

Social Monitoring Report

Semestral Report
December 2014

BAN: Third Primary Education Development Program

Prepared by Local Government Engineering Department for the Government of People's Republic of Bangladesh and the Asian Development Bank

This social monitoring report is a document of the borrower. The views expressed herein do not necessarily represent those of ADB's Board of Directors, Management, or staff, and may be preliminary in nature.

In preparing any country program or strategy, financing any project, or by making any designation of or reference to a particular territory or geographic area in this document, the Asian Development Bank does not intend to make any judgments as to the legal or other status of any territory or area.

GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH

Ministry of Local Government, Rural Development and Cooperatives

Local Government Division

Local Government Engineering Department



Third Primary Education Development Program (PEDP 3)

Biannual Social Safeguard Report

(July – December 2014)

Table of Contents

1.	Abbreviations and Acronyms.....	1
2.	Introduction.....	2
3.	Social Safeguards in PEDP 3	5
4.	Framework For Indigenous Peoples Plan.....	7
5.	Achievements in Social Safeguards.....	10

List of Figures

Fig 1:	Plantation in PEDP3 school building.....	3
Fig 2:	Children Park adjacent to school building	3
Fig 3:	Bar Chaert of Resident type in School Catchment.....	12

List of Table

Table 1:	Status of Social Safeguard Screening of Schools.....	11
Appendices		13
Annex A :	Social Screening Format.....	15
Annex B :	Outline of an Indigenous Plan.....	19
Annex C :	Plan of Tin Shed Primary School in Hill Tracts.....	21

Abbreviations and Acronyms

ADB	Asian Development Bank
CHT	Chittagong Hill Tracts
DEO	District Education Officer
DP	Development Partner
DPE	Directorate of Primary Education
DPP	Development Project Proposal
EFA	Education for all
EMP	Environmental Management Plan
GOB	Government of Bangladesh
GPS	Government Primary School
IDA	International Development Agency
IP	Indigenous People
JARM	Joint Annual Review Mission
LGED	Local Government Engineering Department
MIS	Management Information System
PEDP 3	Third Primary Education Development Program
RNGPS	Registered Non-Government Primary School
SPS	Safeguard Policy Statement
SMF	Social Management Framework
WB	World Bank

1. Introduction

The Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MOPME), Government of Bangladesh, is preparing Prog3 to further improve the country's primary education system and to provide quality education to all Bangladeshi children in every classroom. It is aimed, among other improvements, at making primary education inclusive and accessible to all, achieving full enrolment of all school-age children ; improve the measurement of student learning and the quality of the teaching environment, as well as significantly increasing the completion rate of primary education. The program, which has started in July 2011, with the support of a number of development partners including the Asian Development Bank(ADB), Australia's Overseas Aid Program (AusAID),Canadian International Development Agency (CIDA), Department for International Development of the United Kingdom (DFID), European Commission (EC), Japan International Cooperation Agency (JICA), the Netherlands Government, Swedish International Development Agency (SIDA), United Nations Children's Fund (UNICEF) and the World Bank/International Development Association (WB/IDA). The Local Government Engineering Department (LGED) has been assigned to implement the infrastructure development activities. The construction of infrastructure is being done primarily based on a need assessment carried out during the PEDP-3 preparation. The school buildings for reconstruction will be designed in such a way so that it could serve for well ventilation for providing healthy environment and also for allowing maximum daylight for energy conservation. Plantations and children parks have been provided to make the school atmosphere children and nature friendly (Fig.1 and Fig.2).

Because of its activities in areas inhabited by indigenous peoples, especially the Chittagong Hill Tracts (CHT), the World Bank's Operational Policy on Indigenous Peoples (OP 4.10) and ADB's Safeguard Requirements 3 (SR3) on Indigenous Peoples OP 4.10 and SR3 will also apply to PEDP 3 activities which will continue in these areas. PEDP 3 will not trigger OP 4.12 because lands, wherever needed, will be provided by the beneficiary communities. It is expected that local communities will continue to actively participate in PEDP3 in the way of contributing lands. Nevertheless, given the urgency of the program objectives – especially expansion and creation of physical facilities required for full enrolment of all school-age children – DPE has decided that involuntary resettlement should also be taken into account in Prog3 preparation.



