

REPORT OF THE MISSION ON

'DEVELOPMENT OF STRATEGY PAPER FOR PROGRAM ACTIVITIES AFTER REVIEWING THE EXISTING PROGRAM OF MJF AT CHITTAGONG HILL TRACTS'



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² The observations and opinions contained in this report are the author's responsibility, and do not reflect those of MJF or any other institutions; the usual disclaimer applies.

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Niaz Ahmed Khan
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1: Setting the Scene

1.1 The Background and Introduction to the Programme and the Mission

This report documents the overall experiences, findings and recommendations of the Mission³ for evaluating the MJF (and its associated partners') Programme in the Chittagong Hill Tracts (CHT) and developing a strategy paper for future MJF interventions in the region.

In pursuant to its official mandate of 'supporting initiatives for real and lasting changes towards promotion and maintenance of human rights and good governance', MJF has been working in CHT since 2005 in partnership with selected local organizations with the goal of 'enabling the poor and vulnerable indigenous population to attain adequate standard of living through promoting means of livelihood security and greater capacity to influence policies, practices and attitudes to overcome poverty and promote peace and human dignity'.

Given the unique socio-political, geo-strategic and cultural contexts of CHT, and in light of the experiences gained by MJF in the course of its engagement with the development of the region over the past several years, MJF now intends to develop a strategy paper that should (i) build on a stocktaking of the existing MJF programmes (focusing mainly on education, livelihood, and cultural preservation), and (ii) guide its future operations in CHT.

The key Project documents summarize the contextual setting and the rationale for the MJF work in the CHT in the following manner:

... The development goal of MJF is to contribute in improving wellbeing of the poor and marginalized communities through increasing their voice, capacity development, realization of their fundamental rights and demand driven institutional responsiveness. MJF manages a large number of projects implemented by partner NGOs as well as providing supports to initiate national advocacy effort that has set the agenda for human rights and governance policy-making in favor of the marginalized and excluded groups within Bangladesh. The individual partner projects are organized under four major programmatic themes that represent the institutional priorities within the human rights and governance agenda where "promoting rights of the indigenous people living in the Chittagong Hill Tracts (CHT)" is one of the core thematic program of MJF.

Historically, indigenous population in Bangladesh is the most deprived groups in many aspects of economic, social, cultural and political rights. To be more specific, evidences show that the indigenous people of CHT have very limited access to basic human rights. After taking several policy initiatives at national level and signing of the Chittagong Hill Tracts accord in 1997, few improvements have been observed regarding health, education, employment generation and overall livelihoods. CHT communities experience moderate to severe food shortages on a seasonal basis. The CHT also represents a magnification of

³ The Final Evaluation Mission was led by Professor Niaz Ahmed Khan of the University of Dhaka. He acted as an independent and external expert, and was identified and engaged by MJF after necessary screening. He was assisted by Mr. Anwar Hossain Chowdhury and selected PNGO field staff during the fieldwork. A short biographical profile of Professor Khan is appended.

the problem of the struggle over land. The scarcity of cultivable land is acute and is severely exacerbated by the pressures of a growing population compounded by the settlement of plain-lands people from other parts of the country. Thousands of hectares of land historically belonging to the hill peoples have been taken by settlers, often with the collusion of the State, over the past two decades. Moreover *Jum* and plain land agricultural productivity is declining rapidly; farmers are not getting fair products for their agricultural produce; community residents have poor access to forest products; and marginal households do not have sufficient income to meet their basic needs. Most of the diverse and different culture and tradition of CHT indigenous are nearly extinct and are negatively influenced by majority culture. MJF has been working with CHT based organizations since 2005 with 13 total direct partners, 5 sub partners and 1 short term partner ... In this background, as a part of developing comprehensive and sustainable strategy paper focusing education and livelihood program with cultural preservation as cross cutting issue, MJF intends to conduct a review of existing program. So developing a strategy for providing support in CHT organization considering the whole perspective of MJF partnership should serve as a guide line for MJF and will also include a review of partner performed activities as well as MJF's support (*Terms of Reference, pp.1-2; also see, CHT Programme: Annual Report 2012*).

MJF CHT Programme has been conceived and implemented in the above context. It is implemented through direct partnership with 13 organizations and seven sub-partners -- with a territorial coverage of some 21 Upazilas over all the three Hill Districts of Rangamati, Khagrachari and Bandarban. The Development Goal of the Programme is as follows: 'Enabling the poor and vulnerable Indigenous population to attain adequate standard of living through promoting means of livelihood security and greater capacity to influence policies, practices and attitudes to overcome poverty and promote peace and human dignity'. In line with the Goal, the Programme has attempted to produce the following started outputs:

- (i) Improved livelihood security through sustainable income generation activities;
- (ii) Improved quality of institutional service delivery and access to education and agricultural services;
- (iii) Preservation and institutionalization of nearly extinct indigenous tradition and culture

In order to produce the above outputs, the Programme currently focuses on three areas: primary education, improving economic livelihood and preservation of tradition and culture. The total number of direct project participants is 55,397 residing in the three Hill Districts – belonging to 12 ethnic communities. A sum of GBP 2,104537 has been allocated for the Programme.

The Final Evaluation Mission was commissioned by MJF in consultation with the partners, and fielded in March 2013 with the broad aim to 'formulate adequate CHT program strategies of MJF through reviewing present projects that will guide implementation of the future program with broad activities for achieving the desired outputs' (*ToR, p.2*). The full version of the ToR is annexed.

1.2 The Scope, Structure and Methodological Considerations of the Mission

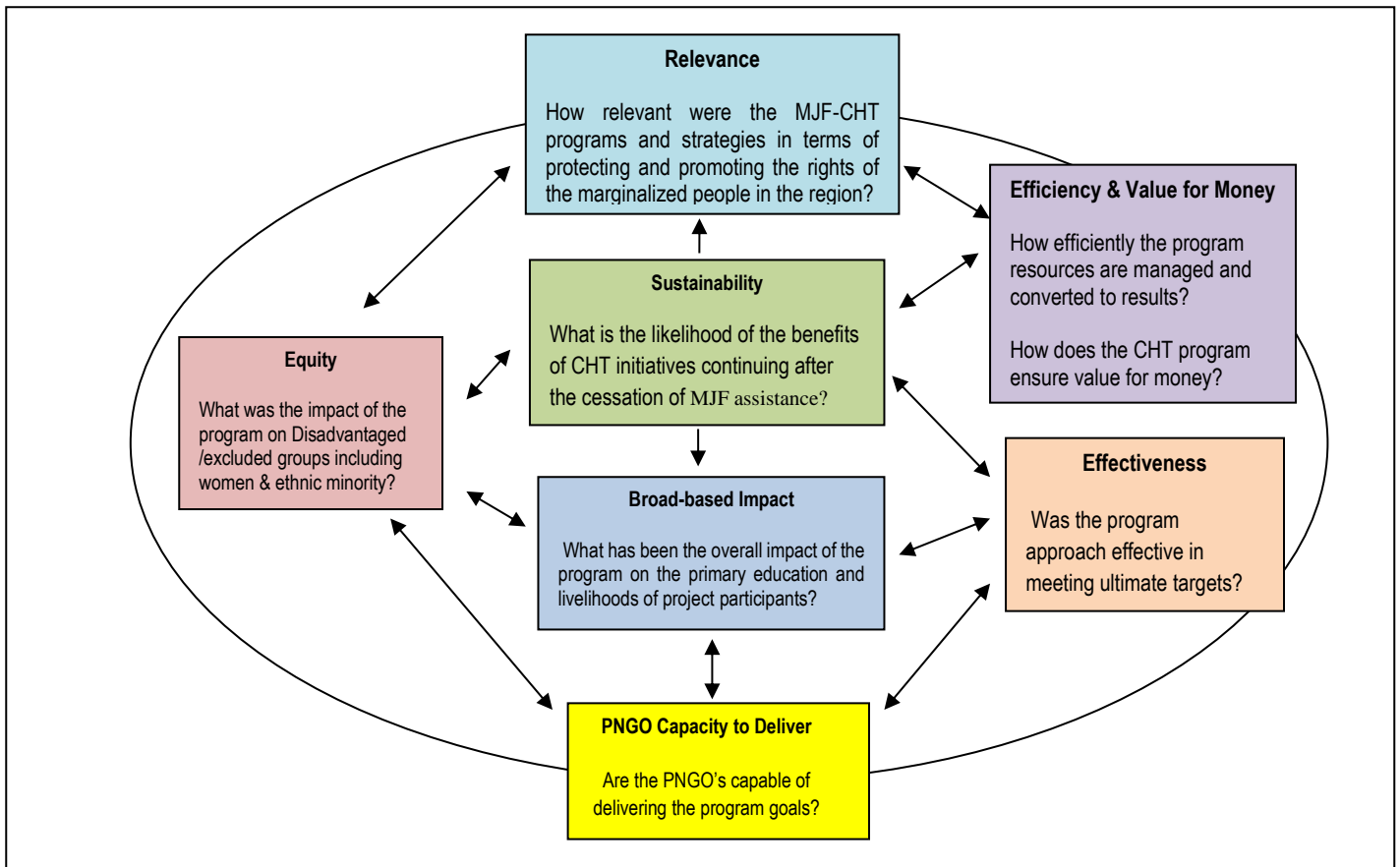
1.2.1 FORMULATION OF AN ANALYTICAL FRAMEWORK

Understanding and analyzing the dynamics of development programmes and associated institutions - especially in the complex context of CHT in varied locations - is a difficult task by any standard. For the benefit of a systematic fieldwork and subsequent analysis, an analytical and conceptual framework was felt necessary.

The Mission ToR, the initial review of secondary literature, and consultations with the key stakeholders (concerned MJF staff, partner institution staff, other NGO activists, academics, local government leaders, local sociopolitical elites etc.) provided clues for development of such a framework (see Figure 1.1).

The review and stocktaking of the MJF-CHT Programmes (concerning education, livelihood and cultural preservation), as the framework conceptualizes, may pivot around the following key queries:

Figure 1.1: The Analytical Framework of the Study



In following the above framework, the ToR of the Mission, and the initial briefings with the Programme staff, the Mission applied and focussed on the following review criteria and associated queries:

Box 1.1: Summary of the Major Review Criteria and Associated Queries explored During the Fieldwork

<p>a) Relevance: Details of the program’s significance with respect to increasing voice, accountability and responsiveness within the local context.</p>
<ul style="list-style-type: none"> • How well does/did the programme relate to governance priorities at local, national or internal levels? • How well does/did the program relate to MJF’s mission, vision and plans?
<p>b) Impact: Details of the broader economic, social, and political consequences of the program and how it contributed to improved governance and transparency outcomes and to poverty reduction. This section should also include a verification of the most significant results identified by the program and, as far as possible, a deepening of the analysis around the key parameters. It is also the progress in relation to the program major indicators.</p>
<ul style="list-style-type: none"> • What was the programme’s overall impact and how does this compare with what was expected? • Did the programme address the intended target group and what was the actual coverage? • Who were the direct and indirect/wider beneficiaries of the programme? • What difference has been made to the lives of those involved in the programme?
<p>c) Efficiency and Value for money: How far funding, personnel, regulatory, administrative, time, other resources and procedures contributed to or hindered the achievement of outputs. Good value for money is the optimal use of resources to achieve the intended outcome.</p>
<ul style="list-style-type: none"> • Are there obvious links between significant expenditures and key programme outputs? How well did the partnership and management arrangements work and how did they develop over time? • How well did the financial systems work? • How were local partners involved in programme management and how effective was this and what have been the benefits of or difficulties with this involvement? • Were the risks properly identified and well managed? • How do the partners monitor tracking and reducing cost? • How does the CHT program ensure value for money? • Based on cost-benefit analyses of selected few cases, what is the general VFM pattern of the program?
<p>d) Effectiveness: Assessment of how far the intended outcomes were achieved in relation to targets set in the original logical framework.</p>
<ul style="list-style-type: none"> • Have interventions achieved or are likely to achieve objectives? • How effective and appropriate was the programme approach? • With hindsight, how could it have been improved?
<p>e) Equity: Discussion of social differentiation (e.g. by gender, ethnicity, socio-economic group, disability, etc) and the extent to which the programme had a positive impact on the more disadvantaged groups.</p>
<ul style="list-style-type: none"> • How does/did the programme actively promote gender equality? • What is/was the impact of the programme on children, youth and the elderly? • What is/was the impact of the programme on ethnic minorities? • If the programme involved work with children, how are/were child protection issues addressed?

<ul style="list-style-type: none"> • How are/were the needs of excluded groups, including people with disabilities and people living with HIV/AIDS addressed within the programme?
<p>f) Sustainability: Potential for the continuation of the impact achieved and of the delivery mechanisms following the withdrawal of MJF support.</p>
<ul style="list-style-type: none"> • What are the prospects for the benefits of the programme being sustained after the funding stops? Did this match the intentions? • How has/could collaboration, networking and influencing of opinion support sustainability?
<p>g) PNGO Capacity to Deliver: Are the PNGO's capable of delivering the program goals?</p>
<ul style="list-style-type: none"> • How far and at what rate the funding was used and absorbed? • Is there adequate and appropriate staff to deliver the project output? • How the local partners are involved in Program Management and how effective was this? What have been the benefits of or difficulties with this involvement? • What is the Gender composition of the Staff at various levels? Is the staff Job Description compatible with his/her actual work schedule? • What is the nature and type (contractual, permanent, interim, ad hoc, part time, full time, shared among projects, etc.) of the employment of project staff? • Are there consultative forums (e.g. staff meetings) for decisions and regular operations of the project? • How the opinions of field staff are reflected in the consultative forum (decisions and proceedings)? • What is the level of Staff Turn Over? (reasons for turn over) • Are the common regulatory and administrative operational mechanisms and procedures in place and operational? (especially procurement policy and institutions, HR policy/manuals Coordination and M&E) • What is the general impression of the community beneficiaries regarding project staff?

1.2.2 THE KEY STAGES AND ACTIVITIES OF THE MISSION

Identification and fielding of the study team

MJF has considerable in-house experience and expertise of working with a good number of CHT institutions and communities, and conducting some form of periodic participatory assessments of their performance. An external expert (consultant) was brought in to (i) work with the relevant partner institution staff in this regard; (ii) provide overall guidance and supervision of the study work; (iii) facilitate development of appropriate conceptual framework and tools to conduct the study; (iv) support field testing of the assessment framework in selected locations; and (v) write up the report.

The MJF senior management, in consultation the relevant partners, identified and selected the consultant (the Mission Leader) after necessary screening. Among themselves, the study team members should represent such diverse academic disciplines as sociology, anthropology, natural resource management, public administration, and development studies. Each member was reasonably familiar with the major issues and challenges of the Study, and possessed intimate knowledge of the concerned CHT field sites, their socio-geographical peculiarities and cultures. Additionally, all of them shared some knowledge and experience of ethnographic research.

Initial secondary review and stakeholder consultation

There exists a considerable volume of literature on development challenges of CHT and analytical (conceptual) framework and tools for programme and institutional capacity assessment. A selection of these secondary materials was consulted as an initial step of the Mission's work.

The analytical framework, as sketched out in the preceding section, was developed and validated by selected stakeholder through a briefing session. One needs to bear in mind, however, that no such framework can be 'universal' or 'standard', and accordingly, based on the feedback from the session participants, the framework was revised and tailored to the particular local context and setting. As a part of the orientation and piloting exercise, the team held informal discussions with a cross section of key stakeholders including the concerned MJF staff in Dhaka, local/partner institutions, academics/researchers, relevant other CHT institutions (e.g. the traditional local government leaders), etc. An inception meeting was held at this point.

Empirical investigation

Sample, Field Testing and Target Groups: The assessment exercise (including the use of a framework and associated tools) was field tested initially in one site. This initial exercise is also allowed for hands-on orientation and training of the team and other concerned staff. Subsequently, the study was gradually expanded to cover all targeted sites.

Based on selected criteria - developed through consultations with, and full agreement of the key stakeholders, some seven (out of a total of thirteen) of the partner organizations in CHT, together with their program sites, were picked up for the purpose of the Mission.

The target groups for the fieldwork included the following: selected members of communities who are direct beneficiaries of the selected MJF-CHT programmes, CHT partner institution staff, concerned MJF staff, and members of the public who have immediate implications for and links with the operation of selected programmes in the given location/community, local socio-political elites, relevant government and local government officials.

Research Tool and Approaches: The empirical data collection tools chiefly consisted of focus group discussion, informal interviews, ethno-historical analysis, and (uncontrolled) observation. For a deeper understanding, occasional case studies were done to address and observe more subtle issues such as the impact and implications of specialized training and conscientization activities, staff motivation, demands and aspirations of selected beneficiaries. A field diary was used, where virtually any observed phenomenon of interest may be noted. In some cases, the interviews were tape-recorded with the permission of the respondents. Particular attention was given to observing the facial and body languages of the respondents along with the general features of the particular locality. A list of the respondents (including participants in FGDs) and other persons met during the fieldwork is annexed.

Formal and rigidly structured questionnaire was avoided; instead, wherever possible, a simple check list of discussion topics guided the interviews. The Mission team was encouraged to maintain field diaries to record virtually any observed phenomenon of interest. This way, the respondents were provided with a flexible and relaxed atmosphere to vent their emotions and ideas

in ways they preferred without being interrupted, guided or directed. Particular attention was given to observe the facial and body languages of the respondents along with the general features of the particular locality.

The Fieldwork: The fieldwork time was about 12 days. Given the limitation of time, it was acknowledged in the initial briefing meetings that it might not be possible to address all aspects of the Programme operation and to explore the concerned issues in great details. At the end of the fieldwork, however, the Mission was expected to develop a general and down-to-earth picture of the performance of the Programme and deepen the understanding of the field realities.

The Mission visited all the three districts under the Programme’s territory. The specific fieldwork sites were selected on the basis of

- (i) A careful review of literature (Programme documents, reports etc.);
- (ii) the suggestions and views of the project staff and other concerned stakeholders (e.g. local NGOs staff, local government representatives); and
- (iii) consideration of certain factors (see Table 1.2)

In selecting the sites, the following were the major considerations: ethnic and gender composition of the groups; accessibility; opportunity to observe and meet with other stakeholders (availability of various committees and their members, NGO and local government representatives); diversity in livelihood and geographic conditions.

Table 1.1: Summary of PNGO-wise Consultative Meetings and Project Activity Visit by the Mission

<i>Area covered</i>	<i>NGOs Covered</i>	<i>Schools visited</i>	<i>SMC meeting</i>	<i>PTA Meeting</i>	<i>MG Meeting</i>	<i>ED/PC Meeting</i>	<i>Local District Administration Meetings</i>	<i>UNDP</i>	<i>RC/HC Meeting</i>	<i>IGA Project visits</i>
Rangamati	Greenhill	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Toinga	✓	✓	✓	✓	✓	✓	✓	✓	✓
	CIPD	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bandarban	ECO Development				✓	✓	✓	✓	✓	✓
	GROUSE	✓	✓	✓	✓	✓	✓	✓	✓	✓
Khagrachori	Jabarang	✓	✓							
	Trinumul SS			✓	✓	✓	✓	✓	✓	✓

Table 1.2: The Choice and Rationale of the Major Fieldwork Locations

<i>District</i>	<i>Upazila</i>	<i>Para/Spot</i>	<i>Rationale and Principal Considerations the Choice</i>
1. Rangamati	Bilaichori	Chainda Para (Farua), Ulochori, Boholtoli (CIPD and Taungya)	<ul style="list-style-type: none"> • Opportunity to observe 3 indigenous communities: Pankho (minority), Chakma, Tanchangya; • Presence of community school; • Presence of <i>Jum</i> dependent parents and students (<i>Jum</i> catchment area); • Operation of Rice Bank; • Cultural Activities: prevalent cultural preservation initiatives; • Presence of traditional healers (practicing <i>Boidya</i>)e and herbal gardening and– indigenous knowledge and culture conservation; • Opportunity to observe the functioning and implications of other major developmental interventions – notably the UNDP project • Relative remoteness
	Rangamati Sadar-	Guichori (Green Hill)	<ul style="list-style-type: none"> • Presence of registered school with construction activities (with physical infrastructure intervention); • Indigenous community – Chakma; • Opportunity to observe the functioning of transport support (engine boat) to school; • Presence of Cultural Display Center (Showroom); • Opportunity to observe land tenure dynamics in school-led IGA enterprises • Ease of communication – time management
		Moricha Bill-Balukhali union	<ul style="list-style-type: none"> • Unsuccessful IGA enterprise; • Indigenous community – Tanchangya • Ease of communication – time management
	Bilaichori	Gach kabachora	<ul style="list-style-type: none"> • Opportunity to observe poorly performing IGA (cropping) • Opportunity to observe commercially motivated monoculture and ‘sale in advance’ arrangement; • Relatively weak SMC performance
2. Bandarban	Bandarban Sadar	Jamchori Rajbhila Union	<ul style="list-style-type: none"> • Well functioning SMCs and good community leadership; • Successful IGA enterprises (Cropping); • Provision of safe drinking water, in the school; • Presence of Youth Group and community awareness campaign

		Rajbhila union- Eradong Para, Amtoli para, Kuhalong	<ul style="list-style-type: none"> • Agricultural IGA, • Nursery Development behind school, • Trial and experimentation with an ‘intrigred approach’ - Income generated activity-poultry, livestock, agriculture • Functional Mixed Fruit Orchards • Experimentations with (Amtoli para) ‘Natural Storage’ facility; • Presence of Market Linkage groups; • Relatively weak operations of nurseries as IGA • Indigenous communities -Marma, Chakma Tanchangya
		Baghmara Headman Para- (Rajbhila Union)	<ul style="list-style-type: none"> • Presence of specialized female Honey Bee (apiculture) group; • Specialized Mushroom Group; • Experimental ‘Year-round Vegetable Garden’; • Ease of communication – time management
	Rowangcho ra upozilla	Bhanga mora GRAOUS	<ul style="list-style-type: none"> • Opportunity to observe the poorly performing IGA enterprises – Ginger and Banana; • Examples of ‘mixed cropping’ IGA enterprises; • Proactive teachers; • Acclaimed school renovation work; • Indigenous communities – Marma, Tripura, Tanchangya; • (Programme beneficiaries’) active interactions with local government officials
		Kochhop Toli Para (Graous)	<ul style="list-style-type: none"> • Kiyang based Residential Facility • Presence of Youth Group- Cultural activities,; • Possibility of observing the functioning of various other groups and committees (and their implications for the Programme).
	Thanchi- Alikodom	Bolipapra Thanchi Bazar	<ul style="list-style-type: none"> • Presence of smaller indigenous communities – MRO and Chak • Proactive experimental ‘sales promoters’ and ‘vegetable dealers’ • Presence of local Bengali community • Mixed garden (‘year round’);

			<ul style="list-style-type: none"> • Opportunity to observe the functioning and implications of other major developmental interventions • Relative remoteness
3. Khagrachari	Khagrachari Sadar	Chotonala, Bhai-bonchora Union	<ul style="list-style-type: none"> • Opportunity of observe ‘test cases’ – ‘Model Village’ (Food Processing Factory); active ‘self help group’ initiative; • Roadside/strip and pond bank plantation. • Community-based handicrafts and nursery projects • Visible presence of women in the group activities
		Purnobijoy para Bhaibonchora Union	<ul style="list-style-type: none"> • Test case- “model village” (Food Processing Factory); Active ‘self help group’ initiative; • Roadside and pond-bank plantations; • Indigenous communities - Chakma and Tripura; • Community-based handicraft and nursery projects
		Nirmol Chandra Karbari para	<ul style="list-style-type: none"> • Functioning of non registered school; • Opportunity to observe ‘failed’ or ‘unsuccessful’ AIG interventions - (turmeric); • Support to substantial physical infrastructure.
	Dighinala	Dokkhin Bhuachari	<ul style="list-style-type: none"> • Well performing school (impressive PSC results); • Successful IGA enterprises(beef-fattening); • Water sanitation project; • Bengali community • (Project beneficiaries) interactions with local government officials.
		Jora Bridge	<ul style="list-style-type: none"> • Registered school- SMC committee • Possibility of observing the functioning of various other groups and committees (and their implications for the Project).

In each of the above selected sites and spots, one to four groups were visited depending on the intensity of Programme operation and related activities.

Validation and Sharing: The Mission shared its initial observations and recommendations in a brief be-briefing session with the local staff in each of the three districts. A larger de-briefing workshop was held on 28 April 2012 with selected stakeholders including MJF and PNGO senior

staff. Subsequently, another debriefing meeting was organised 13 June 2013 at the MJF head office - attended, among others, by the MJF senior management team. The findings and observations of the Mission were generally well received and validated by the participants. This Report reflects all the feedback and opinions expressed in the above sessions.

1.3 Structure and Limitations of the Report

This report is organized into five chapters. After this introductory chapter, the next chapter (2) briefly examines the key development results and accomplishments of the Programme based on the agreed-upon analytical framework and the associated review criteria. The assessment was done (i) through a desk review of all major documents of the Programme, and (ii) an empirical investigation into the achievement of the Programme vis-à-vis the stated outputs and objectives. An overall assessment of the key impact and effects of the Programme interventions is also presented in Chapter 2. The third chapter begins with a strategic assessment of the Programme and its working environment through a standard SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis. The purpose is twofold: first, to complement the Programme’s stock-taking of the accomplishments (in chapter 2) from a strategic perspective; and secondly, to provide inputs and food for thought to the formulation of future strategies and approaches for the Programme (in chapters 4 and 5). After the SWOT analysis, some general lessons are also presented in chapter 3. Drawing on over-all experience and observations of the Mission, Chapter 4 furnishes the general and specific (objective/output-based) recommendations. Based on the preceding stocktaking of the accomplishments so far and the lessons learned along the way, the last chapter (5) delineates a proposed community focused wellbeing and resilient livelihoods programme for the MJF and its partners’ work in the region.

The report broadly responds to each of the Mission objectives (as stated in the ToR) in the following way:

Table 1.3: Table Showing How the Report Addresses the Mission Objectives (as prescribed in the ToR)

<i>Objectives of Mission (as stated in the ToR)</i>	<i>How the mission objectives have been addressed and responded to (Chapters in this Report that respond to the Objectives)</i>
<ul style="list-style-type: none"> • To analyze the relevance, effectiveness, efficiency, impact and sustainability of MJF CHT program to protect indigenous people’s rights at a large. 	Done; see chapter 2 (especially section 2.1).
<ul style="list-style-type: none"> • To identify strengths, weaknesses, challenges and current trends in program initiatives those have implications for strengthening its future programmatic and funding directions. 	Done; see chapter 3 (especially section 3.1). In exploring the trends, a SWOT analysis has been done (chapter 4) reflecting beneficiaries’ and other key stakeholders’ views
<ul style="list-style-type: none"> • To provide forward-looking recommendations and a potential Theory of Change to strengthen 	Done; Both – General and (Output-wise) Specific Recommendations are provided in

programming in the area of rights of indigenous people in CHT.	Chapter 4. In light of the Recommendations, a Programme with reasonable details of the components has been proposed in Chapter 5, and respective Theories of Change and Logic Models have been formulated.
<ul style="list-style-type: none"> To analysis the scope of integration of diverse focuses for speed-up delivery/cost effectiveness/ avoiding missed opportunity, as a part of strategy. 	Done; These ameliorative measures and issues have been referred to in several places in Chapters 2, 4 and 5.
<ul style="list-style-type: none"> Assess value for money considerations through the interventions (how do the Indigenous rights program ensure value for money through better tracking and appropriate selection). 	Done; besides a dedicated sub-section in Chapter 2 ('Efficiency and Value of Money'), references to VFM considerations have been made in a number of places in Chapters 2 and 3.

Rather than a compartmentalized or stand-alone treatment, gender and participation aspects have been considered and addressed in the Report as crosscutting issues that spread over all activities and areas of interventions.

Lastly, the nature and limits of the review and this report should be noted. Strict statistical representation or comprehensiveness of its coverage is not the primary thrust/consideration of the study. The report makes no claim of being exhaustive in its treatment of *all* the complex dynamics of the operation and efficacy of CHT programmes and institutions, or generating findings that will necessarily qualify for broad-based generalizations. The duration of the assignment was short, and the resources were limited. In this context, the Mission's humble intention has been to record, develop and facilitate a better and down-to-earth understanding of some of the salient issues affecting the functioning of MJF programmatic interventions and institutional partnership in CHT and their surrounding contexts and dynamics, which have a direct relevance to beneficiary empowerment and welfare, and elicit some broad lessons and practical clues for further improvement of programmatic interventions in the future.

2: Taking Stock of the Project Accomplishments

This chapter attempts to make an assessment of the key development outputs and accomplishments of the Programme. The assessment is based on i) a review of the major documents (i.e. official reports and publications), and (ii) empirical observations and consultations. The analysis here follows the six review criteria contained in the analytical framework (as noted in Chapter 1). Subsequently (in section 2.3), an overall assessment of the key impact and effects of the Project interventions is made by way of conclusion of the chapter.

2.1 Relevance

The goal and activities of the programme are topical and highly relevant in a number of ways. First, these match and correspond to the concerned key national and regional policies and vision documents (see table 2.1).

Table 2.1: The Relevance of the Programme Intervention

<i>Policies, Plans, and Visions</i>	<i>Examples of Relevant Clauses and Provisions</i>	<i>Examples of Relevant Activities of the Programme</i>
The Sixth Five year plan (2011-2015)	Objectives: <ol style="list-style-type: none"> a. “To reduce and ultimately eradicate poverty by accelerating economic growth. b. To attain sustained growth with equity and social justice. c. To reduce income inequality. d. To reduce regional Disparities e. To revitalize the rural economy by higher farm productivity and stimulating SMEs f. To encourage diversification and commercialization of agriculture sector g. To ensure food security h. To ensure cent percent Net Enrollment at “Primary Level”. 	Formation of IGA-focused community and school-based groups; Exploration, facilitation and establishment of market links, and other supply-chain support to the communities; Training and facilitation of agriculture, livestock, poultry & other services; Community based socio-religious institution-led (e.g. Kiang-based) hostels for destitute groups; Herbal gardening, mixed fruit and other plantations.
Perspective Plan of Bangladesh (2010-2021)	“Development Priorities: Ensuring effective governance; Creating a caring society; Ensuring broad-based growth and food security” “The objectives:	Support to primary schooling in terms of teaching staff; teaching aid; infrastructure and logistics; sports and entertainment; Income generation enterprises by SMC; staff capacity development; broad based

	<ul style="list-style-type: none"> • Elimination of illiteracy as soon as possible after 2014. • Attainment of 100 percent enrolment with gender parity and specific steps in addressing the dropout problem, particularly of the girl children. • Reduction of unemployment rate to 15 percent. • Decrease in the number of people below poverty line to 25 million i.e. to 15 percent. • Raising per capita income to US \$ 2000” 	<p>awareness campaign targeting students, teachers, parents and neighborhoods; organizational development and articulation of principal stakeholders voices and decisions. Policy advocacy on CHT issues. Research & publications on indigenous culture and practices; Strengthening links to relevant public institutions (e.g. district Museums, Cultural Institute for Small Ethnic Communities), Community based socio-religious institution-led (e.g. Kiang-based) to conservation, revival and income generating projects.</p>
<p>The CHT (‘Peace’) Accord 1997</p>	<p>“(A) <i>General:</i></p> <ol style="list-style-type: none"> 1. The Chittagong Hill Tract Region must be considered as a tribe-inhabited region, recognized the need of preserving the characteristics of this region and attaining the overall development thereof. <p>(D) <i>Rehabilitation, General Amnesty and Other Matters:</i></p> <ol style="list-style-type: none"> 09. [Allocation of] additional finance on priority basis for the implementation of increased number of projects towards the development of the Chittagong Hill Tracts. 10. [...] grant increased number of stipends for the tribal male and female students in the educational institutions. 11. The Government and the Elected Representatives shall strive to uphold the characteristics of tribal creed and Culture.” 	<p>Formation and support to primary schooling in terms of teaching staff; teaching aid; infrastructure and logistics; sports and entertainment; expand Income generation enterprises by SMC; staff capacity development; broad based awareness campaign targeting students, teachers, parents and neighborhoods; organizational development and articulation of principal stakeholders voices and decisions. Policy advocacy on CHT issues. Research & publications on indigenous culture and practices; Strengthening links to relevant public institutions (e.g. district Museums, Cultural Institute for Small Ethnic Communities), Community based socio-religious institution-led (e.g. Kiang-based) to conservation, revival and income generating projects.</p>
<p><i>Adivasi</i> Declaration, 1997</p>	<p>“<i>Education</i></p> <ol style="list-style-type: none"> 7. Primary education be imparted in Indigenous peoples language. 	<p>Support to primary schooling in terms of teaching staff; teaching aid; infrastructure and logistics; sports and entertainment; Income</p>

	<p>8. School be established in indigenous peoples area on a priority basis. <i>Public Education</i></p> <p>9. Adequate and accurate coverage on the lives and cultures of the Indigenous people of Bangladesh be provided in all forms of education and public information. <i>Culture, Knowledge system and Intellectual Property Rights</i></p> <p>17. Measures are taken to protect traditional farming, herding and forestry practices, and knowledge systems and intellectual property rights of indigenous people.”</p>	<p>generation enterprises by SMC; staff capacity development; broad based awareness campaign targeting students, teachers, parents and neighborhoods; organizational development and articulation of principal stakeholders voices and decisions. Policy advocacy on CHT issues. Research & publications on indigenous culture and practices; Strengthening links to relevant public institutions (e.g. district Museums, Cultural Institute for Small Ethnic Communities), Community based socio-religious institution-led (e.g. Kiang-based) to conservation, revival and income generating projects.</p>
<p>The Millennium Development Goals (and the associated Millennium Declaration at the UN Millennium Summit in 2000)</p>	<p>“Goal 1: Eradicate Extreme Poverty and Hunger Goal 2: Achieve Universal Primary Education Goal 3: Promote Gender Equality and Empower Women”</p>	<p>Formation of IGA-focused groups. Facilitation and establishment of market links, communication, and other supply-chain related support to the local communities. Provision of training & facilitation of agriculture, livestock, poultry & other services for empowering Women. Broad based awareness campaign targeting community and neighborhood; organizational development and articulation of principal stakeholder’s voices and decisions.</p>
<p>United Nations Declaration on the Rights of Indigenous Peoples, 2007</p>	<p>“Article 3 Indigenous peoples have the right to self-determination Article 5 Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions Article 11 (i) Indigenous peoples have the right to practise and revitalize their cultural traditions and customs Article 12 (i)</p>	<p>Support to indigenous children education; sports and entertainment; Policy advocacy on indigenous peoples’ issues; Research & publications on indigenous culture and practices; Efforts towards cultural revival; efforts Strengthening links to relevant public institutions (e.g. district Museums, Cultural Institute for Small Ethnic Communities); Socio-religious traditional and culture-based conservation projects.</p>

	<p>Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies Article 13 (i)</p> <p>Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures Article 14 (i and ii)</p> <p>Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. Indigenous individuals, particularly children, have the right to all levels and forms of education...”</p>	
Vision 2021	<p>“The key message of Vision 2021: The development perspective envisages to achieving, in the coming days, a prosperous progressive nation in which food ... security shall prevail with drastic reduction of poverty ... The perspective also includes great strides in human development including ...progress in all levels of education, primary, secondary and tertiary...”</p>	<p>Support to schools by providing Quality study materials; Behavioral Change & maternal health care. Facilitation & linking of communities to local public health services. Experimental provision of mobile health clinics hovering over selected communities, Capacity enhancement of relevant local institutions & community groups,</p>

Sources of information: GOB (2010); GOB (2011); Ahsan (undated); NACC (2005), UN (2007).

