data on tribal education, but it is estimated from micro-studies that at present nearly half of tribal children (0.15 million) in the primary school age group are out of school (EPETC Plan).

IV. Low caste communities

In Bangladesh there are diverse kinds of occupational castes who continue to be socially excluded. While the religious and ethnic communities have brought their marginalization to the forefront of the national debate, occupational castes have remained merely opportunities for state services. As the state does not even recognize the distinct diversity of their identities, it has done little to redress the causes of their poverty and deprivation. Occupational castes like pig raisers, cobblers, sweepers, palanquin bearers and snake charmers are treated as social outcasts by other communities. These people are subjected to social customs that restrict intermixing, intermarriage, access to opportunities for education, health or employment, and right to participation. The literacy rate of these excluded community about half the national literacy rate. Their caste occupations of sweeping, hair cutting, cremation, leather and bamboo work are looked down upon. Even so, some of these occupations are solely being taken over by poor members of other communities, which further limit their opportunities. Children of this community had little or no education. The Beday community (traditional mobile vendors across the country) in Bangladesh is regarded as nomadic by the dominant communities. According to their own estimates, in 1987, 1.5 million Bedays were scattered throughout the country. They are engaged in small businesses, snake charming, selling of talismans, traditional healing services, magic shows and dancing. They are itinerants and move around in boats.

PEDP-II draft action plan for vulnerable groups revealed that in 1400 low caste (sweeper and cobbler) families in a village in Rajshahi got 150 school-age children but only 50 of them were enrolled in government schools at the time of assessment (October, 2005). Children of all the low caste communities are usually excluded from mainstream education due to the socio-cultural positions of their families. They require special attention to update their socioeconomic conditions. The children from these families not only face difficulties of poverty and stigmatization, but also language problems, since for most of them their mother tongue is not Bangla but dialects of Telegu and Hindi (Assessment of Inclusive Education, UNESCO, 2005). In addition, some sweepers use Urdu as their mother tongue.

V. Working children

Child labour is a concrete manifestation of violations of a range of rights of children and is recognized as a serious and enormously complex social problem in Bangladesh. Working children are denied their right

⁴ Shamim, I. and Nasreen, M. (2005). *Baseline Survey of SDPP Outreach Project of CONCERN, Bangladesh.*

to survival and development, education, leisure and play, an adequate standard of living, opportunity for developing personalities, talents, mental and physical abilities, and protection from abuse and neglect. Due to poverty, landlessness and declining employment in rural areas it has become a common feature that the surplus (under-employed and unemployed) labour thrown up from the primary sector is increasingly and inevitably joining the so-called informal sectors of manufacturing and services in urban areas. Most of the children in the poorer segments of the society are deprived of their rights. Children are forced to shoulder the burden of poverty through their hard toil. Thus, the incidence of child labour is directly related to poverty levels of the population.

Children are engaged in domestic and subsistence work, children from the tea gardens, children affected by trafficking, and slum dwelling and street children are struggling for their survival let alone have any access to universal primary education. According to a BRAC survey in 2004 there were 6785 children ranging from 6-15 years of age (3329 were girls) working in the tea gardens of Sylhet, CHT and Moulvibazar districts. Overall, 60.4 per cent of children in the tea gardens are unschooled. A baseline survey conducted in Dhaka City by Mitra and Associates with the support of UNICEF (2004) found that about 84 per cent of children aged 8–14 never attended or enrolled in school. A micro-survey by Shoishab Bangladesh in 1997 found 300,000 children working in Dhaka city alone. There is no legal protection for child domestic workers.

VI. Children with social stigma

The children of sex workers are the most excluded group of Bangladesh. The limited services provided by the NGOs to the sex workers have only marginally addressed the needs of children. Children of sex workers are deprived of their right to education. Few of them are enrolled at government schools, mainly because they are born without any acknowledged father. Furthermore, they are discriminated against because of their mother's profession. More than 49 per cent of the children of these sex workers do not go to school. The Capacity Building for Disadvantaged Mothers and Children project has been implementing non-formal education in seven brothels of the country, but this covers only 750 children. Save the Children (Australia), Care-Bangladesh, and Concern-Bangladesh are working in Goalondoghat/Daulatdia brothel in the Rajbari district, Tangail town and Fulbari in the Khulna district brothel.

