

Verwendungsnachweis Proof of Employment of Funds

zum
relating to the

Zuwendungsvertrag vom 12 August 2018
Agreement dated

Projektträger *Taungya*
Project executing agency

Zuwendungsbetrag:

Amount of the allocation: BDT 1,240,000.00 (In words: One million two hundred forty thousand Bangladeshi Taka)
but not exceeding the equivalent of EUR 13,054.00

Projekttitel:

Project title: "Support for Infrastructure Reconstruction and Promote Sanitation Practice in the Remote Community Schools of Rangamati Hill District"

A. Sachbericht A. Final Report

Darstellung der Durchführung der Arbeiten oder Aufgaben, ihres Erfolges und ihrer Auswirkungen auf die Lebensumstände der lokalen Bevölkerung

Description of the work or services performed, the results achieved and their impact on the local population

1. Description of the Work/ Services Performed:

Taungya implemented the project namely- "*Support for Infrastructure Reconstruction and Promote Sanitation Practice in the Remote Community Schools of Rangamati Hill District*" from 1 August 2018 to 31 December 2018. The project was initiated to support reconstruction activities at eight remote community schools under Borkol and Bileisori Upazila under Rangamati Hill District. There is no doubt that the project remarkably supported the poor ethnic communities to improve sanitation condition, schooling infrastructures which were crying need. Even more, the devastating heavy rain and flash flood during the June of 2018 made the necessity crucial. It was a timely support and strengthened the community schools to continue their children primary education without breaks. Otherwise the schools would remain closed during the upcoming monsoon and Rainy season even more some schools would closed permanently since their school structures were very risky for schooling the children. The project totally reconstructed seven school structures, installed eight sanitary latrines, three new deep set tube wells, repaired one ring well and one GFS line, three new GFS¹ line installation, sixteen class dividers and ninety table-bench repairing².

¹ GFS- Gravity Flow System

² See project output table

Taungya efficiently implemented the project and at the very initial stage formed *Project Management Team-PMT* to carry out the project activities as there was no direct employed project staff. The PMT very positively play role in terms of decision making, budgeting and planning process. Operational level were mainly managed by Executive Director and Programme Manager of Taungya associated by two volunteers from the organization who were once Taungya project staff and well experienced in the target project fields.

Inception Meeting Arrangements: Before field level execution community level eight inception meetings were organized community level. During the meetings need assessment and draft budget were prepared in participatory way. Communities also merrily agreed to contribute either kind or cash on demand basis. So community contributions were budgeted though 32.76% it was assumed to cross 40% after completion of the project. The draft budgets of school reconstruction, class dividers repairing, table-bench repairing, sanitary latrine installation and low cost water technology installation were later reviewed at district level in the PMT meetings. However, the meetings were arranged respective community schools in participation with the representatives of relevant members of SMCs, PTAs and MGs. Some elected bodies like UP ward members, headman & karbaries also participated in the inception meetings as they act in their respective school SMCs/PTAs/MGs.



Picture 1: Inception meeting at Nua Para Community School



Picture2: Inception meeting at Perasora Community School



Picture 3: Inception meeting at Jarulsori Community School



Picture 4: Inception meeting at Boro Horinga Mukh Community School



Picture 5: Inception meeting at Bajei Sora Community School



Picture 6: Inception meeting at Rongash Sora Community School



Picture 7: Inception meeting at Sogodasora Community School



Picture 8: Inception meeting at Down Para Community School

Table 1: Inception Meeting Information

Sl.	Name of School	Meeting Date	Venue	Participants		Total
				M	F	
1	Boro Horinga Mukh Community School	17-10-18	Boro Horinga Mukh Community School	9	6	15
2	Rongash Sora Community School	19-10-18	Rongash Sora Community School	11	4	15
3	Perasora Community School	10-09-18	Perasora Community School	24	2	26
4	Noa Para Community School	09-09-18	Noa Para Community School	17	11	28
5	Bajeisora Community School	18-10-18	Bajeisora Community School	12	16	28
6	Jarulson Community School	13-09-18	Jarulson Community School	16	1	17
7	Sogodasora Community School	06-10-18	House of the school land donor	14	16	30
8	Down Para Community School	04-10-18	Down Para Community School	8	2	10
Total =				111	58	169

Planning and Management: To implement the project execution plan and project management issues were mitigated by formation of Project Management Team-PMT. The PMT was chaired by Taungya Secretary and coordinated by ED while Treasurer of the Governing Board EC and two EC members also participated in the decision making, planning and budget review and screening of the reconstruction works. PM, Admin Officer, Accounts Officer, civil engineer and two volunteers of the organization were also active in the PMT. It was a strategic action from Taungya that was very essential to govern the project activities especially at decision making on various issues. PMT sits in four meetings during the project period and one meeting in the January 2019 for closing and review of the project accomplishment.



Picture 9: Dr. Parash Khisa, Secretary of Taungya presiding over PMT



Picture 10: Mr. Manabashish Chakma discussing at planning session



Picture 11: Mr. Biplob Chakma, ED, Taungya discussing on budget review meeting



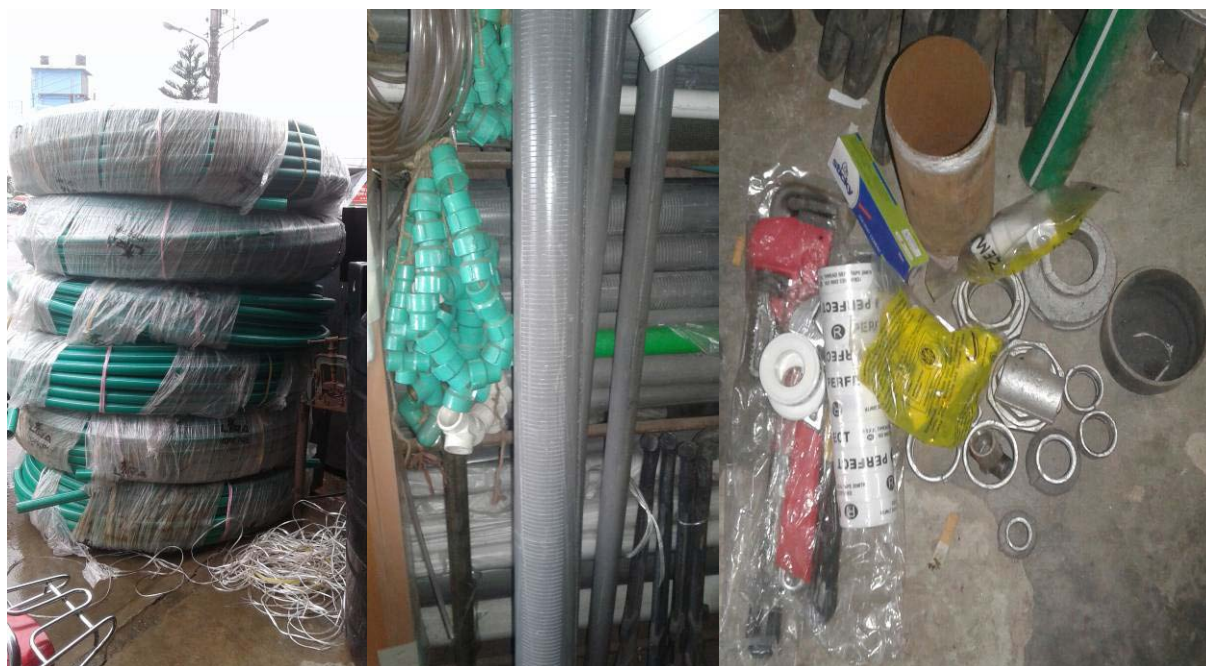
Picture 12: Volunteer Sumoy Chakma presenting community draft budget before the PMT

The meeting played vital role to mitigate procurement challenges, screening and review of draft budget prepared by the respective community schools, develop plan to execute project reconstruction activities at field level, progress analysis and monitoring finding and feedback, trouble shooting etc. which were executed by the voluntarily engaged ED, PM, volunteers, technical resource during the four months of project execution. However, community level activities management and planning were undertaken in participatory manner and engagement of SMCs, PTAs and MGs of the eight target community schools.

Table 2: Project Management Team Meeting Information

Meeting Date	Venue	Participants		Total
		M	F	
03 September 2018	Taungya Training and Resource Centre	8	0	8
17 September 2018	Do	8	0	8
02 October 2018	Do	8	1	9
22 October 2018	Do	8	1	9
03 January 2019	Do	9	1	10

Procurement of Reconstruction Materials: Prior to budget screening and consideration of technical issues the budgets were finalized at PMT meeting and it was shared with the respective communities during consultation meetings. Anyway, after the preparatory works of procurement procedures Taungya proceeds to materials purchase at district level. Quotation of listed materials collection has been collected from the local market and the lowest bidder was selected to supply the listed materials as per work orders from Taungya. Meanwhile communities were communicated to carry out their respective materials by their own expenses from the district.