Secondly, the Programme addresses some of the major the problems and challenges facing the region in terms of socio-economic development, human rights and cultural preservation. The Programme goals are geared to address the following problems:

Table 2.2: Relevance of the Programme to Major Problems and Challenges in the Region and Localities

<i>Stated Programme Goals and Outputs</i>	<i>Key Problems and Challenges Addressed</i>
Improved livelihood security through sustainable income generation activities.	Insecurity of livelihood;

	Limited opportunities of alternative income especially at the community level; Inadequate entrepreneurship and marketing support.
Improved quality of institutional service delivery and access to education and agricultural services.	Lack or very limited access to basic education; Lack or very limited access of poor communities to agricultural and associated public services; Lack of or very limited availability of technical/subject-specific expert services at the community level.
Preservation and institutionalization of nearly extinct indigenous tradition and culture.	Erosion of indigenous knowledge and wisdom; Little or no effort in institutional and systematic preservation and promotion of culture; Endangered culture and heritage.

As noted during the fieldwork, local communities and CHT institutional leadership consider and conceive the above problems to be critical for the localities and, more broadly the region, and remain thankful for the Programme interventions (also see, the Problem Analysis [‘Problematique’] section in Chapter 5).

Third, by supporting community based social development and livelihood enhancement practices, the Programme has contributed, to an extent, to the local community empowerment process, and paved the way for local communities to demand their rights especially on the relevant public sector service provisions.

Fourth, the Programme is also socially relevant as it attempts to reach out to the beneficiaries who constitute among the poorest and marginalized members of the region. The activities are particularly relevant with regard to women and children who are traditionally relegated in their social standing in the society.

2.2 Impact

This section attempts to make an assessment of the impacts of the Programme in relation to the stated outputs and goals. A detailed account of the (component-wise) progress and achievements vis-à-vis stated targets and goals on the part of each of the visited seven PNGOs is appended (see Appendix).

As evident from the matrix, most of the physical targets of the various components of the Programme have been achieved; in the limited number of cases, where the progress has lagged behind the targets, the reasons reported include the following: limited capacity of the concerned community groups (i.e. SMCs, IGA groups); ineffective leadership and accountability; difficult terrain conditions; inappropriate selection of IGA enterprise; and protracted or slow pace of implementation.

2.2.1 OUTPUT 1: IMPROVED LIVELIHOOD SECURITY THROUGH SUSTAINABLE INCOME GENERATION ACTIVITIES

The major activities under this Output include the following:

- (i) school-focused IGA such as commercial gardening and/or plantation of mango, banana, turmeric, ginger, pineapple, and mixed fruits; livestock rearing (especially beef fattening);
- (ii) community-based (beyond schools) IGA such as nursery raising; apiculture (bee-keeping); mushroom cultivation; (relatively large scale) mango and litchi groves; mixed fruit gardens; agro-forestry; vegetable gardening;
- (iii) formation and promotion of IGA-focused community groups (i.e. specialized or dedicated groups practicing specific IGA such as apiculture, mushroom, mixed fruit plantation, nursery, etc.) training on IGA(Poultry, Livestock, and Homestead gardening)
- (iv) training on selected handicraft design, apiculture, mushroom production, plastic cane crafts making, nursery development, agro forestry and other cropping production technology;
- (v) limited material support towards facilitated sale of community handicraft and food products through sales and display center (e.g. in Rangamati Sadar and Khagrachari Sadar); communication support to relevant group members for exploring and establishment of market links; material support for the handicrafts SHGs

Besides the above, a number of other initiatives, somewhat experimental in nature, aimed at enhancing food security have been tried such as establishment of two natural food storages in Bandarban (by Eco Development), Rice Banks (including provision for storage of various seeds), community-level organic compost preservation ('compost shed') and (agro forestry) demonstration plots.

The Mission's fieldwork suggests that the following IGA enterprises have been relatively more rewarding: mixed fruit gardening, mushroom culture, apiculture, beef fattening, and vegetable gardening. Monoculture of commercial cash crop of ginger and turmeric often failed due to such reasons as sudden fall of market demand and price, unsuitable site selection, lack of storage facility, and ineffective supervision and monitoring of the assigned work.

After an in-depth probe into the fund management and associated dynamics of school/SMC-led IGA projects in selected sites, the Mission has the following observations:

Box 2.1: Fund Utilization and Management of SMC-led Income Generating Enterprises: Some Observations

Name of IGA	Name of School	Total Fund Size	Amount Spent on IGA	Fund Spent as % of Total	Revenue	Profit	Present Fund Size	Present Fund Size as % of Initial Fund
Cow Rearing	Bograchara Non-reg Primary School	20000	20000	100	30000	10000	30000	150%

	DakkhinBhuyachari Non-reg Primary School	20000	20000	100	30000	10000	30000	150%
	Uttargabjpara Non Reg. school	15000	15000	100	21000	6000	21000	140%
	Bhuiyachari Reg. Primary school	20000	20000	100	26000	6000	26000	130%
Banana	Jurapanichara Non-reg Primary School	20000	20000	100	0	-20000	0	0%
	NunchariThali Para NonReg. Primary school	15000	14000	93.33	0	-14000	1000	7%
	GoyamahatNonReg. Primary school	20000	16000	80.00	0	-16000	4000	20%
Turmeric& garlic	Akkhachara	45000	40000	88.89	0	-40000	5000	11%
Turmeric	Dhanpata Reg. Primary school	15000	13500	90.00	0	-13500	1500	10%
	Baropara Reg. Primary school	45000	45000	100	6000	-39000	6000	13%
	JadhuramPraaGovt Primary school	15000	15000	100	23000	8000	23000	153%
	Nabojgran Non Reg. Primary school	45000	45000	100	8300	-36700	8300	18%
	Laxmimura Reg. Primary school	15000	15000	100	3200	-11800	3200	21%
	ChinalcharaReg/ Primary school	15000	15000	100	0	-15000	0	0%
	Rashikpara Reg. Primar school	45000	45000	100	0	-45000	0	0%
	Chatrachara Reg. Primary school	15000	14000	93.33	0	-14000	1000	7%
	Keshab Chandra Reg. Primary school	15000	15000	100	0	-15000	0	0%
	Khamar Para Reg. Primary school	15000	15000	100	0	-15000	0	0%
	Hazacharajora bridge Reg. Primary school	45000	45000	100	10200	-34800	10200	23%
	Paddy	Kongkhai Registered Primary School	15000	15000	100	22500	7500	22500
Lambachara Govt. Primary school		15000	15000	100	25000	10000	25000	167%
Bajechara Reg. Primary school		20000	20000	100	0	-20000	0	0%
ChotoMeung Reg. Primary school		20000	20000	100	0	-20000	0	0%
UttaRangapanicharaReg. Primary school		20000	20000	100	0	-20000	0	0%
Jayanta Mohan Reg. Primary school		20000	20000	100	0	-20000	0	0%
Mixed Cropping (Turmeric	Bhijakijing Registered Primary School	45000	42565	94.59	8560	-34005	10995	24%
	Harikunjapara Govt. Primary school	15000	14000	93.33	0	-14000	1000	7%

and Banana)	SudhanyaKarbariparaGovt Primary school	15000	15000	100	1900	-13100	1900	13%
	Tarabuniya Govt. Primary school	15000	15000	100	300	-14700	300	2%
	Pradip Kumar Reg. Primary school	45000	45000	100	0	-45000		0%
	Karatali Reg. Primary school	45000	42000	93.33	3190	-38810	6190	14%
	Chappachara Reg. Primary school	45000	44000	97.78	1000	-43000	2000	4%
	Sathbhैया Para Reg. Primary school	45000	40000	88.89	0	-40000	5000	11%
Nursery	RowashayaRegistered Primary School	15000	13800	92.00	0	-13800	1200	8%
Land	Chakharachara Non Reg. Primary school	20000	20000	100	0	-20000	0	0%

Observation and Comments on Prudent Use of Fund

1. Of 35 school funds, 24 schools have spent the entire fund and 7 schools have invested more than 90 percent of their fund in IGAs. From financial risk contingency perspective, this is an imprudent practice. Empirical data shows that many SMC funds significantly diminished in size as they have incurred loss in the IGAs. This loss could be minimized if they have followed the standard practice of stashing away at least 25 percent of the fund.

2. The investment pattern of SMCs in IGA has a disturbingly high risk pattern. They have invested all their money on a specific IGA. Financial management practice says - "do not put all your eggs in the same basket". This implies that investment should always be distributed in several IGAs because there is little chance that all IGA will lose money at same time. We see from data that not resorting to this practice have significantly reduced or emptied the funds of several SMCs who have invested in Turmeric/Banana/Paddy cultivation. If they have distributed the investments in other IGA such as cow rearing/mushroom/food processing/handicraft, the losses would have been minimized. This illustrates that SMCs require sound fund management training.

3. Out of 35 SMCs, only 7 SMCs have made profit in IGA. The mode of contract was SMC will provide investment and the contractor will undertake the economic activity. The resultant profit from IGA will be evenly shared between SMC and contractor. So when the contractors decided not to harvest turmeric/ginger as the market price declined, the SMC could do nothing and incurred loss. So the mode of investment by SMC requires revision to ensure sustainability and minimizing the risk of the funds.

Suggestions for Future Investments

1. The NGOs may guide SMCs to select a range of low-risk IGAs.
2. SMCs should distribute the investment among at least three low-risk IGAs.
3. Also, a part of the fund should be always kept in the Bank to cater any emergency need as well as security from failure in IGAs.
4. Finally, SMCs should each year ask the parents and local businesses to voluntary contribute in the fund. If these practices can be embraced, the sustainability and objective of the fund can be materialized.

In order to compensate for the unexpected losses incurred by SMC-led IGA projects, a few schools, it was noted, resorted to lending the fund (originally meant for IGA) to individual persons (either members of school-based committees or outsiders from the neighbourhood) on exorbitant interest rates. This may jeopardise the very purpose and philosophy of the Programme's IGA component, and may eventually led to conflicts and complications between school and the parties involved.

Some IGA groups are more active than others, and there are clear variations in this regard. The relative performance of groups, as the Mission's observation suggests, depend on the following factors: ability to develop market linkage (e.g. in the case of apiculture and mushroom culture); leadership and commitment; clear land tenurial status; open consultation and democratic practices within the group; regular availability of technical support and devices; effective facilitation and other support by the concerned PNGO.

The Programme has taken a number of capacity development measures to strengthen the community groups and committees: (i) introduction of the practice of maintaining written minutes of meetings; (ii) encouraging a few women to take up specific important positions in the groups/committees, and thereby, facilitating the process of enhancement of women's status in the community; (iii) encouraging the practice of opening up and maintaining bank accounts and associated financial management at the community level.

The resources and physical assets generated through various IGA enterprises (e.g. plantations, nurseries, community resource centres) are in many cases owned by private individuals, and the respective groups or committees do not possess legal or official ownership documents. In some 60% of the visited cases, some form of a written agreement (often called 'contract deeds') existed between the group/committee and the actual land owner. These documents, however, are not uniform, and do not fulfil the legal requirements of 'deed agreement' to be officially recognized in the formal quarters (e.g. courts of justice, public land or revenue offices).

Villagers (*para* residents) who remain outside the Programme's coverage (i.e. not included in the group or committee membership) generally show a great deal of interest to become members, and participate in the Programme activities. A sense of deprivation and neglect is also noticeable among these villagers, as echoed by a local villager (a *jum* farmer by profession):

... What is our fault? [Aren't] we equally deserving? Do we have more 'rice' in our houses than they (the 'rice bank' members; project beneficiaries) possess, or do you think, we have three hands while they have two? We are also poor and need the help ...

This feeling is particularly strong in the areas where the benefits of the Programme are clearly noticeable.

A good number of the visited beneficiaries have received one or more of the training (on the subjects noted above) organised by the Programme. The topics and contents of the training modules were selected primarily by the Programme based on a somewhat superficial 'need assessment'; however, the field staff shared and discussed with the beneficiaries in the group meetings about the need and mode of the training. The level and extent of such consultation varied from one site to the other. Generally, there is still scope for more intense discussion with the beneficiaries before finalising the training contents and mode.

During the Mission's discussions with the beneficiaries, the following training topics were reported to be more useful and popular among most of respondent beneficiaries: training related to various cropping and agro forestry practices and technologies (e.g. 'grafting'), nursery raising, apiculture and mushroom. The beneficiaries' liking and acceptance of a particular training topic seem to be based on the following: (i) degree of practical use and application of the training in their day-to-day life especially in terms of prospect of making an income; (ii) level of difficulty in understanding and comprehension; and (iii) distance of the training venue (from the targeted community).

The impact of training has been mixed. Some training including the ones mentioned above has been well received. In the absence of (or inadequate) refresher or follow-up training, the impact of other training, as reported by a good number of respondents, has been somewhat short lived and blurred.

A number of other problems, which hinder the effectiveness of training programmes, were identified during the course of intense discussions with the beneficiaries and field staff, including the following: (i) the duration of some training, especially concerning cropping technology and agro forestry, is considered 'too short' by the respondent beneficiaries; (ii) inadequate provision for hand-on practice and trials; (iii) as the training materials and handouts are in Bangla, it is difficult for some beneficiaries to comprehend because of their low level of literacy, and the difficulty in following Bangla; (iv) in some remote sites, appropriate venues for conducting the training do not exist.

The institutional capability of most of the observed IGA groups is still low. Although a limited number of members have received leadership and group management training, there has been little manifestation of the absorption and translation of such training into practical action. Many leaders and office-bearers have little education, and face difficulties performing such basic group functions as preparation of proceedings of meeting, maintenance of savings and pass book without outside (especially Programme staff) help.

There level of systematic interaction and communication among the groups and committees (e.g. amongst the SMCs and/or other specialised IGA groups in a locality or cluster) is also low. The lack of effective Upazila or regional level integration and coordination of such groups, inadequate supervision, and spatial remoteness pose a major challenge. In recent months, however, there have been some thoughts on developing wider platform for more interaction and institutional cooperation among the groups and committees promoted by the Programme.

Although there are variations among the IGA groups in terms of number and frequency, meetings are regularly held.

Several respondents opined that the start-up (seed) money given to IGA projects was clearly insufficient. They also noted that the time for loan repayment (where applicable) - especially for the initial installments - was too short.

Some women noted about occasional gender differential in wages in the locality, and relatively fewer livelihood opportunities open for them after the training period.

2.2.2 OUTPUT 2: IMPROVED QUALITY OF INSTITUTIONAL SERVICE DELIVERY AND ACCESS TO EDUCATION AND AGRICULTURAL SERVICES.

The major activities under this output may be classified into the following:

- (i)** Support to schools in the forms of full or partial provision of salary of teaching staff; limited infrastructure construction (school building, toilets, tube-well, retaining walls, ‘student shed’ etc.); renovation work; furniture; teaching aids; reading and games materials; provision of solar panels and water filters; promotion and facilitation of various school committees and groups notably SMCs, PTAs and MGs; etc.
- (ii)** Targeted training for key school stakeholders: such as ‘Teachers’ training on participatory active teaching, multi grade & multi level reaching method’; ;Teachers’ training on use of indigenous language of instruction’; ‘Teachers’ refreshers training on MLE’; ‘Training on school management’; ‘Drawing training’; ‘Refreshers training on learning and teaching skills for Community Teachers’.
- (iii)** Meetings, workshops and conferences for greater stakeholder engagement and interactions: such as ‘Mother group formation workshop’; ‘SMC/PTA formation/reformation workshop’; ‘Orientation workshop on roles & responsibilities of stakeholders’; ‘Coordination meeting with SMC’.
- (iv)** Quality improvement measures: such as conduct of model tests, special support to PSC examinees; supply of test papers; classroom decoration with traditional cultural materials.
- (v)** Other philanthropic and welfare activities: distribution of warm clothes/blankets to children; health checkup camp, student/children hostel (‘Residential Support initiative to Students for community schools’); cultural and sports competitions.
- (vi)** Conscientization and dissemination: such as Documentary film show and motivational session; learning visits; school visit by service providers/decision makers including relevant high level public officials; various national and international events celebration (e.g. observation of Indigenous people’s day, Mother language day, Children day); Community cross learning visit; media mobilization.
- (vii)** Education/school related advocacy: policy advocacy on CHT education with major CHT government and local government institutions (e.g. HDC, RC, ERs, TCLs, SMC) and relevant stakeholders at district level to ‘help LGIs take necessary policy initiative to sustain culturally suitable and quality education in CHT’; observation on education, child & women rights at school level; round table discussion with HDC on quality/effective education management; round table discussion with Upazila chairman & UNO, UEO, teachers, SMC and line Department on quality/effective education management; Orientation workshop on education policies.
- (viii)** Agriculture services: besides support to schools, the Programme has provided for some agricultural services mainly in the forms of linking relevant beneficiaries (villagers) to public line (DAE, BADC, Livestock) departments, supply of raw materials (seeds and saplings) and equipments (pest control, tractors), provision of relevant training.

The key observations of the Mission regarding Output 2 are as follows:

Some 60-70% members of the SMCs in the schools that the Mission visited received some forms of training. In most of the visited sites, the SMC and other group (MGs and PTA) meetings (often, monthly) were regularly held. During interviews, SMC group members generally expressed an interest in their role and cherished the honour associated with it.

However, it appeared to the Mission that a good number of members were either not fully aware of their roles, or did not have adequate level of literacy and skill to handle their task professionally. Women members were regularly present in the meetings – although their role in the actual functioning and decisions of meetings was not always significant.

Some encouraging signs of empowerment of SMCs have been noticed on a few occasions. Examples of such manifestations include:

- SMC successfully negotiating with HDC in recovering encroached land, erecting retaining wall, and securing additional space for extension of the school building (Khomongkhang Community Primary School, Bandarban);
- disciplining locally powerful undisciplined and negligent teachers by convincingly arguing and engaging the public authority (i.e. the District Primary Education Officer) in Rangamati;
- effective enforcement of school regulations leading to regular and timely attendance of teachers in classes and various other meetings (Aonga Para Registered Primary School, Rowanchari Sadar, Bandarban);
- successful negotiation and communications with relevant line departments (notably UPEO) to ensure public services for the respective school and regular conduct of major events (e.g. annual sports competition) (Buripara, Mewapara, Rowanchari, Bandarban).

Under this Output (2), an experimental project supporting Kiang (Buddhist temple)-centred residential education facility (officially titled ‘Kiang-based social residence’) has been tried; the results have so far been satisfactory. 10 destitute children have received food, lodging and education from the facility. The involvement of Kiang has led to greater social acceptability and community participation.

Number of regular teachers in the visited schools varied between 2 to 4 teachers. Most of the Assistant Teachers attained formal education up to the Secondary School Certificate (SSC – mostly in Humanities) level, while the majority of the Headmasters possess Higher Secondary Certificate (HSC). In a few cases, teachers with relatively higher educational qualification (studying for BA degree) were also found. Most teachers also received some form of short specialized training from the Programme.

The educational level and professional qualification of the teachers are not very encouraging. However, this has to be viewed and assessed in the context of the fact that there is a general dearth of properly trained and educated manpower in the region. As compared to other educational facilities in the region (e.g. the community schools run by CHTDB), the Project teachers’ qualification and performance are satisfactory.

While talking exclusively with them, the respondent children (students) also did not express any major concern about their teachers. This response of the children, however, needs to be considered

within the context of the fact that most children had neither any previous experience of schooling, nor had any alternative access to education.

The children typically represented abjectly poor households. Some appeared to be malnourished. Some of them reported to be frequently suffering from such diseases as malaria, common cold and diarrhoea. A good number of them found it difficult to attend schools regularly, as they were required to help their families in *jum* fields and other household or livelihood (agroforestry, pasturage, fishing etc.) chores.

In two of the visited schools in Rangamati, the Programme has provided engine-boats to the SMC for conveyance of students as well as making an additional income for the school by renting the boats out for commercial purposes. This has clearly led to an increase in student attendance, and has been much appreciated by the respondent teachers, parents and students.

Box 2.2: The Daily Life of Children in the Hills

The children's daily life composed of diversified tasks and work responsibilities. They mentioned the following activities, which they usually perform throughout the day: lifting water; feeding livestock and poultry birds; helping our parents in the *Jhum* (shifting cultivation) field and in the shop; bringing fuel wood from the forest; attending school; bringing bamboo from garden; collection and selling of vegetables in the market; daily cleaning of household utensils; planting in the garden, playing in leisure; cultivating arum and paddy in the field.

Source: Based on interviews with selected school children and associated field observations of the Mission in Bilaichari (Rangamati) and Nunchori (Khagrachari Sadar) (Cf. Khan 2006)

In the schools visited, the attendance was between 65 and 85%. It was reported that the attendance drastically drops during the monsoon and *jum* seasons. Poverty was reported to be the main impediment to children's participation in the school. The situation is further aggravated by a number of other factors such as inadequate supply of educational materials; difficulty in accessing the school due to terrain condition especially during monsoon; poor infrastructure and facilities; problems of language and communication; parents' lack of education.

However, as the interviews with the parents and teachers suggest, there have lately been some improvements in the situation after the Programme interventions especially in terms of modest development in basic infrastructure and communication, retention of teachers, relative increase in student attendance, more activity and interest at various committees (especially SMCs and MGs), and a degree of rise in the awareness amongst parents regarding female education.

The Project provides for a modest supply of basic teaching materials and aids such as texts, exercise books, slate, pencil, chalk and limited sports equipments. In most schools, there was no separate room for the teachers or any provision for housing meetings or workshops. In a number of sites, the approach paths to the schools were reported to be in poor condition.

There were demands from the community to consider helping them in developing and maintaining the approach-ways to the schools. Teachers, students and parents, whom the Mission talked to, generally noted that the infrastructure and logistics of the schools have benefited from the Programme support, but there is still substantial scope for further expansion and intensification of this vital service. The immediate requirements include provision of at least one extra room (to be used as teachers and/or meeting room), sitting arrangement for the children, improvement of the approach-ways.

In the visited sites, the frequency and level of interaction of the concerned field staff with the schoolteachers and management committee were noted to be satisfactory. The local people in most places have high expectation from the Programme, and consider the current level and extent of support to be generally insufficient; however, they seem to be otherwise satisfied with and appreciative of the commitment and intensity of interaction of the Programme staff. One comment by an aged Headman, echoing a number of other views, may be noted:

Here [we] need so many things – we need more benches for the children, we need a community meeting place, we need to mend the road to the school, we need clean drinking water, we need ‘solar’ [solar electricity] ... Zabarang should help us; but one [-organization] cannot [possibly] meet all [our needs] .. [but] they are trying .. they come and meet us may 3 [to] 4 times in a month, talk to us .. they try .. [but] we need more ...

There is a general concern among the local communities about the future of the children, once they complete the primary schooling. Opportunities of further study in the locality are nearly nil; students will need to move into town centers and make their own arrangement for accommodation – only a very few parents in the visited localities can actually afford this. The idea of extending the Programme support towards expanding the current primary schools to junior high level – preferably with residential facility – was suggested to the Mission in several SMC and PTA meetings.

A few cases of protracted or delayed release of fund (e.g. salaries of teachers, equipment project seed money) were reported. The volume of funding was also considered insufficient by some respondents. There was a general feeling that more targeted opportunities were needed for smaller communities and other disadvantaged sections including women and the disabled.

Perhaps the most striking impact of the Programme’s educational component is that a great deal of interest is noticeable among the community about the schools. The Mission noted that the schools were viewed as a symbol of honour for the respective communities, and they invested considerable efforts and resources. Some typical comments made to the Mission by common members of the community are:

This is the only school in this area...Boys and girls from faraway places come to our *para* [to attend the school].

...we hold meetings. Parents, teachers and many other people get together, talk, and think about our children—their future...

worked three full days for leveling the ground [of the school premises] and erecting the roof...3 of my children and 2 of my brother’s children now attend the school... We have to work for our school...

... if you help us to expand our school to junior high level, students from all the 7 surrounding *para* will come here after completing primary [education] – rather than going to the Sadar and finding their own accommodation ...; the children can stay with their families and help the parents...Our *para* will become familiar in the region...

While referring to the schools, local people often used such words as ‘our asset’, ‘the Para’s responsibility’, ‘service to our children’. Most schools were constructed on lands voluntarily donated by people of the communities, while a few are located on government (Reserved Forest or *Khas*) lands. The other notable forms of community contributions include manual labour in the construction and maintenance of school building and premises, limited construction materials such as wood and bamboo, earthwork for leveling of school premises, and provision of household rice/paddy donation towards meeting the salary costs of teachers. Besides, local interest was observed in attending PTA meetings, which serve as an informal get-together of the concerned parents, teachers and Programme staff.

In view of the proven interest, voluntary contribution and generally high degree of support for the schools, one can expect that the schools are mostly likely to survive beyond the Project duration. However, the same considerations also make a good case for continued support to the schools (and by extension, to the communities) by the Programme.

The Programme support for agricultural services has been very limited and inadequate. Among the services received, the respondent beneficiaries were appreciative of the cropping and agro forestry training (the nature and impact of such training have been discussed in the preceding section). The efforts to link up to Upazila and Block level public agriculture offices have also been useful. Among the visited communities, only one received a tractor (in Bandarban by Eco Development) - despite the great demand from nearly all other equally deserving targeted communities of the Programme. Although not directly a part of the Programme’s focus, in some locations, the field staff were seen as actively promoting indigenous knowledge and wisdom relating to agriculture and associated natural resources (e.g. use of boiled *khumsey* or *vaidya* leaves water as insecticide spray to combat virus attack on papaya and water melon plants in Udal Bonia in Bandarban Sadar; preservation of natural water well on stream beds in Bagmara Headman Para in Bandarban Sadar). The use of locally collected and developed organic compost pit in several Programme sites (e.g. in Rajbila, Bandarban Sadar and Biddamoni Para in Thanchi Sadar) was found to be very economic and useful.

2.2.3 OUTPUT 3: PRESERVATION AND INSTITUTIONALIZATION OF NEARLY EXTINCT INDIGENOUS TRADITION AND CULTURE

The major activities under this Output include the following: production of promotional materials and publications on various aspects of indigenous culture and practices (e.g. public posters, leaflets, information brochure); research-based literature, for example, on the profiles of diverse culture of various indigenous communities (the ‘Cultural Catalogue’ published in association with CIPD; promotion of local handicrafts and other traditional craftsmanship (in the form of establishment and maintenance of exhibition, sale and display centres promotion of local fine arts

(dance, music, literature) preservation of traditional community practices; celebration of traditional and cultural events

The key observations of the Mission regarding the Output (3) are as follows:

The activities and interventions in this regard are limited and somewhat cursory. Out of the seven PNGOs and associated Programme sites visited, two organizations were found to maintain a clear focus on the subject. The current level and coverage of activities may not suffice for any large scale impact at the community and regional levels.

Having noted the above, however, the activities concerning Output 3 show a number of positive trends. First, despite the relatively narrow coverage, these activities enjoy great support from local communities, and are very well grounded in the local context. Secondly, some activities -notably revitalization of local music and dance forms and instruments, and re-introduction of traditional jewelry, household dresses, and heritage-based artifacts - have a direct impact on the preservation of near-extinct cultural practices. Third, these activities seem to have generated a great deal of interest amongst the young people in the respective communities. Fourth, some of the products generated through these activities have been of relatively high quality and attracted attention of the learned quarters (e.g. the publication of 'Cultural Catalogue', the musical video CD of 'Genkhuli Pala'). Fifth, these activities have great potential for further consolidation and future expansion.

The Programme also supports celebration of various cultural events (e.g. the Bizu Mela) both at the township and community levels, organization of cultural workshops, and formation of cultural groups. The impact and implications of these activities varied between the visited sites. The workshops were generally well received - although the respondents were sometimes unsure of the 'long term effect of such gatherings' and whether the 'talks would ultimately be translated into action'. The cultural group members, whom the Mission met, seemed proud of their affiliation with the respective groups; these group activities, however, did not appear to be very regular, and the members were called in mainly to celebrate period events.

Some conservation initiatives such as the effort to establish a herbal (exhibition) garden, and revitalize the associated community medicinal practice of *Baidya* (in Gobghona, Mogban Rangamati Sadar) are noteworthy. The age-old practice of *Baidya* is currently threatened by a host of problems including limited availability of the required plants and herbs; rapid destruction of natural forests; lack of formal arrangement or institution to train and nurture this knowledge; lack of organised propagation nurseries; inadequate Institutional and external support and patronisation (especially from the government); low quality and poor stock of raw materials in the open market; and unwillingness among the youngsters to learn and adopt the practice⁴. Despite the rather dismal present state of affairs, this deeply rooted social practice, which has significant value as a community service, still holds great potential and remains too important to be ignored. This initiative, although currently in a nascent stage, is thus very worthwhile.

⁴ See for details, Khan and Rashid (2006).

The dissemination and media engagement efforts in this regard have so far been weak. Similarly, the Programme's current links and communication with relevant CHT institutions notably Cultural Institute for Small Ethnic Communities (formerly TCI) and Museums are inadequate.

Some advocacy initiatives relating to Output 2 (as discussed above) - notably promotion of primary learning through mother-tongue and making the national education policy relevant for CHT – have had implications for culture preservation.