Trafficking in women and children has emerged in recent times as a serious problem in less developed countries. Available information and data would suggest that this is a problem of global proportions. A 2001 study by the Centre for Health and Population Research, Dhaka, estimates that 2000–3000 women and children (separate statistics are unavailable) are trafficked each year mainly for domestic work and prostitution in neighbouring countries. The trafficking of very young Bangladeshi boys as 'jockeys' in the Middle East is an issue that has recently had international media attention. Whilst data is inevitably sketchy due to the illegal nature of the activities, it can be concluded that there are some Bangladeshi children denied their education rights because they have already been trafficked, as well as others whose dire poverty and exclusion from education puts them at risk of even further rights abuses.

Bangladesh is at a critical moment in the course of its AIDS epidemic. On the one hand, official figures suggest the epidemic is not widespread. The Joint United Nations Programme on HIV/ AIDS (February, 2005) estimates that there are 13,000 HIV-positive people in the country and that HIV prevalence in the adult population is less than a tenth of one per cent. However, inevitably, the urban poor, especially

migrants and sex workers, are the most vulnerable. Where illness or death occurs, it is often young girls who are expected to take up the role of caring for sick relatives or for younger children who are without adult carers. Thus HIV/AIDS further compounds 'multiple-vulnerability' and is another factor working against children's access to education

E. SOCIAL INCLUSION STRATEGY AND MEASURES

The key objective of the Project is to provide access to quality primary education to out of school children to enroll in LCs, and support GoB towards achieving its national EFA goals. Community participation will be strengthened by establishing CMCs for ensuring social mobilization for EFA and improving quality of education for children. ROSC approach is a complementary arrangement to achieve equity in the primary education subsector for enrollment, participation and completion of primary education cycle by the children of socially excluded and vulnerable groups in Bangladesh. Children of both gender, most excluded and vulnerable groups and tribal children will be equitably covered in ROSC II. The project will serve a total of 350,000 OSCs not covered under PEDP in 100 Upazilas for quality primary education support to minimize number of drop outs and OSCs supplementing the nationwide PEDP interventions. Tribal children development plan (TCDP) will be prepared for upazilas having concentration of tribal peoples and identified tribal children out of school for the Ananda Schools.

I. Approach and target group communities

ROSC II will develop capacity of wider community including parents related directly with the LCs and strengthen institutional capacity to manage education resources – grants for LCs and allowance for children, and convert them efficiently into learning outcomes for all children. Social development outcomes of the Project will include (a) increasing enrollment and completion in LCs of OSCs in socially excluded and vulnerable groups of the community, (b) retaining children from the vulnerable groups in LCs, (c) strengthening of social capital as measured by participation of parents of vulnerable groups in CMC. Communities will own and operate the LCs established under ROSC II project. CMC's cooperation agreement with the project unit will ensure that LCs will be responsible for providing enrollment access to a wider group of children of both genders in equal proportion as per distribution in the catchment area, covering, among others, the following excluded and vulnerable groups in the intervention upazilas:

- Children from day-labour and landless families;
- Children from traditional fisherman, blacksmith, potter and other disadvantaged families;
- Children from special occupational groups including sweepers and tea garden laborer, gipsy, cobbler, snake charmer, other floating communities;
- Children from very poor and women headed families;
- Children from tribal families and other small ethnic groups
- Working children and child labourers
- Children from refugee communities
- Children from disaster prone, remote river/island/char, haor and coastal areas
- Children living in urban slums and street children
- Children with HIV/AIDS and those affected by trafficking
- Orphaned children

II. Social assessment and community participation

Catchment areas for ROSC II intervention in selected upazilas will be identified through social screening by the ROSC Unit (ROSCU) at the Directorate of Primary Education (DPE) with technical assistance from project consultants and students for LCs will be identified through the Monitoring Officer (MO) of the ROSCU and the Community Mobilizer (CM) of the Partner Organization (PO) at the upazila level. Concentration of excluded and vulnerable groups as above (section E.I), number of OSCs and remoteness in terms of access to mainstream educational institutions will be the prime criteria in selection of catchment area for an LC.