Picture 13: Purchased materials for GFS installation at Perasora, Noa Para and Bajesora schools



Picture 14: Materials for deep set tube wells installation at Rongash Sora, Sogoda Sora and Down Para schools



Picture 15: Taungya's ED & Ward Member Swapna Rani Tanchangya handing over payments for local purchase to the Chairperson of SMC



Picture 16: Volunteer Sohag Chakma handing over payments of locally purchase materials to the Co-chairperson of Bajeisora School



Picture 17: Mr. Biplob Chakma hand overing payments for local materials purchase to Chairperson of Jarulsori community School

Table No 3: List of **school repairing** materials purchased for Perasora, Nua Para, Jarulsori and Bajeisora community schools at district level

Sl	Particulars	Jarulsori	Bajeisora	Perasora	Nua Para	Total Unit	
1	C G I Sheet	14	4	0	0	18	Bundles
2	C G I Sheet for corner (Tuli)	14	0	0	0	14	Nos
3	Tupe nails	12	2	0	0	14	KG
4	1.5" nails	1	0	2	5	8	KG
5	2" nails	12	3.5	2	4	21.5	KG
6	3" nails	10	3.5	2	3	18.5	KG
7	4" nails	5	3	0	0	8	KG
8	5" nails	3	0	0	0	3	KG
9	6" size Nut & bolts for pillars	24	0	0	0	24	Nos
10	Hinges	20	17	20	36	93	Nos
11	Screw	1	2	2	2	7	Nos
12	latches	6	5	6	9	26	Nos
13	Ring	5	5	6	10	26	Nos

SI	Particulars	Jarulsori	Bajeisora	Perasora	Nua Para	Total Unit	
14	Red oxide	8	0	0	0	8	Gallons
15	Brush (3" size)	3	0	0	0	3	Nos
16	Tarpin	3	0	0	0	3	Ltrs

Table No 4: List of **class dividers repairing** materials purchased for Perasora, Nua Para, Jarulsori and Bajeisora community schools at district level

SI	Particulars	Jarulsori	Bajeisora	Perasora	Nua Para	Total Unit	
1	1.5" size nails	0	0	0	1	1	
2	2" size nails	3	4	4	4	15	
3	3" size nails	2	2	2	2	8	
4	Screw for hinges	1	0	0	0	1	
5	hinges 4" size	7	0	0	0	7	

Table No 5: List of **table-bench repairing** materials purchased for Perasora, Nua Para, Jarulsori and Bajeisora community schools at district level

SI	Particulars	Jarulsori	Bajeisora	Perasora	Nua Para	Total Unit	
1	1.5" size Nails	4	4	1	0	9	
2	2" size Nails	4	2	2	2	10	
3	3" size Nails	3	2	0	0	5	
4	Screw	0		0	1	1	
5	Wood color	7	4	3	4	18	
6	Tarpin	3	2	2	2	9	
7	Brush 3" size	4	3	3	2	12	

Table No 6: List of GFS installation materials purchased for Perasora, Nua Para and Bajeisora community schools at district level

SI	Particulars	Perasora	Bajeisora	Nua para	Unit Cost	Unit Description
1	1.5" dia HDPE Coil Pipe	4250	2000	3300	9550	Feet
2	1" dia HDPE Coil Pipe	480	2490	1150	4120	Feet
3	0.5" dia HDPE Coil Pipe	100	500	500	1100	Feet
4	1.5" dia GI Pipe	20	0	20	40	Feet
5	3" dia GI Filter	1	0	1	2	Nos
6	1.5" dia Socket	9	0	5	14	Nos
7	1" dia Socket	10	8	8	26	Nos
8	0.5" dia Socket	1	4	4	9	Nos
9	1.5"x1"dia.reducer.	1	2	1	4	Nos
10	1"x0.5"dia.reducer.	1	0	1	2	Nos
11	1.5" dia Union Socket	5	0	3	8	Nos
12	1" dia Union Socket	4	8	4	16	Nos
13	1"x0.5"dia Tee	2	5	1	8	Nos

SI	Particulars	Perasora	Bajeisora	Nua para	Unit Cost	Unit Description
14	0.5"x0.5"dia Tee	2	2	1	5	Nos
15	1" dia pipe nipul	4	3	3	10	Nos
16	0.5' dia Pipe nipul	4	4	4	12	Nos
17	1.5" S nipul	4	2	3	9	Nos
18	0.5" S nipul	4	2	4	10	Nos
19	1" dia PVC Gate valves	1	1	1	3	Nos
20	0.5" Bib Cork	2	2	2	6	Nos
21	Teplon Tape	2	1	2	5	Dozen
22	18" Pipe wrench	1	1	1	3	Nos
23	14" Pipe wrench	1	1	1	3	Nos
24	12" Sly wrench	1	1	1	3	Nos
25	1000 Ltr. PVC Reservoir	1	1	1	3	Nos

Table No 7: List of **ring well repairing materials** purchased for Jarulsori Community School at district level

SL	Particulars	Total Unit	Unit Description
1	1.5" PVC Tread Pipe (10 feet long)	85	Feet
2	1.5" dia GI Socket	3	Nos
3	Cylinder	1	Nos
15	Rod socket	5	Nos
16	Ladder	3	Nos
17	Check Valve	1	Nos
19	Connecting Rod	40	Feet
20	Socket for connecting rod	20	Nos
21	Nut bolts for Head	8	Nos

Table No 8: List of school repairing materials purchased for Boro Horinga, Sogoda Sora and Rongas Sora community schools at district level

SI	Particulars	Boro Horinga	Sogodasora	Down Para	Rongas Sora	Total Unit	
1	C G I Sheet	0	2	0	5	7	Bundles
2	C G I Sheet for corner (Tuli)	0	4	0	8	12	Nos
3	Tupe nails	1	3	0	3	7	Kg.
4	1.5" nails	0	4	0	3	7	Kg.
5	2" nails	0	3	0	3	6	Kg.
6	3" nails	14	3	0	2	19	Kg.
7	4" nails	4	3	0	2	9	Kg.
8	5" nails	0	2	0	2	4	Kg.
9	6" size Nut & bolts for	0	0	0	24	24	Nos
10	Hinges	20	35	0	20	75	Nos

SI	Particulars	Boro Horinga	Sogodasora	Down Para	Rongas Sora	Total Unit	
11	Screw	0	1	0	1	2	Nos
12	Latches	0	6	0	5	11	Nos
13	Ring	0	10	0	10	20	Nos
14	Red oxide	0	0	0	8	8	Gallons
15	Brass (3" size)	0	0	0	3	3	Nos
16	Tarpin	0	0	0	3	3	Ltrs.
17	Diesel	0	10	0	0	10	Ltrs.
18	Matia oil	0	2	0	0	2	Tin

Table No 9: List of class dividers repairing materials purchased for Boro Horinga, Sogoda Sora and Down Para community schools at district level

SI	Particulars	Boro Horinga	Sogodasora	Down Para	Rongas Sora	Total Unit	Unit Description
1	1.5" size nails	0	0	4	0	4	Kg.
2	2" size nails	0	4	3	0	7	Kg.
3	3" size nails	5	2	3	0	10	Kg.
4	5" size nails	3	0	0	0	3	Kg.

Table No 10: List of class dividers repairing materials purchased for Sogoda Sora and Down Para and Rongas Sora community schools at district level

3	Particulars	Boro Horinga	Sogodasora	Down Para	Rongas Sora	Total Unit	Unit Description
1	1.5" size nails	0	3	4	5	12	Kg.
2	2" size nails	0	3	8	3	14	Kg.
3	3" size nails	0	0	3	3	6	Kg.
4	Screw	0	0	3	0	3	Box
5	Wood color	0	6	12	10	28	Pound
6	Tarpin	0	3	5	4	12	Pound
7	Brush 3" size	0	3	4	4	11	Nos

Table No 11: List of deep set tube well installation materials purchased for Sogoda Sora, Down Para and Rongas Sora community schools at district level

SI	Particulars	Down Para	Rongas Sora	Sogoda Sora	Total Unit	Unit Description
1	3" size C Class pipe	120	140	140	400	Feet
2	1.5" size D Class pipe	190	150	160	500	Feet
3	1.5" size 6 No. filter	40	40	40	120	Nos
4	3"X 1.5" R socket	1	1	1	3	Nos
5	Gum	1	1	1	3	Nos
6	1.5" column pipe	70	60	60	190	Feet
7	SS Rod	70	60	60	190	Nos
8	1.5" size socket	6	7	6	19	Nos
9	Top rod	1	1	1	3	Nos