2.2.4. OVERALL IMPACT

Besides the above assessment of accomplishments vis-à-vis the key stated outputs of the Programme, in what follows, we attempt to reckon overall impact of the Programme. It may be relevant here to recall, once again, that the Programme bases itself on (and deeply ingrained in) the other local projects implemented by the PNGOs. In this context, it is difficult to neatly isolate and separate out the contributions of the Programme, and identify its exclusive impact. It is nevertheless possible to chart out a broad picture as regards the overall impact of the Programme in the region:

Contribution to Enhancing Social Capital

The Programme has provided for a collective platform for the targeted communities to come together. The various institutional structures, despite the limitations, have contributed to forging linkages among the group members. Some links have also been established with selected quarters of the government (mainly relevant line departments), local government, and traditional local government offices, banks, other NGOs, and CHT institutions. There have been evidences of some group members negotiating direct access to these offices at the Upazila, Union and Mouza levels.

Contribution to Improved Livelihood

The Programme's scope in this regard has been limited, and not surprisingly, the impact in terms of poverty reduction and livelihood enhancement has been marginal. Two positive contributions, however, are plain to see: (i) the IGA training and skills infusion activities have led to a degree of capacity enhancement amongst the targeted groups; and (ii) some 30 to 40% of the respondent beneficiaries have directly benefited from an additional income of up to 20% directly accruing from the Project's AIG inputs.

Securing Public Credibility and Popular Acceptance

Considerable interest is noticeable among the targeted communities about the activities and relevance of the Programme. The local people in most places have high expectation from the Programme, and eagerly look forward to its expansion. Currently many people consider the existing level and extent of support to be generally insufficient; however, they seem to be otherwise satisfied with and appreciative of the commitment of the Programme staff.

Contribution to Uplifting Social Status

There is evidence that involvement in the Programme has resulted in some degree of rise in the social status and recognition of the beneficiaries. The following forms of engagement in the Programme, as revealed from the Mission’s discussions with the beneficiaries, have an immediate relevance for their social status and community acceptance:

- A marginal rise in financial solvency amongst selected households through successful IGA intervention
- Interaction with and visit of ‘outsiders’ (government officers, official visitors of the Programme, expert trainers and resource persons etc.)
- Participation in training sessions, monthly collective gatherings (meetings)
- Occasional visit to ‘towns’ (e.g. to Upazila or District headquarters, PNGO head offices).

Paving the Way for ‘Empowerment’

In a rather simplistic way, the following table summarizes the Programme’s impact and achievement vis-à-vis the characteristics of ‘empowerment’ as advocated and prescribed by the MJF and implementing partners. The assessment of the progress is based on the Mission’s experience and observations during the course of the intense consultations and opinion sharing with the beneficiaries, staff and a range of other stakeholders (e.g. development activists, local government and traditional leaders).

Table 2.3: A Summary the Project’s Achievement vis-à-vis the Characteristics of ‘Empowerment’

<i>Characteristics of Empowerment</i>	<i>Perceived (indicative) degree of empowerment (as observed during fieldwork)*</i>	<i>Manifestations at the beneficiary/community level (as observed during fieldwork)</i>
Power of thought and articulation	3	Initial, but cogent, signs of the development of the skills in expressing and discussing their views and opinions in meetings are noticeable. Women (especially in targeted groups such as MGs) are actively present in some groups. Some of these women are observed to be quite active and articulated.
Power of organization	2	Limited organized behaviour (e.g. regular meetings, participation in public events) is noticeable; A few community level organisations formed; Limited manifestations of effective leadership.
Access to resources	3	The Programme has facilitated some access to the formal sectors and external resources (e.g. governmental facilities) by the targeted communities. Most groups also show broad-based awareness and understanding of the changing life and living conditions (in the context of resource degradation, volatile socio-political situation, limited

		livelihood opportunities, changes in environment and biodiversity) and their expectations from external sources of support and resources.
Resist injustice and ready for struggle	2	Some awareness about varied causes and manifestations of social inequities and injustices are found among the beneficiaries; Initial examples of organised or collective efforts to press ahead rights and demands are noticed in some communities.
Advocacy and lobbying capacity	2	Advocacy initiatives and capacity remain somewhat weak – especially at the regional and national levels; Although Programme messages and outputs are reasonably documented, but lack wide dissemination; Efforts for forging broad-based network and partnership among like-minded organisations are also limited.
Capable to identify their strengths and weaknesses	3	Good understanding and appreciation of the community level problems, vulnerabilities and weaknesses among the beneficiaries. However, understanding of and confidence in their own strengths and potentials are relatively low.

** Note A: 1= initial signs of development; very limited. 2=limited progress so far, but gradually developing. 3=Moderate progress. 4=Considerable progress.*

Note B: The manifestations and attributes of empowerment are determined from the stated mission, vision and associated strategic statements of MJF and selected PNGOs (Green Hill, Taungya, Graus, Zabarang, CIPD) as reflected in their public domain information (e.g. project brochures, annual reports, leaflets, selected meeting proceedings, official websites.

2.3 Effectiveness

The activities of the Programme and the strategies applied to reach out to local stakeholders and build local capacity have broadly been effective in securing the intended outputs and results. The Programme pursued a partnership approach, and devolved the responsibility of field implementation of the activities and goals to local institutions. A careful screening procedure for selecting and choosing these institutions was used, which has enabled MJF to engage with relatively good quality CHT institutions (PNGOs).

The approach of developing constituency around the various school committees (SMC, PTA, Mothers' Group), reaching out to wider community and civil society has been effective in obtaining results and empowering local people to assume responsibility for their own future.

The use of participatory approaches and informal working style in the field has contributed to better rapport building at the community level.

Wherever possible, the Programme has tried to build and capitalize on the earlier projects and past experiences of MJF and PNGOs. In supporting the schools and primary education development, the Programme's effort to leverage the goodwill and experience of the 'Children's Opportunities for Learning Enhanced' (CHOLEN) project in the region is a case in point.

The dissemination of results has been through regular reports, limited national level advocacy campaigns, and occasional newspaper reports (especially in CHT). The efforts in this regards, especially in terms of disseminating the results and messages to national policy and decision makers, have been limited. A few high quality publications, as noted above, have been produced, which deserve much wider dissemination.

A few innovative ideas (e.g. the development of natural storage facility, promotion of traditional medicinal plants and community practice) have been experimented by the Programme. The initial response of the concerned communities has been positive. The plan or strategies for further scaling up or wide replication, however, yet remains unclear.

The outputs and activities of the Programme are likely to contribute to the stated results. The logical loop between activities and results is generally clear. In the design of the activities and outputs an underlying assumption and theory of change or desired transformation are noticeable. For example, IGA will contribute to the transformation from 'unsustainable and insecure livelihood' to 'secure and sustainable livelihood'; similarly, from 'near extinct' to 'institutionally preserved culture' etc. . Some activities, however, are not sufficient to bring about and 'lead' to the stated results. The current level, coverage, and volume of inputs and activities concerning IGA and associated training are clearly inadequate to lead to the result of "Improved livelihood security through sustainable income generation activities".

2.4 Efficiency and Value for Money

The financial and programmatic monitoring systems deployed by MJF to maintain regular oversight on the Programme activities have been thorough. The systems involve periodic field inspection by both - programme and finance staff, monthly and quarterly reporting, regular communication and feedback, and audit missions. These go a long way to efficient and economic use of resources. As observed during the Mission's fieldwork, there is a general feeling, however, amongst many of the PNGO staff that some of the financial procedures are too stringent, and do not always take into consideration the special situation of CHT; as an example, the requirement of submission of documentary evidences of comparative bidding in the case of local procurement and engagement of local vendors or contractors was cited, which was considered as 'impractical' and 'insensitive to field realities'. Some PNGO staff also noted that the reporting requirements of MJF were quite heavy, and took away valuable staff time from field activities.

The Administrative cost (as compared to direct programmatic expense and allocation) has been generally modest (see Table 2.4). The pace of field activity implementation is also impressive (Table 2.5).

Table 2.4: Summary of Administrative vis-à-vis Programme Costs of the Programme (as of March 2013)

Sl. No.	Name of PNGO	Total Project Budget (BDT)	Program Cost (BDT)	Admin Cost (BDT)	Program Cost (%)	Admin Cost (%)
1	CIPD	18,284,884.00	16,148,138.00	2,136,746.00	88%	12%
2	BDPOD	13,153,664.00	10,827,975.00	2,325,689.00	82%	18%
3	HF	13,562,944.00	12,378,289.00	1,184,655.00	91%	9%
4	Greenhill	59,532,899.00	52,872,589.00	6,660,310.00	89%	11%
5	Hilehili	12,643,682.00	10,415,633.00	2,228,049.00	82%	18%
6	ALO	10,458,090.00	9,082,300.00	1,375,790.00	87%	13%
7	Zabarang	20,976,016.00	18,959,125.00	2,016,891.00	90%	10%
8	Monoghar	13,940,717.00	11,593,453.00	2,347,264.00	83%	17%
9	GRAUS	33,392,550.00	28,700,905.00	4,691,645.00	86%	14%
10	TANUGYA	23,156,419.00	21,043,588.00	2,112,831.00	91%	9%
11	MROCHET	8,186,822.00	6,724,128.00	1,462,694.00	82%	18%
12	ECO	35,298,189.00	29,160,211.00	6,137,978.00	83%	17%
13	Trinomol	10,185,409.00	7,897,311.00	2,288,098.00	78%	22%
Total		272,772,285.00	235,803,645.00	36,968,640.00	86%	14%

Source: Office Records MJF, Dhaka

Table 2.5: The Programme (PNGO-wise) Burn Rate (As of Dec'12)

Sl. No.	PNGO	Burn Rate
1	Green Hill (GH)	93%
2	Centre for Integrated Programme and Development [CIPD]	92%
3	Humanitarian Foundation [HF]	100%
4	Zabarang Kalyan Samity [ZKS]	90%
5	Assistance for the Livelihood of the Origins [ALO]	76%
6	ECO Development [ECO]	96%
7	Trinamul Unnayan Sangstha [TUS]	92%
8	Mrochaw Chen Chap Eungra Tia [MROCHET]	97%
9	Gram Unnayan Sangathon [GRAUS]	94%
10	Bandarban Disabled Peoples Organization Development [BDPOD]	98%
11	Hilehili Education & Social Development Foundation [HESDF]	95%
12	Moanoghar	85%
13	Taunga	92%
Overall		92%

Source: Office Records, MJF, Dhaka

MJF role in facilitating the Programme, coordinating and monitoring the activities, and the promotion of communication between the PNGOs has been effective. The PNGO staff generally expressed satisfaction over the support and advice they received from MJF. The Mission was informed that the concerned MJF staff responded to various communications and requests from the PNGOs professionally, and with reasonable promptness. MJF's cooperation and response to the additional and contingency work extension request, and allowing a degree of flexibility and discretion in field operation – were noted as examples of positive support.

The senior management of the implementing organisations found that empirical visits and inspection tours by the MJF representatives – especially by the MJF programme staff - useful and worthwhile. The frequency of such visits by the programme staff was, however, considered inadequate.

Although a detailed inspection and audit of procurement and financial resources is beyond the scope of this Mission, the general impression from the fieldwork suggests that the procurement of goods and services in most cases has been economical and compliant with standard procedures. There have been few cases of deviation, and these were quickly identified and tracked by MJF financial monitoring staff, and eventually corrected.

There has a formal system in place to assess risks and vulnerabilities facing the concerned PNGOs and the Programme. The partners are assessed by a 4-tier exercise:

Initial Assessment: After signing of DoA and within 6 months.

Interim Assessment: Yearly after completion of fiscal year.

Final Assessment: Before 2 months of project completion.

Special Assessment (if require): As per management decision

Based on a questionnaire, the risk factors are identified and divided into the following four categories: 'most', 'high', 'medium', and 'low' risks. Management decisions are taken in following the level and gravity of the risk. A sample format of the risk assessment exercise is provided in the appendix.

The Mission has not heard about any complain or allegation as regards fund management and transparency in the field. There also appears to be a high level of credibility of the Programme, especially its field staff, at the community level regarding financial integrity.

The staff deployment structure has been broadly cost effective. The PNGO staff salary is competitive at the local (CHT) level. The Mission's impression is that the salary, especially of the field staff, is comparable, and in limited cases, slightly higher than that of national NGOs operating in CHT, but substantially lower than international NGOs.

A cost-benefit analysis (CBA) of selected IGA enterprises reveals that the Programme's support and investment to majority of these enterprises have broadly been beneficial in terms of a degree of enhancement of income of the beneficiaries. Besides, the skills and knowhow infused among the communities in the course of implementing the IGA enterprises are expected to have long term

positive impact above and beyond the immediate gains in financial benefits. A few examples are given below (see, Boxes 2.3 through 2.7):

Box 2.3: Cost Benefit Analysis and Associated Observations on Mushroom Cultivation

20 Nursery Groups were supported. (10 person in each group)

Support Provided by PNGO: 1. Technical Support in collecting local seeds and preparation of nursery beds; 2. Nursery Production Trainings; 3. Nursery establishment support (Tk 50,000 to each group); 4. Free distribution of Water Pumps, Spray machines and other equipments

Cost Components: (per group)

At the outset:

Training Cost (by NGO)	3,500
Investment Support (by NGO)	50,000
Seeds and sapling	17,000

Per Production Cycle (1 year) Cost

Land preparation + Plastic bag	10,000
Irrigation	5,000
Labour	5,000
Pesticides	2,250
Fertilizer	1,700
Other cost	2,500
Grafting service cost (by NGO)	14,000

Per Production Cycle Revenue

Sapling sold to customers (1st year)	15,000
Sapling sold to customers (2nd year)	23,000
Sapling stored in Nursery (1st year)	20,000
Sapling stored in Nursery (2nd year)	18,000
Sapling consumed by group members	5,000

In the first year,:

Total Cost	57,450	(PNGO in 1 st year provided support of Tk. 64,000 which resulted savings of Tk 6,550 for the group)
Total Revenue	20,000	(In addition, group also has accrued asset in the form of unsold sapling of Tk 20,000)

So, if PNGOs would not have supported, nursery business would incur a loss of Tk 37,450 in the first year. However, as NGO has provided support of in total Tk 64,000 in the first year, nursery has actually made a profit of Tk 26,550.

In the Second year,:

Total Cost	40,450	(PNGO in 2 nd year provided support of Tk. 14,000)
Total Revenue	28,000	(In addition, group also has accrued asset in the form of unsold sapling of Tk 18,000)

So, if PNGOs would not have supported, nursery business would incur a loss of Tk 12,450 in the second year. However, as NGO has provided grafting service costing Tk 14,000 in the second year, nursery has actually made a profit of Tk 1,550.

Observations and Comments

1. The profit-loss statement shows nursery business increases revenue with succeeding production cycle while its production cost declines after the first production cycle. The figures reveal that 'without support from PNGO in the form of investment fund and grafting service' nursery would have been make a loss of Tk

37,450 in the first year and Tk 12,450 in the second year. This declining trend of loss implies that nursery business would experience profit from the 3rd year.

2. Support of Tk 50,000 as nursery establishment fund from PNGO to each group has effectively borne the loss of the first two years. This support has actually enabled the groups to engage in nursery business. Without this support fund, groups would not be able to engage in nursery even after receiving training as their financial condition does not permit to bear loss for two long years.

3. PNGO has also borne the grafting service cost for the first two years. The cost-revenue calculation implies that if groups had borne this cost, they would have to incur loss for the first three years. So, PNGO has to provide this service for another year to ensure that groups receive profit from this business.

4. The above findings prove that nursery business has been highly dependent on NGO support and can only be profitable and sustainable in the long term, around 3 years later. However, it is worthy to provide support in nursery business as it has many multiplier effects on future agricultural productivity for that area. For example - expansion of agro-forestry and fruit production highly depends on the presence of nursery.

Box 2.4: Cost Benefit Analysis and Associated Observations on Bee Keeping

10 Bee Keepers were supported

Support Provided : 1. Honeybee keeping training; 2. Support for Honeybee boxes and extractor machine

Cost Components: (per person)

Training Cost (by NGO)	2,100
Honeybee Box cost (by NGO)	3,700 (*the box has an estimated lifetime of 3 year)
Extractor Machine cost (by NGO)	1,500 (*the extractor machine has an estimated lifetime of 3 year)

Per Production Cycle Cost

Per Production Cycle Revenue

(each cycle is of 2.5 month except the rainy season)

Maintenance cost	500	Honey sold to customers	3000 ~ 4000
Transport cost	500		* it is subject to market price volatility
Depreciation cost of Box & Extractor	433		

Profit in each production cycle,

- i) With honeybee box and extractor machine support from NGO = 2000 ~ 3000
- ii) Without honeybee box and extractor machine support from NGO = 1567 ~ 2567

Cost-Benefit Ratio = 2.09 ~ 2.79 (without support from NGO)

Observations and Comments

1. This empirical data show that honeybee keeping generates profit for beekeepers from the very first cycle. With succeeding cycle, the probability of beekeepers gaining more skill rises which will improve the productivity and result an increase in profit.

2. Both with support and without support from NGO category shows that profit does not vary significantly. This implies that new entrants in the business would not require further support other than training cost.

3. Though this activity has a high value-for-money ratio, there is limited potential to multiply this economic activity as its output depends on amount of green vegetation of the area.

Box 2.5: Cost Benefit Analysis and Associated Observations on Vegetable Gardening

10 farmer groups were supported. (8-10 person in each group)

Support Provided by PNGO: 1. Vegetable cultivation training; 2. Free seed and sapling distribution for first cultivation cycle; 3. Interest-free loan.

Per Production Cycle (3-4 month) Cost

Per Production Cycle Revenue

Land rent (30 decimal)	5,000	Vegetables sold to customers	67,500
Fertilizer	4,000	Vegetables consumed by HH	6,000
Irrigation	1,000	Vegetables preserved for future use	4,500
Pesticides	650		
Fencing	3,000		
Seed and Sapling	2,000		
Labour cost	6,000		
Transportation of produced good	2,000		

Per Production Cycle: Total Cost 23,650 *Total Revenue* 78,000

So, profit in each production cycle = Tk 54,350

Cost-Benefit Ratio = 3.30 (without support from NGO)

Observations and Comments

1. Among all the IGAs, this economic activity, according to field data, bears the highest value for money. However, vegetable cultivation requires flat land which is scarce in the Chittagong hill tracts area. So there is significant limitation in multiplying this economic activity in the project area.

2. Because of the difficulties in transport connectivity with urban centers, the traders usually come twice a week. In some cases it happened that they came once a week. Some farmers complained that due to this intermittent nature and uncertainty, they are forced to either consume or leave and waste in field around 5-10% of their production. This has negatively affected the profit rate.

Box 2.6: Cost Benefit Analysis and Associated Observations on Mixed (Year-round) Cropping

Support Provided by PNGO: 1. Fruit and mixed cropping training; 2. Technical support in tree planting; 3. Interest-free loan.

Production Cost (per year)

Per Year Revenue

Mixed cropping – Mango and Ginger (200 decimal land)

Total cost in 1 st year (mango and ginger plantation)	82,750	Revenue from ginger in 1 st year	106,000
Total cost in 2 nd year (ginger plantation)	45,500	Revenue from ginger in 2 nd year	41,000
Total cost in 3 rd year (ginger plantation)	56,500	Revenue from ginger in 3 rd year	63,000

Estimate for 4th and 5th year(2012-13)

Total cost in 4 th year (ginger plantation)	50,000	Revenue from ginger in 4 th year	60,000
Total cost in 4 th year (mango tree caring)	20,000	Revenue from mango in 4 th year	180,000

Total cost in 5 th year (ginger plantation)	20,000	Revenue from ginger in 5 th year	30,000
Total cost in 5 th year (ginger plantation)	60,000	Revenue from mango in 5 th year	270,000

Profit per year: 1st Year 23,250

2 nd Year	(-) 4,500
3 rd Year	6,500
4 th Year	170,000
5 th Year	220,000

Observations and Comments

1. The profit-loss calculation for this mixed cropping of fruit and spice has revealed a trend. In the first three years, the farmer has received revenue only from spice. The fruit tree was not matured for production in these years. From fourth year, the fruit tree will contribute in revenue and its contribution would increase in the next years as the maturation of fruit tree increases. However, in this period, spice's contribution will decrease as they get less space and light due to overhead fruit trees. After a period of 4-6 years, the farmer may stop cultivating spice in the field.
2. The long term nature of profit - initially low profit and even sometimes loss while high profit in the future – suggests that this activity is not suitable for small farmers for whom today's income has the most urgency. On another dimension, fruit-based mixed cultivation also requires land tract of land. As the land holding size of the most of the small and large farmers are significantly less than the stipulated example, they are unable to engage in this income generating activity.
3. This fruit based mixed cropping however has the potentiality to bring large benefit for the food processing sector by supplying new raw materials. The tourists and urban people buy most of the processed foods of hill tracts people. As more fruit is produced in the area, the food processing sector can now offer in increased quantity as well as new variety. So, increase of fruit gardening would also contribute in the employment and income of food processing sector.

Box 2.7: Cost Benefit Analysis and Associated Observations on Rice Banks

Total No. of Rice Bank established till 2012 is 23. No. of rice bank established at first phase in 2008 and 2009 is 14. [Project Name: Empowerment of Jumia Community and Preservation of Culture Project]

Mode of Operation: At the outset, the project erected the rice reservoir and filled part of the reservoir by storing rice which was bought through project fund. A client can take rice loan from these rice banks at any time. He/she have to repay the rice loan, the same amount that they took, in the next cycle of rice or crop harvesting.

Initial cost of a rice bank

Construction of a Rice Reservoir Tk 7,000 - 10,000
 Cost of procuring initial rice for storing Tk 30 ~40 per kg

Name of Rice Bank	Rice stored at the outset (in Kg)	No. of Client	Rice stored per client (in Kg)	Amount of Transacted Rice (in Kg)			Present rice stock as % of initial stock	No. of clients transacted rice		
				Loan	Repayment	Net Gain		No of client who took rice loan	No of client who either repaid or stored rice in rice bank	% of clients transacted in rice banks
Debrachara	570	100	5.7	474	430	-44	92%	32	27	32%

Kusumchori	555	100	5.6	580	505	-75	86%	59	51	59%
Boherachori	500	100	5.0	480		-480	0%	35		35%
Kadarkhaiya	432	100	4.3	530		-530	0%	50		50%
Barabanya	1000	200	5.0	560	380	-180	82%	26	16	13%
Kutudia	947	200	4.7	180	220	40	104%	22	33	17%
Kengrachori	942	200	4.7	683	330	-353	63%	47	22	24%
Toktana	978	200	4.9	695	460	-235	76%	58	36	29%
Amtoli	1111	151	7.4	1080		-1080	0%	72		48%
Chairman Para	1152	150	7.7	390	454	64	106%	21	29	19%
Fakirachori	876	200	4.4	1795	290	-1505	-72%	67	21	34%
Maskabachara	983	150	6.6	776	65	-711	28%	32	15	21%
Bangal Kaba	936	200	4.7	674	183	-491	48%	49	18	25%
Uluchori	1066	150	7.1	1150	1623	473	144%	51	66	44%

Observations and Comments

1. The rice banks started with storing around 4.3 to 7.7 kg rice per beneficiary family. Assuming rice price @ Taka 40 per kg, this implies that initial investment in rice for per beneficiary family varies between Taka 172 to Taka 308. In US dollar terms, the cost was \$2.5 to \$4.5 per family. It can be generally assumed that it is very challenging to promote the food security of poor with such small fund. However, the nature of project anticipates that food security can be significantly enhanced with such small investment.

2. The documents show that in each rice bank a significant number of beneficiaries have taken the service of rice banks. If the share of transacted families is measured against the total number of beneficiaries, we found that in 3 rice banks 10-20% of total beneficiary families has actually transacted, in 4 rice banks it stands within 21-30%, in 3 rice banks this ranges between 31-40%, in 3 rice banks it lies between 41-50%, and in 1 rice bank it stands around 59%. This proves that rice banks are providing important food security services to poor families without undermining their economic well-being (as the loan is interest free). In this context, the rice banks have been providing essential service to a large segment of poor families and have attained strong value for money criteria.

3. While evaluating the sustainability criteria of the rice banks, we found that 3 rice banks now hold more rice than initial stock, while another 3 rice banks have actually now stand empty as beneficiaries have not repaid the rice loans for over a year. In other 7 rice banks, current rice stock lies within 28% to 92% of their initial stock. In the last rice bank, Fakirachori Rice Bank, though initial stock was 876 kg, beneficiaries now amassed around 1795 kg in the rice bank which represents the trust of beneficiaries about rice bank service. So, 11 out of 14 rice banks have been operating for last 3 years successfully. This success rate is much higher than average project success rate in Bangladesh.

4. The average amount of rice borrowed from the rice bank varied between 8.2 kg to 26.8 kg per family per year. The size of the family is key factor in determining the size of the borrowing. Families have borrowed on average 2 to 4 times in a year while repayment is made mostly in two harvesting periods.

5. Currently, the operating cost of rice banks (salary of store keeper and labour cost) are provided from the project. The beneficiary families need to come up with a feasible solution on how to bear this cost after the project expires. The project may contribute a revolving fund for each rice bank in this regard.

2.5 Equity

The Programme has a clear focus on women and children – especially through such activities as promotion of mother groups, primary schooling, and support to women-led enterprises. Besides, an overwhelming majority of the Programme beneficiaries and participants comprise of members of indigenous and small ethnic groups (a total of 12 ethnic communities have been covered). The Programme’s operational area falls within some of the worst poverty hit areas of the country – inhabited by hard-to-reach communities. Official records of MJF put the total number of direct Programme participants as 55,397 - living in three hill districts and covering most of the ethnic communities.

Several other activities of the Programme have positive implications in terms of social equity and outreach to the most disadvantaged members of the community; these include:

- (i) provision of accommodation for selected very poor indigenous children by constructing a (three room) hostel in Khagrachari as well as financial and logistic support to 10 community managed hostels in Bandarban;
- (ii) provision of education in mother tongue in Marma, Tripura, Mro, and Chakma involving 3217 children through 61 schools;
- (iii) MJF has put an emphasis on promotion of gender sensitivity and equality amongst all partners; the Mission’s fieldwork suggests that there has been a degree of rise in the understanding and awareness on the subject amongst the concerned staff.
- (iv) MJF has also actively promoted and encouraged its partners to follow the policy of ‘maternity replacement staff’ which provides for 4 to 6 months of salary of up to two mid-level staff in the concerned PNGO who would work as a replacement while the regular female staff enjoys leave on grounds of maternity and pregnancy.

Poorer sections – especially destitute women – are seen engaged in the implementation phase of IGA projects – providing manual labour and other maintenance inputs.

Among the visited schools, up to 5 students with various forms of disability were noticed. Although the teachers and field staff were positive and supportive, the Programme did not have any dedicated or targeted provision for these children with special need.

2.6 Sustainability

Long term sustainability of the Programme activities and interventions remains a formidable challenge, and there is no quick-fix solution here. Facing this challenge will require careful thinking and continuous adjustments in the Project’s approach and strategies. A few encouraging trends and elements in the current operations and strategies of the Programme, however, are noticeable; these include the following:

- Most activities of the Programme, especially the primary schooling and selected livelihood interventions, have been very well grounded in the locality – receiving considerable popular support. During the fieldwork in Bandarban, it was observed, for example, that the nursery training and development component of the Programme has already been extended to a few places beyond the Programme area, and the learning and enterprise have been replicated by local people who are not direct members of the Programme or the concerned PNGOs.
- The Programme’s careful selection and partnering with relatively strong local institutions have meant that local capacity exists to continue and expand the work. During the Mission’s field visit, a number of PNGOs including Green Hill, Jabarang and Graus, for example, have expressed commitment to draw on the lessons and experience of the Programme, and continue the work by exploring alternative funding.
- The Programme’s effort to emphasize and carry out field testing and demonstration of innovative technologies (e.g. natural storage) and strategies have been generally well received by the community, and there are signs of interests and enthusiasm amongst the visited communities to pick up on these experiments.
- The Programme’s attempt to forge partnership with communities, local government, and relevant public line departments has also been useful in paving the way for sustainability. In the recent government’s decision to nationalise primary schools, for example, a good number of schools supported by the Programme have been included – benefiting from strong recommendation and endorsement of the relevant line department officials (namely, the concerned Upazila Education Officer, and District Primary Education Officer), and traditional and local government leadership (i.e. local Headmen or Union Parishad Chairmen).
- Most of the PNGO staff reported that they have benefited from the new skills and capacity development activities of the Programme and apply some of these experience and learning - especially the ones related to programme management - in their other projects and programme.
- In view of the proven interest, voluntary contribution and generally high degree of support for the schools, one can expect that the schools are mostly likely to survive beyond the Project duration.

As regards sustainability, the Mission has indentified some relatively weaker areas of the Programme operations and strategies including the following:

- Efforts to link up the Project activities, especially the ones related to promoting innovating technologies and strategies, to the relevant programmes of other government and local governmental initiatives have been slow.
- Physical assets and other resources generated by the Programme (e.g. IGA gardens, plantations, livestock) are not always under the direct control of the targeted communities, and sometimes remain under private ownership.
- Continuous research and exploration are required to make the suggested IGA and livelihood strategies and technologies cost effective at the community level; currently, the Programme lack any substantive focus on such research.
- The Programme efforts towards public dissemination and media engagement have been limited.

- National level advocacy efforts are vital especially in the context of the sensitivity and strategic significance of CHT governance and human rights issues; the Programme’s achievements in this regard have so far been somewhat limited to be able create any broad-based impression that might help sustainability in the long run.

2.7 PNGOs Capacity to Deliver

As noted earlier, the MJF has followed a rigorous screening process in selecting the partners, and this has paid well in the long run. The PNGOs visited during the fieldwork have demonstrated capacity to handle community development projects in the region involving disadvantaged communities.

The visited PNGOs are, to a varying degree, strongly rooted in the local contexts. The organisations maintain a healthy programme portfolio, and have a track record of successful management and delivery of a number of donor-assisted projects over the years.

Some of capacity issues have been discussed in the preceding sections. As elaborated in section 3.1, the Programme in particular has a number of comparative advantages both at the community/beneficiary and staff levels. The (above noted) management and human resource limitations, however, need to be addressed to maximise the delivery potentials of the implementing organisations for any future project or program.

