

Government of the People's Republic of Bangladesh
Ministry of Education

Semi-annual
Monitoring Report
(July-December 2013)

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Forewords

I came to learn that The Monitoring and Evaluation Wing of the Directorate of Secondary and Higher Education (DSHE) is on the way to publish the 10th Semi-annual Report, which is framed consisting of ADP included 13 development projects of the DSHE. It covers the overall progress of achievements, target for the fiscal year 2013-14, progress achieved during the period July-December, 2013, impacts, and consequences of implementation strategies and outputs of each of the projects. The report also indicates problems and impediments in implementations of the projects by incorporating comments. Moreover, the report points out the overall physical and financial progress of all projects already achieved since inception.

In preparing the report, all concerned PIUs of 13 projects and planning & development wing of DSHE have provided coordinated efforts by providing inputs and all those are consulted with the project documents, field verification reports by MEW and SEQAEP Unit, ADP allocations, report of the administrative partners involved in implementations of SEQAEP activities. Since establishment of MEW, it has been publishing half yearly monitoring reports, those are documentations for all concerned planners, implementing units and sponsoring authorities.

At last, I would like to opine from my own that this document will serve as a source of reliable documentation for all concerned. Really, I am grateful to Director, MEW and Project Director, SEQAEP that their integrated efforts have been providing opportunities to know the consequences and present implementation status of all projects of DSHE.

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Executive Summary

Introduction: In the year 2008, Monitoring and Evaluation Wing (MEW) was established having financial support from the World Bank financing project “Secondary Education Quality and Access Enhancement project” (SEQAEP) and is under the direct supervision and control of Director General, Directorate of Secondary and Higher Education (DSHE), Dhaka, Bangladesh. It was aimed to monitor and evaluate the interventions of SEQAEP and simultaneously the other development projects of the DSHE. Since launching of MEW, it has been monitoring the development projects, by producing and publishing half yearly Monitoring reports by providing special emphasis on SEQAEP. In preparing reports, the MEW personnel have been verifying the inputs, outputs, impacts, consequences of implementation process. They also execute several field visits at the project locations. On the other hand, the MEW personnel have been collecting information of physical and financial progress of implementations from the project implementation units and also from the planning and development wing of the DSHE. This is in short the overall process of monitoring the implementation tasks under development projects of the DSHE.

Structures of Report: Since inception of MEW, nine Semi-annual Reports have already been prepared and published covering all investment projects of DSHE. At this stage, representing the period July-December 2013, the tenth Semi-annual monitoring Report is being prepared and published. This report consists of 13 investment projects including SEQAEP. Three chapters are framed consisting of Chapter- 1; represents implementing activities of SEQAEP, Chapter -2; represents Stipend based five development projects and Chapter-3; addresses, the remaining projects, those are construction oriented, ICT contents and training of teachers etc. At the last, the report pointed out some critical issues, lessons learned and concluding remarks.

Progress of Achievements: Under the overall supervision and control of the Director General, DSHE, thirteen projects are being implementing having assistances from the PIUs already established for each of all projects. The report indicates project-wise and item-wise physical and financial cumulative progress up to June 2013, target of the fiscal year 2013-14 and achievements during the months July-December 2013 by producing tables of information and data. In preparing this report, the sources such as; project implementation units, planning & development wing of the DSHE, administrative partners of SEQAEP, and monthly progress reports of the PIUs are also utilized. In this report, field visits executed by the personnel of MEW have been incorporated. However, the ADP included 13 projects of the DSHE have been addressed below one by one:

Secondary Education Quality and Access Enhancement Project (SEQAEP)

Introduction: Thirteen sub-components under the four major components were scheduled under SEQAEP. All the sub-components were scheduled and included into the project documents with a view to achieve equitable access of education seekers and improvements in quality education at the secondary levels. Since launching to June 2013, most of the scheduled targets of all sub-components are nearly to be completed. At this stage of the last fiscal year (2013-14) of SEQAEP, targets are scheduled in the project documents and against which Tk 358886.00 lakh is allocated in the ADP the financial year 2013-14. During the months July- December 2013, a small amount of allocation amounting to Tk. 4571.00 lakh is spent, where financial achievements stand only 13 percent. Huge allocation remains unspent, that could be possible to spend, if funds in RPA proportion are provided in the CONTASA account by the WB at an early period.