SI	Particulars	Down Para	Rongas Sora	Sogoda Sora	Total Unit	Unit Description
10	Teplon tape	2	2	2	6	Nos
11	Buzzuri Sand	10	10	10	30	Bags
12	3"X 1.5" base plate	1	1	1	3	Nos
13	3"X 18" pipe nipul	1	1	1	3	Nos
14	SS Cylinder	1	1	1	3	Nos
15	6"X 20' size pipe	20	20	20	60	Nos
16	Cement	1	1	1	3	Bags
17	sand	6	6	6	18	Bags
18	Cobblestones	6	6	6	18	Bags
19	Cartain tape	0	1	0	1	Nos
20	Tube well (RFL Somrat) Head	0	1	1	2	Nos

Table No 12: List of deep GFS repairing materials purchased for Boro Horinga Mukh community school at district level

SI	Particulars	Unit	Unit Description
1	1.5" dia SS pipe	20	Feet
2	1.5" dia socket	8	Nos
3	1.5" dia union socket	8	Nos
4	1.5" S nipul	5	Nos
5	1" dia PVC gate valve	2	Nos
6	0.5" bib cork	2	Nos
7	Teplon tape	1	dozen

Table No 13: List of community level materials purchased for Perasora, Nua Para, Jarulsori and Bajeisora community schools

School Repairing							
SI	Particulars	Jarul Sori	Bajeisora	Perasora	Noa Para	Total Unit	Unit Description
1	Wood pole	13	0	0	0	13	CFT
2	Planks	45	20	10	16	91	CFT
3	Bamboo	1000	300	0	0	1300	Nos
Class Divider Repairing							
SI	Particulars	Jarul Sori	Bajeisora	Perasora	Noa Para	Total Unit	Unit Description
1	Batti	4	3	3	5	15	CFT
2	Bamboo	200	100	100	250	650	Nos
Table-Bench Repairing							
SI	Particulars	Jarul Sori	Bajeisora	Perasora	Noa Para	Total Unit	Unit Description
1	Planks	16	4	8	14	42	CFT

2	Wooden pole	8	6	3	0	17	CFT
Latrine Construction							
SI	Particulars	Jarul Sori	Bajeisora	Perasora	Noa Para	Total Unit	Unit Description
1	Wooden batti	3	3	3	3	12	CFT

Table No 14: List of community level materials purchased for Boro Horinga Mukh, Rongas Sora, Down Para and Sogoda Sora community schools

School Repairing							
SI	Particulars	Boro Horinga	Sogodasora	Down Para	Rongas Sora	Total Unit	Unit Description
1	Wooden pole	21	0	0	12	33	CFT
2	Bamboo	1250	300	0	250	1800	Nos
3	Wooden Bar (batti) and planks	87	26	0	4	117	CFT
Class Divider Repairing							
SI	Particulars	Boro Horinga	Sogodasora	Down Para	Rongas Sora	Total Unit	Unit Description
1	Batti	6	8	15	0	29	
2	Bamboo	250	250	400	0	900	
3	Wooden pole	4	0	0	0	4	
Table-Bench Repairing							
SI	Particulars	Boro Horinga	Sogodasora	Down Para	Rongas Sora	Total Unit	Unit Description
1	Planks	0	15	33	20	68	CFT
2	Wooden pole	0	8	35	21	64	CFT
Latrine Construction							
SI	Particulars	Boro Horinga	Sogodasora	Down Para	Rongas Sora	Total Unit	Unit Description
1	Wooden batti	3	3	3	3	12	CFT

Activity No 1: Reconstruction of the most vulnerable infra-structure of community schools

- a) **Reconstruction and Construction of School House structures:** There was no budget when the project proposal was submitted. The first proposed budget included only–reconstruction of new bamboo sheet (wall) or Class Divider & repair of classroom table/bench but after need assessment and data collection it has been found that five target project schools need its house structures repairmen which were severely affected during the last year flesh flood. So, communities of those schools requested to support them to reconstruct their school first otherwise some of them might get closed as they have very poor capacity to reconstruct them. Besides they were also affected during the heavy rainfall and flash flood. So, considering the community needs Taungya

shares the issue with the German Embassy, Dhaka and after revision of the first budget school house repairing was approved. The decision made the project more effective and two schools communities even decides to newly construct their school with their cash and kind contribution (if the budget is not sufficient) which were either not suitable or very vulnerable even for reconstruction. Hence, Taungya PMT agrees with the community proposal and provides support to construct two new school house structures. One is at Rongas Sora and the other at Sogoda Sora Community School. However, Boro Horinga Mukh, Bajeisora, Jarulsori, Perasora and Noa Para Community Schools receive project allocated support to reconstruct their individual schools. On the other hand as it has been informed by the Down Para School communities that they have got their school repaired with fund support from the Rangamati Hill District Council it remains out of reconstruction list.

Taungya implemented the school reconstruction in participatory way. Communities prepare the draft budget which was finalized at PMT and community shares more than 40% kind or cash contribution which geared up their ownership for the school. After receiving necessary materials from district level they collect local materials such as planks, bamboo, wood pole etc. at their respective community level. Community also contributed with day labour, sometime cash contribution (at community level procurement) and with wood pole, batti³ etc. and as per project budget allocation hire available local carpenters to lead their respective school construction or reconstruction. They also develop their individual work plans for it in their meetings. SMCs and school teachers play vital role in management, supervision and security of the materials.

Materials used for school construction or reconstruction are- CGI sheet (18 mm), CGI sheet for corner/tuli (18 mm), wooden pole, tupe nails, nails (size- 1.5" ,2" , 3" , 4" , 5"), 6" size nut & bolts for pillars, bamboo, hinges, screw, latch, ring, wooden Bar (batti) and planks, red oxide, Brass (3" size), tarpin, matia oil, diesel etc. However, the renovation not only made strong structures of the community schools it also strengthen their integrity, unity and social harmony through it.



Picture 18: School reconstruction activities at Bajeisora School

³ Small and narrow pieces of plank used to make house, latrine, class divider, table-bench etc. structures



Picture 19: Jarulsori School reconstruction by volunteer service of the community



Picture 20: Community volunteerism for Boro Horinga School reconstruction



Picture 21: Sogoda Sora School construction with community participation



Picture 22: Rongash Sora new School construction with community participation

- b) ***Class Dividers Repairing:*** A total number of sixteen class dividers were repaired or constructed in the seven project schools (Rongash Sora School did not receive this grant). The dividers were repaired by using local materials mostly by hiring local carpenter and volunteer service of the respective communities. Only nails were purchased from district level following the procurement process but bamboo and batti were purchased from respective local areas. Community peoples mainly volunteered to make bamboo fence and assisting the carpenters to fit those with the school walls and some used CGI sheet to make is long lasting with their contribution in the budget. It is also found that some dividers are repaired to moveable so that they can be set any part inside the schools and some were fit permanently as inner walls between class rooms. It is mentionable that 16 dividers were possible to reconstruct and construct for the community contribution of volunteer service of day labour and donation of materials like batti/sharing price for purchasing bamboo and low charge of wages of the local carpenters for the sake of their schools. There was limitation to photo record some of the school's class dividers repairing activities as Taungya staff could not attend during that time in the field for remoteness and expensive field trip and community also did not record for they did not have available mobile cameras.

Materials used for class dividers are- Bamboo, CGI sheet, 2" size nails, 1.5" size nails, 3" size nails, 5" size nails, wooden pole, batti etc.



Picture 23: Dedicated service of the hired local carpenter in class dividers repairing at Boro Horinga School



Picture 24: Class dividers repairing at Sagodasora School



Picture 25: Dedicated service of the hired local carpenter in class dividers repairing at Noa Para School



Picture 26: Class divider repairing at Bajeisora School

- c) **Class Table-bench Repairing:** The implemented project supported to repair class table-bench at seven schools except Boro Horinga Mukh Community School that did not need it. Taungya facilitated the rest of the seven schools to repair their respective class room table-bench following the approved budget and work plan. After the end of the project there found 90 table-bench repaired with the project support and off course community contributions with labour and donation of planks/batti etc. The carpenters were hired from the respective communities.

It is mentionable that the schools use three types of table-bench for their schools. Some are made donated by different local government institutions and strong in structures that made on iron frame and planks fit on them. In this case communities only purchased planks and screws to repair them. On the other hand some schools use table-bench like self drive in the floors so they repaired those using necessary planks and nails. Third types are made of wood and completely moveable which were fixed as thus. However, the project budget also allocated wood colour in some schools as per community demand to make the tools long lasting and rough uses. To mention about its result that poor school children now can enjoy comfortable tools in the class room.

Materials purchased for table-bench repairing are- Planks/ Tokta, wood pole (2"X2" size), 1.5" size nails, 2" size nails, screw, wood color, tarpin, brush 2" size etc.