Selected characteristics of human resource composition of the visited PNGOs including information on gender, ethnicity and age are furnished below:

Table 2.6: Summary of Programme (PNGO) Staff Composition and Associated Characteristics

<i>Sl</i>	<i>Partner NGO</i>	<i>Total Employee</i>	<i>Male</i>	<i>Female</i>	<i>District</i>
1	Green Hill	27	23	4	Rangamati
2	CIPD	16	9	7	Rangamati
3	TOINGA	10	5	5	Rangamati
4	Trinamul Unnayan Sangstha	8	7	1	Khagrachari
5	Zabarang Kalyan Samity	10	5	5	Khagrachari
6	ECO Development	23	19	4	Bandarban
7	GRAOUS	31	18	13	Bandarban

Figure 2.1: Summary of Programme (PNGO) Staff Composition on the Basis of Gender

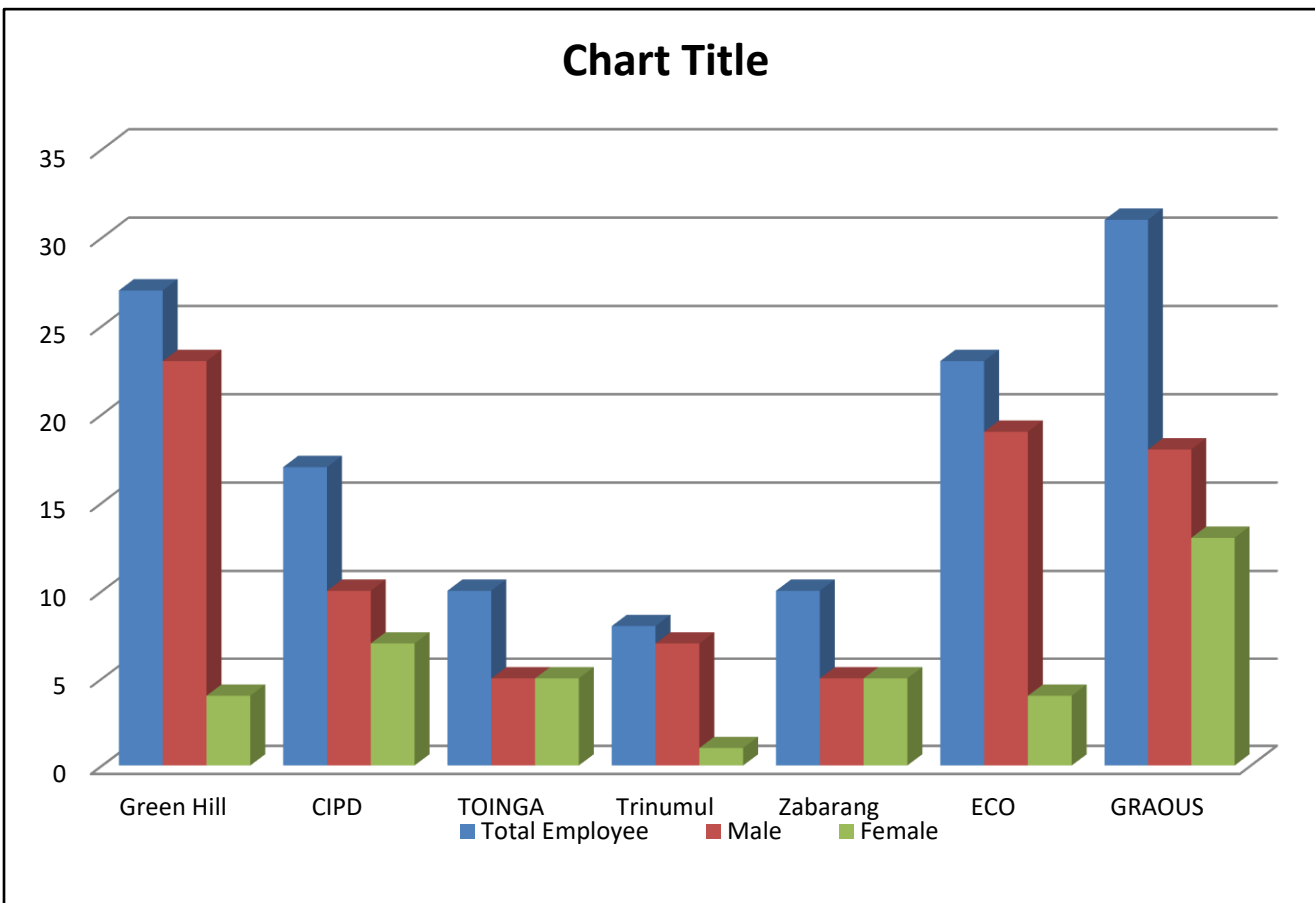


Table 2.7:

Summary of Programme (PNGO) Staff Composition on the Basis of Ethnicity

Age Group	Green Hill	CIPD	TOINGA	Trinamul	Zabarang	ECO	GRAOUS	Total
Total Employee	27	17	10	8	10	23	31	126
Chakma	21	14	10	6	6	1		58
Tripura	1			2	3	2	1	9
Tongchonga		2					1	3
Marma					1	13	24	38
Bangali	4	1				6	4	15
Rakhain							1	1
Pangkhoa	1							1
Khiyang						1		1

Figure 2.2: Distribution of Programme (PNGO) Staff Composition on the Basis of Ethnicity

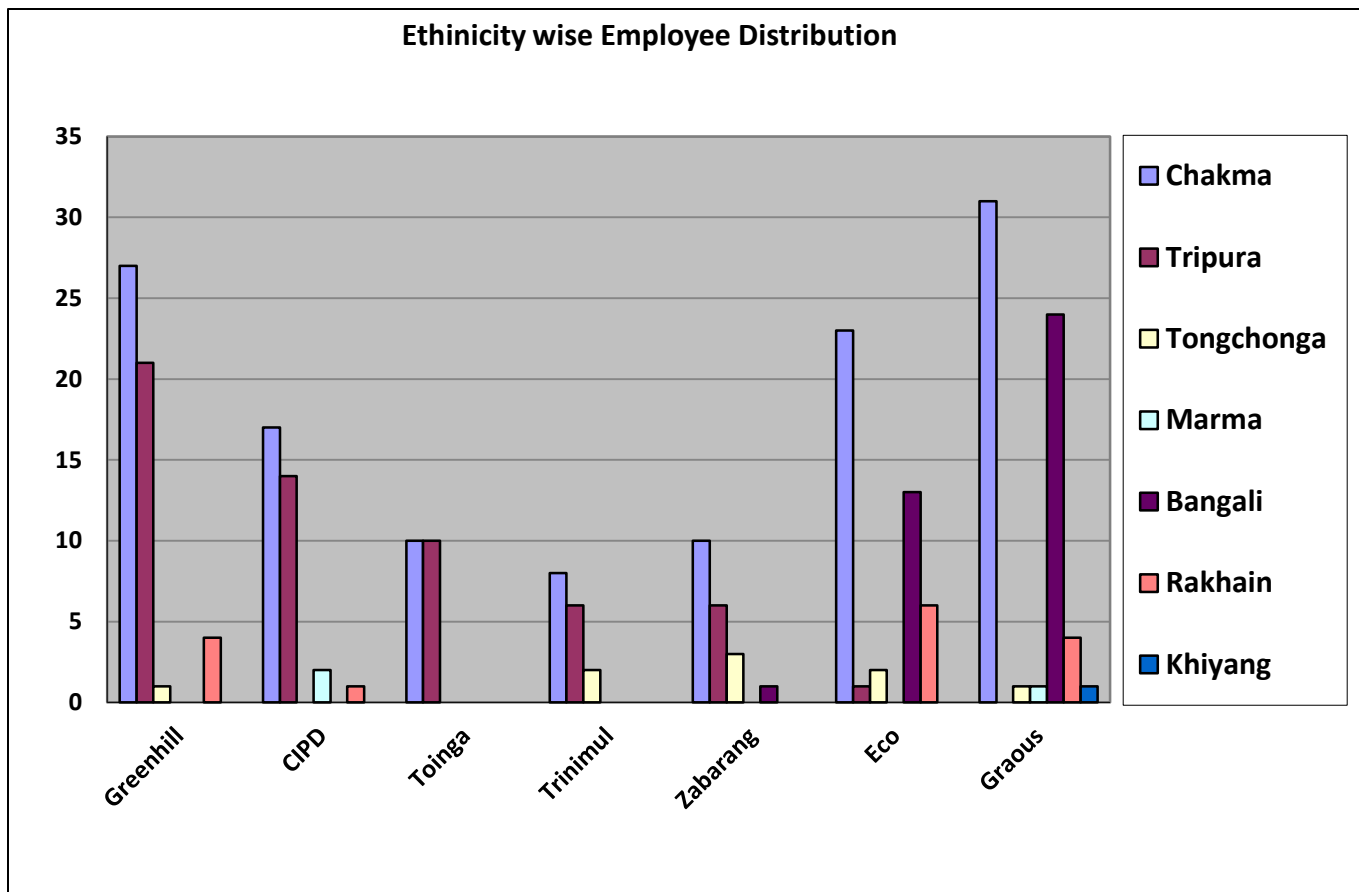
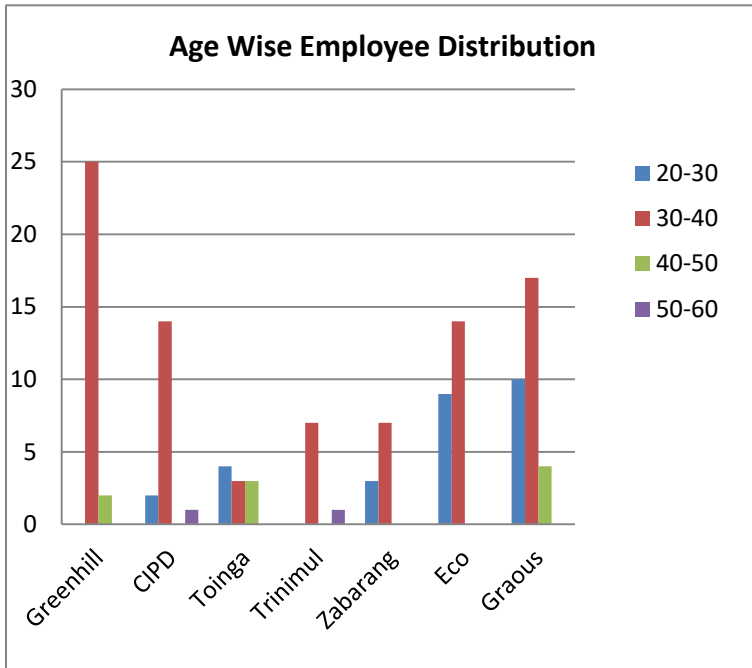


Table 2.8: Summary of Programme (PNGO) Staff Composition on the Basis of Age

Age Group	Green Hill	CIPD	TOINGA	Trinamul	Zabaran g Kalyan Samity	ECO	GRAOUS	Total
Total Employees	27	17	10	8	10	23	31	126
20-30	0	2	4	0	3	9	10	28
30-40	25	14	3	7	7	14	17	87
40-50	2	0	3	0	0	0	04	9
50-60	0	1	0	1	0	0	0	2

Figure 2.3 (a, b): Summary of Programme (PNGO) Staff Composition on the Basis of Age

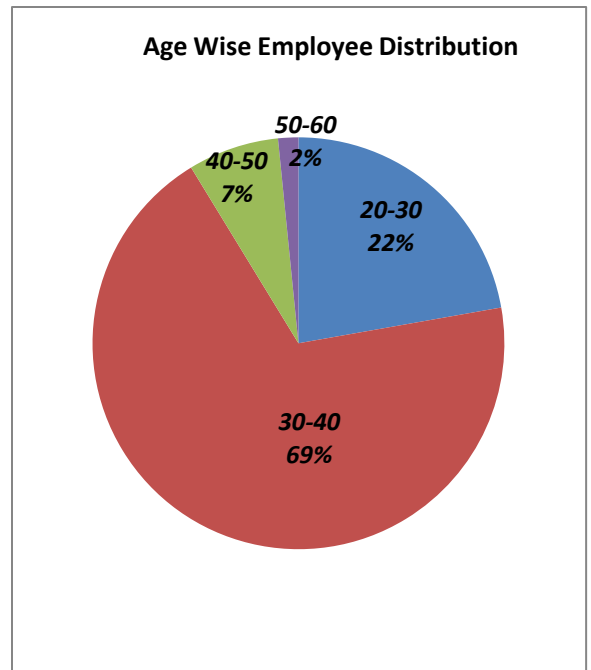


As evident from above table, there are some 126 (87 male and 39 female) project staff in the visited PNGOs. Although some 44% staff are women, the gender composition widely varies among the organisations; in some cases, the gender (male : female) ratio is as low as 7:1. There has been practically no or very limited representation of woman in the senior management positions concerning the Programme at the PNGO level.

Several reasons were identified during the Mission’s interviews and discussions with the staff regarding the low degree of female representation in the Project workforce.

The reasons include:

- Limited availability and interest on the part of appropriately qualified women to work in the region.
- Limited opportunities for relatively better qualified women for long term career progression and exposure opportunities .
- Lack of proper housing/accommodation facilities in the field.
- Large territorial coverage and the difficulty of transportation/conveyance in the field.



The majority of the staff is drawn from the locality; as a strategy, this helps the organisations in securing local support and community acceptability.

The workload especially in the field has been quite substantial. There is a general feeling amongst nearly all levels of the field staff that the current interim nature of their job and the salary/emolument structures do not commensurate with the heavy workload and responsibilities.

Box 2.8: Typical Daily Work Schedule of a Field Supervisor

06:00	Rising up from bed , Morning chores
08:00	Reporting to Project coordinator, Morning prayers
08:15	Preparing for and moving out to supervise, S MC/ teacher activity
09:45	Visit the nearby school and checking out various components of school, Supervision of - SMC meeting, PTA meeting, MG Meeting , student attendance, Teachers attendance , salary disbursement , IGA activities etc.
12:30	Visit the nearby school and checking out various components of school, Supervision of - SMC meeting, PTA meeting, MG Meeting , student attendance, Teachers attendance , salary disbursement , IGA activities etc.
14:00	Time needed to travel on foot- for office or to next school to be visited .
14:30	If returned to office then do regular offices work like (record maintenance, ledger posting, various reporting etc. Lunch.
15:00	Re visit the nearby school and checking out various components of school, Supervision of Schools – on the basis of feedback received during earlier visit .
17:00	Return to office (Second Time) and do regular offices work like (record maintenance, ledger posting, various reporting etc.
20:00	Preparation of dinner and night time chores

Source: Based on personal interviews with five field supervisors (or equivalent staff) (representing various project sites.), and the Mission's field observations in Rangamati and Khagrachari.

A number of human resources (HR)-related problems were reported; these include:

- Most staff considered the salary structure at a basic level; there were no provisions of provident fund or other termination benefits in the Programme; this caused a sense of discrimination when the Programme staff compared themselves with their peers in other regular or core positions in their respective organisations.
- Given the difficult terrain conditions and limited accessibility to a significant part of the working area, the conveyance and daily allowance was considered grossly inadequate.
- Although most staff received some basic orientation training, this was considered superficial and inadequate especially in terms of such subjects and skills as community mobilization, interpersonal skills, negotiation and facilitation, advocacy, and project planning and reporting. The knowledge on the actual use of commonly used sociological research and outreach tools (such as PRA including FGDs, interviews) was found to be nominal especially at the level of the field staff.
- There have been some, although limited, safety and security concerns raised by staff.
- A field worker/staff on an average supervises some 5 to 8 schools and associated institutional structures and committees -- spread over a large area. Effective monitoring and close interaction between the staff and the beneficiaries and other institutional members often, therefore, become difficult. In many locations, the terrain conditions and monsoon render transportation extremely difficult, and the fieldworkers can only move on foot.

The Programme's general monitoring and reporting systems, as noted earlier, appear to be generally sound and comprehensive. Due to the already heavy workload of the field staff, however, monitoring, evaluation and fund management activities are often seen as additional burden.

Nearly all the visited PNGOs routinely maintain reasonable organisational and personnel standard policies including Human Resource/Personnel Manual, Financial Management/Procedure Manual, Financial Rules, Procurement Policy, Gender Policy, and Service Rules. A few organisations also possess advanced policy documents such as Partnership Policy, Anti-corruption Policy, and Information Disclosure Policy. The actual level of compliance and adherence to these documents however vary among the organisations. MJF internal financial and programme monitoring and field inspection missions as well as external auditors have identified some discrepancies in this regard; these include such observations as inaccurate record of salary in the register; absence of accrual basis of accounting for salary; significant budget variance under selected heads of expenditure; and procurement of fixed asset done without appropriate quotation-related paper work. In all cases, however, the observations were duly addressed (in writing) and responded by the concerned PNGO to the satisfaction of the inspectors and auditors.

The visited communities expressed general satisfaction about the concerned PNGO staff, and often used such terms as ‘friendly’, ‘trust worthy’, ‘helpful’ while referring to the staff behaviour and interactions.

Chapter 3: Strategic Review and Lessons

This chapter begins with a strategic assessment of the Programme and its working environment through a standard SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis. The analysis and exercise have been based on three FGDs conducted in the three Hill Districts represented by selected key stakeholders – especially senior PNGO staff, invited staff from other local and international development organizations, media personnel, and invited members of Programme beneficiary groups. The purpose is twofold: first, to complement the Programme’s stock-taking of the accomplishments (in the previous chapter) from a strategic perspective; and secondly, to provide inputs and food for thought to the formulation of future strategies and approaches for the Programme (attempted in the next chapter). After the SWOT analysis, some general lessons are elicited and presented in the last section.

3.1 Assessment of the Project Environment through SWOT (Strengths-Weaknesses-Opportunities-Threats) Analysis

STRENGTHS

At the community/beneficiary level

- The Programme operations have a clear grassroots focus and appear to be well-grounded in the targeted communities. It has attempted to develop and consolidate community level organisations.
- A considerable degree of local acceptance and credibility is noticeable; the Programme services have generally been well received by the communities.
- Wherever possible, as a matter of policy, the Programme has hired and employed the field staffs from the specific/targeted communities.
- The Programme has identified and addressed some vital local demands and (long outstanding) issues on a priority basis, most notably, children’s education, livelihood and food security, and alternative income generation.
- The Programme has been able to secure reasonable support from local leadership and other influential persons through such institutional mechanisms as the CMCs, PTAs, and other activity-specific community level committees.
- The Programme bases itself on other larger and wider interventions of the PNGOs in the region (e.g. the WFP-supported school feeding programme in Rowangchari by Graus, leveraging water-sanitary support by local UP Educational Standing Committee in several places), and can draw on the strengths of these holistic, rather than compartmentalized, development initiatives.

At the staff/management level

- The Programme has put a particular emphasis on financial and programmatic monitoring and stringent feedback system. This has contributed to a more efficient fund management and greater degree of transparency at the field operations.

- The Programme operations appear to have adopted a ‘step by step’ (gradual) approach development as opposed to sudden rapid expansion.
- Although there is a need and scope for further development, the Project staff generally depict reasonable professional skills and work commitment.
- Good and friendly interaction and communication (through field visits, rapport building at the household level etc.) of the field staff with the targeted beneficiaries.
- Respect to site-specific culture, norms and socio-religious practices during the Programme operations (e.g. personal contact with socio-religious leaders, paying attention to religious/cultural etiquettes and norms).
- The Project has established offices and ensured regular presence of staff at the sub-national and community levels⁵, and encouraged access to these offices by the targeted beneficiaries and local community people.
- MJF responsive to new ideas, suggestions from the field, and provides for contingency support as required by any exigencies in the field (Special need support: a total 3% of Project Portfolio)
- The Project depicts a holistic (e.g. integrating health, education, institutional building services), rather than compartmentalized vision of development.

WEAKNESSES

- The Mission’s observations suggest that many beneficiaries still look on to the Programme services as ‘help or grant’ , rather than their ‘rights and entitlements’ (in the meetings, beneficiaries frequently referred to the Programme interventions by using such words and expressions as *‘Upakar’*, *‘Sohay’*; *‘Daan’*, *‘Sahajjo’* etc.). This may somewhat undermine the basic premise and philosophy of the ‘right based approach’ to development.
- Some of the wellbeing and social development services (e.g. health and hygiene campaign at schools, agroforestry training) are limited and confined to ‘software’ inputs (such as awareness raising, motivation, quick orientation training), rather than more tangible and direct hardware support (e.g. provision of appropriate equipments and raw materials, market linkage). Such services are presently nominal and too thinly spread.
- Despite the great local demand and potential, there have been limited efforts as regard local demand-led income generating activities (especially in the non-farm sectors) and entrepreneurship development. Currently, such initiatives (e.g. handicrafts in Khagrachari, tailoring skills training in Bandarban, staff market link training in Rangamati) are in an experimental and nascent stage.
- In many cases, effective linkages have not been established between the beneficiaries who received training (from the Programme) and the relevant markets.
- In consideration of the difficult terrain conditions, inaccessibility and large territorial coverage, the level of effective supervision of field staff has been inadequate. Typically a programme associate (or equivalent) level staff supervises up to five community level staff.
- The logistics and equipments (e.g. transports, computers, office supplies), concerning the Project operations, are presently at a basic and scarce level.

⁵ Except in Thanchi (served by Eco), the visited PNGOs maintain regular Upazila level offices. In Thanchi, the sub-partner, however, has a small office facility.

OPPORTUNITIES

- Further scaling up and consolidation of the local credibility and support that the Programme currently enjoys.
- The groundwork has been done, and a reasonable platform exists to enable long term planning and strategizing for extended development.
- Within the current working area, there is still plenty of scope to include local communities and groups that remain outside the Programme intervention.
- Given the huge local demand, there is a strong rationale and advantage for scaling up some major social development services, and pursuing a household focussed integrated approach including such additional components as health, environment and natural resource management (including water) and livestock.
- Forging wider partnership with relevant other development organisations and existing networks especially in the more delicate areas of the Programme operation – e.g. indigenous culture and right promotion etc.
- Leveraging access to, and partnering with subject-specific local and regional institutions should be considered. Examples include tapping into the Technical Training Centres/Institutes for various vocational and craftsmanship training; Cultural Institute for Small Ethnic Communities and JAC for revival of cultural and local entertainment practices; BSCIC and Practical Action for training and demonstration of food processing technology and market linkage.

THREATS

- During the course of its years of operation and existence in the field, the Programme has raised the expectation and demand of the local people. There is now a clear demand and need for follow-up and more concrete material support and services at the community level. If this is not forthcoming, the groundwork and hard- earned rapport, created by the Programme in all these years, may prove to be somewhat redundant or even, useless. The sudden closure of CHOLEN project is a case in point.
- There is some degree of uncertainty and discontent among the field staff, especially as regards the contractual/interim nature, discrepancy in their pay structure, and the prospect of career development through continuation of the Programme.
- During scaling up of the Programme operations in the future, the ratio of field staff to number of beneficiary groups needs to be carefully considered especially in light of geographic coverage and terrain conditions, so that rapid expansion may not jeopardise the required close interaction and supervision of the groups.
- Some senior PNGO management staff and other respondents (e.g. high level CHT local government leaders) opined that the Programme – given its human rights and governance emphasis - would eventually need to address more sensitive and ‘political’ issues concerning the CHT Accord, notably land and legal rights, assertion of ethnic identity , which may prove to be ‘too hot to handle’, unless the Programme can forge partnership with other concerned institutions and make a strong footing at the national level.
- A number of factors, such as heavy workload, difficult terrain conditions, and wide territorial coverage, may constrain the maximization of the potential of the Programme human resources.

Table 3.1: A Summary of the SWOT Analysis

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> • MJF responsive to new ideas, suggestions from the field, and provides for contingency support as required by any exigencies in the field • Contribution to CHT institutional capacity development • A clear grassroots focus • Local acceptance and credibility • Identified and addressed some vital local demands • Bases itself on other larger and wider interventions of the PNGOs • Particular emphasis on financial and programmatic monitoring and stringent feedback system • Respect to site-specific culture, norms and socio-religious practices • Relative cost-effectiveness and value for money • Ensured regular presence of staff at the sub-national and community levels • A holistic (e.g. integrating health, education, institutional building services), rather than compartmentalized vision of development 	<ul style="list-style-type: none"> • Right based Approach is not properly understood or practiced • The Programme services as ‘help or grant’ , rather than their ‘rights and entitlements’ • Wellbeing and social development services (e.g. health and hygiene campaign at schools, agro forestry training) are limited and confined to ‘software’ inputs • Effective linkages have not been established between received training relevant markets. • Logistics and equipments are basic and scarce • Subject Matter Specialist Pool within the Program not available (MJF can create a pool for necessary support on call.) • Better coordinated work planning and scheduling (including info sharing) required
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Further scaling up and consolidation of the local credibility and support • Groundwork, reasonable platform to enable long term planning • exploration and utilization of indigenous knowledge and local practices • Created a reputation in the market • Long term perspective project planning • Prospect of crop diversification - Maize in exchange of Tobacco • Household based Integrated Approach. • Forging wider partnership with relevant other development organisations and existing networks • Leveraging access to, and partnering with subject-specific local and regional institutions 	<ul style="list-style-type: none"> • Political uncertainty. • The raised expectation and demand of the local people • Uncertainty and discontent among the field staff regarding contractual/interim nature, discrepancy in their pay structure, and the prospect of career development • Human rights and governance emphasis - concerning the CHT Accord, may prove to be ‘too hot to handle’ • Heavy workload, difficult terrain conditions, and wide territorial coverage, may constrain the maximization of the HR potential • Interference and manipulation by powerful elites and ‘intermediaries’

3.2. Lessons

It is imperative to engage with local leadership organisations — both traditional headman-karbari and local government (UP)-based mechanisms – for successful functioning of community platforms and committees promoted by the Programme. In areas where the local institutions are relatively well functional, and the respective committees (notably SMC) have made it a conscious policy to work closely with these institutions, results have been encouraging.

Although the fact that most of the visited PNGOs have a ‘gender policy’ is encouraging, the presence of the policy document *per se* is not sufficient to ensure gender equality; this requires systematic efforts in gender mainstreaming within institutions which in turn calls for active commitment and involvement of the senior management staff especially the chief executive and specialized skills and approaches.

Field observations suggest that active and effective operation of SMCs and associated platforms (MGs and PTAs) directly contributes to better schools management, quality teaching, and right-based governance.

It is strategically wise, if not always ‘noble and brave’, for community platforms and committees to avoid any major confrontation or clash with the powerful social and political forces in the locality. In other words, an incremental and palliative approach, rather than radical encounters, serves the purposes of community development and management better.

Recruitment of teachers from local community helps reduce language barriers and improve regular school hours.

Relative homogeneity of social and demographic composition of the locality makes the exercise of SMC’s leadership authority and implementation of decisions easier.

Community development activities have better prospect of public acceptance and grounding in areas where the local people have some earlier exposure to ‘participatory’ projects. In a few Programme sites, the participating local communities have had some earlier experience of working with participatory social and community development initiatives (e.g. the education projects under the CHOLEN project; community based nursery-raising enterprises), and this has been to the advantage of Programme’s community level committee operations.

Long term financial sustainability of SMCs and associated committees and platforms calls for careful visionary planning and sorting out many constraints.

*The Programme’s community level committees and associated platforms need to ensure greater inclusion and voice of the relatively disadvantaged sections (e.g. women, smaller ethnic groups, disabled, and poorest of the poor) of the local communities. Currently a form of *negotiated alliance or compromise* is noticeable; although in some SMCs and IGA committees, for example, the membership includes substantial representation from the local ‘power circle’ – local government leaders and dominant (powerful) socio-cultural elites, maintain generally good terms with the relatively powerless and disadvantaged sections, and are open to the idea of wider inclusion of such sections.*

One key reflection of vibrancy of the committees is the frequency and functioning of meetings. In majority of cases, SMC meetings, for example, are enthusiastically arranged and participated. Although the discussions are generally lively, and a good number listen and show interest, a few relatively dominant members raise and discuss the salient issues. Most discussions and ensuing decisions in the meetings are transparent, recorded (in the official proceedings), and widely shared. Some reasons for this relatively well participated SMC meetings include the perceived honour associated with such meetings, an opportunity to interact with visiting public and non-government officials in a public setting, and prospect of participating in some local activities that are generally viewed be worthwhile.

Transparency in committee leadership calls for an institutionalized system of performance evaluation (including a reward and punishment system). A formal system of evaluating the performance of office bearers is yet to be developed.

The involvement of concerned public line departments in various community development work has been useful; this has, among other things, improved relations between the government and local communities.

The regulatory documents (e.g. SMC constitution, major decisions as recorded in the meeting minutes and proceedings, relevant government circulars) need to be disseminated to common members and any interested person in the community in a language and manner that is understandable to the local people. Regular and frequent financial and programmatic evaluation and monitoring are essential, and go a long way towards improved governance of development work in the region. Successful committee leaders depict a high degree of interpersonal and negotiation skills – although the application of such qualities is limited. Market linkage and making most of the supply chain in connecting the producer with the ultimate consumer are vital, and these areas require much greater attention.

Institutional and functional coordination of development interventions, roles and activities remains a serious challenge. The rationale and linkages for coordination have now been, to an extent, identified; but much more needs to be done to meet this important challenge. Capacity of local (both public and non-government) institutions remains generally low; efforts in this regard must continue unabated. Membership in various Programme committees and platforms is often viewed as a ‘prestige position’ in the locality, and a way ‘to get closer to the government’. *This Social Capital formation process, associated especially with SMC, is widely valued, and remains a major attraction for local committee leaders.*

CHT local institutions including PNGOs need to continue to play the crucial role of principal facilitator and nurturer of social and community development initiatives for any reasonable degree of success of such efforts. The current capacity of these local institutions to perform this demanding role is limited – especially in terms of staff training and orientation, logistics, and associated knowledgebase. Women, youth and relatively powerless sections of the community people are still not significantly represented in the major decisions of important committees and platforms.

Training and skill enhancement initiatives need to be locally specific, tailor made to local demand and context. Handling development (e.g. IGA) projects contributes to SMC and PTA confidence and skills enhancement. A high degree of interest and enthusiasm is noticeable amongst SMC and participating local communities as regards taking up development projects. Local people's sound 'popular wisdom', especially in analyzing performance of development projects in their locality, is worth noting and exploring further. The experience and results of various projects at the community level have been mixed. The Mission visited both successful and failed projects. Local communities, as revealed in the course of community workshops, have sound knowledge of (and are capable of examining) the reasons of relative success and failure.

The provisions of livelihood enhancement within the purview of the project are clearly insufficient, and the income generated from IGAs falls far below the demand. These provisions are inadequate to make any substantive change in the livelihood status of the recipient households.

Participating women require greater recognition and opportunities to access formal avenues of income and decision making. Although women remain heavily worked at the household and informal levels, their opportunities for participation and movements in more 'formal' sectors of paid work and public office premises are stills limited. Most women respondents have emphasized the need for more IGA related training and skills development opportunities. A limited number of women are engaged in implementation of the Programme-supported projects in their respective communities; their participation at the formulation and design stage of such initiatives is however insignificant. Women have some access to micro credit offered by various NGOs operating in the locality.

Locally based planning exercises contribute to local community empowerment and confidence building, and require constant central support. Currently, the process of planning at the local committee level essentially follows a 'bottom-up' approach, where the planning exercise is done involving the relevant local communities, and the level of participation in such interactions is reported to be generally good.

SMCs have potential for serving as effective platform for local conflict resolution and peace building. A good number of SMC members are socially related with the local conflict resolution processes and mechanisms. This serves as an added advantage in the functioning of SMC. Although formal documents including 'constitution' of most committee exist, actual knowledge and understanding of these documents is marginal amongst most of the observed general members of the committees and broader communities. This remains a constraint on forging a shared purpose and common vision in Programme operation.

Clear tenurial status and documentation of the resources (e.g. plantations, gardens, nurseries, training facility) generated through the Programme go a long way towards ensuring community participation, and building better PNGO-community relations. Although some tenure agreements are considered generally clear and fair, not all such agreements are fully understood by the participating communities. The agreement documents are not uniform, and various forms are used.

Chapter 4 Clues on Improvement

Based on the overall experience and observations of the Mission as well as feedback from the key stakeholders, this chapter furnishes the general and specific (Output-specific) recommendations with a view to improving the performance of the Programme or similar other interventions in the CHT.

4.1 General Recommendations

The Programme, despite some weaknesses and limitations (as noted in Chapters 2 and 3), has generally been on track in terms of reasonable achievements of its stated goal and outputs, and has maintained an acceptable level of progress. More specifically, the Programme has achieved its stated outputs in the following manner (Table 4.1):

Table 4.1: A Summary of the Achievement of the Project's Stated Outputs (Based on the Mission's Overall Observations)

<i>Specific Outputs</i>	<i>Observations on the Achievements</i>	<i>Degree of Attainment</i>
Improved livelihood security through sustainable income generation activities	A good number of diverse IGA avenues has been identified by using participatory tools and approaches; The performance of IGA enterprises vary amongst different Programme sites; Good analyses of the factors of success and failures have been done; a few innovative IGA ideas promoted with active engagement of community (the piloting of some of these ideas has however been limited, and the popular response to these suggested ideas at the community level has been mixed); Various specialised IGA groups have been formed, trained and promoted; All groups remain functional, but they widely vary in terms of collective spirit and level of empowerment; A marginal rise in the household income of the participating communities noticed; The activities under this output have broader implications: increasing community level capacity and skills, promoting local organisations/platforms, reaching out to and benefiting relatively disadvantaged sections of communities including women, smaller indigenous communities, destitute children.	4
Improved quality of institutional service delivery and access to education and agricultural services	Direct impact on community through educational empowerment; Provided for relevant training and IGA support to schools as well as support to basic infrastructure and educational aid; Very well received by the respective communities and grounded in local demand and context; Promoted various local organisations/groups such as SMCs, PTAs and MGs leading to a degree of rise in their capacity; Results of	4

	school-focussed IGA enterprises have been mixed; A direct targeting of disadvantaged women and children; Some links to relevant public service providers have been facilitated – enabling communities’ access to some of these services to an extent; The school support initiative enjoys great local support and goodwill; All groups remain functional, but they widely vary in terms of collective spirit and level of empowerment; The current coverage and level of agricultural services and support are somewhat marginal, but hold great potential for future expansion.	
Preservation and institutionalization of nearly extinct indigenous tradition and culture	The culture and heritage preservations efforts have been well received and appreciated by local communities and CHT leadership; Limited in scale; Good quality documentation, but relatively weak dissemination and media engagement; Links to relevant public institutions (e.g. district Museums, Cultural Institute for Small Ethnic Communities) require considerable improvements; Some innovative and interesting efforts (e.g. revitalizing traditional medicinal gardens and community practice of Baidya) have been tried; A good foundation has been made, which may provide for the basis for further expansion and scaling up.	3

Note: The level of attainment of the stated outputs has been assessed based on a ‘1 to 5 continuum’, where 1 and 5 denote ‘minimal’ and ‘optimum’ progress respectively.