Fig 1 Plantation in PEDP 3 school building



Fig 2 Children Park adjacent to school building

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

2. Social Safeguards in PEDP 3

Objectives of SMF

The principles, policies, guidelines, and procedures proposed in this SMF are to help DPE to select, design and implement the subprojects to ensure that PEDP 3,

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

Social Safeguard Issues

PEDP3 comprises the following four key areas:

(a) *Universal Access* – would aim to improve access to quality schooling with a particular focus on the poorest and the disadvantaged;

(b) *Quality of Teaching and Student Learning* – would aim to improve the quality of teaching, the learning environment and student learning;

(c) *Institutional Strengthening* – would aim to improve the efficiency and effectiveness of education service delivery; and

(d) *Program Planning and Management* – which aims to improve education sector management and policy development, and strengthening monitoring and evaluation, including student learning.

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

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

Screening & Mitigation Guidelines

To the extent feasible, DPE will try to (i) avoid subprojects that will require private land acquisition; (ii) carry out the extension/renovation works in the lands already owned by schools; (iii) use their own or other public lands for building new schools. Where adverse impacts could not be avoided completely, DPE will screen all subprojects to identify the potential safeguards issues and impacts by using a specified instrument (**Annex A**) and, if required, will prepare and implement impact mitigation plans as per the guidelines provided in this SMF.

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

- **Framework for Indigenous Peoples Plan.** Consistent with OP 4.10 and SR3, it provides principles and guidelines to identify and deal with adverse impacts on IPs, and a consultation framework for adoption of mitigation and development measures; and
- **Guidelines for Land Use & Impact Mitigation.** Consistent with the Bangladesh Land Acquisition Ordinance, 1982, OP 4.12, and SR2, it provides principles, policies and guidelines for use of public and private lands and adverse impact mitigation; mitigation measures and standards; mitigation plan requirements and preparation process; implementation and monitoring arrangements for mitigation plans.

3. Framework For Indigenous Peoples Plan

Background

Indigenous peoples (IPs) comprise about less than 1% (3 million) 11 of the population of Bangladesh living mainly in the Chittagong Hill Tracts (CHT) and in rural communities in Mymensingh, Sylhet, Dinajpur and Rajshahi. There are 45 recognized distinct different ethnic groups living in 28 districts of Bangladesh. Of the 45 tribes 13 are living in 3 CHT districts: Khagrachari, Rangamati and Bandarban. The 13 indigenous groups in CHT possess separate identities, specific racial backgrounds, different languages, and distinct heritage and culture. The largest groups are the Chakmas, Marmas, and Tripuras. They differ in their social organization, marriage customs, birth and death rites, food and other social customs from the people of the rest of the country. The other 32 tribes are scattered in 25 districts although there is good concentration of Garos in greater Mymensingh and Gazipur and of Santals in greater Rajshahi district. There is lack of information on their socioeconomic indicators. Indigenous communities largely speak Tibeto-Burman languages.

The indigenous peoples everywhere are generally poorer than the mainstream peoples. Most indigenous peoples in CHT live in settlements in remote hills and valleys that are very difficult to access, they still use lands for living and livelihood under the traditional/customary tenure not recognized in the country's land administration system. The areas they inhabit, especially in CHT, are generally characterized by poor basic infrastructures like roads, schools, water supply and sanitation, health care facilities and markets

Applicability of OP 4.10 and ADB's Safeguard Requirement 3 (SR3) in the plains districts and CHT will in general depend on (i) the presence and prevalence of IPs in the close vicinities of the schools that are undertaken for expansion/improvements as well as location and sites of the new schools; and (ii) whether or not the required physical works would affect them in manners to threaten their cultural way of life and restrict access to their livelihood activities. Given their scope for individual schools and availability of *khas land* in CHT, it is assumed that the civil works are highly unlikely to cause impacts that would threaten IPs in any significant manner. Yet, in view of the uncertainty DPE has decided to formally adopt this framework outlining principles, policies, guidelines and procedure to identify the impact issues and potential risks and, if required, formulate and execute Indigenous Peoples Plans. This will apply whenever physical works for existing and new schools in CHT or plains districts are found to cause adverse impacts on indigenous peoples.