In the selected upazilas, once the catchment area is identified, a social assessment (SA) will be carried out including mapping of out of school children and the existing formal and non-formal institutions providing educational services. The objective of the social assessment will be to understand the needs and to identify the excluded and vulnerable groups including tribal communities in the context of quality primary education.

The SA will tap information like poverty, social exclusion and vulnerability of catchment area population, school enrolment, attendance, dropout and existing available facilities to accommodate children for primary education. The SA will be undertaken as a participative, consultative study in the identified catchments in a selected upazila combining quantitative data in a format compatible with EMIS database and qualitative analysis of those quantitative data. The study process will ideally include a) desk research and secondary data collection in EMIS format, and b) consultation with stakeholders and key informants including education managers, head teachers of GPS and RNGPS, elected people's representatives, rural journalists, parents of OSCs, and excluded and vulnerable groups including tribal communities. Consultation will be carried out through community meetings and focused group discussions (FGD).

A social assessment report will be prepared based on mapping exercise, community meetings and FGDs. The benchmark data, collected through SA will be uploaded in the Upazila EMIS maintained by ROSC MIS Cell in Local Government Engineering Department (LGED) . Outcomes of the social assessment will be considered for establishment of LCs, development of curriculum, identification of monitoring indicators on social inclusion, and channeling cash incentives for attending OSCs.

With the help from Upazila Education Committees, communities will identify and contract NGOs to help them establish the LCs, recruit the teachers (one teacher per LC) and run the school administration during the first year. A specialized educational research and training organization will be contracted by the project to provide education quality support including teacher training, classroom instruction and other necessary support throughout the project life.

Social awareness and community mobilization campaign will be conducted to make the communities aware of the processes, their roles and authorities and the support they will be provided so that they are prepared to take full leadership of the LCs. Community participation will be ensured and strengthened through establishment of Centre Management Committee (CMC) for each LC. The CMC for each LC will be constituted with 11 members with representation all beneficiary groups including

mothers of the girl students. Each CMC will enter into a cooperation agreement with the ROSCU that will include compliance with the SIMF of the project.

III. Tribal strategy

The ROSC II project upazilas include CHT area and almost all upazilas has small proportion of tribal inhabitants. About 58% tribal groups live outside CHT in a scattered manner. It is estimated that about half of the tribal children in the primary school age group are out of school. The tribal strategy proposes to improve access of tribal children in universal primary education. The Plan for Expanding Primary Education of Tribal Children (EPETC) adopted under the Second PEDP was followed for the first ROSC project and the same will be followed for social inclusion of tribal children in ROSC II as well.

The tribal community will be specially consulted for selection of LC venue, curriculum development, and recruitment and training of teachers where the catchment area includes tribal population. The Partner Organization at Upazila level will carry out free, prior and informed consultation leading to a broad based community support for the project. The ROSCU Consultant will consult the tribal communities during social assessment. While the Upazila Education Committees and CMCs will consult them in curriculum development and selection and training of teachers. The CMC will keep them informed and involved in the operation of the LCs and disbursement of stipends among OSCs attending the Ananda Schools.

The EPETC Plan under PEDP-II includes social mobilization as a major tool for expanding quality education among the tribal children. Tribal institutions such as CHT Regional Council, 3 Hill District Councils, and Tribal Welfare Societies will accordingly be involved in ROSC II Project as well. These institutions strengthened under PEDP-II will promote education and monitor progress of LC activities in their respective areas. Social mobilization and inclusive CMC will be established in tribal areas for motivating parents to send children to school. CMC membership will include parents of tribal children, tribal leaders, and will be trained for promoting primary education in their areas.

Existing supplementary reading materials (SRM), as available in tribal language under PEDP-II, will be printed and distributed among tribal students attending the LCs. SRM in tribal language can be given to each tribal child in class 1 and 2. In any case, emphasis will be given to assisting the tribal children learn mainstream Bangla language. Tribal teachers having the written and oral capacity in Bangla language will be recruited and trained in LCs with students from tribal communities.

IV. Channeling grants and allowances

Students' allowances will be provided to each enrolled student meeting certain criteria on quality education including attendance, performance and continuation. The money will go directly to his/her mother's bank account in the local branch of the project designated bank. A comprehensive database and monitoring system would be in place to track education achievement and receipt of eligible funds to each student and to help take timely corrective measures as necessary.