Picture 27: Table-bench repairing at Noa Para School



Picture 28: Table-bench repairing at Jarulsori School



Picture 29: Table-bench repairing at Down Para School



Picture 30: Table-bench repairing at Bajeisora School

Activity No-2:

Installation of water technologies and sanitary latrine for the community schools

a) Sanitary Latrine Construction:

Taungya facilitated to construct eight sanitary latrines with project fund support and repaired two sanitary latrines at Boro Horinga Mukh and Down Para community schools. It was a hard challenge to set up those latrines by using quality materials and carry those materials to the remote schools. So, as per previous experience of the organization PVC materials were purchased from the local market which are now becoming popular in the remote hill areas. The PVC materials are recyclable and very light to carry on hills and it requires less water for its technical privileges. However, most of the community used water sealed shyphon for they have available water for their latrines. In this construction activities community people provided their hard labour on volunteer service to dig pits and assisted their respective technicians to construct those in time. On the other hand to construct one latrine eight wood poles are needed which were donated by the respective communities.



Picture 31: Sanitary latrine construction at Bajeisora School

Materials used to construct sanitary latrines are- C G I Sheet, wooden batti (1"X3"), tupe nail, plain nail 3" size, plain nail 4" size, latches, key Set, hinges 4" size, screw for

hinges, ring, PVC slab, PVC ring, 4" PVC pipe, cement & shyphon. Besides Taungya also provided – ewer, plastic container/pail & plastic mug one piece for each schools.



Picture 32: Pit digging on volunteer service and construct latrine at Jarulsori Community School



Picture 33: Sanitary latrine construction at Rongash Sori Community School

b) Improvised GFS Installation and Repairing:

Improvised Gravity Flow System- GFS installation was a challenge for technical support to the remote three community schools namely- Perasora, Nua Para and Boro Horinga Mukh schools. Moreover, there is no technical experts available to their respective communities neither the community people have sufficient experience or technical knowledge about its installation. On the other hand it's found too expensive to support with technical expert from district level besides security concern. In this situation and considering all the issues, Taungya decides to train two representatives, one is Admin Officer and a volunteer on basic technical knowledge with possible problem solutions (might be faced at the installation site- Perasora and Nua para) by the voluntarily engaged civil engineer and the hired plumber Mohammad Khalek. They were trained with practical sessions to set GFS filter, joining two pipes ends together, set up of the collection points, fitting taps, fitting pipe with the reservoir etc. It was also planned to engage the trained two personals for developing resources from the respective communities at the two project sites so that they can assist communities for their GFS installation.

It was not easy especially for those two schools for this installation work due to insufficient budget too so communities decides to contribute either in kind or cash. Perasora community donates BDT 20000/- in this regards and Nua Para communities in kind day labour to set pipe lines. Carrying the large quantity of pipes and other materials also a great challenge for them cause there was no alternative way but using the water route and it is also very expensive to carry those materials to the remote broder adjacent corner (up stream of Thega River). But both communities were very positive to their reconstruction and they have been suffering for the crying need for decades and they takes complete responsibility to carry those goods to their schools as well as materials security. Taungya also supports with necessary official help to carry their goods and have security clearance from the BGB border camps. It is a strong question that why the schools planned to install GFS for stream water? The answer is it is easier for them for lack of availability of technical support in case of tube well/deep set tube well in those hard to reach areas. Besides their geographical context is not very positive for infiltration Gallery-IFG too for most of the areas are on hills.

Anyway, Bajeisora communities already have a GFS (improvised) line in their community so they just connected a line from the nearest collection points to their schools and they had necessary technical knowledge to set the lines.

Boro Horinga communities also have workable technical knowledge so they did not experience short of technical hands there. Community contribution (day labour) to set the lines contributed the project to implement in low cost like the other reconstruction activities otherwise it would be a very strong constrains to accomplish it in time with minimum budget support for this kind of work.

Materials used for GFS installation are- Dia HDPE coil pipe (1.5", 1" & 0.5" size), 1.5" dia GI pipe, 3" dia GI filter, 1.5" dia socket, 1" dia Socket, 0.5" dia socket, 1.5"x1"dia.reducer, 1"x0.5"dia.reducer, 1.5" dia union socket, 1" dia union socket,

1"x0.5"dia tee, 0.5"x0.5"dia tee, 1" dia pipe nipul, 0.5' dia pipe nipul, 1.5" S nipul, 0.5" S nipul, 1" dia PVC gate valve, 0.5" bib cork, teplon tape, 1000 Ltr PVC reservoir etc. Besides for maintenance of the pipe line three types of wrenches sets (18" pipe wrench, 14" pipe wrench & 12" sly wrench) were afforded to the SMCs of the schools.



Picture 34: Water collection point of Perasora School GFS located more than four km. Away from the reservoir



Picture 35: Joint fitting with workable materials



Picture 36: Fitting the reservoir besides the school



Picture 37: Volunteer service of the Perasora Communities for installation of the GFS tank



Picture 38: Trained local armature technical resource trying to join pipe lines



Picture 39: Strongly joint pipe lines at Boro Hringa Mukh Community School



Picture 40: Students at Boro Hringa Mukh Community School now have available water as much they need



Picture 41: The GFS line now supplies sufficient water for the school children at Bajeisora School



Picture 42: Nua Para Community School's SMC member visiting new GFS line at the collection point of Nua Para Community School & their reservoir set besides the school

Picture 43: Executive Director Taungya testing the GFS water during monitoring visit at Perasora School



c) Deep Set Tube well Installation:

Three deep set tube wells have been installed at Rongash Sora, Sogodasora and Down Para community schools by hiring a team of plumber who undertook the works on contract to complete fully. Community peoples contributed with food supply and accommodation of the technician team during the installation period. It was a challenge for Taungya that two project sites namely- Rongash Sora and Sogoda Sora sites which were tried to install tube well before by various persons but due to geographic and soil condition the efforts failed. So, Taungya hires an expert plumber who has experience to dig in remote areas of many upazila under Rangamati District and as per technical consultation and communities suggestions deep set tube wells were planned to install in those three project sites.

However, the hired team firstly complete boring in the pre selected installation sites (the sites were selected by advice of the civil engineer and opinion of the respected schools MGs, SMCs and PTAs in planning meetings). Then after getting desirable water layer the plumber estimates materials requisition under supervision of Taungya civil engineer. Then the necessary materials procured at district level and supplied to the project sites with carrying charge by the plumber. The individual installation works takes almost week to complete. Now the school children are drinking hygiene water from these three deep set tube wells.

Materials used for deep set tube well installation- 3" size C class pipe, 1.5" size D class pipe, 1.5" size 6 No. filter, 3"X 1.5" R socket, gum, tube well head (RFL Somrat), 1.5" column pipe, SS rod, 1.5" size socket, top rod, teplon tape, buzzuri sand, 3"X 1.5" base plate, 3"X 18" pipe nipul, SS cylinder, 6"X 20' size pipe, cement, sand, cobblestones etc.



Picture 44: Deep set tube well installation besides Rongash Sori Community School



Picture 45: Deep set tube well installation on the ground of Sogodasori Community School by the hired team of plumber

d) Ring Well Repairing:

Only one ring well was repaired at Jarulsori Community School among the eight project schools. The school children have been drinking unboiled stream water besides water collecting by the pits dug by the small stream when it became useless due to maintenance and short of necessary materials. Poor community could not afford the money that it needed to repair. Small fund support of the project for repair it contributed the school children profoundly no doubt. Anyway, the location being hard to reach no technical persons aggress to work there and it is a great challenge to carry heavy materials by crossing high mountains. So Taungya find out an armature local technician from the nearest village with minimum wage expenses to complete the work and community peoples provide their helping hands during repairmen. It was some parts to be changed and some to be welded from the nearest welding shops and some cash amount for paying the plumber. However, now not only the school children but also the nearest households are using the ring well for better water to drink. The following materials are used to repair the ring well- 1.5" PVC Tread Pipe (10 feet long), 1.5" dia GI socket, cylinder, rod socket, leather, Check bulb, connecting rod, socket for connecting rod and nut bolts for head



Picture 46: ED, Taungya visiting the reconstruction site



Picture 47: Local technician repairing the ring well in assistance of the communities

The overall project activities were carefully monitored from Taungya office with frequent field visit and direct supervision of the school management committees at community level. Average three visits at the project sites during the project span was also a good challenge for Taungya especially there was no administrative cost approved in the project but to ensure quality of the assigned works required these not less than 24 visit trips to the hard to reach areas were unavoidable. Taungya anyway made it for dedicative service of the project staff and the volunteers, considering urgent need of the communities and sometime contribution of the organization. It was also another challenge to photo documents of the project activities since no project staffs were employed at the fields so some activities photographs were take with low quality camera by the communities and some were taken during field visit from Taungya.