Objectives of Indigenous Peoples Plan

The objective of ADB and World Bank's IP Safeguard policies is to design and implement projects in a way that fosters full respect for Indigenous Peoples' identity, dignity, human rights, livelihood systems, and cultural uniqueness as defined by the Indigenous Peoples themselves so that they (i) receive culturally appropriate social and economic benefits, (ii) do not suffer adverse impacts as a result of projects, and (iii) can participate actively in projects that affect them.

Keeping consistency with the above safeguard requirements, the main objectives are to ensure that the program activities in general, and the physical works in particular, do not adversely affect indigenous peoples, and that they receive culturally compatible social and economic benefits. This will require DPE to carefully select and screen all schools and their locations and sites, that are to be expanded or built anew, and determine presence of indigenous peoples in the school localities and ensure their participation in the civil works selection and implementation processes. Depending on prevalence of indigenous peoples and their needs and concerns – which will be assessed through consultations.

Indigenous Peoples Plan

Selection of expansion works and other improvements and location of new schools will largely indicate whether or not, or in the manner, indigenous peoples would be benefitted or adversely affected. Wherever affected adversely, in the plains or CHT, DPE will prepare and implement Indigenous Peoples Plans (IPPs) in accord with the principles, guidelines and procedure outlined below. To avoid or minimize adverse impacts and, at the same time, ensure culturally appropriate benefits, DPE will select, design and implement the physical works in adherence to the following principles:

- Fully include indigenous peoples communities in general and their organizations in the process leading to identification, planning and implementation of expansion/improvements works and locations and sites of new schools and dormitories for children and teachers;
- Carefully screen, together with indigenous peoples, the required physical works on existing schools and locations and sites of new ones for a preliminary understanding of the nature and magnitude of potential impacts, and explore alternatives to avoid or minimize any adverse impacts;
- Where alternatives are infeasible and adverse impacts are unavoidable, immediately make an assessment of the key impact issues jointly with indigenous peoples and others knowledgeable of indigenous people cultures and concerns;

- Undertake the tasks necessary to prepare IPPs with the most appropriate measures to mitigate the adverse impacts and, if opportunities are there, development measures for the general IP communities; and

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

4. Achievement in Social Safeguard

Selection of Hill Design School Building

In consideration of the hill peoples' recommendation and location based construction facilities three types of school buildings were designed for Chittagong Hill Tracts. A presentation was held in the Ministry of Primary and Mass Education, where it was decided that the one which can be easily prefabricated and erected at site should be selected. The 3/4 roomed structure with CI sheet walling and roofing will serve the purpose. The CI sheet roof is supported on steel truss. The school has been justified for comparatively remote areas because CI sheets and steel truss materials are transportable by manual labour. This is a semi-permanent structure and can be easily installed. The plan of the school is shown in **Annex C**.

Land Acquisition

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

To the extent feasible, DPE will try to (i) avoid subprojects that will require private land acquisition; (ii) carry out the extension/renovation works in the lands already owned by schools; (iii) use their own or other public lands for building new schools. Where adverse impacts could not be avoided completely, DPE will screen all subprojects to identify the potential safeguards issues and impacts by using a specified instrument (**Annex A**) and, if required, will prepare and implement impact mitigation plans as per the guidelines provided in this SMF.

Social Safeguard Screening of Schools

Social safeguard screenings of total 4250 schools were performed from 'B' List. Among them 232 schools are located in Indigenous People area. The region wise status is shown in Table 1 below:

Table 1: Status of Social Safeguard Screening of Schools

Region	Data received from schools	Resident type in school catchment	
		Mainstream	Indigenous People
Barisal	469	461	8
Patuakhali	99	93	6
Bogra	257	246	11
Rajshahi	66	56	10
Chittagong	247	218	29
Comilla	610	587	23
Dhaka	378	364	14
Dinajpur	164	150	14
Faridpur	200	186	16
Jessore	151	139	12
Khulna	199	187	12
Mymensingh	785	735	50
Rangpur	244	239	5
Sylhet	381	359	22
Total	4250	4020	232

A bar chart of resident type in school catchment is shown in Fig.3.