V. Inclusive operation

Students enrolled in the Ananda Schools will be treated as one family even though they will be from diverse community groups including the excluded and vulnerable communities. Social status and

background, level of ability, culture and religion of every student will be mutually valued and respected by their peers, the teacher and the CMC. Any discrimination either conscious or unconscious will not be tolerated during class operation and receiving the children at the LCs. Each enrolled child will bear the same value and wear same uniform while attending the LCs.

F. IMPLEMENTATION ARRANGEMENT

I. Executing Agency

The Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MPME) has implemented the first ROSC project. In view of the success of the first project and in line with the strategic goal in primary education, the Government has proposed to implement ROSC II under the similar arrangement. At the national level, MPME will be responsible for oversight of the Project. DPE, under MPME, will be the implementing agency for the Project. GoB will establish a 'Reaching Out-of-School Children' (ROSC) Committee which will oversee overall Project implementation, carry out joint annual reviews, and resolve implementation issues. There will also be a Project Implementation Committee (PIC) at the Directorate of Primary Education headed by the Director General, Directorate of Primary Education to resolve implementation issues.

DPE has an existing ROSC Unit for the first ROSC project. The ROSC Unit is headed by a Project Director (PD) who is directly responsible for day-to-day implementation. Supporting the PD will be one Deputy Project Director (DPD) and five Assistant Project Directors (APD), each heading a section, who will be responsible for implementing various Project activities relating to: (a) provision of education allowances and LC grants; (b) training and education development; (c) monitoring, evaluation, and research; (d) communications and social awareness; and (e) finance and administration. The PD and the five ADs, operating as a unified team, will be appropriately supported by a Procurement Officer, Programme officers, Data entry operators and other required support personnel with relevant skills and experience. The ROSC Unit, in implementing the Project, will follow the policy directives of the ROSC Committee.

II. Upazila Level Management

The Upazila Education Officer (UEO) will act as the local PD at the Upazila level and will process applications for establishing LCs, facilitate disbursements of education allowances and grants, and coordinate monitoring teacher and student attendance at LCs. The UEO will present the application of setting up Ananda School to the Upazila Education Committee (UEC) for their recommendations for approval by the PD. The UEO will report directly to the ROSC Unit PD on Project related matters, and will share Project related information with the District Primary Education Officer and DPE. ROSC Unit will employ one Upazila level Training Coordinator (UTC) through partner agencies for implementation support to the LCs and a Monitoring Officer (MO) for periodic monitoring and evaluation of the LC operations.

III. Community Level Management

At the local community level, the Center Management Committee (CMC) will be responsible for managing the LCs with support from UTC. A local NGO selected by the PD and appointed by the CMC will lead community mobilization efforts to identify the target population, encourage it to start a school, and

help organize the appropriate LCs. To support quality improvement of the LCs, the CMCs will receive assistance from a Training Coordinators⁵ including teacher's training. The MOs will be responsible to monitor implementation of LCs at the grass roots level.

IV. Capacity Development

The UTCs and MOs will receive special orientation on social inclusion and accountability of the project to comply with Bank's social safeguard requirements and ensure inclusion of OSCs from all designated groups in site identification, and operation and maintenance of the Ananda Schools.

V. Accountability Framework

ROSC II Project will be implemented under the grant financing from the International Development Agency (IDA) of the World Bank and the USAID Trust Fund. The ROSC Unit will be accountable to the ROSC Committee at the national level and UECs at the Upazila level. It will be reporting to the funding agencies and the MoPME of the GoB on project progress, outcomes and accountability.

Essential information on social inclusion of the ROSC II implementation will be captured and communicated to the target communities, the ROSC Committee and the Upazila Education Committees for transparency and accountability. The PD will transmit data and communicate stakeholders through the UTCs and MOs under the guidance of the UEOs. The accountability will be monitored using the EMIS operated by LGED at the upazila level. The Partner Organizations, and the CMCs will be the contributing institutions of the information and the recipients will be the ROSC Committee, the UECs, the target group communities, the funding agencies and others interested. The flow of information will be integral part of the monitoring and evaluation system. Ensuring accountability will be the prime focus of the grievance redress mechanism of the project (section G).