Project Summary:

With the fund support from *Embassy of the Federal Republic of Germany, Dhaka*, Taungya has successfully implemented the short term project known as *“Support for Infrastructure Reconstruction and Promote Sanitation Practice in the Remote Community Schools of*

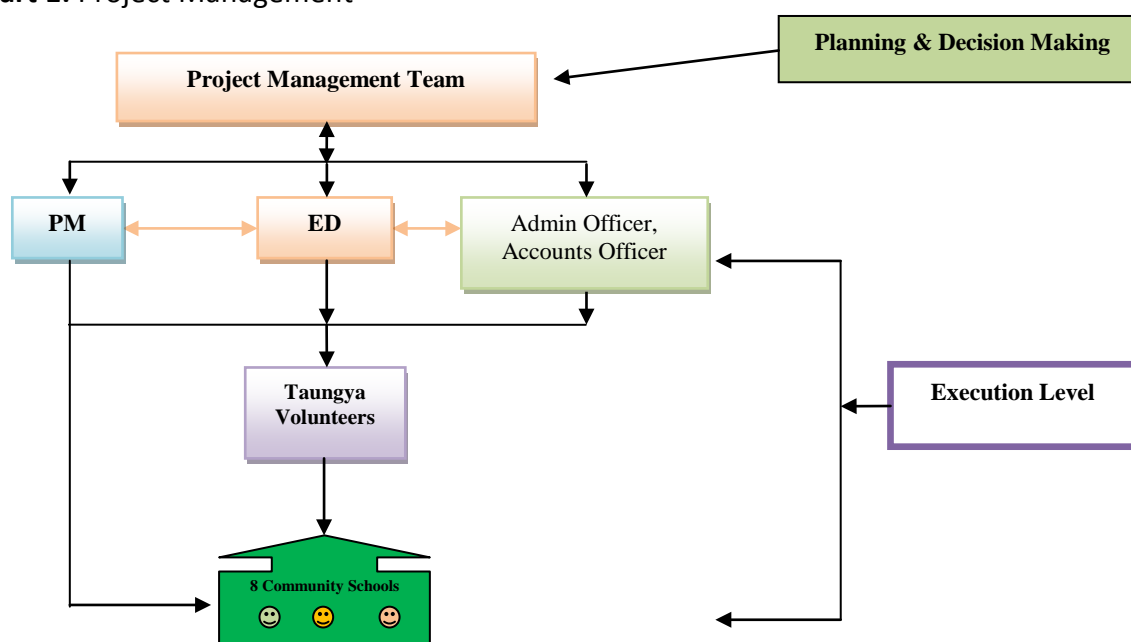
Rangamati Hill District” in five unions namely- Borkol Sadar, Aima Sora, Bhusan Sora, Choto Horinga, Bileisori Sadar union of Borkol and Bileisori upazila under Rangamati Hill District. The project as per MoU was started in 1 August 2018 to 31 December 2018 by completion of all its target renovation activities. As per proposal the objective of the project was as follows-

1. To create a playful primary education environment in the community school
2. To reduce the water bourne health risk for the community school going children.

Eight vulnerable community managed schools were brought under the project and supported to improve their sanitation condition & schooling friendly environment as depicted in the project proposal. In this regards five types of renovations- school structures reconstruction, class dividers repair, table-bench repair, sanitary latrine set ups and low cost water technologies installation activities were carried out by Taungya during the project period.

Anyway, to manage and implement the project, a *Project Management Team-PMT* was formed before field level execution which directly executed the project at community level with support of two volunteers of Taungya, a technical expert (civil engineer also as volunteer). Taungya’s Secretary of Executive Committee, Treasurer and two EC members dedicatedly volunteered in the PMT to supervise fund management, transparency and accountability. On the other hand ED, Taungya also voluntarily conducted the role of coordinator, Programme Manager as direct field supervisor, monitor, reporting and documentation volunteer, Admin Officer, Taungya and Accounts Officer carried out the responsibilities of administrative and accounts documentation volunteers of the project.

Chart 1: Project Management



As per MoU BDT **1,240,000.00** (In words: One million two hundred forty thousand Bangladeshi Taka) was budgeted for the reconstruction activities of the project which all were expensed in project activities. However, no administrative costs were considered and all the project management activities were undertaken in volunteer service from Taungya. Beside the fund support from German Embassy considerable amount of community contribution were utilized

to carried out the renovation activities. The contribution was mainly kind in manner and sometime cash sharing by the respective communities. The following table represents a snapshot of community contribution in the project activities-

Table 15: Information of fund support and Taungya & Community Contribution in the project activities

Types of Renovation	Project Budget	Community Contribution	Total	Contribution in %	Taungya Contribution	Total Expenses (Project Budget+Community Contribution+Taungya Contribution)	% of Taungya Contribution as per Project Budget	% of Taungya Contribution as per Total Expenses
School Reconstruction	339000	235505	574505	69.47%	108635	1854840	8.76%	5.86%
Class Dividers Repairing	70000	32000	102000	45.71%				
Table-bench Repairing	141000	66400	207400	47.09%				
LCWT Installation/Repair	594000	99500	693500	16.75%				
Sanitary Latrine Set Construction	96000	72800	168800	75.83%				
Total =	1240000	506205	1746205	40.82%				

The table clearly demonstrates community contribution to implement their renovation works of the project. So considering project fund support community contribution was 40.82% which was basically kind and materials contribution in the reconstruction activities worth 5,06,205/- BDT. On the other hand Taungya contributed BDT 1, 08, 635/- which is 8.76% contribution against project budget support from German Embassy and 5.86% contribution against total expenditure of the project activities which worth BDT 18, 54, 840/- taka. Anyway, Taungya basically contributed in organizing inception meeting, consultation meeting, PMT meeting arrangements and undertaking monitoring activities of the project besides administrative and accounts expenses at bank. It must be mentioned here that the project proposal was to contribute BDT 1, 84, 000/- taka within 12 months of proposed project duration but the project was executed within 5 months (as per suggestion from the donor) so Taungya contribution decreased as thus.

To implement the project target activities role of SMCs, MGs and PTAs was very influential at community level in case of planning and decision making process, quality ensure, procurement of local materials, ensure community participation in constructional works, monitoring and supervision and above all ensuring accountability and transparency of project works. Especially in some cases school teachers were very cooperative in terms of carrying and taking responsibility of security of the materials from Rangamati districts sometimes with their own expenses was remarkable. On the other hand technical advice and support of the voluntarily engaged civil engineer and two volunteers of Taungya without their kind and dedicative support it was quite impossible to accomplish project activities at community level besides effective budgeting and planning.

Methodology:

Taungya plays the role of facilitation in community level budgeting, planning and promote participatory way in this regards. So, respective eight community schools made their draft reconstruction budgets at community level which were finalized at PMT. Community contribution were carefully considered and budgeted in participatory way in this regard. Materials were procured both at community and district level considering- carrying, necessity of local resources like- planks, wood pole, bamboo etc. utilization of local resources, community contribution and overall *value for money* of procurement for the project. The field level works were monitored and supervised by the respective SMCs, PTAs and MGs. One of the important issue to ensure technical support in the project sites which were located at the hard to reach areas especially for installation of GFs at the Perasora, Noa Para and Bajeisora community schools. So, Taungya could not but depend on local technical persons who finally completed it maintaining considerable quality of works. To accomplish the target reconstruction activities, traditional leaders, elected bodies like- ward members who were directly involved in the school management committees were involved as stakeholders as well as beneficiaries. The activities were documented during the field visit and some action oriented photographs were taken by the communities themselves.