Conclusion

No report of any potential impact on social safeguard issues was received. Therefore it may be inferred that, the implementation of the development works in PEDP 3 will:

- Ensure compliance with the social safeguard policies of World Bank, ADB, and other development partners as well as meet the objectives of the SMF;
- Ensure cultural and religious integrity of indigenous people; and there are no adverse impacts that the individual subprojects might cause on people particularly indigenous people, which also include protection against loss of livelihood activities.
- No land acquisition was done in the construction and reconstruction of school buildings in plain as well as hill areas.

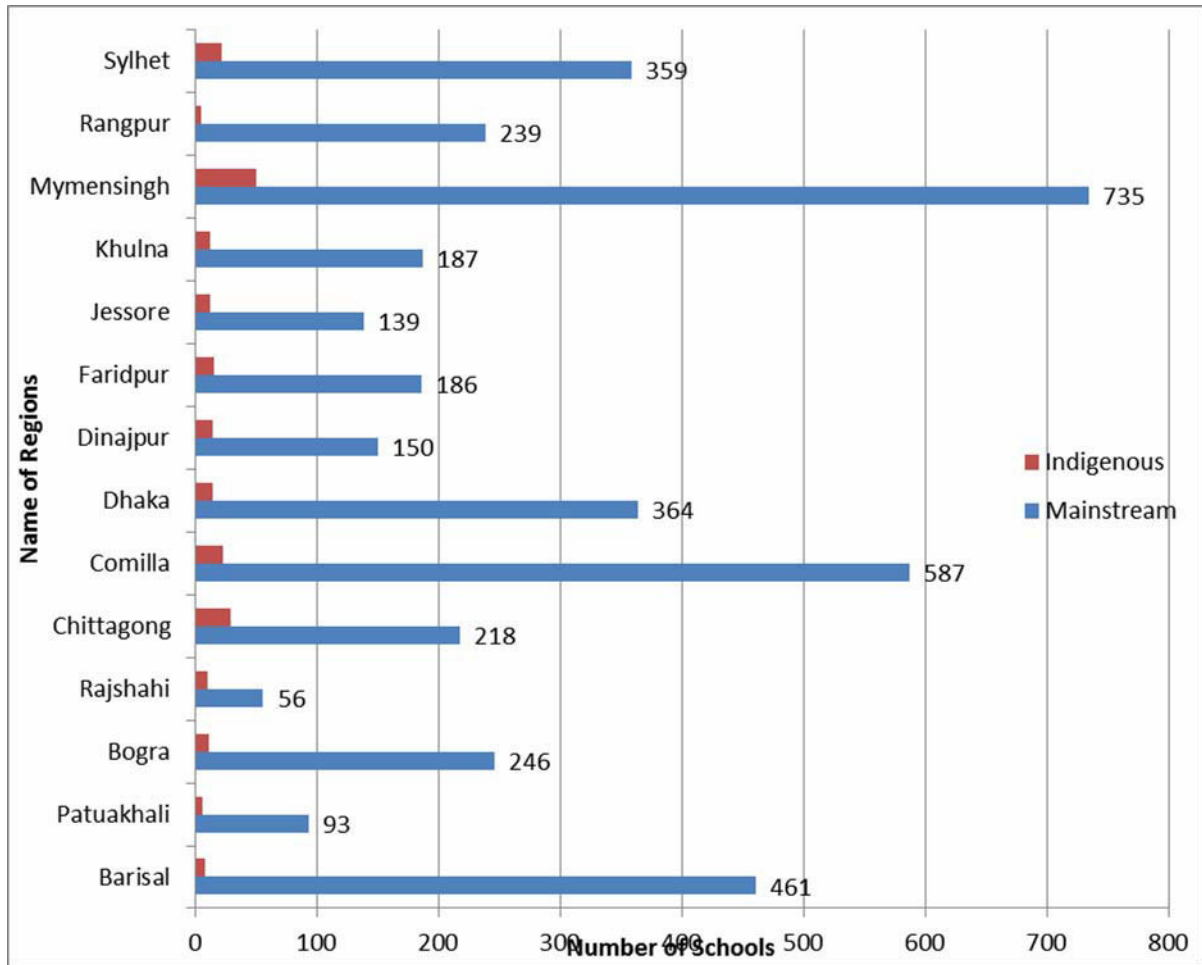


Fig 3: Bar Chart of Resident Type in School Catchment

APPENDICES

ANNEX A
Social Screening Format

Annex A

SOCIAL SAFEGUARD SCREENING

[The information sought in this form should be verified and recorded during school/site visits and/or community/stakeholder consultations. A DPE staff will fill in the form in presence of community members, local government officials, civil society representatives and others who have interests in the school.]

A. GENERAL INFORMATION	
Name of School:	
<input type="checkbox"/> Existing School	<input type="checkbox"/> New School
Union:	Ward Name & No.:
Upazila:	District:
Screening Date:	
Names of Persons Participated in Screening:	
DPE Staff:	
Local Government Representatives:	
Community Members:	
B. SOCIAL SAFEGUARD INFORMATION	
<i>The Scheme is located in an area (UP, or Ward or part of a Ward) where residents are:</i>	
<input type="checkbox"/> All mainstream or non-indigenous/tribal peoples <input type="checkbox"/> All indigenous/tribal peoples <input type="checkbox"/> Majority mainstream or non-indigenous/tribal peoples <input type="checkbox"/> Majority indigenous/tribal peoples	
Scope of Work: <input type="checkbox"/> Improvements on Existing School <input type="checkbox"/> Construction of New School	
Existing Schools:	