- There are clear signs of the Programme’s progress towards creating a positive impact especially in terms of local acceptability and credibility, a degree of mobilization and piloting of selected AIG activities, documentation of selected adaptation strategies, and a degree of contribution to the enhancement of social capital, poverty reduction, and empowerment (Chapter 2).
- There is good rationale for continuation and further expansion of similar programmatic interventions in the region – provided that the following recommendations are addressed to. There are many deserving communities (including smaller indigenous groups) in the localities that still remain unattended. The Mission recommends gradual extension of the services to these equally deserving people. In this regard, program selection for different communities should be carefully designed based on present learning and needs of the communities.

4.2 Specific (Output-wise) Recommendations

This section presents some agendas of possible strategies and actions with the broad aim of improving the situation. These suggestive agendas draw on (a) the experience and observations of the fieldwork; (b) views expressed by the project staff and other key stakeholders; (c)

recommendations of selected earlier reports; and (d) feedback from the various briefing and debriefing sessions.

The strategies, modalities and actions are not meant to be universal or infallible; they are essentially suggestive and indicative. The aim is to explore and furnish a range of ideas, which the Programme in close consultation and collaboration with the field staff and beneficiaries may consider and implement after careful consideration of the particular context, condition and realities of the field.

4.2.1 IMPROVED LIVELIHOOD SECURITY THROUGH SUSTAINABLE INCOME GENERATION ACTIVITIES.

- The various IGA inputs (notably agro-forestry seeds and saplings, cropping technological materials, livestock, apiculture equipments, mushroom, poultry) must be rigorously checked for quality and credence.
- Field testing of the suggested technologies and IGA avenues should be systematically done, and gradually scaled up with the full knowledge and participation of the targeted communities.
- Follow-up services (such as medi-care for livestock; technical know-how on agricultural technologies) need be carefully planned and adequately executed.
- The contents and mode of delivery of various training and capacity development initiatives should more clearly focus on (and geared towards) a ‘right based approach’ as distinct from mere philanthropic orientations.
- The cases of failure in IGA interventions require proper documentation and analyses, which may offer important lessons for any future programme.
- Greater efforts are needed in linking the community level IGA and training interventions to other locally available services and provisions (e.g. the governmental services available in the Upazila offices, similar relevant interventions by other NGOs, etc.).
- The ‘success stories’ concerning IGAs need to be more effectively disseminated and shared at the community level; cross-visits and sharing of experience among various PNGOs and communities may be considered; this may help instil a better sense of ownership of these efforts by the concerned communities, and thereby, enhancing the possibilities of long term sustainability.
- As far as possible, the training contents and literature should use visual and pictorial materials as well as physical demonstrations, where applicable (especially in the case of agricultural training notably the grafting technology). Other experimental models of training and learning, practiced by other projects/institutions in the region, may provide valuable lessons in this regard.
- The following topics should (continue to) receive priority in community level training and capacity development efforts: livestock rearing, poultry, homestead gardening/forestry,
- Wherever possible, the training sessions should be arranged and organised locally -- close to the targeted communities based on the beneficiaries’ convenience and opinion. This has often been the case so far, and need to continue.
- Systematic and regular consultation with the target beneficiaries should be done by the concerned staff before designing and/or implementing any training scheme especially its contents, time and location.

- IGA skills development interventions should combine and consider the following: quality inputs and production, regular product development training, and establishment market linkages.
- Women should be given preference or at least equal opportunity in availing various skills development training and associated inputs and facilities.
- The Programme may help to link the beneficiaries with other government and non-government initiatives towards enterprise development and income generation
- The Programme may strengthen its material and back-up support for enabling the beneficiaries to put their skills and trainings to practical use. Such support may include establishing market linkages, flexible and easy to repay credit for acquiring specialized equipments, tools and/or inputs for IGA.
- Systematic field testing and demonstration of the suggested agro and other sectoral technologies are required, and this must be done in full consultation and participation of the targeted communities.
- While promoting new and innovating technologies and strategies, it may be strategically important to link up to, and engage with relevant other government and non-governmental initiatives; promotional materials are best disseminated at the local/community level public places (such as weekly bazaars, local government institutional premises).
- Special care must be taken to ensure that all infrastructures, expensive machines and physical facilities or assets (e.g. Rice Banks, Tractors, Engine Boats, Natural Cold Storage) developed and supplied through the Programme are locally grounded and rooted in terms of legal ownership and management by the targeted community members.
- Exposure and ‘cross’ visits may be further expanded involving more zealous group and committee members (as well as relevant local government and traditional leaders) in order for them to visit and benefit from the experiences of better functioning situations and cases. Essentially, the purpose of these visits is to facilitate cross fertilization of good practice idea and create a demonstration effect.
- The efforts to record and document the existing best practice examples of off-and on-farm avenues of livelihood and income diversification should be continued, and correspondingly reviewed for possible replication and further promotion.
- Rather than a uniform block allotment, the Programme financial input and support to IGA enterprises should be based on a careful review and analysis of the nature and requirement of the particular IGA project. Similarly, the loan repayment time and scheduling should also be tailored to the specific IGA project.

4.2.2 IMPROVED QUALITY OF INSTITUTIONAL SERVICE DELIVERY AND ACCESS TO EDUCATION AND AGRICULTURAL SERVICES.

- As the new National Education Policy proposes to extend the primary education to class 8, gradual expansion of the Programme support to selected better performing schools to junior high level.
- In terms of immediate needs and priorities, as revealed from various community level consultations by the Mission, there is a good case for expanding the Programme by adding selected community health and natural resource management components.
- There are several initiatives (by a number of local organizations including MJF partners) in the region towards children’s education through mother-tongue at the pre-primary level.

There is a clear need to coordinate these rather disjointed efforts. Careful thoughts are needed to contribute to this end; one possibility is to support and build capacity of the HDC to play the role of coordinator; the other is to support extension of this effort beyond level 2.

- Support to school feeding programme has been suggested to the Mission by several major stakeholders. In this regard, linking the food products developed through various Programme-supported IGA enterprises
- Efforts must continue to engage with the relevant line and local government offices at the District, Upazila and Union levels as well as traditional local government offices at the community level in terms of sensitization on the Programme goals and activities and linking their services to the communities. Maintaining continuous dialogue with these offices is vital, and required time and resources should be planned and provided for this purpose.
- In view of the sensitivity and complexity of the CHT development issues, the Programme should attempt to develop networking and regular liaison with other local government bodies and associations (e.g. the UP chairpersons' forum, Headmen's forum, Human rights and good governance activists) and institutions active at the national/policy level.
- As a sensitization strategy, the concerned field staff, based on their personal experience, suggested that it may be more effective to hold one-on-one discussion with selected public officials and local government leaders, rather than formal, full-house meetings.
- In reaching out to the local government, it may make good sense to link up to, and take advantage of the already existing (government recognized) forums and platforms, notably the various Standing Committees at the Union level (including the committees on education, disasters and health).
- Particular care should be taken for timely, secure and smooth release and delivery of funds to schools and targeted organisations.
- Targeted affirmative action for smaller indigenous communities (e.g. *Lushai, Bawm Mros*), *destitute women, and the disabled may be considered.*

4.2.3 PRESERVATION AND INSTITUTIONALIZATION OF NEARLY EXTINCT INDIGENOUS TRADITION AND CULTURE

- Efforts need to intensify to provide for some display, sales and marketing opportunities for the culture and heritage related products (e.g. artifacts, handicrafts); besides expanding the existing efforts, in this regard, emphasis should be laid on linking up to other public and non-government facilities (e.g. the cultural institute, museum, exhibition and display centres).
- Local and national level advocacy efforts must continue and further expanded; in this regard some preferred topics and issues (as revealed from various FGDs and stakeholder consultations) include the following: (i) conservation of endangered species of flora and fauna in the region (including conservation of 'icon' spp.); (ii) *Mouza* or Village Common Forests conservation (and possibilities of involving schools/SMC in VCF management); (iii) Stream 'Head' and associated flow conservation; (iv) expanding the advocacy for

reflection of CHT indigenous culture and heritage in the text book and building on the recent successes in this regard.⁶

- Wherever possible, local knowledge and wisdom (including some of popular agroforestry and cropping technologies observed during the fieldwork) may be analysed, documented, disseminated and promoted.
- Greater emphasis should be given on forging network and partnerships. A number of leaders of various groups and committees (notably, SMC, PTA, Plantation groups) and traditional institutions (e.g. Headmen) have requested the Programme's support in linking up to the national level – e.g. to the national media and television networks – for projecting the CHT-specific challenges and problems regarding such issues as education, land and culture preservation.
- Use of alternative and indigenous media of dissemination such as folk songs and street theatres should be further explored and continued in reaching out to a greater audience on a regular basis (rather than just focussing on occasional events).
- Some concerned staff and other development workers, based on their personal experiences, suggested that dissemination and documentation efforts should be geared towards such socially recognised, long standing institutions as local educational institutions, religious seminaries and other faith establishments, and bazaar committees.
- The promotional literature and publications (such as the IGA 'success stories') may be translated in vernacular language, and widely disseminated locally; involving local educational institutions may be particularly useful in this respect.

4.2.4 PROJECT MANAGEMENT AND HUMAN RESOURCES

- For any similar programme in the future, the staff composition may be carefully reviewed for reasonable gender balancing by exploring means of bringing on board more appropriately qualified women – where possible.
- The field staff should be adequately trained and oriented with (i) relevant community mobilization and development (including group formation and nurturing), (ii) participatory methodology and approaches (including community-led critical/problem analysis); and (iii) supervision and monitoring tools and techniques (including field-based reporting).
- The pay structure and associated emoluments of the Programme staff should be periodically reviewed for competitiveness in order to retain high quality human resources. In the long run, the issue and problems associated with the interim or contractual nature of the positions will also need to be carefully reviewed.
- The field staff responsible for supervising specialised services for the beneficiaries (e.g. specific sectoral inputs like agriculture, forestry, livestock) should be imparted with more subject-specific knowledge/training in order to enable them to perform their role of supervision more effectively. The need for such specialization is currently very evident in the PNGO activities.
- The present organogram, institutional arrangements, and roles (as far as the Programme operations are concerned) concerning the linkages between the central (MJF programme and finance teams), regional/district (PNGO head office), and field teams/positions

⁶ As a result of intensive advocacy campaign over the recent years, a chapter has been added in the curricula of Class 6 on language and culture of small ethnic groups.

(including the relations between PNGO and sub-partners) warrant a careful review/study for streamlining the hierarchical arrangements and unity of command.

- The current level of workload should be scientifically examined and reviewed in order to ensure rational and equitable distribution.
- Further support to transportation and conveyance (including an allowance for long range travel on foot in locations where no other mode of transport is available) for field staff may be considered.
- During the course of the Mission's consultations with the staff, a number of training topics were suggested that have an immediate relevance in the field:
 - Facilitation,
 - Conflict management and dispute resolution,
 - Interpersonal Skills,
 - Monitoring and Evaluation (including report writing),
 - Office Administration and Management,
 - Human Rights Approach to Development,
 - Community Governance (Community-focussed Leadership Development and Programme Management),
 - Practical Agriculture and Agro forestry (including popularly used agro-technologies – e.g. grafting)
 - Project Planning and Proposal Drafting
 - Cultural and heritage conservation (with a focus on relevant national and international policy and legal framework and obligations),
- To ensure systematic and organised staff training, there should be a clear and consistent Training Policy (with a particular focus on developing a context-specific TNA methodology, preparation of periodic training calendars, and result-based monitoring), and all the staff should have access to the document; to the extent possible, all training priorities and need should be determined through a participatory consultation with relevant field staff and selected representatives of the targeted ultimate beneficiaries of such training.
- The Monitoring Unit at the implementing organisations' level also needs to conduct regular field verification on reports they received.

Chapter 5: The Road Ahead

Based on the preceding stocktaking of the accomplishments so far and the lessons learned along the way, this chapter attempts to delineate a proposed community focused wellbeing and resilient livelihoods programme for the MJF and its partners' work in the region.

This initial proposal is meant to be a 'living document'; the ideas contained here are not intended to be inflexible or unchangeable. Given the unique socio-political and geo-physical nature and sensitivity of the region, the ideas and analyses have drawn on systematic dialogue and consultation with the key stakeholders (notably the CHT regional institutions, traditional local government, local community members, and selected development organizations), and this process of consultation and validation will need to continue. The proposed work may require regular review and updating to reflect the developing experiences and capacities within the key stakeholders.

After this prologue, in what follows, the first section sets the scene by sketching the broader context and situation of the region with a particular focus on wellbeing and livelihood parameters. The second section then examines the problem setting – especially in light of proposed Programme interventions. The discussion in the third section focuses on the premise of conceptualizing and launching any community focused livelihood and wellbeing project in the region. First, the section identifies selected key principles and scruples that ought to underpin any such initiative. The second part explores the relevance of the above scruples and the proposed programme in light of the key national and regional policies, while the third part then assesses MJF's comparative advantages both at the national and regional (CHT) levels. In the backdrop of broader context and problem-setting and the contextual premise, the proposed components are presented in the third section.

The discussion and analyses draw on (i) an extensive review of secondary literature and official documents, (ii) MJF and its partners' institutional presence and cumulative experience of working in the region over the years, and (iii) initial stakeholder consultation (and this process will continue in the course of developing and rolling out this proposal).

5.1 Relevant Situation Analysis⁷

CHT is located in the southeastern part of Bangladesh. The region occupies a total area of 13,184 sq km, which is approximately one-tenth of the total area of the country. CHT has a total population of around 1.5 million inhabitants, some 700,000 of whom are indigenous people. The latter collectively identify themselves as the *Jumma* people (High Landers) and are made up of 11 indigenous ethnic peoples: the Bawm, Chak, Chakma, Khumi, Khyang, Lushai, Marma, Mro, Pangkhua, Tanchangya and Tripura. The *Jumma* people are distinct and different from the majority Bengali people of Bangladesh in respect of race, language, culture and religion. In 1950 the indigenous people still constituted 91% of the total population of the Hill Tracts⁸. Non-indigenous hill people - predominantly Muslim Bengalis - also live in the CHT.

⁷ This section draws on UNDP (2005a, 2005b), MJF (2012), Sutter (2000), Adnan (2004), and Mohsin (1997).

⁸ The Government of Bangladesh ratified the ILO Convention on Indigenous and Tribal Populations No. 107 (1957) in 1958.

CHT has remained largely outside the mainstream of development assistance for more than 25 years due to the prevailing insurgency situation in the area. Over the last decades there has been a general deterioration in the quality of life of the CHT population. Basic socio-economic indicators for the CHT reveal a region suffering from both low income and poverty, especially among the rural population. The CHT Accord on the 2nd December 1997 between the government of Bangladesh and the regional institution of PCJSS marked the end of armed conflict and beginning of limited development work, including the interventions by NGOs and civil society, in the region.

The employment and poverty situation in the CHT is worse than in most other areas in Bangladesh. The larger part of the population lives in the rural areas where there is a scarcity of fertile lands, a lack of safe drinking water and electricity, and inadequate infrastructure. The indigenous people, through the construction of the Kaptai (Hydroelectricity Project) Dam and other reasons lost their original lands and housing, and are now mostly living in the hills where the land is less suitable for agriculture. Many villages face hardships during part of the year when their stocks of food from their own production have been depleted. Households sometimes have only access to food for 6 months or less and experience moderate to severe food shortages during the rest of the year. The state-induced settlement of plain land Bangalee people during the mid 1970s and 1980s also put additional stress on the already fragile socio-economy of the region.

Opportunities for education and training in CHT are minimal and as a result illiteracy is common among the local population, especially among the rural and indigenous population. There is only scant educational infrastructure in the area, especially in the rural areas. Only few of the primary schools in the ethnic areas receive government funding, leaving many of the poor communities to finance their own school. Demand for education is also low and education for girls is especially under-valued. Absenteeism and drop-out rates are high among the ethnic children, even at early ages. This reflects a number of factors, including poverty (i.e. need to pay fees, buy books and ensure proper clothing), lack of accessibility, irregularity and low quality of supply, inadequate number and quality of teachers, and lack of opportunities to learn in mother tongue. Few of the rural and indigenous youth make it to the higher levels of education, which in turn restricts the entry into existing training programmes and finding a job. Lack of education also causes a lack of awareness about other aspects of life such as health, nutrition, sanitation and hygiene.

The mainstay of hill agriculture and land use, manifested mainly by *jum* practices, has of late become unsustainable both in terms environmental conservation and livelihood security for the local communities⁹. Means of livelihood consist of some farming, horticulture, collection of bamboo and cane from the forests, home-based handicrafts such as waist-loom weaving, and a

⁹ The following comment by Rasul (2007: 1 ['Abstract']), echoing many others (e.g. Farid & Hossain 1988, Gafur 2001, Knudsen and Khan 2002, Alam (undated) summarizes the predicament of *jum* and its implications:

As elsewhere, shifting cultivation was an environmentally compatible land use in the past when land used to be kept fallow for a long period, up to 25-30 years. Though such cultivation always deprived people from improvement of their socioeconomic condition due to very low return per unit of labor and land, the practice of keeping land fallow for a long period contributed to restore forest and soil fertility. With the growing population and the state control over forest, shifting cultivators were forced to shorten the fallow period gradually. Currently, shifting cultivation plots are kept fallow for only 2-3 years and lands are used without proper care. As a result, shifting cultivation has become an environmentally damaging land use as it has undermined the possibility of forest regeneration, and accelerated the pace of soil erosion and nutrient depletion.

range of subsidiary income-generating activities (IGAs) including poultry raising and fish-farming. The economic return of these activities is generally low. Without the benefit of market information, the farmers, with low levels of education and limited exposure to urban life, often sell their fruits, vegetables and spices at a discount to these traders. Sometimes these middlemen also 'double' as moneylender offering credit. Often the farmers and handicraft workers only receive a tiny share of the final price that their produce fetches in the urban markets in larger cities.

As the result of production constraints, marketing problems and low farm-gate prices, household incomes in CHT are seriously inadequate. More than 70% of the households in CHT earn less than is required to purchase the minimum food in-take set for Bangladesh - this is more than twice as high as the national average in the country.

Because of the remoteness, poor communication and limited life-skill training, the possibilities for alternative non-crop or off-farm income generating activities or outright employment are very limited in CHT. It is difficult to get products to markets; the cost of transportation and other constraints lower the farmgate prices for crop, forest and other products. Besides, the recent observations suggest that general availability of water is decreasing.

The CHT region is estimated to have had a total GDP of around BGT 29 billion (USD 540 million) in 2002. Agriculture is by far the most important activity, and even contributing more to GDP than in the whole of Bangladesh (mainly as the result of forestry activities). With two-thirds of the GDP coming from agriculture and trade, it comes as no surprise that there are in CHT only limited employment opportunities outside farming. 'Formal' jobs in the CHT are even scarce in the more urbanized centres, where they are found in government services, banks and some of the well-established shops.

In the same vein, basic healthcare services are limited and often remain inaccessible especially to poorer and remote communities. In this context, raising awareness for identifying symptoms of common diseases, fundamental behavioural changes regarding health, hygiene and sanitation, and basic provision of primary healthcare can be a life saving initiative.

Several problems are commonly noted concerning the operations of most of CHT institutions - ranging from under-funding, inappropriate staffing, inefficiency, rent seeking, cumbersome bureaucratic procedures and regulations. Development activities are often uncoordinated and accountability and transparency are poor. It also affects the possibilities of cooperation between GOs and NGOs. Both GO and NGO activities tend to concentrate around the main town areas.

The chronic poverty and miserable living conditions, lack of education and continuing marginalization, is affecting the self-image of the indigenous population. Many of them feel excluded from essential services and changes in the society, and in particular, from broad-based development.

5.2 The *Problématique*

The above situation analysis, a review of selected key literature, and extensive stakeholder consultations reveal that the apex of the challenges relating to community livelihood, wellbeing, heritage conservation and rights promotion in the CHT region broadly reflects three core problem-areas: (i) an increasingly insecure and volatile livelihood and associated environment (unsustainable land use practices, very limited income generation avenues; (ii) grossly inadequate basic well-being services (community health, primary education) and the communities’ capacity to access the existing services; and (iii) endangered identity and eroding culture, heritage and indigenous knowledge in the region.

The above core problem-areas were further probed and dissected in a series three stakeholder meetings (in the three Hill Districts) in order to identify the underlying factors and contributory causes; these are summarized as follows:

Figure 5.1: A Simplified Schematic Summary of the Problem-Tree relating to ‘Insecure and volatile livelihood and associated environment’

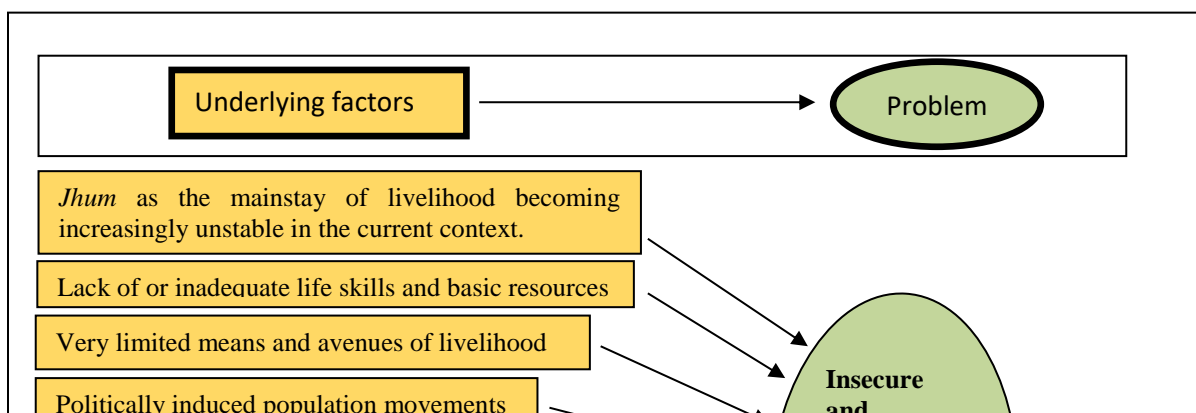


Figure 5.2: A Simplified Schematic Summary of the Problem-Tree relating to ‘Inadequate Basic Wellbeing Services and the communities’ capacity to access’

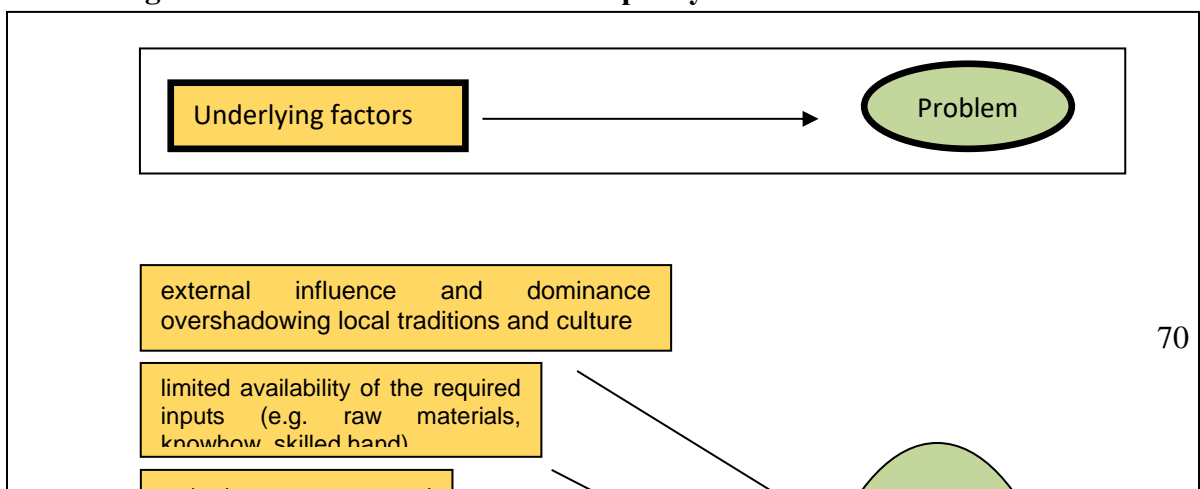
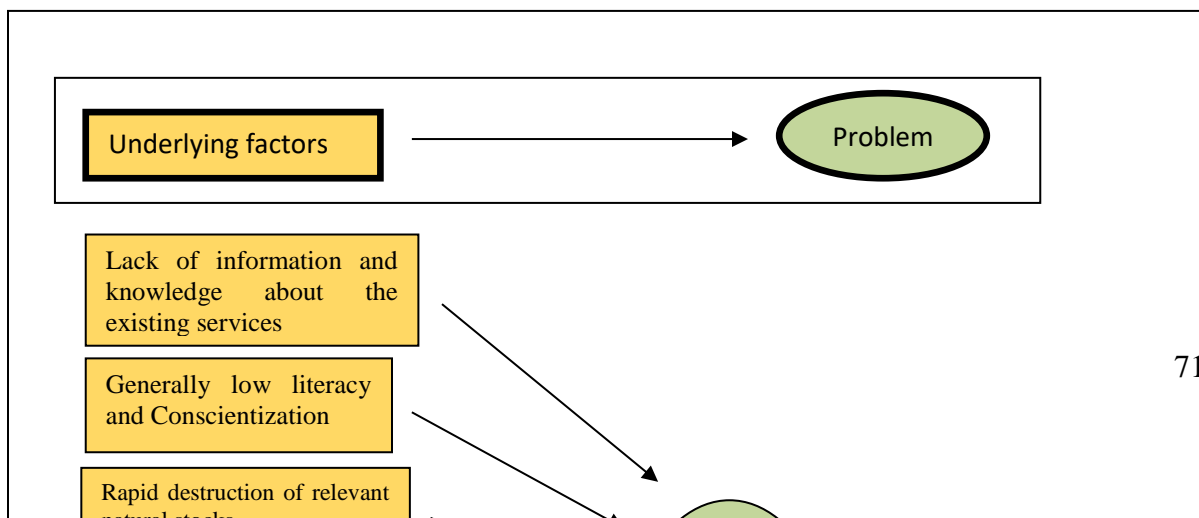


Figure 5.3: A Simplified Schematic Summary of the Problem-Tree relating to ‘Endangered identity and eroding culture, heritage and indigenous knowledge’



5.3 The Premise of the Proposed Programme

5.3.1 THE RELEVANT PRINCIPLES AND SCRUPLES

This section reviews selected key principles and scruples that ought to underpin the any participatory, community based project in general, and poverty focused livelihood and wellbeing initiative in the CHT in particular. These principles that are meant to serve as underlying guide, on which more definite actions and functional strategies can be built drawing on the particular contextual factors.

Table 5.1: Suggested Guiding Principles and Scruples for the Proposed Programme

<i>Principles and Scruples</i>	<i>Manifestations, Connotations and Implications</i>
Poverty, Gender Equity, and Rural Development Focus	<ul style="list-style-type: none"> • Exploration of the role of NRM in poverty reduction: Increase support for projects] and activities (including a focus on relevant research and extension of technology) that promote income generation and sustainable benefits to local communities especially the weaker sections; Strengthen the ability of poor farmers to obtain needed support such as credit and technology, access to markets, and participation in training and extension services; Strengthen institutional, market and financial mechanism that expand opportunities for alternative income generation • Securing property and tenure rights is crucial. • Equity in decision-making and gender is (a difficult but) worthy ideal. • Emphasis on gender participation and equity.
Pluralistic Directions	<ul style="list-style-type: none"> • A decentralized, more open and equitable relationships between a range of groups and organizations (community, government, private sector NGO etc.) at the local level in the decision and implementation of forest management programs. • There is no single, absolute universal solution to natural resource management problem; there are numerous ‘scenarios’. • Conflicts are inevitable and cannot be resolved but managed. • Platforms, mediators and facilitators are needed to provide conditions for negotiation and cooperation needed for sustainable forest management. • Communication is essential and helps participants understand the differences better. • No group/organization can claim a superior or absolute scenario; sustainable development and rural development decision-making is no longer the sole mandate of expert authorities.
Sustainability	<ul style="list-style-type: none"> • Developing an ecosystem and landscape based perspective; Building on local indigenous knowledge of resource use and conservation
Subsidiary and Decentralization	<ul style="list-style-type: none"> • Decisions should be made at the lowest possible level where competencies exist. The principle aims for effective implementation of tasks within a given policy and a hierarchical level, which minimizes costs and maximizes social well-being. • Shifting responsibilities and separation of functions. • Not imposing technical solutions, but promoting the emergence of possible solutions at the field level. • Not assuming that the center has all the answers, technical or otherwise, but believing that solutions will emerge as challenges are encountered. • Careful and realistic analysis of local capacities. • A comparison of capacities and devolution of responsibility and authority to the most appropriate entity.
Partnership, Participation, and Dialogue	<ul style="list-style-type: none"> • Improving cross-sectoral linkages with regard to NRM. • Emphasis on the role of civil society (including NGOs and CBOs) and organized groups especially at the community level.

<i>Principles and Scruples</i>	<i>Manifestations, Connotations and Implications</i>
	<ul style="list-style-type: none"> • Strengthen local participation in decision-making and sharing of the benefits of forest development and conservation. • Special consideration to hearing the voices of, and making rooms for the weaker sections including the poor, vulnerable (women, disabled, and otherwise excluded). • Dialoguing towards setting priorities in terms of equity, efficiency and sustainability as well as timeliness, practical, and public visibility of NRM programs; understanding multiple perspectives and needs of stakeholders; and attempting to negotiate and cut deals between the needs of wider society and local actors; and initiating partnerships.
<p>Social Capital, Collective Action, and Capacity Building</p>	<ul style="list-style-type: none"> • Social capital essentially includes the norms of reciprocity, networks and trust among local people. • Attempts at shifting more power and responsibilities and partnership with local people pose the questions of capacity building at the local level. • Collective action can be very difficult where levels of social capital are low and capacity is weak or lacking • Social capital may be developed through a process of systematic dialogue between the local (rural/indigenous forms organizations) and central levels (government), decentralization of power and responsibilities, and gradual building of networks and norms of trust. • Besides legal and political reforms, several processes can contribute to capacity building and empowerment at the local level which include ‘embeddedness of authorities in the local community; belief systems that orient authorities toward service and dedication; reputations that local organizations seek to maintain; journalists, NGOs, community organizations or individuals lobbying or acting as watchdogs; social resistance or threats of resistance; reporting requirements concerning local meetings and public service; information dissemination about obligations and powers of concerned institutions to local populations; open forums for public discussions; education and literacy campaigns.
<p>Communication and Democracy of Knowledge</p>	<ul style="list-style-type: none"> • Communication is the means by which participants exchange information with each other about values, perceptions, interests, ecosystems, resources, the economy and society; participants reach agreement with each other on actions and strategies. • Communication needs to be planned carefully as an integral part of NRM. • Openness of information from all sources. • Communication of both information used in policy making and information on policy impacts.

Source: Based on ideas expressed (and the literature cited) in Khan et al. 2004 (especially pages 171-173).

5.3.2 THE RELEVANCE FOR KEY NATIONAL AND REGIONAL POLICIES

It is important to note here that the above framework of principles and scruples is suggested in light of, and within the remit of the key national and regional policies. As analysed in chapter 2 (section 2.1), the Programme and the above scruples are fully compliant with, and fully aligned to the Government's Sixth Five Year Plan (Planning Commission 2011), The CHT Accord, Poverty Reduction Strategy Paper, Millennium Development Goals, and Vision 2020. The emphasis on wise use of natural resource for the purpose of sustainability and livelihood enhancement is also in line with the spirit of such key national documents as National Biodiversity Strategy (GoB 2010), and the draft National Conservation Strategy (GoB 1992).