Anyway, project methodology could be briefly describe in the following chart-

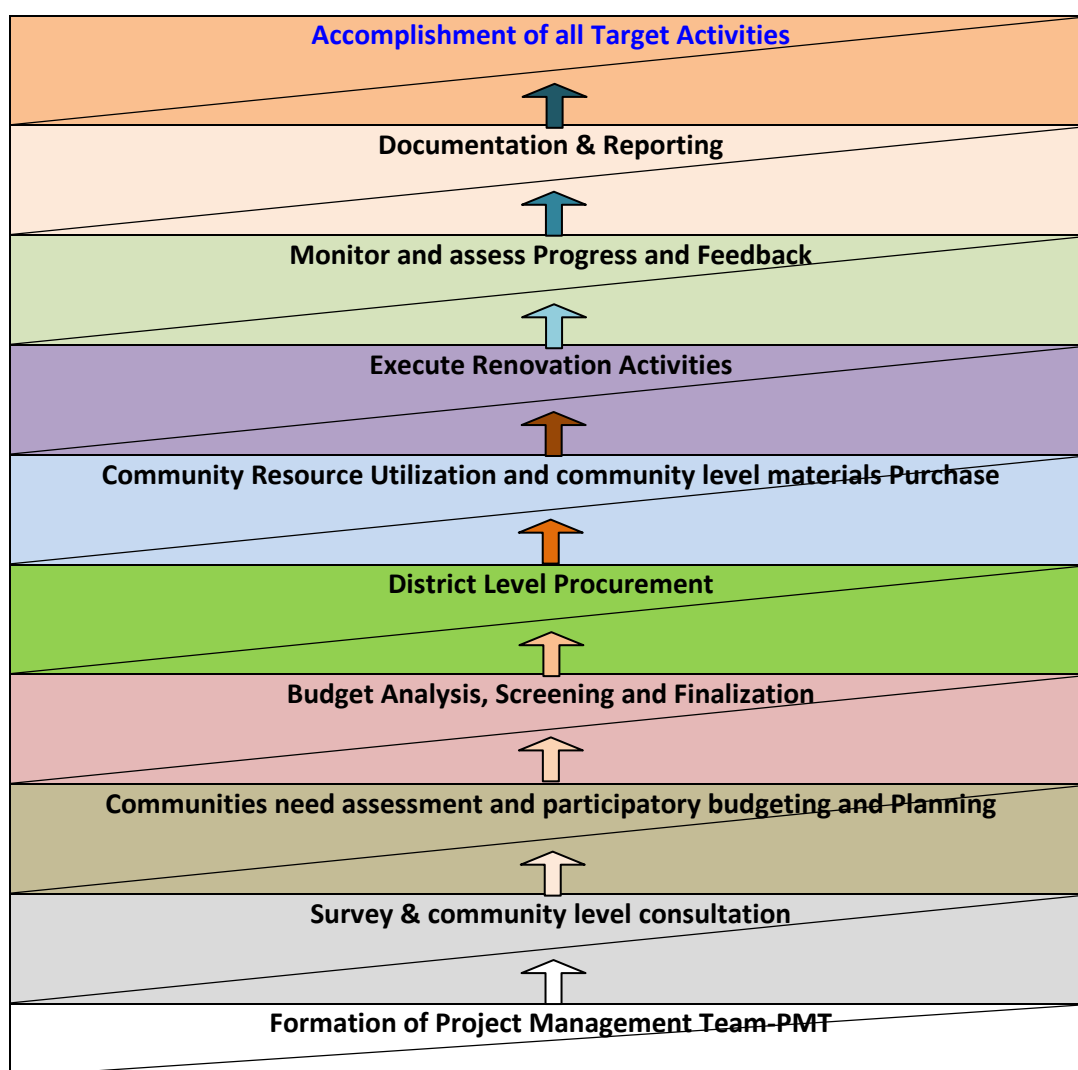


Chart 2: Project Implementation Methodology

Implementing Strategy:

To implement the task, average 3 monitoring visits has been conducted at the per project schools during the project cycle quality and progress supervision by the SMC, PTA and Mothers' Groups of the concerned schools. Taungya provided the role of facilitators and engaged the respective SMCs to accomplish their target individual reconstruction and installation tasks during the project span.

Approaches:

Planning and Management: To implement the project execution plan and project management issues were mitigated by formation of Project Management Team-PMT. The PMT was chaired by Taungya Secretary and coordinated by ED while Treasurer of the governing Board EC and two EC members also participated in the decision making, planning and budget review and screening of the reconstruction works. PM, Admin Officer, Accounts Officer, civil engineer and two volunteers of the organization were also active in the PMT. However, community level activities management and planning were undertaken in participatory manner and engagement of SMCs, PTAs and MGs of the eight target community schools.

Inception meeting: During the initial phase of the project eight inception meetings were arranged to share project activities and prepare community level draft budget in participatory manner. Taungya applied necessary formats for budgeting, community capacity to ensure security of the project procured materials at respective community levels, technical feasibility study of the LCWT installation. Anyway, the meetings were facilitated by Taungya volunteers, ED and PM.

Consultation Meeting: Besides the inception meeting for community level budgeting and planning Taungya also approached eight more consultation and budget sharing meetings where community reviewed and finalized their execution plans, engagement of local technical resource persons under contract, community level materials purchase etc. major and important issues were facilitated in these meetings.



Picture No 48: Consultation meeting at Bajeisora School



Picture No 49: Consultation meeting at Boro Horinga School



Picture No 50: Consultation meeting at Rongas Sori School



Picture No 51: Consultation meeting at Jarulsori School

Procurement for renovation works: It was quite a challenge to arrange necessary reconstruction materials as it was VFM⁴ to procure a large number of construction materials from district level and some from respective community level. So, PMT decides to arrange as such since challenge of carrying those large quantity of materials to the remote areas was also a hard challenge. On the other hand district level procurement was managed as per guidance of the organization procurement policy and guidance of the PMT under direct supervision of ED.

Technical support: The project required technical consultancy and Taungya engages a civil engineer in this regard who has long term experience of installation of GFS, ring well, deep set tube well, school house reconstruction and sanitary latrine set up at CHT areas. Besides the volunteers were also experienced of reconstruction works at community level so budget review, planning and execution was smoothly managed by the implementing organization.

Quality Assurance: Quality assurance of the project was carefully administered. Materials quality was ensured by selection of the best available goods considering budget line and justification of market. On the other hand quality reconstruction works was tackled by mobilizing the SMCs and engagement of local technical experts in the respective community schools.

Stakeholders Engagement: The project did not directly worked with major involvement of stakeholders. But due to project implementation strategy community level Headmen⁵ & karbaries⁶ (traditional leaders) and Ward Members (UP elected bodies) and off course SMC, PTA and MGs were engaged in the decision making, planning and monitoring supervision at respective community level.

Monitoring and Management: Monitoring of the project was difficult no doubt but as per field demand and to ensure timely accomplishment frequent monitoring visits in team was undertaken by Taungya. The visits were undertaken reconstruction starting time, ongoing

⁴ VFM-Value for Money

⁵ Headman:- chief of a mauza as per CHT Circle (Chakma, Mong & Bomang Circle)administrative system;

⁶ Karbari:- chief of one or more than one villages

time, progress assessment time and completion time. However, school management committees of the respective communities managed their construction and repair works through community based informal monitoring and intense supervision.

Grievance Readdress Measures: There was no major assumed grievance found during the project period. But it was also considered by PMT. So, to mitigate possible grievance respective SMCs were engaged to undertake community level activities under direct facilitation of Taungya.

Documentation Process: Project activities were carefully documented on time. Meetings were documented as well as community level draft budgets. Photographs were taken during the field monitoring visits. Under direct supervision of ED, PD, Admin Officer, volunteers, Accounts Officer etc. played role for timely documentation of the project activities. However, Taungya also ensured necessary documentation as per MoU with German Embassy.

Observation: There are some observations of Taungya from the project implementation experience which are mentioned below-

- Sogoda Sora and Rongash Sora communities though constructed two new individual school houses but they could not make the floor concrete for lack of fund which will impact during the moon soon & Rainy season;
- Prepared final budget exceeded its limit in case of reconstruction duration, sometime shortage of locally purchased materials;
- The project carried out large quantities of renovation works in the hard to reach distance areas which would need more long duration of time;
- It was quite difficult to manage local level materials purchase, pay wages of the technical persons (carpenter, day labour, amateur plumber for GFS installation etc) which required long time stay in all the project sites;
- Most of the communities were indifferent to share kind contribution due to their poor condition which was shared by the comparatively less poor or communities who have some forest resources etc.

Challenge Faced: The implemented project has vice-versed many challenges during various stages of implementation.

- Coordination and communication with the communities as most of the selected schools are located very hard to reach areas (border of India or long distance walk way on hills);
- Supervise and support the SMCs to complete reconstruction activities from district over phone communication;
- Conduct monitoring visit for remoteness, lack of easy transportation system, expensive travel cost etc.
- Short term project duration against load of multi reconstruction work especially in the distance areas;
- Carry out materials to the respective project sites for remoteness, lack of easy transportation facilities and expensive carrying charge;
- Prepare final reconstruction budgets for the schools through direct participation of the SMCs and MGs after need assessment;

- Ensure skilled technical resource in the reconstruction activities with minimum wages support;
- Ensure community participation in the project reconstruction activities in terms of decision making process since most of them are dead busy in their jums for reaping season;
- Collect activities photographs as there is no support for direct field trip in the project sites as well as insufficient frequency of mobile network and lack of technical skill;
- Facilitate some of the target communities to share kind contribution in the reconstruction activities;
- Women participation in the decision making process at community level etc.

Obstruction Found: During the project implementation four months no major obstruction found. No unexpected haphazardness also recorded which could negatively influence project activities and security of the supplied materials at community level.