Benefited from the valuable experience gained from implementation of the first ROSC project, ROSC II has been guided in using the technical assistance from individual and team of consultants, partner organizations and specialized agency for selection and training of teachers. Introduction of ICT, continued use of the automated EMIS, and channeling grants to LCs and stipend to the students at the LCs are expected to be more effective. ROSC II will cover OSCs those are uniquely out of any interventions and channel funds based on performance of CMCs and the students attending the LCs.

CMCs at the catchments level will be accountable for targeted outcomes of the establishment of LCs and channeling funds for OSCs. The UECs at the Upazila level, The PIC and the ROSC Committee at the national level will be accountable to ensure the results and outcomes of the project.

G. GRIEVANCE REDRESS MECHANISM

Grievance Redress Mechanism (GRM) will be established at central (ROSC Unit at DPE) and at local level (Upazila and Union) to deal with any complaints/grievances about environmental and social inclusion issues. At the union level, the CMC will be the local Grievance Redress (GR) focal point for addressing the grievances. Members of CMCs are all outside the government and will handle grievances

⁵ Institute of Education Research (IER) of Dhaka University and Institute of Education Department (IED) of BRAC University have been identified to provide training support and quality enhancement.

independent of the government. Aggrieved persons will have easy access to the CMCs as the members hail from the community and can be located even inquiring the teachers at the LCs. The UEC at the Upazila level will be the GR focal point. The aggrieved student, their parents or the community persons or entities will submit the complaints/grievances to the Chairman of CMC at the Union level. The CMC will register grievances and issue receipts to the aggrieved persons/entities with the entry reference. The chairman of CMC will schedule hearings in consultation with other members. In open meetings, CMC will hear and discuss the complaints and try to resolve them in view of the applicable guidelines of the SIMF. The aggrieved person, if female, will be assisted by a female UP member in the hearing, and if from a tribal community, by a tribal representative in the capacity of a voting member of the CMCs. It is expected that all complaints at CMC level will be disposed within 15 days, failing which the petitioner can seek resolution from the focal point at the UEC at the Upazila Headquarters.

Any time, any aggrieved person can send complaints directly to the PD of ROSC Unit. The PD will review and try to resolve the complaints and may seek advice from the DPE about any issues critical to the project. The aggrieved persons or entities will also have the option to lodge the complaints directly to the Secretary, DPE when they are not satisfied with resolutions proposed up to the PD level. A decision agreed by the complainants at any level of hearing will be binding on the concerned CMCs and DPE. The GRM will, however, not pre-empt an aggrieved person's right to seek redress in the courts of law.

The provision of GRM and the process will be well disclosed to the community, local NGOs, Union Parishads and the beneficiaries before selection of LCs. The disclosure will be done by the UTC on behalf of the Project. The UTC will keep the records of all resolved and unresolved complaints and grievances and make them available for review -- as and when requested for by the World Bank. The case records will also be posted in the DPE website.

H. MONITORING AND EVALUATION

The Project will have a monitoring and evaluation (M&E) component in place to monitor the implementation of the project with focus to (a) enrollment and continuation of the students, (b) provision of grant funds to LCs; and (c) education allowances to students. Social inclusion outputs and the grievances procedures in LC operation will also be integral part of the M&E system. The system will evaluate the outcomes/results of these interventions.

The ROSC Unit will engage Monitoring Officers (MO) for regular implementation monitoring of the Ananda Schools. The MOs will be cyclically appointed once for each one third number of the selected upazilas. Monitoring of the operation of the LCs, especially student and teacher attendance, will be carried out by the CMCs and UEOs who will be responsible for collecting data and information on the LCs. A number of third party independent studies will also be built into the program to measure its results and effectiveness and also help the country identify future directions.

Annual reviews will be undertaken jointly by the ROSC Unit and IDA. A mid-term review (MTR) will be carried out at the halfway of the project implementation. Two months prior to the MTR, a comprehensive report on Project progress and achievements will be prepared by the external evaluation agency, under Terms of Reference acceptable to IDA, and submitted to the ROSC Unit. An independent

evaluation of the project outputs and outcomes on social inclusion will be carried out at the end of the ROSC-II implementation.