Toilets	Number: Total Land Area (decimal/square feet):
Required Land Belongs to:	<input type="checkbox"/> School <input type="checkbox"/> Private Owners <input type="checkbox"/> Others (Name):
Additional Class Room	Number: Total Land Area (dec/sft):
Required Land Belongs to:	<input type="checkbox"/> School <input type="checkbox"/> Private Owners <input type="checkbox"/> Others (Name):

--	--

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

<i>If Require Lands are Public, they are Presently Used for</i>	<input type="checkbox"/> Agriculture	No. of persons using the lands:
	<input type="checkbox"/> Residential Purposes	No. of households using the lands:
	<input type="checkbox"/> Commercial Purposes	No. of persons using the lands:
	<input type="checkbox"/> Other Purposes	No. of persons using the lands:
	Name Purpose:	
<i>If private lands are required, they will be obtained through</i>		
<input type="checkbox"/> Voluntary Donation	Agreed by Landowners: <input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Direct Purchase	Agreed by Landowners: <input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Other means (Describe):		
<i>Remarks, if any, about land availability:</i>		
C. ADDITIONAL INFORMATION ON INDIGENOUS PEOPLES (IPs) <i>(IN ADDITION TO THE INFORMATION SOUGHT UNDER SECTION B)</i>		
<i>Names of IP community members and organizations which participated in Social Screening:</i>		
<i>The would-be affected IPs have the following forms of rights to the required lands:</i>		
<input type="checkbox"/> Legal ownership	Number of IP persons/households:	
<input type="checkbox"/> Customary Rights	Number of IP persons/households:	
<input type="checkbox"/> Lease agreements with the Government	Number of IP persons/households:	
<input type="checkbox"/> Others form of Right	Number of IP persons/households:	
Describe Right:		
<i>The following are the three main economic activities of the would-be affected IP households:</i>		
(a)		
(b)		
(c) .		

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

Prepared by (Name and Designation):

.....