Recommendation: Some commendations have draw concern of Taungya that has been found at filed level execution and assessment of renovation movement of the project. Community people express their gratitude to the project fund supporter as well as the implementing agency besides bring forward some suggestions which are presented below-



“We could not but expense our reconstruction actions mainly at school structure but it also could not complete the house 100% for budget was though sufficient but our need was more. Anyway, I personally feel great that 90% of the flash flood affected school has been possible to reconstruct with cooperation of German Embassy and Taungya. On the other hand I believe this project support should be expanded to other many schools that run by the poor community”

- Chittra Ranjan Chakma,
SMC member &
Ward Member of 8 No. Ward,
Boro Horinga Union,
Borkol Upazila, Rangamati

“It was a surprise that finally we could complete our school reconstruction. But what will happen if another flash flood affects it in the next year? I request the donor to continue this support for the poor ethnic communities who have very little capacity to run the schools.”

- Chandrika Chakma,
Chairperson, MG
Boro Horinga Mukh Community
School,
Borkol Upazila, Rangamati



Summarising the community voices Taungya find out the following recommendation from field experience too.

- Continue the reconstruction support to other vulnerable schools which are deprived of development facilities;
- Especially sanitation conditions like- hygiene school latrine, source of safe drinking water, sanitation awareness are much improvable areas than school repairing;

- Continue support for maintenance of the newly installed LCWTs till community became technically skilled;
- There should be new table-bench making but repairing as most of them are many years old and it is better to make new than repairing. This is a common scene in most of the community schools besides the project implemented schools'
- Include some lump sum expenditure cost for supervising field level works since project are implemented in the very hard to reach areas;
- Include vat in the next project for large amount of procurement of reconstruction activities;
- Arrange capacity building training for the deprived school teachers etc.

2. Results Achieved:

Principle thematic area of the project was schooling environment improvement and promotion of hygiene sanitation behaviour of the target eight community schools located in remote areas under two upazila of Rangamati Hill district. After accomplishment of all the target reconstruction tasks the following results are found quite visible –

Table No 16: Outcome of the project in School Reconstruction

SI No	Name of Community School	School Reconstruction				Number of Class Divider	Number of Table-bench Repairing
		Number of Window Repaired	Number of Doors Repaired	School Structure Reconstruction	Whole New School Structure		
1	Boro Horingamukh Community School	12	6	√	-----	2	
2	Rongash Sora Community School	3	2	√	√		14
3	Perasora Community School	8	3	√	-----	1	7
4	Noa Para Community School		3	√	-----	2	12
5	Bajeisora Community School	5	3	√	-----	2	6
6	Jarulsoni Community School	10	3	√	-----	3	18
7	Sogodasora Community School	8	4	√	√	3	16
8	Down Para Community School					3	17
Total =		46	24	07	2	16	90

Table No 17: Outcome of the project in LCWT and sanitary latrine construction

SI No	Name of Community School	LCWT				Sanitary Latrine Construction
		Deep set Tube well Installed	Ring Well Repaired	Improved GFS		
				Repaired	New Set up	
1	Boro Horinga Mukh Community School	-----	-----	1	-----	1
2	Rongash Sora Community School	1	-----	-----	-----	1
3	Perasora Community School	-----	-----	-----	1	1
4	Noa Para Community School	-----	-----	-----	1	1
5	Bajeisora Community School	-----	-----	-----	1	1
6	Jarulsori Community School	-----	1	-----	-----	1
7	Sogodasora Community School	1	-----	-----	-----	1
8	Down Para Community School	1	-----	-----	-----	1
Total =		3	1	1	3	8





Jarulsori Community School

BEFORE

AT PRESENT








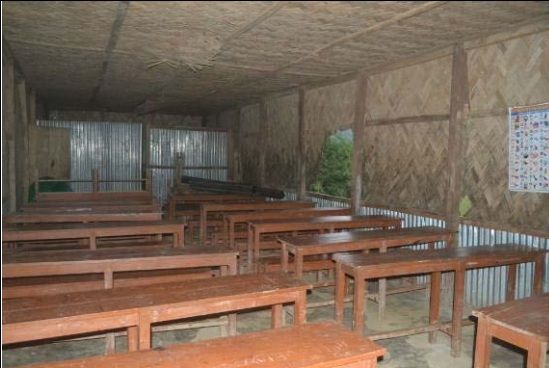
Sogoda Sora Community School

BEFORE

AT PRESENT



Rongas Sora Community School	
BEFORE	AT PRESENT
	
No Tube well Before	Repaired table-bench
	
No sanitary latrine before	
	

Bajeisora Community School	
BEFORE	AT PRESENT
	
No GFS line Before	Repaired table-chair and class divider
	

No sanitary latrine before	
	

Perasora Community School	
BEFORE	AT PRESENT
	

No GFS before



No sanitary latrine before



Down Para Community School

No Deep set Tube well Before



New Sanitary latrine beside the old one (repaired by community contribution)



Repaired class divider



Repaired table-bench



Nua Para Community School

Repaired class divider and new GFS line



New sanitary latrine



However, the results of the project do not simply lie in those infrastructure reconstruction and installation; it also fetched some mentionable outcome too through the project interventions.

Firstly- The whole project activities at the community managed eight schools promoted democratic decision making; social mechanism resulted to community social cohesiveness, Communal integrity and peace on one side and transparency and accountability on the other.

Secondly- The improved school infrastructures strengthen the 298 HHs under 19 villages to provide the poor 212 students a safe school house for at least next five years.

Thirdly- 111 households and 212 students will be directly benefitted from safe water supply in the eight villages which will enable them to save expenses for water borne diseases every year.

Fourthly- Management skill of the SMCs has been geared up and community now can feel strong ownership of their school properties through their 40% contribution in kind or cash in the project repairing/construction and installation behaviour.

Fifthly- The seven project oriented schools community were supposed to repair their respective school structures (Down Para was not fund supported from the project) by their own expenses where the implemented project supported BDT 3,39,000/=. But now they can carry expenditure for keeping 14 school teachers, two teachers at their each school easily without this renovation burden which would expended by them within one or two years time.

3. Impact of the Project:

Timely and doing well implementation of the renovation activities of the project surely marked some impact on social and educational life of the 298 HH under 19 pastoral ethnic communities in two upazila of Rangamati Hill District. The impact is mostly positive in many aspects as the project contributed to develop their overall socio-economical culture concerning their poorly supported vulnerable schools. In a snapshot the impact could be recorded as follows-

- Integrity, unity and confidence among the SMC members of the eight community schools has increased;
- The infrastructural development support lessen expense burden of the communities now they can support to pay their respective school teachers properly;
- 111 HH who are directly getting benefitted from the safe water supply are now much free from water bourne diseases as well as 212 primary school children are enjoying safe drinking water;
- The reconstructed five and newly constructed two schools will be free from construction expenses for at least five years if no natural calamity hampers;
- Newly constructed sanitary latrine will contribute the students to continue hygiene schooling environment besides repaired table-bench and class dividers in case of joyful learning surroundings in the class;
- Finally, the support deprived schools became frustrated for sometime during the last two years and the teachers were deprived but the project support and creation of new hopeful environment made the SMCs, PTAs and the community people optimistic again as some advocacy during renovation activities facilitated them to move forward to nationalization process of their respective schools.



“Community school teacher of any remote areas of CHT is a great challenge for there is no cash benefits involved. The project supported greatly to improve our schooling environment otherwise we teachers also would have to contribute to do it whereas we even do not get remunerated regularly and properly.”Now we can hope for making some steps towards nationalization process of our school too.”

- Suvoshanti Chakma,
Teacher
Bajeisora Community School,
Borkol Upazila, Rangamati

“Our children had no latrine and drinking water facilities before. Even the old school was made very small and difficult to run several classes as the teachers do. The project is like a blessing for us as it made our school large and now the children will not suffer from various diseases as they would suffer before for safe drinking water and hygiene sanitation practice during school.”

- Rashik Kumar Chakma,
Co-chairperson
Rongash Sora Community
School,
Borkol Upazila, Rangamati



“We all contributed cash and kind to newly construct our extension part of the school and it made us to come close together for the sake of our children. No matter whether we are Bangali or Chakma, we all became one during the time. The project strengthen our social cohesiveness and integrity”

- Mohammad Noor Hossain
Member, SMC,
Rongash Sora Community School,
Borkol Upazila, Rangamati

Aufstellung der Belege

List of vouchers

1. Einnahmen Receipts	Euro / Landeswährung Euro/local currency
1.1 Zuwendung des Auswärtigen Amts Allocation from the Federal Foreign Office	EUR-13,054.00/ BDT-12,40,000.00
1.2 Sonstige Einnahmen Other receipts	N/A
1.3 Eigenmittel Own funds	EUR- 1,143.64/ BDT- 1,08,635.00
Summe der Einnahmen Total receipts	EUR-14,197.64/ BDT-13,48,635.00
2. Ausgaben Expenditures	EUR-14,197.64/ BDT-13,48,635.00
3. Bestand / Mehrausgaben Balance/additional expenditures	0

***1 Euro= 94.99 BDT

Es wird bestätigt, daß die Zuwendung dem Vertrag entsprechend für das beantragte Projekt verwendet wurde und daß das Projekt wirtschaftlich und sparsam durchgeführt wurde.