5.3.3 MJF'S COMPARATIVE ADVANTAGE IN CHT

- MJF maintains extensive presence in the region through its multi sectoral, area based development partners. It has proven capacity to work in partnership with key CHT institutions to reach out to all communities in the CHT.
- MJF enjoys reasonably good and functional relationship with the relevant key stakeholders in the region – especially with the CHTRC, HDC, Circle Chiefs and traditional leadership.
- At a national level, it has a particular reputation for its work in promotion human rights and good governance.
- MJF has sound knowledge of the socio-political, cultural, and economic contexts of development assistance, project planning and implementation in the CHT.
- MJF has also worked in extensive partnership arrangements and modalities in other parts of the country involving a complex and diverse range of stakeholders, which may be very useful in the context of the proposed Programme in CHT.
- MJF has also proven experience in running projects in sensitive and complex settings drawing on the strengths of its participatory management and community-driven approaches.

5.4 Proposed Programme Brief

This section sketches out the major purposes and parameters of the proposed Programme.

Broad Title

'Resilient Livelihoods and Improved Wellbeing in the Chittagong Hill Tracts'

Goal

The broad Developmental Goal of the proposed Programme is as follows:

Resilient livelihood and improved wellbeing of targeted disadvantaged CHT communities through securing reasonable earning, health and life skills, improving use and management of associated natural resources, restoring and projecting local culture and heritage on the principles of sustained peace and human dignity

Specific Outputs

- improved community livelihood and associated environment through diversification of income generation avenues and sustainable natural resource use and management
- increased availability of selected basic wellbeing services at the targeted community levels and enhanced capacity of local communities and institutions to tap the services
- selected near-extinct indigenous knowledge and cultural practices restored, and topical development issues advocated at the regional and national level

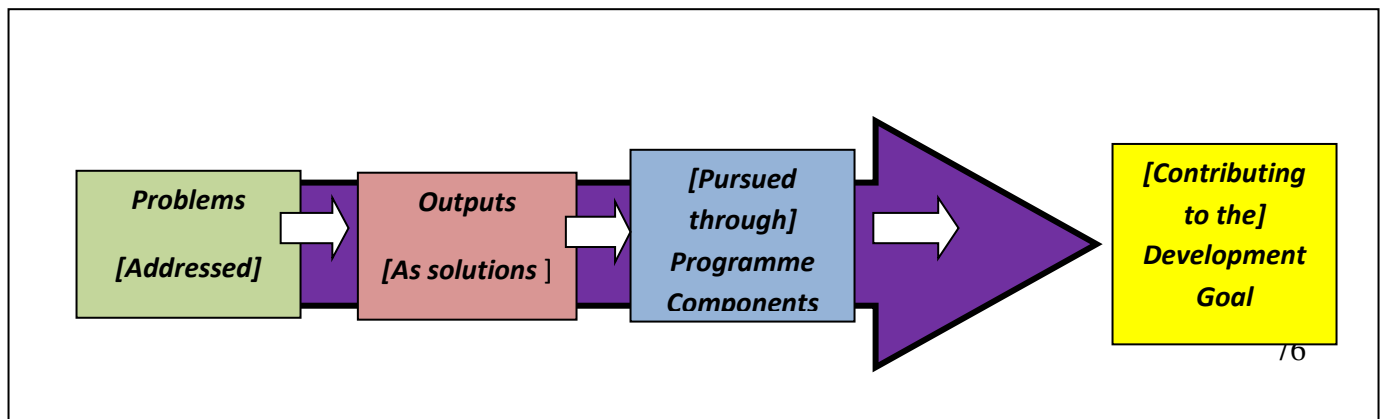
Assumptions and External Factors

- Reasonable stability in the peace and security situation in the Programme operation areas;
- No drastic changes in the central government policies regarding the region;
- Reasonable commitment to the CHT (Peace) Accord implementation;
- Continued basic support from the key CHT regional and local government leadership to the Programme goals and operations
- The Programme will avoid ‘blue prints’ and maintain enough flexibility and capacity to adapt to changing needs, circumstances and demands of the field
- No drastic restrictions imposed on PNGOs and their operational freedom

The Action Logic

The attainment of the above Goal is contingent upon the production of three Outputs which in turn respond to three sets of core Problems: the Programme’s Action Logic is as follows:

Figure 5.4: The (Proposed) Programme’s Action Logic



[Figure 5.4a] The Programme's Action Logic

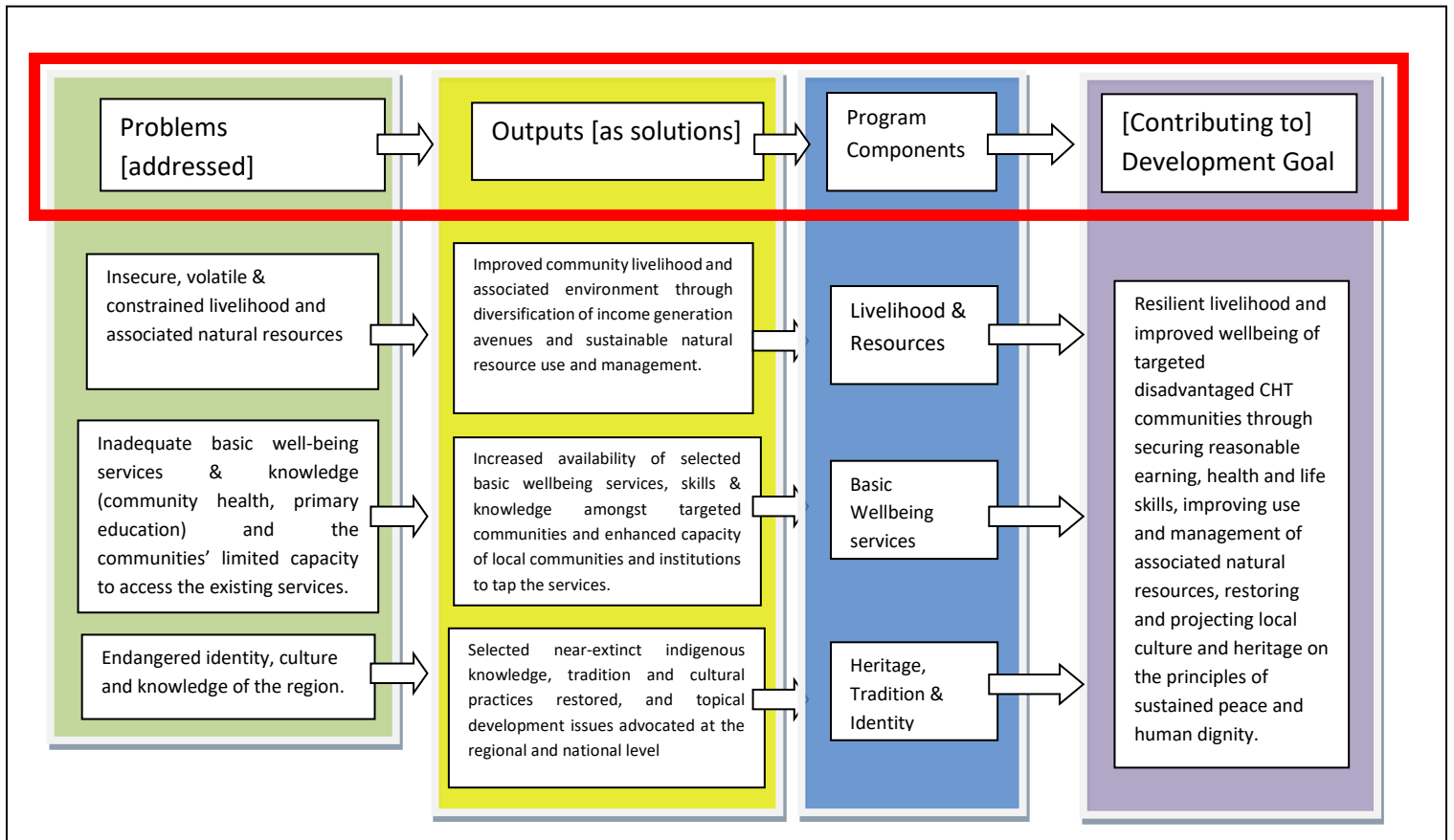


Figure 5.5: The Logic Model : Theory of Change

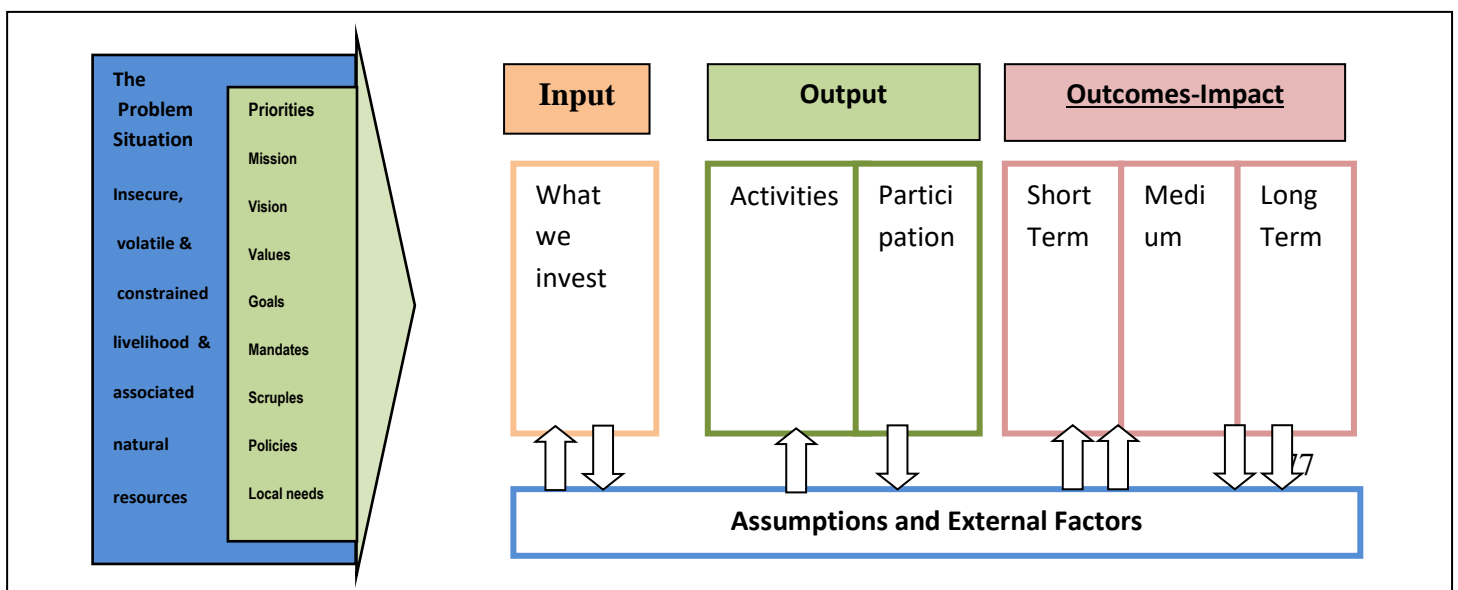


Figure 5.5.: The Theory of Change concerning Component 1: Livelihood & Resources

Inputs/ Program investments	Outputs		Outcome- Impacts		
What we Invest?	Activities	Participation	Short term	Medium	Long term
	What to do?	Who we reach?	What the Short term results are?	What the Medium term results are?	What the ultimate impact(s)?
			Learning	Action	Conditions
<ul style="list-style-type: none"> ▪ Trained Staff ▪ Capacitated Organizations 	<p><u>Livelihood & Resources</u></p> <ul style="list-style-type: none"> ▪ Identification, training & conduct of various IGA 	Community groups; School-based committees/gro ups;	Subject-specific IGA <u>skills & knowledge</u> increased; more <u>positive attitude</u>	Various community-level IGA enterprises launched &	The targeted communities attained decent standard of living;

<ul style="list-style-type: none"> ▪ Reasonable funds and logistics ▪ Need-based work plan & time schedule ▪ Working partnerships ▪ Research and Learning ▪ Technology & knowhow ▪ Materials and Equipments ▪ Knowledge & information 	<ul style="list-style-type: none"> ▪ Formation, training & promotion of IGA-focussed community & school-based groups ▪ Establishment of market links and communication support ▪ Provision, training & facilitation of agriculture & other services ▪ Enrichment & restoration of VCF & associated watershed resources through community management ▪ Meetings, workshops, capacity development for relevant stakeholder engagement ▪ Capacity enhancement of relevant local institutions & community groups 	<p>Concerned public line departments (Agriculture, Health, Forests, Livestock, Primary Education); Local government & traditional leaderships</p>	<p>towards women participation in group decisions and project implementation; <u>knowledge</u> of basic project management (including elementary market and supply chain ideas) available at the community level; increased <u>zeal and motivation</u> for participating in the programme; Knowledge & skills on community-based NRM process & tools; .</p>	<p>effectively operated; Additional income flowing into beneficiary households; Market and supply chain better managed for selected enterprises; IGA Best practices demonstrated; Selected enterprises/practices picked up by communities beyond the programme, and replicated in the region; Community management of selected VCFs & associated watersheds experimented for enrichment of livelihood & environment;</p>	<p>Functional partnerships and social capital towards community projects & actions; Targeted local & community organizations empowered; Selected VCFs & associated chora and watersheds of community livelihood and biodiversity significance brought under well functioning community based management that delivers restored habitats and biodiversity, and improved livelihoods for a majority of poor in those communities.</p>
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Figure 5.6: The Theory of Change concerning Component 2: Basic Wellbeing Services

Inputs/ Program investments	Outputs		Outcome- Impacts		
	Activities	Participation	Short term	Medium	Long term
	What to do?	Who we reach?	What the Short term results are?	What the Medium term results are?	What the ultimate impact(s)?
What we Invest? <ul style="list-style-type: none"> ▪ Trained Staff ▪ Capacitated Organizations ▪ Reasonable funds and logistics 	Basic Social Services <ul style="list-style-type: none"> ▪ Support to schools towards teachers' salary, infrastructure, teaching aids; study materials; ▪ Quality improvement measures 	Students; Parents (especially mothers); Teachers; School Management	Learning Better <u>professional skills & knowledge</u> of school teachers; Improved and more transparent school	Action Overall performance of targeted teachers improved; Female students enrolment increased and drop out reduced;	Conditions Targeted CHT communities capacitated through increased literacy & basic life skills; Targeted

<ul style="list-style-type: none"> ▪ Need-based work plan & time schedule ▪ Working partnerships ▪ Research and Learning ▪ Technology & knowhow ▪ Materials and Equipments ▪ Knowledge & information 	<ul style="list-style-type: none"> ▪ Behavioral Change Communication around Programme schools and community groups addressing primary, child & maternal health care ▪ Facilitation & linking of communities to local public health services ▪ Experimental provision of mobile health clinics hovering over selected communities ▪ Meetings, workshops, capacity development for relevant stakeholder engagement ▪ Capacity enhancement of relevant local institutions & community groups 	<p>Concerned public line departments; Local government & traditional leaderships</p>	<p>operations; more <u>positive attitude</u> towards female children’s education, & mothers’ participation in school management; development of <u>leadership and management skills</u> esp among community women; increased <u>zeal and motivation</u> for resourcing & participating in the schooling programme; greater <u>knowledge & awareness</u> of existing public services and their accessibility; Health & hygienic awareness & learning amongst schools/communities increased</p>	<p>Women’s voice reflected in school decisions and management; Increased community (cash/kind) contribution to resourcing the schools; School committees (SMC, PTA, MGs) made fully operational; Functional interactions between relevant line departments and community groups/organisations leading to availability of services as sought by the community; Mobile health clinics operationalised & targeted communities served; Relevant BCC campaigns fielded in targeted schools & communities.</p>	<p>schools take roots and become self-sustaining; Functional partnerships and social capital towards school-based projects & actions; Women’s role & visibility in community affairs increased and recognized; Basic health & hygiene condition improved in participating schools & communities; Incidences & spread of common/contagious diseases reduced/contained;</p>
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Figure 5.7: The Theory of Change concerning Component 3: Heritage , Tradition and Identity

Inputs/ Program investments	Outputs		Outcome- Impacts		
	Activities	Participation	Short term	Medium	Long term
	What to do?	Who we reach?	What the Short term results are?	What the Medium term results are?	What the ultimate impact(s)?
<ul style="list-style-type: none"> ▪ Trained Staff ▪ Capacitated Organizations ▪ Reasonable funds and logistics 	<p style="background-color: #ffff00;">Heritage & Tradition</p> <ul style="list-style-type: none"> ▪ Conscientization and dissemination 	<p style="background-color: #ffff00;">Practicing CHT cultural groups (especially youths); CHT traditional craftsmen; CHT indigenous communities</p>	<p style="background-color: #d9ead3;">greater <u>community awareness</u> of relevant rights and services; <u>broader understanding</u> among targeted</p>	<p style="background-color: #d9ead3;">Targeted cultural groups/craftsmen made fully operational; Functional interactions</p>	<p style="background-color: #d9ead3;">Burning CHT issues effectively projected at the regional and national level; Relevant</p>

<ul style="list-style-type: none"> ▪ Need-based work plan & time schedule ▪ Working partnerships ▪ Research and Learning ▪ Technology & knowhow ▪ Materials and Equipments ▪ Knowledge & information 	<ul style="list-style-type: none"> ▪ Policy advocacy on CHT issues ▪ Research & publications on indigenous culture and practices; ▪ promotion of traditional handicrafts, craftsmanship & events; ▪ preservation of traditional community practices ▪ Capacity enhancement of relevant local institutions & community groups 	<p>(especially smaller ethnic groups); CHT institutions; Regional & national policy/decision making quarters; Media; Concerned international community/organizations; Civil society</p>	<p>regional and national audience on topical CHT issues; greater <u>social awareness</u> among targeted CHT (especially young) communities re heritage restoration.</p>	<p>between relevant institutions (cultural institute, museum, display centres, cultural activists & organizations) and community groups leading to stronger and coordinated preservation efforts; Selected tradition and cultural practices restored and demonstrated;</p>	<p>national policies/decisions showing more responsiveness & sensitivity to CHT; Selected near-extinct tradition and cultural practices revitalized and reasonably practiced by local communities; An accessible repository of knowledge & information on CHT culture and heritage maintained;</p>
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5.5 Summary Description of the Components

Brief profiles of each of the components of the Programme are presented below:

Component short title:	Livelihood and Resources
Output 1:	Improved community livelihood and associated environment through diversification of income generation avenues and sustainable natural resource use and management
Rationale:	Means of livelihood in the region is strikingly limited. The situation is further aggravated by such factors as inadequate literacy and other life skills amongst majority of the poorer members of the local communities; acute food and nutritional deficiency and insecurity; limited or no access to external markets, knowhow, and relevant public services; rapid degradation and denudation of community natural resources – especially common forests, herbal plants, watersheds and streams.
Indicative functional activity-areas:	<ul style="list-style-type: none"> ▪ Identification, training, development and implementation of various IGA projects ▪ Formation, capacity enhancement & promotion of IGA-focussed community and school-based groups ▪ Exploration, facilitation and establishment of market links, communication, and other supply-chain related support to the communities ▪ Provision, training & facilitation of agriculture, livestock, poultry & other services ▪ Enrichment & restoration of Village Common Forests (VCF) and associated watershed resources (including hill streams or <i>chora</i>) through community management ▪ Prioritise VCFs and watershed systems of high environmental and livelihood support value ▪ Tree plantations along streams with indigenous species and keeping the streams alive throughout the year to ensure water supply for households and irrigation for agriculture activities ▪ Community based -preferably socio-religious institution-led (e.g. Kiang-based) herbal gardening, mixed fruit and other plantations ▪ Involve traditional and local government leaders and provide support to VCF and associated <i>Chora</i> and watershed management with the participation of stream-dependent households; supply quality-planting materials to raise streamside plantation and support the communities to manage and protect streamside vegetation effectively ▪ Meetings, workshops, capacity development for relevant stakeholder engagement ▪ Various capacity enhancement measures targeting relevant local institutions and community groups

Component short title:	Basic Wellbeing Services
Output 2:	Increased availability of selected basic wellbeing services, skills & knowledge amongst targeted communities and enhanced capacity of local communities and institutions to tap the services.
Rationale:	<p>Opportunities of, and accessibility to basic wellbeing services, skills and knowledge in CHT are strikingly limited. The region represents one of the most disadvantaged and vulnerable regions in the country in terms of almost all major development indicators including education and health. Education rate in the CHT is very low particularly among the remote rural communities. One estimate¹⁰ suggests that only 78% of all CHT people completed primary education and for secondary education the percentage is only 24%. Another</p> <p>latest study on education situation in CHT done by MJF shows that the drop-out rate at primary school level is 59% and at junior school level is 24%. One government primary school or private school is established for three to five villages. School infrastructure, furniture, teaching aids, extra curricular materials, safe drinking water and sanitation facilities are grossly inadequate. In the same vein, basic healthcare services are limited and often remain inaccessible especially to poorer and remote communities. In this context, raising awareness for identifying symptoms of common diseases, fundamental behavioural changes regarding health, hygiene and sanitation, and basic provision of primary healthcare can be a life saving initiative. This component is conceived against the above context, and addresses some of the existing gaps and paucities in basic wellbeing provisions and services.</p>
Indicative functional activity-areas:	<ul style="list-style-type: none"> • Support to schools towards teachers' salary, infrastructure, teaching aids; study materials; • Quality improvement measures • Behavioral Change Communication around Programme schools and community groups addressing primary, child & maternal health care • Facilitation & linking of communities to local public health services Experimental provision of mobile health clinics hovering over selected communities • Meetings, workshops, capacity development for relevant stakeholder engagement • Capacity enhancement of relevant local institutions & community groups. • Promotion, capacity support, and facilitation of various local organisations/groups (SMCs, PTAs, MGs etc.) • Particular/targeted support to disadvantaged women and children;

¹⁰ UNDP 2009 Socio-economic Baseline Survey of CHT, CHT Development Facility, Dhaka.

	<ul style="list-style-type: none"> • The school support initiative enjoys great local support and goodwill;
Component short title:	Heritage, Tradition and Identity
Output 3:	Selected near-extinct indigenous knowledge, tradition and cultural practices restored, and topical development issues advocated at the regional and national level
Rationale:	<p>Although the heritage and cultural diversity of CHT indigenous communities enriches the national culture of Bangladesh, some of the traditional practices and customs have, of late, become nearly extinct owing to a host of problems such as external influence and dominance overshadowing local traditions, limited availability of the required inputs (e.g. raw materials, knowhow, skilled hand); rapid destruction of relevant natural stocks; lack of formal arrangement or institution to train and nurture the local knowledge and practice; lack of organised platform for preservation and promotion; inadequate Institutional and external support and patronisation (especially from the government); inadequate market and supply chain links; inadequate zeal among the youngsters to learn and adopt these practices. Besides, reflections and understanding of crucial CHT development issues and challenges in the national and policy levels are still superficial and limited. Despite the rather dismal present state of affairs, these age-old traditions and deeply rooted social practices, most of which have significant value as a community service, still hold great potential and remains too important to be ignored. This component, therefore, focuses on such issues as restoring and projecting selected nearly extinct indigenous traditions and cultural practices, creating opportunity for indigenous children to study in mother tongue language; collecting, displaying and preserving artwork, literary and musical products; enhancing relevant groups' capacity through Conscientization and training on selected crafts and arts; and ,</p>
Indicative functional activity-areas:	<ul style="list-style-type: none"> • Various conscientization and dissemination work at community, regional and national levels • Policy advocacy on CHT issues • Research & publications on indigenous culture and practices; • promotion of traditional handicrafts, craftsmanship & events; • preservation of traditional community practices • Capacity enhancement of relevant local institutions & community groups • Strengthening links to relevant public institutions (e.g. district Museums, Cultural Institute for Small Ethnic Communities) • Community based - preferably socio-religious institution-led (e.g. Kiang-based) conservation and revival projects on such subjects as

	herbal plants and community medicinal practice (Baidya), sacred groves and ‘stream-head’ preservation, etc.
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Appendixes

Appendix 1: The Mission Terms of Reference

**Manusher Jonno Foundation
Terms and Reference
FOR
Development of Strategy paper for Program Activities after reviewing the existing
Program of MJF at CHT**

Background: Understanding the Tasks/Assignment

Manusher Jonno Foundation (MJF) is mandated to support initiatives those are working for real and lasting changes towards promotion and maintenance of human rights and good governance in Bangladesh. MJF provides financial support to enhance the managerial, financial and programmatic capacity of the partner organizations. The development goal of MJF is to contribute in improving wellbeing of the poor and marginalized communities through increasing their voice, capacity development, realization of their fundamental rights and demand driven institutional responsiveness. MJF believes in equal rights of all human beings and working for also dignity of socially excluded and marginalized groups. MJF manages a large number of projects implemented by partner NGOs as well as providing supports to initiate national advocacy effort that has set the agenda for human rights and governance policy-making in favor of the marginalized and excluded groups within Bangladesh. The individual partner projects are organized under four major programmatic themes that represent the institutional priorities within the human rights and governance agenda where "promoting rights of the indigenous people living in the Chittagong Hill Tracts (CHT)" is one of the core thematic program of MJF. This program is comprised of advocacy, campaign, capacity building and mobilization along with a special mandate to provide limited service delivery.

Historically, indigenous population in Bangladesh is the most deprived groups in many aspects of economic, social, cultural and political rights. To be more specific, evidences show that the indigenous people of CHT have very limited access to basic human rights. After taking several policy initiatives at national level and signing of the Chittagong Hill Tracts accord in 1997, few improvements have been observed regarding health, education, employment generation and overall livelihoods. CHT communities experience moderate to severe food shortages on a seasonal basis. The CHT also represents a magnification of the problem of the struggle over land. The scarcity of cultivable land is acute and is severely exacerbated by the pressures of a growing population compounded by the settlement of plain-lands people from other parts of the country. Thousands of hectares of land historically belonging to the hill peoples have been taken by settlers, often with the collusion of the State, over the past two decades. Moreover *Jum* and plain land agricultural productivity is declining rapidly; farmers are not getting fair products for their

agricultural produce; community residents have poor access to forest products; and marginal households do not have sufficient income to meet their basic needs. Most of the diverse and different culture and tradition of CHT indigenous are nearly extinct and are negatively influenced by majority culture.

Brief about MJF CHT Program

MJF has been working with CHT based organizations since 2005 with 13 total direct partners, 5 sub partners and 1 short term partner with a goal of “Enabling the poor and vulnerable indigenous population to attain adequate standard of living through promoting means of livelihood security and greater capacity to influence policies, practices and attitudes to overcome poverty and promote peace and human dignity.” The capacity and context of CHT organizations are different from that of the others working in the other part of Bangladesh. In this background, as a part of developing comprehensive and sustainable strategy paper focusing education and livelihood program with cultural preservation as cross cutting issue, MJF intends to conduct a review of existing program. So developing a strategy for providing support in CHT organization considering the whole perspective of MJF partnership should serve as a guide line for MJF and will also include a review of partner performed activities as well as MJF’s support.

Program Review Purpose

Purpose:

The purpose of this review is to formulate adequate CHT program strategies of MJF through reviewing present projects that will guide implementation of the future program with broad activities for achieving the desired outputs.

The review will cover issues related to policies, practice areas, partnerships and programmatic approaches and modalities. The review will also be exploratory, theory and approach based focusing mainly on effectiveness of the strategies and interventions employed and capture experiences, practice and knowledge coming from the strategies and interventions.

The specific objectives of this program review are:

- To analyze the relevance, effectiveness, efficiency, impact and sustainability of MJF CHT program to protect indigenous people’s rights at a large;
- To identify strengths, weaknesses, challenges and current trends in program initiatives those have implications for strengthening its future programmatic and funding directions;
- To provide forward-looking recommendations and a potential Theory of Change to strengthen programming in the area of rights of indigenous people in CHT.
- To analysis the scope of integration of diverse focuses for speed-up delivery/cost effectiveness/ avoiding missed opportunity, as a part of strategy.
- Assess value for money considerations through the interventions (how do the Indigenous rights program ensure value for money through better tracking and appropriate selection).

Review Criteria and Questions

This evaluation will examine the following criteria & questions:

SL. No	Contexts	Questions
01	<p>Relevance – Was CHT program strategy and activities relevant to protect and promote rights of the marginalized people?</p>	<ul style="list-style-type: none"> - Are MJF’s CHT initiatives adequate and consistent with and national and local priorities? - Are MJF’s CHT initiatives responding to national and local priorities for programming and investments in the field of indigenous people’s rights? - How did the financial allocations reflect needs and priorities of indigenous rights initiatives? - Are the initiatives articulated in a coherent structure, with clearly formulated goals, outcomes and outputs (program design and best fits)? - Whether the program strategies, methodologies and processes were adequate and relevant to protect indigenous people’s rights at different levels (in both program & policy formulation and implementation)?
02	<p>Efficiency - the measure of how the MJF CHT program resources are managed and converted to results.</p>	<ul style="list-style-type: none"> - What measures have been taken during the implementation period to ensure resources are used efficiently? - How do the organizational structure, support and coordination mechanisms support the efficiency of the implemented initiatives? - Is the staff structure in place cost-effective? Is it adequate to current context and demand?
03	<p>Effectiveness – Was the program approach effective in meeting ultimate targets?</p>	<ul style="list-style-type: none"> - How have MJF CHT initiatives contributed to stimulate innovation, catalyzing and/or expanding programs and services? - Are the various activities to protect rights of indigenous people reinforcing (integration & mutual supports) one another? If so, how? - What are the pathways / Theory of Change to expected long-term results? - To what extent has the program supported policy and advocacy related issues at national level and what has been the short term and long term results of that efforts? - To what extent has the project achieved its expected results and how, i.e. outputs, contribution to outcomes. What factors account for these results? What was not achieved and why?

04	Impact – Impact of the program on the primary education and livelihoods of project participants.	<ul style="list-style-type: none"> - How and to what extent MJF CHT Program makes a difference in the well-being of its targeted marginalized populations? - What changes have occurred on their lives and livelihoods/ education due to nurture under the program (at individual, HH, community and national levels); - To what extend overall impacts (direct, indirect, positive, negative) generated by the program interventions on poverty, gender, and policy level;
05	Sustainability - The extent to which benefits of CHT initiatives continue after assistance has come to an end.	<ul style="list-style-type: none"> - What evidence exists about the sustainability concerns
07	Lesson Learned & Recommendations	<ul style="list-style-type: none"> - To share observations, best practices, experiences and engage in discussions regarding certain issues. - To pull together learning areas and best practices for future outside sharing and communications. - Recommend the strategic direction for the future development of the program.
08	Value for Money (VfM)	<ul style="list-style-type: none"> - How does the CHT program ensure value for money? - How do the partners monitor tracking and reducing cost?

Scope of Work

1. Planning, study design and development of tools (these should include a quick review of partner’s activities and MJF support)
2. Scoping the future potential for further course of action.
3. Training / orientation to the survey team including representatives from MJF partners¹¹ in CHT
4. Conduction of the study
 - FGD and interview with Beneficiary Groups / People of Selected Areas (FGD will be conducted with the Female and Male groups separately)
 - Interview with service providers (MJF partners, other NGOs and GOB)
5. Analyzing findings and case studies of best practices of MJF initiatives
6. Final Report Submission

¹¹ **MJF partner at CHT** who will assist the study team as Local Research Assistants (2 in each location for 15 days.) Their responsibility will be to guide the main study team to the study intervention area, organize FGD at community level, and act as interpreters and other field activities related to the study if necessary.

Review Methodology & Process:

Approach: The review approach should be participatory in nature including a range of stakeholders, including direct participants, partner's representatives, civil societies, representatives of CHT authorities (formal & informal) government bodies etc. The review should include the voices of marginalized people, social support groups, the tender should therefore outline how different stakeholders will be meaningfully engaged at all stages of the review process. The review will take seriously gender, cultural, social and political issues to captures the dynamics and needs of the marginalized populations.

Overall Methods & Tools Use

MJF proposes to form a team led by a consultant/expert for reviewing the CHT program. Principally, the consultant and her/his team will develop methodologies for the proposed review and will submit to the MJF including detail field plan. Letter on the methodology will be finalized with intensive consultation with MJF. Whatever, some preliminary instructions have been made here for the methodology of program review which needs to take a consideration:

- i) a comprehensive methodological framework needs to develop based on a) measuring/proving overall program impacts, b) process of improving impacts and process of learning and sharing;
- ii) Desk review of all relevant documents;
- iii) Need address both qualitative and quantitative methods and information. Individual Interviews, Key Informant Interview (KII), Focus Group Discussion (FGD), case study and consultation with stakeholders can be employed. Individual case study conducts to explore changes of direct participants under the program interventions. Consultation with MJF and partners would be the information hubs of management, program design, program strategies and system development issues. A comprehensive SWOT analysis will be the best methodological approach to identify project strength, weakness, opportunity, & threat.
- iv) Field visits – Sample of the project areas will be determined based on agreed upon sampling criteria;
- v) Information analysis and presentation, report preparation and send to the MJF.
- vi) The evaluators will be expected to define a detailed approach and methodology for gathering and analyzing data, but it is envisaged that the team will use a mix of quantitative and qualitative methods.