(A DPE staff should fill in this form)

Signature: ***Date:***

Annex B

OUTLINE OF AN INDIGENOUS PEOPLES PLAN

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

A. Executive Summary of the Indigenous Peoples Plan

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

B. Description of the Project

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

C. Social Impact Assessment

This section:

- (i) reviews the legal and institutional framework applicable to Indigenous Peoples in project context.
- (ii) provides baseline information on the demographic, social, cultural, and political characteristics of the affected Indigenous Peoples communities; the land and territories that they have traditionally owned or customarily used or occupied; and the natural resources on which they depend.
- (iii) identifies key project stakeholders and elaborate a culturally appropriate and gendersensitive process for meaningful consultation with Indigenous Peoples at each stage of project preparation and implementation, taking the review and baseline information into account.
- (iv) assesses, based on meaningful consultation with the affected Indigenous Peoples communities, the potential adverse and positive effects of the project. Critical to the determination of potential adverse impacts is a gender-sensitive analysis of the relative vulnerability of, and risks to, the affected Indigenous Peoples communities given their particular circumstances and close ties to land and natural resources, as well as their lack of access to opportunities relative to those available to other social groups in the communities, regions, or national societies in which they live.
- (v) includes a gender-sensitive assessment of the affected Indigenous Peoples' perceptions about the project and its impact on their social, economic, and cultural status.
- (vi) identifies and recommends, based on meaningful consultation with the affected Indigenous Peoples communities, the measures necessary to avoid adverse effects or, if such measures are not possible, identifies measures to minimize, mitigate, and/or compensate for such effects and to ensure that the Indigenous Peoples receive culturally appropriate benefits under the project.

D. Information Disclosure, Consultation and Participation

This section:

- (i) describes the information disclosure, consultation and participation process with the

affected Indigenous Peoples communities that was carried out during project preparation;

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

E. Beneficial Measures

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

F. Mitigative Measures

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

G. Capacity Building

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

H. Grievance Redress Mechanism

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

I. Monitoring, Reporting and Evaluation

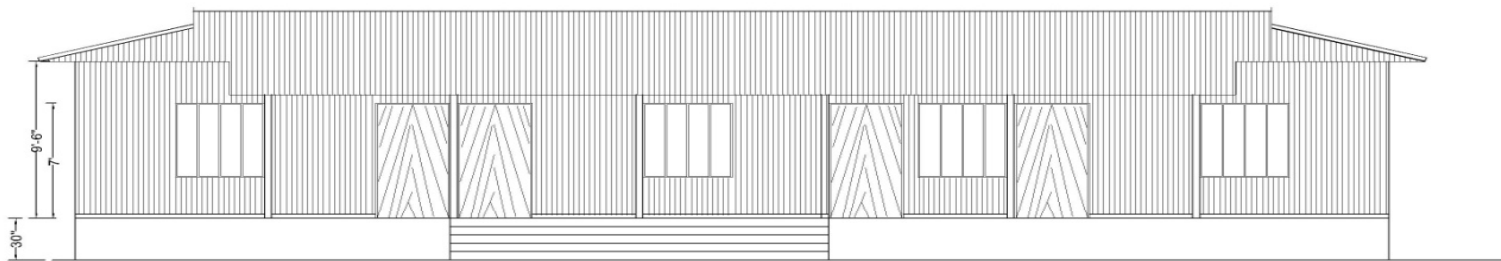
This section describes the mechanisms and benchmarks appropriate to the project for monitoring, and evaluating the implementation of the IPP. It also specifies arrangements for participation of affected Indigenous Peoples in the preparation and validation of monitoring, and evaluation reports.

J. Institutional Arrangement

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

K. Budget and Financing

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



FRONT ELEVATION

LOCAL GOVERNMENT ENGINEERING DEPARTMENT		
ESTABLISHMENT OF 1500 NOS. NEW SCHOOL BUILDING IN UNSCHOOLED AREA		
TIN SHED PRIMARY SCHOOL FOR HILL TRACTS		
Design by: A.B.M. Nazrul Islam SDS, LGED, H.Q, DHAKA.	APPROVED BY	Date:12-02-2013
Drawn by: Md. Mahub Hossain SAE, PEDP, H.Q, DHAKA.		DRG NO-