It is hereby confirmed that the allocation was used for the project in accordance with the Agreement and that the project was carried out without undue expenditure.

,

Biplob Chakma, Executive Director, Taungya

Unterschrift des Projektträgers

(Project executing agency representative)

Unterschrift eines zweiten Projektverantwortlichen

(Second project executing agency representative)

1	2	3	4	5	6	7
Lfd. Nr. des Belegs Serial No. of voucher	Tag der Zahlung Date of payment	Empfänger Recipient	Grund der Zahlung Purpose of payment	Einnahmen Receipts local currency	Ausgaben Expenditures local currency	Vermerke Remarks
Voucher No-1 (Top Sheet)	08-10-18	Jum King	1. School Repair Materials 2. Table-Bench Repair Materials 3. Latrine Construction Materials 4. Class Divider Materials			
Voucher No-1 (A)	08-10-18	Jum King	Class Divider Materials		2085	
Voucher No-1 (B)	08-10-18	Jum King	Latrine Construction Materials		39800	
Voucher No-1 (C)	08-10-18	Jum King	a. School Repair Materials Tk-70,120 b. Table-Bench Repair Materials Tk-5880		76000	
Voucher No-2 (Top Sheet)	08-10-18	M/S Kalam Enterprise	1. GFS Materials 2. Tube well Materials			
Voucher No-2 (A)	08-10-18	M/S Kalam Enterprise	GFS Materials		297260	

1	2	3	4	5	6	7
Lfd. Nr. des Belegs Serial No. of voucher	Tag der Zahlung Date of payment	Empfänger Recipient	Grund der Zahlung Purpose of payment	Einnahmen Receipts local currency	Ausgaben Expenditures local currency	Vermerke Remarks
Voucher No-2(B)	08-10-18	M/S Kalam Enterprise	Tube well Materials		7400	
Voucher No-3	12-10-18	Pradip Chakma Technician	Tube well Installation		5600	
Voucher No-3(A)	12-10-18	Judisthir Chakma Carpenter	School Repair		23000	
			Toilet installation		1000	
			Class Divider		5000	
			Table-Bench		7000	
Voucher No-3(B)	12-10-18	Kusal Chakma Wood Supplier	Wooden Pole for school repair		3900	
			Plank for school repair		15750	
			Plank for Latrine		1050	
			Planks for Class divider		1400	
			Bamboo for Class divider		3000	
			Bamboo for fence		5000	
			Planks for Table-Bench Repair		7200	
			Wooden Pole for table		3600	
Voucher no-4	10-10-18	Ramoni Mohon Chakma	School Repair		4000	
			GFS Installation		5000	

1	2	3	4	5	6	7
Lfd. Nr. des Belegs Serial No. of voucher	Tag der Zahlung Date of payment	Empfänger Recipient	Grund der Zahlung Purpose of payment	Einnahmen Receipts local currency	Ausgaben Expenditures local currency	Vermerke Remarks
		Carpenter	Toilet Installation		1000	
			Class Divider		2000	
			Table Bench		4000	
Voucher no-4(A)	10-10-18	Atul Chakma Wood Supplier	School Repair		4500	Teak Wood
			Latrine		1050	Gamari Wood
			Class Divider		1050	Gamari Wood
			Bamboo for class divider		1500	
			Planks for Table-Bench		4950	Teak Wood
Voucher no-5	09-10-18	Nilabaran Chakma Carpenter	School Repair		7000	
			Toilet Installation		1000	
			Class Divider making		4000	
			Table-Bench Repair		4000	
Voucher no-5 (A)	09-10-18	Sadhan Moni Chakma Bamboo supplier	Class Divider		3750	
Voucher no-5 (B)	09-10-18	Sujon Chakma Planks/Wood Supplier	School Repair		5600	
			Toilet		1050	
			Class Divider		1750	
			Table-Bench		4900	

1	2	3	4	5	6	7
Lfd. Nr. des Belegs Serial No. of voucher	Tag der Zahlung Date of payment	Empfänger Recipient	Grund der Zahlung Purpose of payment	Einnahmen Receipts local currency	Ausgaben Expenditures local currency	Vermerke Remarks
Voucher no-5 (C)	09-10-18	Ramono Mohan Chakma Technician	GFS Installation		7000	
Voucher no-6	11-10-18	Dayal Kumar Chakma Wood supplier	School Repair		7000	
			Toilet		1050	
			Class Divider making		1050	
			Table-Bench		4500	Teak wood
Voucher no-6 (A)	11-10-18	Mongol Mohan Chakma Bamboo Supplier	School Repair		4500	
			Class Divider making		1500	
Voucher no-6 (B)	11-10-18	Sunil Kumar Chakma Carpenter	School Repair		10000	
			GFS Installation		12000	
			Toilet		1000	
			Class Divider making		2000	
			Table-Bench		2000	
Sub Total =					620745	

1	2	3	4	5	6	7
Lfd. Nr. des Belegs Serial No. of voucher	Tag der Zahlung Date of payment	Empfänger Recipient	Grund der Zahlung Purpose of payment	Einnahmen Receipts local currency	Ausgaben Expenditures local currency	Vermerke Remarks
Voucher No-1A (Top Sheet)	04-12-18	Jum King	1. School Repair Materials 2. Table-Bench Repair Materials 3. Latrine Construction Materials 4. Class Divider Materials			
Voucher No-1 (A)	04-12-18	Jum King	School Repair		35805	
Voucher No-1 (B)	04-12-18	Jum King	Latrine Repair		39800	
Voucher No-1 (C)	04-12-18	Jum King	Class Divider Materials		1800	
Voucher No-1 (D)	04-12-18	Jum King	Table-Bench Repair Materials		7940	
Voucher No-2 (Top Sheet)	05-12-18	M/S Kalam Enterprise	1. GFS Materials 2. Tube well Materials			
Voucher No-2 (A & B)	05-12-18	M/S Kalam Enterprise	GFS Materials & Tube well Materials		96625	
Voucher No-3(A)	07-12-18	Sumon Tanchangya	School Repair		32650	
Voucher No-3(B)	07-12-18	Parilal Tanchangya Carpenter	School Repair		19000	

1	2	3	4	5	6	7
Lfd. Nr. des Belegs Serial No. of voucher	Tag der Zahlung Date of payment	Empfänger Recipient	Grund der Zahlung Purpose of payment	Einnahmen Receipts local currency	Ausgaben Expenditures local currency	Vermerke Remarks
Voucher No-3(C)	08-12-18	MD. Khalek	Tube well Mechanic		51500	
Voucher No-4(A)	10-12-18	MD. Khalek	Tube well Mechanic		53500	
Voucher no-4(B)	10-12-18	Parimal Chakma Carpenter	Toilet Repair		1000	
			Class Divider		8000	
			Table Bench		12000	
Voucher no-4(C)	10-12-18	Mittil Tanchangya Bamboo & Wood Supplier	Latrine		5250	
			Class Divider		6000	
			Table-Bench Repair		28350	
Voucher no-5 (A)	12-12-18	MD. Khalek	Tube well Mechanic		51500	
Voucher no-5 (B)	12-12-18	Shymal Mitra Chakma Bamboo & Wood Supplier	Table-Bench Repair		19500	
			School Repair		6250	
Voucher no-5 (C)	12-12-18	Bimal Kanti Chakma Carpenter	School Repair		4000	
			Toilet		1000	
			Table-Bench		9000	
Voucher no-6 (A)	14-12-18	Santi Moy Chakma Carpenter	School Repair		57800	
			Class Divider making		2800	
			Toilet		1000	
Voucher no-6 (B)	14-12-18	Athiti Dewan	School Repair		53450	

1	2	3	4	5	6	7
Lfd. Nr. des Belegs Serial No. of voucher	Tag der Zahlung Date of payment	Empfänger Recipient	Grund der Zahlung Purpose of payment	Einnahmen Receipts local currency	Ausgaben Expenditures local currency	Vermerke Remarks
		Bamboo & Wood Supplier	Class Divider making		6600	
			Toilet		1050	
Voucher no-6 (C)	14-12-18	MD. Khalek	GFS Repair		7000	
Sub Total =					620170	
#01	11-02-19	Executive Director	TA		43175	
#02	25-02-19	Volunteer	TA		41125	
#03	25-02-19	Govt.VAT	Construction Materials		20065	
#04	25-02-19	General Admin	Project Management meeting		2722	
#05	02-10-18	Bank Charge	Cheque book issue charge		288	
#06	26-12-18	Bank Charge	Account closing charge		345	
#07			Project cost (Over Expenditure)		915	Donor Fund receive 1240000 Total Expenses 1240915
Sub Total =					108635	
Grand Total =					1348635	<i>Project cost (Over Expenditure) worth 915 taka has been deducted as the expense is added in the project expenses</i>