Role of MJF

- Assist in organizing consultation workshops and involvement of MJF partners
- Participate in the selection partners and request the partners to participate in data collection.
- Sharing of the related secondary documents
- Provide inputs in the draft report

Timeframe

The assignment including the report preparation will take around three months from the date of initiation. A detail time frame will be developed jointly in consultation with MJF. However, the proposed date is from the first week of March, 2013 and complete by last week of May 2013.

Copyright and Ownership of Data

All reports and documents prepared during the assignment will be treated as MJF property. The reports / documents or any part, therefore, cannot be sold, used and reproduced in any manner without prior written approval of MJF.

Termination of the Agreement

Either party can terminate this agreement with a written notice within 15 (fifteen) days from the date of signing this agreement. MJF reserves the right to unilaterally terminate the contract if:

- The External Consultant cannot fulfill any clause of Terms of Reference.
- The External Consultant cannot submit their reports within the specified time.

Key Contact

Shamim Imam, Director, Capacity Development and CHT will be the contact person. The consultant organization will keep close contact with her for the total service and for any clarification, and vise-versa.

General Terms & Conditions

- a. The consultant firm will not permit any of his duties or obligations made under this contract to be performed or carried out by any other person, or reassign its' interest in a contract without first obtaining the consent in writing from MJF.
- b. In the event that the consultant requires additional time to complete the contract, over and above that previously agreed to, but without MJF changing the scope of work, MJF' s prior written concurrence to the same is necessary.
- c. MJF may make general changes, in written within the scope of the content affecting the services to be performed or time of performance. If any such changes cause an increase or decrease in the cost or time required for performance of any part of the work under the contract, MJF shall make equitable adjustment in the contract price, delivery schedule, or both and shall modify the contract in writing accordingly.
- d. In the event of failure on the Consultant's part to meet the agreed deadline MJF reserves the right to penalize the Consultant or his/her Firm.
- e. Notwithstanding anything contained in the agreement or these conditions, MJF may at any time terminate this agreement in whole or in part by requiring the consultant to stop performing the work or any part thereof. In this event the consultant shall have no claim against MJF by reason of such termination, other than payment in proportion to the work performed under the agreement less any sums previously paid on account thereof.

Accepted by:

External Consultant
Date:

MJF Contact Person
Date:

Appendix 2: A Brief Biographical Profile of the Evaluator

Dr. Niaz Ahmed Khan is Chairman and Professor at the Department of Development Studies, University of Dhaka, and Executive Director, Centre for Resources and Development Research, University of Chittagong, Bangladesh. His career reflects a rich blend of academic and practicing development management experiences gained in Bangladesh, Thailand and the UK. He was the Bangladesh Country Representative of *International Union for Conservation of Nature (IUCN)* between 2009 and 2011. Some of his other former positions include: Senior Programme Coordinator—CHTDF, *UNDP-Bangladesh*; Manager Operations, *Palli Karma Shahayak Foundation* (Rural Employment Assistance Foundation), and Forest and Natural Resource Management Specialist (RETA 5900), *Asian Development Bank (ADB)*. On the academic and research side, he held such positions as South Asian Fellow, *Queen Elizabeth House, Oxford*; Research Fellow *University of Wales*; Professor of Public Administration, *University of Chittagong*; Asia Research Fellow, *Asian Institute of Technology, Thailand*; and Adjunct Professorship at *BRAC University, North South University, East West University, Independent University Bangladesh, International Islamic University Chittagong, Southern University, City University, and Royal Roads University*.

He has also extensively consulted for such organizations as World Bank, UNDP, UN Resident Coordinator's Office, ADB, IRG, CARE, DANIDA, IUCN, Save the Children, MJF, USAID, Swansea Bay Racial Equality Council (HM Government, UK), and Government of Bangladesh.

Dr. Khan holds a *Ph.D.* with Distinction from the University of Wales, UK, and conducted post-doctoral research at the University of Oxford, University College Swansea, and Asian Institute of Technology. He secured first positions (in the first classes) in all public examinations from the Secondary School Certificate through Masters, and received a number of scholarships and recognition for his academic excellence such as the Commonwealth Scholarship, Australian Leadership Awards Fellowship, University of Wales Pro-VC's Honorary Fellowship, Asia Fellowship, University of Chittagong Merit Scholarships, and Gulmeher Gold Medal Award. His other professional qualifications include *Diploma in Voluntary and Community Organisation* (Swansea; with distinction), *Diploma in Personnel Management* (Institute of Personnel Management; first class first), and (*PG*) *Certificate in Interpersonal Skills for Volunteers* (Lampeter; with distinction).

Professor Khan has contributed more than 160 articles and book chapters to national and international refereed journals and books. His publications have appeared in such journals as *Sustainable Development, Public Administration and Development, Research in Accounting in Emerging Economies, Community Development Journal, Environmental Politics, and Journal of Leisure Research*. Besides his affiliation with numerous professional societies, he is also involved in extensive journal editorial and management roles including Editor in Chief, *Journal of Business and Society*; Editor, *Bangladesh Journal of Resources and Development*; and Member International Advisory Board, *Community Development Journal*. Examples of books authored/edited by him include: *A Political Economy of Forest Resource Use: Case Studies of Social Forestry in Bangladesh* (Ashgate, Aldershot & Brookfield), *Of Popular Wisdom: Indigenous Knowledge and Practices in Bangladesh* (Bangladesh Resource Centre for Indigenous

Knowledge), *Farming Practices and Sustainable Development in the Chittagong Hill Tracts* (Swiss Agency for Development and Cooperation), *Society and Social Forestry: Patronage and Land Tenure in Bangladesh and Thailand* (University of Chittagong Press); *An overview of Social Forestry in Bangladesh* (University of Chittagong & Government of Bangladesh), and *Social Forestry versus Social Realities: Patronage and Community-based Forestry Development in Bangladesh* (IIED, London).

Dr. Khan's current research and teaching interests include community based natural resource management, climate change adaptation, social dynamics of environmental management, project monitoring & evaluation, social/participatory research, indigenous people, management/institutional development, human resource management, development studies, governance, organisational behaviour, gender, collective action, and poverty reduction.

Appendix 3: Budget Allocation to Partner NGOs

Amount in BDT

<i>Sl. No.</i>	<i>Name of PNGO</i>	<i>Budget</i>	<i>Admin Cost</i>
1	CIPD	18,284,884.00	2,136,746.00
2	BDPOD	13,153,664.00	2,325,689.00
3	HF	13,562,944.00	1,184,655.00
4	Greenhill	59,532,899.00	6,660,310.00
5	Hilehili	12,643,682.00	2,228,049.00
6	ALO	10,458,090.00	1,375,790.00
7	Zabarang	20,976,016.00	2,016,891.00
8	Monoghar	13,940,717.00	2,347,264.00
9	GRAUS	33,392,550.00	4,691,645.00
10	TANUGYA	23,156,419.00	2,112,831.00
11	MROCHET	81,86,822.00	1,462,694.00
12	ECO	35,298,189.00	6,137,978.00
13	Trinomul	10,185,409.00	22,88,098.00
Total		264,585,463.00	34,680,542.00

Appendix 4: Activity Report of the Visited PNGOs: Progress of Key Activities against Stated Targets

1. Zabarang kalyan Samity, Khagrachori : (Component wise)progress of key activities against stated targets:

<i>Activity</i>	<i>Target(with time frame)</i>	<i>Achievements (nature, number etc)</i>	<i>Percentage of achievement against target</i>	<i>Any further comments/clarification</i>
Training				
Teachers' training on participatory active teaching, multi grade & multi level reaching method	5	5	100%	From April 2010 to December 2012
Training on UNCRC & child safeguard	6	6	100%	Do
Teachers' training on use of indigenous language of instruction	1	1	100%	Do
Teachers' refreshers	6	6	100%	Do
Training on MLE	1	1	100%	Do
MLE refreshers	6	4	66.6%	do
Training on school management	8	8	100%	Do
Drawing training	1	1	100%	do
Workshop/conference				
Mother group formation workshop	35	35	100%	Do
SMC/PTA formation/reformation workshop	35	35	100%	Do
Orientation workshop on education policies	2	2	100%	Do
Orientation workshop on roles & responsibilities of stakeholders	2	2	100%	Do
Round table conference	1	1	100%	do
Media mobilization	1	1	100%	Do

Meeting				
SMC	850	843	99%	Do
PTA	300	300	100%	Do
MG	475	472	99%	do
Coordination meeting with SMC	4	4	100%	Do
Semi Annual meeting with PTA	2	2	100%	Do
Semi Annual meeting with MG	2	2	100%	do
Coordination meeting with teachers	4	4	100%	do
Upgrading low quality schools				
Support in conducting model test	35	35	100%	599 students
Providing test papers	35	35	100%	599 students
Warm cloth distribution among children(PSC students)	35	35	100%	725 students
Grant support to school renovation, classroom decoration				
Block support	35	35	100%	Learning materials & game equipments
Water & sanitation				
New Tube well	8	8	100%	
Tube well repair	3	3	100%	
Water filter	9	9	100%	
toilet	6	6	100%	
Toilet repair	14	14	100%	
Classroom decoration with traditional cultural materials	35	35	100%	
Documentary film show & motivational session	35	35	100%	

Service providers & decision makers go back to community	38	27	71%	
Learning visit	2	2	100%	Visited ShibrampurGovt.pri.s chool, Gaibandha&Khumpui non reg.pri.school, Matiranga
Education program(IGA)				running
Turmeric	12	12	100%	do
Banana	3	3	100%	do
Mix(turmeric, banana)	8	8	100%	do
Cow raring	4	4	100%	do
Paddy	6	6	100%	do
Nursery/land	2	2	100%	do
Education program(extra support)- Furniture support				
Chair	68(19 schools)	68	100%	
Table	54(21 schools)	54	100%	
Bench	222(32 schools)	222	100%	
Black board	36(14 schools)	36	100%	
almirah	26(23 schools)	26	100%	
Water & sanitation				
New Ring well	7	7	100%	
Ring well renovation	1	1	100%	

New Tube well	5	5	100%	
Tube well renovation	1	1	100%	
New Toilet	6	6	100%	
Health checkup camp	35	35	100%	
School Construction & Renovation				
New school construction	4	4	100%	
MLE center	3	3	100%	
Student shed	6	6	100%	
Repairing (window, door)	7	7	100%	
Blackboard coloring	1	1	100%	
Building construction with furniture	3	-		On going
Semi building (hostel)	1	-		do
Wooden school	3	-		Do
School roof	3	-		do

2. Trinamul Unnayan Sangstha

Pankhaiyapara, Khagrachari

Component wise progress of key activities against stated targets

<i>Activity</i>	<i>Target (with time frame)</i>	<i>Achievements (Nature , number, etc)</i>	<i>Percentage of achievement against target</i>	<i>Any Further comments / clarification</i>
<i>Nursery</i>	<i>2009</i>			
	Baseline survey	A baseline survey report depicting the socio-economic status of the	100%	
	Mobilization for community nursery	200 persons selected and nursery places identified	100%	

	technical support for community nursery	Collection of local seeds by group members and placing in the nursery beds	100%	
	Group formation and orientation	20 nursery groups became active after formation and project orientation	100%	
	Preliminary social investigation	To select 20 suitable villages, Social investigation took place in more than 30 villages.	100%	
	Contract with groups and facilitate proposal formulation of groups	Contracts with groups signed and group proposal made	100%	
	Group Guideline facilitation	Group guideline drafted by CANDL was adopted by the groups for use	100%	
	2010			
	Production technology trainings	70 nursery group members became aware on nursery, agro forestry and vegetable production.	95%	
	Nursery establishment support of Tk. 50000 transfer to each group	Nursery group members bought necessary equipments for the nursery establishments	100%	
	Technical support to the groups	20 groups received technical advice for inter culture operation of nursery	90%	
	Technical support for utilization of group fund	20% of the group responsible persons were able to handle group fund related book keeping	80%	
	Mobilize groups for group development fund	Group development fund started	80%	
	2011			
	Support for Honey bee keeping	10 boxes placed in nurseries and bee keeping started	100%	
	Support for mushroom	10 mushroom centers in production and sale	100%	

	Support for community nursery and agro forestry	Groups came up with good nursery resources with technical support provided by CANDL team.	90%	
	Support for vegetable cultivation in dry and winter seasons	Increased income	10%	
	Mobilize groups for individual level and group level land use for agro forestry	15 acres of fallow land were utilized by the group members for horticulture and commercial plantation	50%	
	2012			
	Establishment support for model agro village(hill side vegetable, pond side plantation, roadside plantation, water supply scheme; Resource center)	Hill side vegetable, pond side plantation, roadside plantation, water supply scheme; community Resource center	80%	
	Additional support for nurseries	30000 saplings distributed and Tk. 518,325 earned by groups from the sale of vegetable and saplings	100%	
	technical support	Groups could raise and nurse the saplings and vegetables in profitable manner	90%	
	Orientation sessions	Groups were able to gain awareness on development and livelihood related issues	60%	
	Mobilize groups for individual level and group level land use for agro forestry	7 acres of fallow land were utilized by the group members	50%	
Food processing	2009			
	Awareness raising on food preservation and combating with nutritional facts	fruit and vegetable items locally preserved	50%	
	2010			

	Material Support for food production	Food processing groups were able to make processed foods,	100%	
	Trainings on agro processing	Groups were able to make different processed foods, combat with nutritional factors and make profit out of sale	100%	
	Establishment of sales and display center	Group produces and community products were sold through the sales center	100%	
	Participate in Agro fairs and Indigenous fair	Groups could sell their products and communicate with potential buyers	100%	
	2011			
	Refresher practical trainings on food processing	Group members were in regular HH level production and sale	80%	
	Facilitate food production and sale	Groups could sell extra amount of the products which were usually left unsold.	50%	
	Piloting for new combination of processed food	CANDL came out with some idea on different processed food items and trained the group members. One of the item-cauliflower-tamarind pickle was recognized by UNDP as quality product	50%	
	2012-to date			
	Establishment of small scale `food processing(chips – pickle-jelly) factory	A factory ready for production and managed by the group members. The factory is fully managed by the communities with time to time technical support from CANDL.	100%	

	Facilitate sales of the processed foods	Extended amount of sales	50%	
	technical support and refresher agro processing training	New items introduced and practiced by the group members. Sale amount increased	50%	
Handicrafts	2009			
	Mobilizing craftsmen for savings and traditional weaving	Traditional weaving practice revived		
	2010			
	Facilitate sale of community products through sales and display center	From the amount of crafts sold of Tk. 1,50,000 around Tk.30000 were channeled through sales and display center.	50%	
	Design training to the resource persons of the handicrafts groups	Group members came out with some new designs and could increase sales	50%	
	Material support for the the handicrafts SHGs	Increased income from sewing and weaving	100%	
	Identifying old but precious designs and promotion thereof ; designing new crafts	Old designs like Alam were revived	50%	
	2011			
	Providing revolving fund to SHGs	Group members could use more money for purchasing raw materials and make more crafts in pick seasons.	70%	
	Facilitation of group sale	Extended sale and potential market	50%	
	technical support for production and sale	Smooth production operation	50%	
	2012			
	Collection of community crafts for sale from the sales and display center	Sale amount of the groups increased by around 10%	90%	
	Regular support for traditional and modern design crafts Training on plastic cane crafts making	20 members could learn about plastic cane crafts making and increase their income.	100%	

	Regular revolving fund operation	Group members could use more money for purchasing raw materials and make more crafts in pick seasons.	100%	
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3. Eco – Development , Bandarban

(Component-wise) Progress of Key activities against stated targets

<i>Activity</i>	<i>Target (with Time frame)</i>	<i>Achievements (Nature , number etc)</i>	<i>Percentage of Achievement against Target</i>	<i>Any Further comments/ Clarification</i>
ARC (Nursery)	10 (Fruit, wood and Vegetable)	10	100%	
Agro Forestry	300 (Fruit and Wood)	319	106%	
Vegetable Garden	350 (Various Vegetable)	388	110%	
Honey bee support with box	15	15	100%	
Mashroom seed support	1 group	1 group	100%	
Medicinal plant support	1 group	1 group	100%	
Demonstration plot	1 (Mix fruit garden)	1 group	100%	
Integrated Income generating activity	4 group	4 group	100%	
Year Round income generating activity	6 group	6 group	100%	
Natural store	2 group	2 group (on going)		
Staff meeting, training and work shop				
Staff meeting	48	48	100%	

Bi-Monthly	8	8	100%	
Agro base basic training	1	1	100%	
Beneficiary meeting, training and workshop				
Group meeting	80	80	100%	
Sales promoter meeting	85	85	100%	
Mashroom Supprot	1	1	100%	
Group meeting	80	80	100%	
Honey bee meeting	12	12	100%	
Mashroom meeting	12	12	100%	
Honey bee training	1	1	100%	
Demonstration group meeting	12	12	100%	
Nursery development training	6	6	100%	
Refreshers basic training	10	10	100%	
Demonstration group meeting	12	12	100%	
RLF distribute to Nursery group	2,80,000/=	2,80,000/=	100%	
Land lease for Nursery group	10	10	100%	
Fencing for nursery group	10	10	100%	
Machinery maintains support	10	10	100%	

Govt. line dep visit	60	60	100%	
Communication local and national market for market promotion	5	5	100%	
Union level work shop	10	10	100%	

4. TOINGA : (Component-wise) Progress of key Activities against stated targets

<i>Activity</i>	<i>Target</i>	<i>Achievements</i>	<i>Percentage of achievements against target</i>	<i>Any further comments/clarification</i>
Enhance access to basic primary education/ by activating the existing non-functional schools in the remote rural areas.	<ul style="list-style-type: none"> • 30 schools will be established • At least 2500 students will be enrolled • Altogether 90 Groups of SMCs, MGs and PTAs will be formed 	<ul style="list-style-type: none"> • The project has covered 20 identified schools under Barkal Upazila and 10 numbers of Schools under Bilaichari Upazila. • At least 2500 students enrolled • Each school has got 3 Groups comprising of SMC, MG & PTA. Each group has been trained on their roles and responsibilities in connection with the management of school. 	100%	N/A
Improve the education quality and the relevance of basic primary	<ul style="list-style-type: none"> • At least 60 teachers will be received Foundation 	<ul style="list-style-type: none"> • Altogether 4 Foundation Course, more than 20 	100%	N/A

education/ To ensure Community participation and school sustainability]	<p>Course and Refreshers Training</p> <ul style="list-style-type: none"> • More than 500 children will be completed PSC Examination • 90 poor and meritorious JSC students will be received financial support. 	<p>Refreshers training course and 2 mother-tongue training course were provided to the teachers of the project schools.</p> <ul style="list-style-type: none"> • 525 students completed PSC • 90 numbers of poor and meritorious JSC students have been brought under financial support. 		
Strengthen the capacity of communities in IGA	Altogether 24 out of 27, Community-led Schools allotted fund for IGAs	Out of 24, 5 numbers of schools has recently started their IGAs while 19 others have been implementing IGAs since 2009 and now are capable of affording Tk 2000 to pay to 2 teachers per month. Until Dec'12 they paid Tk.10,60,000/- for that purpose and more than Tk.6,00,000/- are in their school accounts.	89%	It is found in Taungya's observation that 3 schools out of 27 are not capable to implement IGA

**5. CIPD (Centre for Integrated Programme and Development)
T&T Area, Rangamati.**

<i>Activity</i>	<i>Target(with time frame)</i>	<i>Achievements (Nature,number,etc)</i>	<i>Percentage of Achievement against Target)</i>	<i>Any further comments/ Clarification)</i>
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Formation Gram Surrakka Kommetee(GSK)	(July 2007-July 2009) 6 GSK in Union based	6 GSK in Union based	100%	Among them male- 73 Female-47
Set up Rice bank	6	8	100% above	8 Rice bank has been established against targeted 6 Rice bank budget.
2 days long training on Leadership, Gender and Rights	6 GSK	6 GSK	100%	Each GSK 20 members comprised. Training has been taken relevant issue male- 73 Female-47
Workshop on Information and dissemination	2 (Upazila based)	2	100%	
2 days training on Gender and Rights in beneficiaries level	6	6	100%	There are 100 beneficiaries under each GSK .This training have been taken total-male-320,female -280
2 days training on awareness raising in beneficiaries level	6	6	100%	There are 100 beneficiaries under each GSK .This training have been taken total-male-320,female -280
Purchasing rice	6 RB	6RB	100%	Tk.900000 budget was against 6 RB.
Formation Gram Surakka Komitee	6 GSK (August2009 to July0211)	6GSK	100%	Each GSK 20 members comprised.

				Among them male- 71 Female-49
Making Rice bank	06 GSK wise (August2009 to July0211)	06 GSK wise	100%	Each rice bank making budget was-Tk.45000.
Purchasing rice	6 RB	6RB	100%	Budget was 165000 for Purchase rice to each rice bank
Publication cultural catalogue, poster, leaflet	once	once	100%	But catalogue was not published due to short of budget.
Roleplay show on Gender. Watson ,legal aid, Malerria	12 event	12 event	100%	
Formation cultural team	2 Upazila based	2Upazila based	100%	In total members in 2 cultural team are-male- 15,Boys-10,Girls- 27, Female-08
Collection cultural materials	Deferent Item	Deferent item	100%	
2 days leadership and Mgt.development training on project activities	6 GSK	6 GSK	100%	This training has been taken male- 71,female-49
2 days long training on IGA(Poultry. Livestock, and Homestead gardening)	900	900	100%	This training has been taken male- 450,female-450
Information dissemination workshop	2	2	100%	

Organize cultural workshop	2	2	100%	
Organize Bizumela	2	2	100%	
Publication cultural catalogue poster, leaflet	Yearly once	Yearly once	100%	
Quarterly GSK Meeting	4	4	100%	
Formation GSK kommeetee	9 (July 2011 to March 2013)	9 (July 2011 to March 2013)	100%	Among them male-111 and female-69
Establish Rice bank	9	9	100%	
2 days leadership and Mgt development on project activities training	9	9	100%	
2 days training on IGA (Poultry, livestock, homestead gardening)	600	606	100%	
Organize cultural workshop	02	01	50%	The rest event will organize in current quarter
Information dissemination workshop	02	02	100%	
Purchasing rice	09 RB	09 RB	100%	
Formation Bouddya sometee	01	01	100%	
Organize bouddya by quarterly meeting	03	02	75%	The rest event will organize in current quarter

Quarterly GSK meeting	7	7	100%	
Establish cultural display and sale centre	01	01	100%	
Establish a herbal medicinal plant	01	01	100%	
Documentary film on Traditional Gangkholi Songs	01	01	100%	
Role play show	16	16	100%	

6. Green Hill: (Component-wise) Progress of Key activities against stated targets

<i>Activity</i>	<i>Target (with Time frame)</i>	<i>Achievement (Nature, number etc)</i>	<i>Percentage of Achievement against Target</i>	Any Further comments/Clarification
<i>Objective: 1. To ensure disadvantaged children's access to basic and quality education in CHT</i>				
Organize 3 events of policy advocacy on CHT education with HDC, RC, ERs, TCLs, SMC, and relevant stakeholders at district level to help LGIs take necessary policy initiative to sustain culturally suitable and quality education in CHT.	03(2008-2013)	03	100%	
Provide support @ tk.3, 000/- each school to 50 schools to organize annual cultural and sports competition.	200(2012-2013)	200	100%	
Annual 3 Days observation on education, child & women rights at school level	200 (2012-2013)	200	100%	
Provide modest logistics support to 50 SMCs to have 6(Six) monthly coordination meeting with PTAs, CDGs and MGs to review action plans and	100 (2012-2013)	100	100%	

take further necessary actions of Functioning and Development of the school and also about update status of Proper utilization of block grant.				
Residential Support initiative to Students for community schools	130 (2011-2012)	130	100%	
Organize 2 day long a refreshers training on learning and teaching skills for 100 Community Teachers at Upazila level.	05 (2012-2013)	05	100%	
Organize 1 day long a refreshers training on learning and teaching skills for 100 Community Teachers at Upazila level.	05 ((2011-2012)	05	100%	
Organize 3 day long a refreshers training on learning and teaching skills for new Community Teachers at Upazila level.	01(2012-2013)	01	100%	
<i>Objective: 2. Enhance the capacity of CDGs, SMCs, PTAs, HRGs and Mothers' Groups (MG) to run appropriate IGA programs efficiently to improve livelihoods situation to sustain their efforts to run schools</i>				
SMC will sit with the Upazila Education Officer once in every 6 months to interact with him on the all round development of the school	20 (2011-2012)	20	100%	
Development of culturally and socially suitable activity based educational materials for community schools	01 (2012)	01	100%	
Conduct Bi-monthly meeting with 31 SMCs at village level for sharing on progression of schools and IGA program	403 (2011-2013)	403	100%	
Conduct quarterly consultation meeting among relevant line departments of GoB (Agriculture, Livestock, fisheries), SMCs, Service providers for sharing on IGA program	45 (2011-2013)	45	100%	
Organize an Orientation program on Roles & Responsibility, By-laws/guideline for SMCs IGA with 40 SMCs	01 (2012)	01	100%	
Provide 3 days long 1 entrepreneurship and skill development training/each union to SMC and CDG members at union level.	01 (2012)	01	100%	

Disburse block grant totaling about Tk. 50,000 at maximum/per SMC and CGD * 40 SMCs = Tk. 20,00,000/- so that the fund could be reused for generating back up support to run the school until it gets government registration.	40 (2008-2013)	33	82.5%	Not found potential SMCs
Sign MoU with the 40 SMCs to properly operate the block grant.	40 (2008-2013)	33	82.5%	Do
<i>Objective: 3. Enhance capacity of partner organizations enabling them to run the project smoothly.</i>				
Organize 2 day long refresher orientation program on financial management, report writing and office management- Taka. 20000.00-3rd, qrt.	01 (2013)	0	0%	Ongoing process
<i>Additional Fund Activities</i>				
School Repairing/ Room extension.	42 (2011-2013)	41	97.67%	1 School's SMC got fund/allocation from RHDC to repair school
School Room extension.	10 (2013)	10	100%	
Provide furniture to existing schools.	07 (2011-2013)			
Provide furniture for remote schools.	08 (2012-2013)	08	100%	
New Technology installation (Tube well or Ring Well).	16 (2011-2012)	16	100%	
Technology Repairing (Tube well or Ring Well).	04 (2011-2012)	04	100%	
New toilet constructions for school.	24 (2011-2013)	24	100%	
Repairing of school toilet for 4 communities schools.	04 (2011-2013)	04	100%	
Provide support of engine boats for 3 upazilas.	03 (2011)	03	100%	
Provide Support of Blanket for school Students.	3300 (2011-2012)	3300	100%	

7. GRAOUS:

GRAUS & SANGRAI
July'12 to March'13
Taget & Achivement Report

<i>Activity</i>	<i>Target (with Time frame)</i>	<i>Achievements (Nature , number etc)</i>	<i>Percentage of Achievement against Target</i>	<i>Any Further comments/ Clarification</i>
Monthly MG meeting	864	864	100	
Monthly YG meeting	864	864	100	
Monthly Cordyed Meeting	432	396	90	
Social Map Update	96	96	100	
School Renovation Follow up .	0	0	0	
Monthly SMC meeting	432	405	95	
Project Staff coordination meeting	9	9	100	
Capacity Building Training	9	6	75	
Monthly Project Staff coordination meeting	9	9	100	
Orientation/Training on community development for Internship/ Student's mission (SSC/ HSC) as education ambassador	2	0	0	On Prossesing
Refresher Training On Child Right	3	3	100	
Field trip of education ambassador into community trip disseminate messages	10	0	0	On Prossesing
Support for cultural groups for Organizing indigenous cultural events at upazila wise				
Skill Training for Youth Group/Adolesent (25 participant /batch)	3	2		50 percent done .
Joint monitoring visit & meeting (Quarterly Headman, karbari, UP chairman & members,	15	15	100	
GOB high official visit	5	4	80	

Days observation union level Indigenous day, Mother language day, Children day.	30	20	66	Due to Hill Enviorment
IPT show on Sanitation, hygiene, child rights, nutrition and education.	45	45	100	
Round table discuss with HDC on quality/effective education management	1	0	0	On Prossesing
Community cross learning visit at project location. (Tk. 10,000*3prog)	7	7	100	
Round table discuss with Upazila chairman & UNO, UEO, teachers, SMC and line Department cluster wise on quality/effective education management	1	0		On Prossesing
Annual school sports competition	96	96	100	
Teaching learning materials including class room decoration-sports item, library books, chalk, pencil, pen, khata, first aid box etc. as per school wise demand	96	96	100	
Community teacher	8	8	100	
Midday feeding program for school level	4	4	100	
Caretaker of Mini hostle	7	7	100	
Hostle Room Renovation	4	4	100	
Upazilla wise Cultural Events	5	0	0	On Prossesing
Skill Training for Youth Group/Adolesent	5	0	0	On Prossesing
Utensil (crocaries) for social hostel	2	2	100	

Appendix 5: Typical Format of the Risk Assessment Questionnaire and Report

Manusher Jonno Foundation (MJF)

RAF-2

Risk Assessment Questionnaire – DETAIL

Name of NGO	ABCDE Development
Round & Phase	10 th Round & 1 st Phase
Total Project Budget	00,0000000.
Expenditure up to date	0000000000 (upto June 2012)
Project Duration	January 2009 to March 2013
Assessment period	July 2011 to June 2012
No of assessment	4

In financial management, we use the term ‘Risk’ rather than stress in the ‘sense’ that it deals with money and money relates issues. Risk means threat or danger if not properly taken care of. So, inspite of ‘stress’ we use ‘risks’ in this document.

This is prepared as a guideline for identifying areas where an organization should ensure the adequate controls in place and operating properly. The absence of sound internal controls increases the organization’s risk of noncompliance with laws or regulations, of producing unreliable financial statements, fraud and error, etc which may become obstacle to wards achieving objectives and goals.

Based on the rating scale of each internal control point which we call evaluation factor shall be rated. There are five level rating scale from 1to 5 represent 1 as the low and 5 as the highest risk. In this way a total of 15 Evaluation Factor (Indicator) are set, however 13 for the small PNGOs. Definitions of levels are also described for each factor. How risky the NGO is shall be calculated on averaging the score obtained in all the factors.

The Level of ‘Risk’ on the basis of the score with recommendations as follows:

5	<i>MOST RISKY</i>	Stop fund, under observation, frequent monitoring visit required
4	<i>HIGH RISK</i>	Quarterly monitoring visit required
3	<i>MEDIUM RISK</i>	Sixth monthly monitoring visit required or as and when required
<i>Up to 2</i>	<i>LOW RISK</i>	Yearly monitoring visit can be done

NOTE – Evaluator should put the rating with rationale under each of the evaluation factor by following the rating scale and definition.

RISK CATEGORY—GENERAL

EVALUATION FACTOR-1 – Financial Management Team

The more experienced and efficient financial management team decreases the risk

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	Skilled and experienced financial management team / personnel and supervised by central finance department
2	Skilled and experienced financial management team / personnel but no supervision from central finance department
3	Skills and experience is not sufficient but regular supervision from central office is available.
4	Experienced on related field but not have enough skills and concept on financial management and / or no supervision from central office.
5	Non skilled / experienced finance team and/or have some mal-intension to mismanagement of MJF fund.
Evaluator's comment and rationale	Skills and experience is not sufficient but but no supervision from central finance department.

EVALUATION FACTOR-2 – Budgetary control

Improper use/handling of budget may increases the risk of the organization

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	Expenditure as per approved budget and strong monitor and control exist.
2	Expenditure as per approved budget but no strong monitor and control exist.
3	Expenditure doesn't match with budget requirements like as time, breakdown, quantity, quality etc. and /or non approval of budget, expenditure charged.
4	Tendency of crossing the budget limits and /or frequently approval asked for.
5	Approved budget isn't followed and/or tendency to mismanagement/non-budgeted/miscoding /misuse of fund etc.
Evaluator's comment and rationale	Expenditure as per approved budget and strong monitor and control exist.

EVALUATION FACTOR-3 - Employee Turnover & Payment

Employee turnover increases the risk associated with a particular system.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	No turnover in key management or staff and getting payment as per policy and budget.
2	Limited turnover in key management or staff but getting payment as per policy and budget.
3	Major turnover in key management or staff but getting payment as per policy and budget.
4	Major turnover in key management or staff and nontransparent payment.
5	Turnover due to management conflict and falsification in staff payment.
Evaluator's comment and rationale	Limited turnover in key management but staff getting payment as per policy and budget.

EVALUATION FACTOR-4 – Advance Management

Maintenance of appropriate advance management reduces the risk of improper use of fund.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	Organization has standard approved advance management policy/guideline, advance register etc. and followed/maintain properly.
2	Organization has approved advance management policy/guideline, advance register etc. but have some weakness in implementation.
3	Organization has advance policy/guideline but tendency found to violate or non-compliance of advance policy/guideline
4	Organization has advance policy/guideline but not followed at all
5	Organization has no advance management policy/guideline, no advance register maintained properly
Evaluator's comment and rationale	Organization has approved advance management policy and advance register etc. Some weakness observed on advance management process.

RISK CATEGORY - SPECIFIC FINANCIAL RISK AREAS

EVALUATION FACTOR-5—Cash and Bank Management

Cash and checks are more susceptible to fraud/theft than other assets. They increase organization's risk with their presence, especially if a major function of a system.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	Proper cash and bank transactions, and internal control system exists.
2	Proper cash and bank transactions but not regular, and/or some weakness observed.
3	Huge cash transactions made beyond the limit and/or cash hold beyond approved limit
4	Blank cheque found signed by signatory (ies) and no proper cross and check balance system exists.
5	No proper internal control in cash and bank management.
Evaluator's comment and rationale	Proper cash and bank transactions but not regular, and/or some weakness observed.

EVALUATION FACTOR-6 – Procurement

Procurement size has an effect on organization's risk due to materiality considerations.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	Procurement made according to policy and guideline properly and appropriately.
2	Procurement has been managed but some weakness observed.
3	Inactive procurement committee and tendency to avoid approved / standard procurement policy and procedures.
4	ED/Accountant involved with procurement and/or procurement was not transparent

5	Deviation / falsification found in procurement.
Evaluator's comment and rationale	Procurement has been managed but some weakness observed

RISK CATEGORY - INTERNAL CONTROL

EVALUATION FACTOR-7 – Organization's Internal Audit

Internal audit, a part of internal controls may decrease organization's risk associated with a system.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	The organization has very effective and independent internal audit system or outsources team and audit regularly, report to the management and take follow up accordingly.
2	The organization has internal audit system but not independent and/or regular/no follow up system exist.
3	Management didn't review the internal audit report and no action or follow up system exist.
4	The organization has internal auditor but no report done or not work for the project rather auditing other projects of the organization / Internal audit system exists but not active.
5	No internal audit system/department exists though they have sufficient financial capability.
Evaluator's comment and rationale	No internal audit system / department exists due there is no budgetary provision in the donor budget.

EVALUATION FACTOR-8 – Organization's External Audit

Periodic external audit system may decrease the risk associated with a system.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	The organization has a system of conducting periodic / regular external audit of the whole organization, review the audit report by the management and take necessary action accordingly.
2	The organization has a system of conducting periodic / regular external audit of the whole organization, but not review the audit report by the management and/or didn't take any action accordingly
3	External audit system exists but the recruitment procedure was not transparent or no recruitment documents found in place.
4	No regular audit system exist rather conducted/arranged/prepared audit report if required/demanded by donor or other party (ies). Quality of the audit report is also poor and substandard.
5	No external audit system exists
Evaluator's comment and rationale	The organization has not introduced external audit system rather than audit conducted by Donor organization.

EVALUATION FACTOR-9 - Organization's Internal Control review

Systems with a history of audit findings and/or informal internal control comments normally have a higher level of risk for the organization.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	The organization has proper internal control system and functional delegation of authority
2	The organization has internal control system but no proper delegation of authority.
3	The organization has internal control system but not effective.
4	Very weak internal control system.
5	No internal control system exists.
Evaluator's comment and rationale	We observed that organization has internal control but not enough

RISK CATEGORY – FINANCIAL MONITORING

EVALUATION FACTOR-10 – MJF Financial Monitoring Observation

Any type of financial irregularities increases the risk

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	Minor or no observation found during financial monitoring visit.
2	Observation found but not related to falsification / misappropriation.
3	Observation found related to financial irregularities.
4	Major financial observation found related to falsification / misappropriation.
5	Major observation (falsification / misappropriation) found which is being involved by the management and no initiative taken to prevent the irregularities.
Evaluator's comment and rationale	Observation found but not related to misappropriation as per last visit.

EVALUATION FACTOR-11 –Recommendation implementation status

Proper implementation of visit/audit recommendation decreases the risk of the organization.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	Management attitudes are positives towards auditor / visitor's recommendation and always implement those in time.
2	Management tries to implement recommendation but not seriously.
3	Management didn't take the recommendation seriously and thus same type of observation found in few cases subsequently.
4	Management didn't take the recommendation positively at all and thus same type of observation found in addition to new other major type observation.
5	Management didn't take any action or initiative to implement the recommendation at all.
Evaluator's comment and rationale	Management tries to implement recommendation but not seriously.

RISK CATEGORY—SYSTEM ENVIRONMENT

EVALUATION FACTOR-12 – Complexity of project operation

Generally, complexity of project operation bears the major risk for an organization. The simple and smooth the operations, the least the risk.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	Project office and head office in same place and proper internal control found.
2	Project office and head office in same place but no proper internal control found.
3	Project office and head office in different place and no check point in project office.
4	Project office and head office in different place and no check point in project office and no regular visit from central office.
5	Project office and head office in different place in different district and no check point in project office and no regular visit from central office.
Evaluator's comment and rationale	Project office and head office in different place and no proper internal control exist.

EVALUATION FACTOR-13 – Policy & procedures compliance

Any type of system deviation is the major risk factor.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	The organization has standard and approved policy and guideline and followed properly.
2	The organization has policy and guideline but not standard and approved but no tendency to violate it.
3	The organization does not have standard policy or guideline though they have the tendency to violate it.
4	The organization has poor policy and guideline and no initiative found to standardize or update the same.
5	No standard and/or approved guideline / policy and no initiative to introduce / produce any policy/guideline.
Evaluator's comment and rationale	The organization has policy and guideline and they have no tendency to violate.

EVALUATION FACTOR-14 – Number of Partners / Field Offices

The extent of decentralization has an effect on internal accounting controls. Generally, decentralized operations are more difficult to control than centralized and the increased number of partners has an affect on internal accounting control.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	Strong monitoring system in head office and field offices/ partners.

2	Regular monitoring but not found any visit report with recommendation and no management action found.
3	No regular monitoring and reporting with recommendation found.
4	Monitoring system is very weak and no initiative from management to improve/establish the monitoring system.
5	No monitoring system found at all.
Evaluator's comment and rationale	N/A

EVALUATION FACTOR-15 – Selection process of PNGO

The standard selection process of partner organization reduces the risk of the organization.

<i>RATING SCALE— (Circle Choice)</i>	<i>DEFINITION</i>
1	Standard and transparent selection process with written deed of agreement and budget.
2	Standard and transparent selection process but no formal deed of agreement and budget.
3	No formal selection process but practice exists and written agreement found.
4	No formal selection process but practice exists but no written agreement found.
5	No process maintain for selecting partner, no written agreement with partners.
Evaluator's comment and rationale	N/A

Risk Assessment Summary

The main objective of the assessment process is to identify the specific risk areas lying with an organization and to provide necessary support for improvement. The assessment summary can also help to MJF Management for any further decision.

Each and every partner organization will be assessed as follows:

- Initial Assessment: After signing of DoA and within 6 months.
- Interim Assessment: Yearly after completion of fiscal year.
- Final Assessment: Before 2 months of project completion.
- Special Assessment (if require): As per management decision.

Based on the questionnaires the risk factors have been divided into the following four segments. Management may take considering the following risk factors:

Most Risky: Immediately stop all the financial activities with the partner. Stop any further fund disbursement until improvement/completion/termination. The NGO will be under observation (maximum 6 months) and frequently monitoring visit and follow up is required. If improvement is found, and the risk is reduced, then the next installment may be disbursed subject to MJF management approval. During the final assessment if an organization assessed as Under Observation, this organization should not be considered for next phase extension. If an organization is assessed twice under this category during project life, the organization should be discontinued, unless otherwise decided by MJF management.

High Risk: Frequently (at least quarterly) monitoring visit is required. Management should be updated about each of the monitoring visit report and status. Proper guidance may be given for the improvement of the organization. MJF management will take decision during project extension or next phase extension. If any organization is assessed consecutively two times under high risk category, this organization should be treated as Under Observation and all the action will be taken according to Under Observation category.

Medium Risk: At least sixth monthly monitoring visit is required, and the NGO should be informed about the weakness for their improvement.

Low Risk: No frequent monitoring visit is required but yearly monitoring should be done.

Please read the explanation of each risk category and evaluation factor on the detail risk assessment questionnaires, and then assign a rating value in the box provided below. The rating should be from 1 to 5, with 1 being the lowest or no risk and 5 being the highest or maximum risk. Rating may be fractioned (i.e.0.5) with proper rationale and justification. Sl no 1 to 13 is applicable for all NGOs irrespective of grants size. Sl. No 14 & 15 can be used as applicable. Range 0.01 to 2.00 Low Risk; Range: 2.01 to 3.00 Medium Risk; Range 3.01 to 4.00 High Risk & 4.01 to 5.00 Under Observation.

<i>ASSIGNED RISK CATEGORY</i>	<i>EVALUATION FACTOR</i>	<i>EF. NO.</i>	<i>(a) CURRENT RATING</i>	<i>(b) PREVIOUS RATING</i>	<i>VARIANCE c=a-b</i>
GENERAL	Experience of Finance Management Team	1	3	3	0
	Budgetary control	2	1	2	-1
	Employee Turnover	3	2	2	0
	Advance Management	4	2	2	0
SPECIFIC FINANCIAL RISK	Cash and Checks	5	2	2	0
	Procurement	6	2	3	1
INTERNAL CONTROL	Organization's Internal Audit	7	5	5	0
	Organization's External Audit	8	4	4	3
	Control Risk Based on Internal Control Review	9	3	4	-1
AUDIT & MONITORING	MJF Financial Monitoring & Internal Audit Observation	10	2	2	0
	Recommendation implementation status	11	2	1	0
SYSTEM ENVIRONMENT	Complexity of Project Operation	12	3	2	1
	Policy & procedures compliance	13	2	2	0
	Number of Partners / Field Offices	14	N/A	N/A	N/A

	Selection process of PNGO	15	N/A	N/A	N/A
TOTAL AVERAGE MARKS			33/13 = 2.54	2.62	-0.08

Given the results of the risk assessment guideline and other factors I have considered, in my opinion, the system being assessed has the following risk to the NGO:

5	UNDER OBSERVATION	Stop fund, under observation, frequent monitoring visit required
4	HIGH RISK	Quarterly monitoring visit required
3	MEDIUM RISK	Sixth monthly monitoring visit required or as and when required
Up to 2	LOW RISK	Yearly monitoring visit can be done

Risk Summary:

From the above assessment it is reveal that ABCDE Development has scored 2.54 and it is a Medium Risk partner. So half yearly Financial monitoring visit required. Note that, in last visit we have found some weakness on procurement management & store control.

Prepared by:
Name:
Designation:
Date:

Reviewed by:
Name:
Designation:
Date:

Appendix 6: List of Selected Persons and Institutions Met and Consulted by the Mission (including FGD participants)

Dhaka

1. Chakma Circle Chief (Dhaka Outpost Office)

- Barrister Devasish Roy-Wangza, Raja (Circle Chief)

2. University of Dhaka

- Dr. Md. Reazul Haque, Associate Professor, Department of Development Studies
- Mr. A.B.M. Omor Faruque, Lecturer, Department of Development Studies

3. International Union for Conservation of Nature

- Mr. Nasim Aziz, Senior Programme Officer,
- Mr. M. Abdul Motaleb, Project Officer

4. Manusher Jonno Foundation, Banani, Dhaka

- Dr. Shamim Imam, Director , Capacity and CHT, Manusher Jonno Foundation
- Mr. Wasiur Rahman Tonmay, Manager, Capacity and CHT, Manusher Jonno Foundation
- Mr. Zahed Hasan, Deputy Program Manager, Capacity and CHT, Manusher Jonno Foundation
- Ms. Tandra Chakma, Manusher Jonno Foundation
- Md. Moinul Haque- Manager- Grants Control, Manusher Jonno Foundation
- Md. Shahidul Alam, Assistant Manager- Grants, Manusher Jonno Foundation
- Mr. Sukhen Chandra Deb Nath, Assistant Manager- Grants, Manusher Jonno Foundation
- Mr. Muhammad Saiful Alam- Assistant Manager- Grants, Manusher Jonno Foundation
- Mr. Md. Masudur Rahaman- Assistant Manager- Grants, Manusher Jonno Foundation
- Mr. Pintu Kumar Dutta- Assistant Manager- Grants, Manusher Jonno Foundation
- Mr. Md. Rokonzaman- Assistant Manager- Grants, Manusher Jonno Foundation

5. Institute of Governance Studies

- Dr. Rizwan Khair, Director

Khagrachari

1. Hill District Council, Khagrachori

- Mr. Nikhil Chakma, Planning officer

2. Trinumul Unnayan Sangstha

- Mr. Ripan Chakma, Executive Director, Trinumul Unnayan Sangstha
- Mr. Sujash Chakma, Project Co-Ordinator, Trinumul Unnayan Sangstha
- Mr. *Tuhin Chakma, PO* , , Trinumul Unnayan Sangstha
- Mr. Arun Uday Tripura, CO, Trinumul Unnayan Sangstha
- Mr. Amuresh Chakma , CO, Trinumul Unnayan Sangstha
- Mr. Bonik R. Tripura, SS, Trinumul Unnayan Sangstha
- Mr. Romel Chama, CF in charge, Trinumul Unnayan Sangstha

3. Zabarang Kalyan Samity

- Mr. Mathura Bikash Tripura, Executive Director, Zabarang Kalyan Samity
- Mr. Purna Bikash Tripura, PO , Zabarang Kalyan Samity
- Mr. Sarinoy Chakma, PO, Zabarang Kalyan Samity

4. Chittagong Hill Tracts Development Facility-UNDP

- Jhantu Bikash Chakma, District Livestock Expert

Rangamati

1. District Administration

- Mr. Saifuddin Ahmed, Additional District Magistrate
- Dr. Mohammad Mustafizur Rahaman, Additional Deputy Commissioner (Revenue)

2. Hill District Council,Rangamati

- Mr. Aranendu Tripura, Public Relation Officer

3. United Nations Development Program

- Mr. Biplab Chakma
Chief, Community Empowerment , Chittagong Hill Tracts Development Facility (CHTDF)

- Mr. Uchimong Chowdhury
Confidence Building Expert, Gender and Local Confidence Building Cluster,
Chittagong Hill Tracts Development Facility (CHTDF)
- Mr. Timothy Khyang
Confidence Building Expert, Gender and Local Confidence Building Cluster,
Chittagong Hill Tracts Development Facility (CHTDF)

4. Chittagong Hill Tract Regional Council

- Mr. Jotindriyo Bodhipriyo Larma,
Chairman, Chittagong Hill Tract Regional Council
- Mr. Amlan Chakma,
Officer, Information Resource Center, Chittagong Hill Tract Regional Council

5. Green Hill

- Mr. Moungh Thowai Ching , Executive Director, Green Hill
- Mr. Lal Chhuak Liana Pangkhua, Sr. Program Manager, Green Hill
- Mr. Mohammad Toyammel Hossain ,APC, Green Hill
- Mr. Jatan Kumar Dewan, Program Director, Green Hill
- Mr. Rangit Talukder AUPO, Green Hill
- Mr. Sarosh Chakma, UPO, Green Hill
- Mr. Dipan Chakma , UPO, Green Hill

6. GOB-ADB Second Chittagong Hill Tracts Rural Development Project

- Mr. Sudibya Kanti Khisa, Watershed Management Specialist (Mott MacDonald)
GOB-ADB financed Second Chittagong Hill Tracts Rural Development
Projects(CHTRDP II)

7. Guichori Registered Primary School, Rangamatti

- Mr. Rumen Chakma, Head Master, Guichori Registered Primary School
- Mr. Opsora Chakma , Assistant Teacher , Guichori Registered Primary School
- Mr. Kartik Dewan, Assistant Teacher, Guichori Registered Primary School
- Mrs. Cina Chakma, Assistant Teacher, Guichori Registered Primary School
- Mr. Santo Chakma, Assistant Teacher, Guichori Registered Primary School
- Mrs. Suborna Dewan, Assistant Teacher, Guichori Registered Primary School

8. Guichori Registered Primary School Parents Teacher Association Group, Rangamati

- Mr. Sobharam Chakma, President, PTA Group
- Mrs. Krishnolota Chakma , Member , PTA Group
- Mr. Dhononjoy Chakma, Member , PTA Group
- Mr. Krishno Gopal Khisha, Member , PTA Group
- Mr. Boishak Moni Chakma, Member , PTA Group
- Mrs. Monshi Marma, Guardian
- Mrs. Shopna Chakma, Guardian
- Mrs. Kajla Chakma, Guardian
- Mr. Prodip Kumar Chakma, Guardian
- Mr. Provat kumar Chakma, Guardian
- Mrs. Kushum Bikash Chakma, Guardian
- Mrs. Nishimoni Chakma, Guardian
- Mr. Mongol Roton Chakma, Guardian
- Mr. Nondo Chakma, Guardian
- Mr. Koccha Dhon Chakma, Guardian
- Mr. Sadhon Chakma, Guardian
- Mr. Morbishop Chalma, Guardian
- Mr. Budhujoy Chakma, Guardian
- Mr. Santiram Chakma, Guardian
- Mr. Rajjomoni Chakma, Guardian
- Mr. Lokhikumar Chakma, Guardian
- Mrs. Sujata Chakma, Guardian
- Mr. Dhrubo Sundor Chakma, Guardian
- Mr. Ronjit Talukder, Guardian
- Mr. Romel Chakma Guardian

9. Guichori Registered Primary School Mothers Group, Rangamati

- Mrs. Suporna Talukder, President , MG Group
- Mrs. Kartik dewan, Member , MG Group
- Mrs. Gita Debi Chakma, Member , MG Group
- Mrs. Nishi Rani Chakma, Member , MG Group
- Mrs. Rangabi Chakma, Member , MG Group
- Mrs. Karuna chakma, Member , MG Group
- Mrs. Birolokhi Chakma, Member , MG Group
- Mrs. Topoti Chakma, Member , MG Group

10. Guichori Registered Primary School School Management Committee(SMC), Rangamati

- Mr. Bijoy Kumer Chakma, President, SMC
- Mr. Sondosh Kumar Chakma, Deputy Secretary, SMC
- Mrs. Kanchon Bala Chakma, Member, SMC
- Mr. Rupom Chakma, Member, SMC
- Mr. Biraj Kumar Chakma, Member, SMC
- Mr. Trinowon Dewan, Member, SMC
- Mr. Romen Chakma, Member, SMC

11. CIPD

- Mr. Janulal Chakma, CEO, CIPD
- Mr. Doyal Kanti Chakma, Project Coordinator, CIPD
- Mr. Sanchay Datta Chakma, Project Officer, ESICPC Project, CIPD
- Mr. Bhupati Ranjon Chakma, Center Manager, Branch Office, Jurachori, CIPD
- Mr. Norrotom Kn Mridha, M&E Officer, CIPD
- Mr. Philip Bahiram Tripura Field Supervisor, CIPD

Bandarban

1. Upazilla Administration, Thanchi

- Mr. Saleh Ahammed, Upozilla Nirbahi Officer (UNO)

2. Rajbila Union Parishad (Number 1), Bandarban Sadar, Bandarban

- Mr. Kawsing Shai Marma, Chairman

3. United Nations Development Program

- Mr. Khushiroy Tripura
District Manager, Chittagong Hill Tracts Development Facility (CHTDF)

4. Eco –Development

- Mr. Aungsathwi (Aung) Executive Director, Eco –Development
- Mr. Uttam Kumar Chowdhury, Project Co-ordinator, SIDR Project
- Mr. Andrew Dias, Monitoring and Documentation officer

5. GRAUS

- Mr. Thowai Ss Prue, Project Co ordinator, GRAUS
- Mr. Mong Tohui Ching, DD, GRAUS
- Mr. Thwari Sa Prue, Project Co ordinator, GRAUS
- Mr. Uttom Kumer Mridha M&E Officer, GRAUS
- Mr. Philip Baliram Tripura

- Mrs. Kyamraching Marma
- Mrs. Arnyanm Rakhine

6. Khongmong wang Private Primary School SMC Committee

- Mr. Mong Khoy Pru Marma, President SMC
- Mr. Usaching Marma Deputy President, SMC
- Mr. Goching Aung Marma, General Secretary, SMC
- Mr. Amang Pru Marma, Principle, Khongmong wang Private Primary School
- Mr. Amor Bijoy Chakma, Assistant Teacher, Khongmong wang Private Primary School
- Mr. Mounng Uchi Marma, Guardian member
- Mr. Suichong Marma, Guardian member

7. Khongmong Wang Private Primary School Youth Group

- Mr. Ma Enu Marma , President , Youth Group
- Mr. Gaiyoung Pru Marma, Member, Youth Group
- Mr. Paimong Marma, Member, Youth Group
- Mrs. Kanu Pru marma, Member, Youth Group
- Mrs. Mleha ching Marma, Member, Youth Group

8. Khongmong Wang Private Primary School Mother Group

- Mrs . Masinu Marma, President, Mother Group
- Mrs. Yi Bang Pru Marma, Member, Mother Group
- Mrs. Kanu Pru marma, Member, Mother Group
- Mrs. Mleha ching Marma, Member, Mother Group

9. Sales Representative Development Team, Amtoli Para , Tanchi Sadar Union, Tanchi

- Mr. Jamaluddin , President, Sales Representative Development Team
- Mrs Sariya Begam, Member, Sales Representative Development Team
- Mr. Jakir Hossain, Member, Sales Representative Development Team
- Mr. Golam Rahaman, Member, Sales Representative Development Team
- Mr. Shamsu Alam, Member, Sales Representative Development Team
- Mrs. Madhobi akter, Member, Sales Representative Development Team
- Mrs. Anowara Begom, Member, Sales Representative Development Team
- Mr. Ahmed Kabir, Member, Sales Representative Development Team
- Mrs. Nur Banu, Member, Sales Representative Development Team

10. IGA Committee, Village UDOL BONIYA , Nicher Para,Rajbilla Union, ECo Development

- Mr. Suimuma Marma, Headman , Udol Boniya ,Nicher para, President , IGA Committee (Vegetables Garden)
- Mr. Sacrobai Marma, Member , IGA Committee (Mixed Fruit Garden)
- Mr. Abaima Marma, Member , IGA Committee (Mixed Fruit Garden)
- Mr . Aung Ma Pru Marma, Member , IGA Committee (Mixed Fruit Garden)
- Mr. Pongri Marma, Member , IGA Committee (Ginger Cultivation)
- Mr. Coris U Marma, Member , IGA Committee (Vegetables Garden)
- Mr. Rating Nu Marma, Member , IGA Committee (Vegetables Garden)
- Mr. Suinuma Marma, Member , IGA Committee(Mixed Fruit Garden)
- Mr Wei la Pru Marma , Member , IGA Committee (Vegetables Garden)
- Mr. We khowai Ching Marma , Member , IGA Committee (Vegetables Garden)
- Mr. Usa Ching Marma, Member , IGA Committee (Vegetables Garden)
- Mr. Rabai Marma, Member , IGA Committee(Ginger Cultivation)
- Mr Dgui Bai Marma, Member , IGA Committee(Ginger Cultivation)
- Mr . Usai Ching Marma, Member , IGA Committee (Ginger Cultivation)
- Mr . Dohola Pru Marma, Member , IGA Committee (Mixed Fruit Garden)

11. IGA Committee, Village UDOL BONIYA , Bujhi Jhuri Para,Rajbilla Union, ECo Development

- Mr . Bane Marma, Karbari , (Mixed Fruit Garden)
- Mr. Sui Mau Marma, Headman, (Mixed Fruit Garden)
- Mr. Choubai Marma, Member , IGA Committee (Mixed Fruit Garden)
- Mr. Pai Du Pru Marma, Member , IGA Committee (Banana Cultivation)
- Mr. Halla Ching Marma, Member , IGA Committee (Ginger Garden)
- Mr. Sachi U Marma, Member , IGA Committee (Banana Cultivation)
- Mr . Uchima Marma, Member , IGA Committee (Ginger Garden)
- Mr Aung Maru Marma, Member , IGA Committee (Banana Cultivation)
- Mr. Painuching Marma, Member , IGA Committee(Banana Cultivation)

12. IGA Committee, Bidyamoni Para , Upozilla Sodor Union, ECo Development

- Mr. Jadu Rang Tripura, Karbari & IGA Garden Member, Bidyamoni para
- Mr. Jadumoni Tripura, IGA Garden Member, Bidyamoni Para
- Mr. Bikrom moni Tripura, IGA Garden Member, Bidyamoni para
- Mr Danial Tripura, IGA Garden Member, Bidyamoni para
- Mr . Ajaohaya Tripura, IGA Garden Member, Bidyamoni para
- Mr. Stiphen Tripura, IGA Garden Member, Bidyamoni para
- Mr Soiching aung Tripura, IGA Garden Member, Bidyamoni para
- Mr. Pijush Tripura, IGA Garden Member, Bidyamoni para
- Mr. Fohlau Marma, IGA Garden Member, Bidyamoni para

Appendix 7: Selected Information on Some of the Schools Visited by the Mission

Table 6.1: List of Primary schools and students coverage by PNGOs visited

<i>Organization</i>	<i>GOB</i>	<i>Registered</i>	<i>Non Registered</i>	<i>Community</i>	<i>Total Schools</i>	<i># of Students</i>
ZKS	5	22	8		35	3497
GRAUS	34	53	0	9	96	8227
Touyanga				18	20	662
Greenhill	20	12	33	05	70	4175
Kabidang	-	03	02	-	05	1104
Mro-CHET	-	02	-	18	20	662
Hille Hili	-	-	-	05	05	112
Monghor	-	-	-	01	01	1250
Total	59	92	43	68	262	20631

Table 6.2 Student Profile of the Schools visited by the mission

1. Gachkata Chora Community Primary School
 Bilaichori, Rangamati (TOINGA)
Student Account for 2013

Date: 18/03/2013

Time: 10:00am

<i>Class</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
One	16	18	34
Two	6	2	8
Three	10	8	18
Four	6	2	8
Five	7	4	11
Present	42	23	65
Absent	6	3	9
Total Student			74

2. Nunchori Thali Para Registered Primary School
 Nunchori ,Number 1 Union, Khagrachori Sadar , Khagrachori ,
Student Account for 2013

Date: 24/03/2013

Time: 10:00am

<i>Class</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Play group	30	33	63
One	12	10	22
Two	8	13	21
Three	8	6	14
Four	12	6	18
Five	11	6	17
Total Student	80	75	155

3. Guichori Private Primary School
 Estd: 1992 Sapchori Union ,Bandorbon sodor
Student Account for 2013

Date: 24/03/2013

Time: 10:00am

<i>Class</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Play group			
One	13	8	21
Two	3	7	10
Three	7	3	10
Four	5	4	9
Five	9	5	14
Total Student	37	27	64

4. Khom Okhang Wa Primary School
Khagrachori

Student Account for 2013

Date: 21/03/2013

Time: 10:00am

<i>Class</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Play group	11	9	20
One	5	9	14
Two	11	10	21
Three	7	8	15
Four	5	4	9
Five	4	8	12
Total Student	43	48	91

5. Hajachora Jora Bridge Primary School

Estd-1992, No 3, Kobakhali, Dighinala

Student Account for 2013

Date: 23/03/2013

Time: 10:00am

<i>Class</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Play group	5	5	10
One	24	31	55
Two	25	9	34
Three	15	15	30
Four	12	7	19
Five	8	10	18
Total Student	89	77	166

Appendix 8: Fieldwork Schedule of the Mission

<i>Site / location</i>	<i>Para</i>	<i>Features/ Rational</i>	<i>Person in charge for Fieldwork Arrangements</i>
1. Rangamati Area Bilaichori (Upozilla)	Chainda Para, Ulochori, Boholtoli CIPD + Tonga	Joint operations of CIPD + Tonga Opportunity to observe 3 community- Pancho (Minority), Chakma, Thonchonga Presence of Community School <i>Jum</i> dependent parents and students (Catchment) Presence of Rice Bank Cultural Activities-Presence of Cultural Preservation initiative. Harbal Gardening- Cultural Preservation	Doyal Da 01556627100(C IPD) Manobasish da (TOINGA) 01557431377
Rangamati Sodor	Guichori, (Green hill)	Presence of register School with construction activities (with physical Infrastructure intervention) Community Chakma Engine boat given as support to school Visit to CIPD Cultural Display Center (Showroom) Pine apple field as IGS	Joton Da 01730086300
	Moricha Bill- Balukhali union	Unsuccessful IGA Tonchonga	
Bilaichori (Upozilla)	Gach kabachora	Poorly performing IGA (CROP) Commercially motivated monoculture Advance payment by karbara. In active SMS in school	
Bandorbon- sodor Jamchori Mong thong	Rajbhila Union Community School	Active SMC COMMITTEE Good Practice IGA (IGA- Cropping)- Ginger Active community teacher Provision of Safe Drinking water, in the school. “Presence of youth Group”	Rubel 01814334711

		And community awareness campaign.	
Rowangchora upozilla	Bhanga mora	Poorly performing IGA – Ginger and Banana- mixed cropping Active teacher + School renovation Presence of Marma+ Tripura+ Thonchonga GROUS	
	Kochop toli Para	Kiyang based Residential Facility Presence of Youth Group- Cultural activity GROUS	
Bandorbon sodor	Rajbhila union- Eradong Para	Livelihood Agricultural IGA, beyond schools Nursary Development Presence of an Intrigrated approach- Income generated activity-poultry, livestock, agriculture Presence of Mixed Fruit Orchard Amtoli para- Natural Store – presence of Market linkage group Amtoli/kuhalong- failed nursery Presence of 3 community Marma, chakma thonchonga	Uttom- 01740882207
	Baghmara Headman Para- (Rajbhila Union)	Specialized female Honey bee group- Mashroom Group Year round Vegetable garden	
Thanchi, Alikodom	Depends on time	Alikodom- presence of smaller community – MRO, Chak Also have Tonchongonga Sales Promotor Gardening Thanchi- mixed garden. Year round	

Khagrachori Sodor	Chotonala, Bhaibonchora Union	Test case- “model village” (Food Processing Factory) Active self help group initiative Road side and pond side Plantation Handicraft and Nursery	Sujash Chakma-01553496104
	Purnobijoy para Bhaibonchora Union	Test case- “model village” (Food Processing Factory) Active self help group initiative Road side and pond side Plantation Chakma and Tripura community Handicraft and Nursery	
	Nirmool chondro Karbari para	Non register school (Nirmool chondro Karbari para= failed IGA –Tarmaric) Physical Infrastructure	
	Dokhin Bhuyachori	Successful School- PSC result Successful IGA Water sanitation Bangali community	
Dighinala upozilla	Jora bridge	Registered school SMC	Sobinoy 01556770986

Appendix 9: Selected Fieldwork Photographs



Top: The basic elements of Apiculture (Bandarban)

Middle: Children on the way to school (Khagrachari)

Bottom: Meeting the Group Farmers (mostly female) (Bandarban)



Top: Traditional Weaving (Bandarban)



Middle: Weaving (note the use of plastic as raw materials) (Khagrachari)



Bottom: Consultation with SMC , PTA and MG in a school premise (Rangamati)



Top: Consultation with key PNGO officials (Rangamati)



Middle: Cultural artifacts display and demonstration (Rangamati)



Bottom: Natural Cold Storage (Bandarban)



Top: Female farmers at the Agro Resource Center (Bandarban)



Middle: Tamaric and Zinger remain unsold due to market failure (Bandarban)



Bottom: Organic Compost Pit (Bandarban)



Top: Inside a class room (Khagrachari)



Middle: Inside a Mushroom Production and Spawning Center (Bandarban)



Bottom: Year Round (Integrated) Mixed Cropping Gardening (Bandarban)



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