Progress of Achievements of “Support for English and Mathematics”: This sub-component was scheduled to improve only the low performing institutions through conduction of additional classes in English and Mathematics. These institutions have been determined low scorer in public examinations particularly, in JSC and SSC. At the beginning, the scheduled modality of conduction of additional classes was followed, but during mid-term review by the World Bank, the modality and scopes was changed and based on which the project documents was revised. Then, in accordance with the provision of the revised project documents, the Resource Teachers were recruited through advertisements in the local national newspapers. The manual for conducting additional classes have also been prepared and printed for all concerned stakeholders and the teachers were also trained. Teaching materials were provided to RTs and School Teachers. However, following the changing modality and scopes 149,000 additional classes in English and 151,000 in Mathematics have already been conducted during the period from inception to June 2013 respectively. Having sincere cooperation from the SMC and PTA members, 84,180 students in English and 84,180 students in Mathematics have been attending the classes. The classes are being conducted before or after school hour. The target for conducting classes is 405,000 in this academic year 2013 and against which during the months July- December 2013, 200,000 classes are conducted. Regarding acceptances and impacts of additional classes in the institutions and by the communities are detailed in main text of the report.

Incentives Awards to Students, Teachers and Institutions: In accordance with the changing modality and scopes of this sub-component, it was scheduled to introduce competition among the students for obtaining better results among the tiers of secondary education. Through this program, competitions will also be created among

the teachers and institutions.. Aiming the target, projection of better result seekers have been scheduled in the project documents. Abiding by the schedules and conditions, a total of 390,371 best scoring students based on school annual and public examinations have already been awarded incentives in monetary form up to June 2013. In this academic year, particularly, against the target 109,450 a total of 7582 best students including teachers and institutions have been provided incentives during the period July–December 2013,.

Developing the Reading Habits (DRH): The sub-component was scheduled in the original project documents with a view to introduce and enhance reading habits in selected SEQAEP institutions. Based on the original DPP, 4500 institutions were selected to introduce DRH program. The number of institutions has also been increased from 4500 to 6752, while the project was revised. During the period inception to June 2013, all the scheduled schools have been included in this program. The Biswa Shahittya Kendro (BSK) is the administrative partner to implement the program on contract out method. The SEQAEP has been passing the last fiscal year and in coming June, the project is scheduled to end. So from the beginning to December 2013, the BSK has introduced DRH program in 6752 schools following the provisions of the project documents. During the months July- December 2013, they have supplied 37,103 copies of books and simultaneously, instructed the institutions to follow the compliances adopted in the project documents. In a nut shell, it can be opined that the DRH is an effective program for the students to read books and ultimately through this practice, the readers will be more knowledgeable.

Education Learning Assessment: In view of measuring the level of students compatible national curriculum in different tiers of secondary education, this sub-component was scheduled in the project documents. Since inception of the project, **Learning Assessment of SEQAEP Institutions-2012 (LASI-12)** was conducted over the students of grade 8 in selected 300 education institutions located in 10 SEQAEP Upazillas and the report of the same was disseminated through a national level workshop at Dhaka. Following the modality and framework of LASI-12, execution of LASI-13 has been initiated in July 2013 for the students of class 6 and 8 and on the subjects; Bengali, English and Mathematics. The questionnaires of the said subjects were piloted and the findings of piloting were also standardized in a workshop consisting of experts and then final survey was conducted on 26 December 2013 in 301 institutions of 10 SEQAEP Upazillas. The report is not yet been prepared and published. It is required to mention that initially the questionnaires for the said subjects were developed by an internationally reported Australian based consulting firm named “ACER”. Administrative supports were provided by locally renowned consulting firm “ADSL”.

PMT based stipend and tuitions to poor Boys and Girls: In create opportunities for equitable access of poor learners at the secondary levels; this sub-component was scheduled in the original and also in the revised project documents. The aim of this program is to educate the poor students by providing financial assistances in the form of stipend, tuition subvention and allowances for the examinees of public examinations particularly in JSC & SSC. This is a sustainable program introduced in 1994 and since inception; the World Bank has been providing financial assistance along with technical assistances to the Government. At the beginning, this program titled “FSSAP” and then “FSSAP-2” and at present SEQAEP have been covering 125 Upazillas. However, for this sub-component, about 54 lakh poor students was scheduled and out of which up to June 2013, about 50 lakh 86 thousand poor students have already been awarded stipends including other facilities. In this fiscal year 2013-14, target is planned to award about 12 lakh 93 thousand poor students. Having administrative supports from the LGED as an administrative partner of SEQAEP, abiding by the compliances, 11 lakh 25 thousand eligible poor students have already been identified and now waiting for distribution of spends and tuitions to their respective bank accounts. It is vitally important that due to shortages of RPA allocation, the stipend and tuitions to eligible students are not yet been distributed though it was scheduled within December 2013. As a whole, implementation of this sub-component is undoubtedly successful in achieving the target of the project documents.

General Stipend and Tuition for girls (up to December 2009): Before introducing the method of PMT based stipend and tuitions to poor learners, “General Stipend and Tuition for girls” was continued under SEQAEP in 2008. While introduction of PMT method was covered around the SEQAEP Upazillas, the said “General Stipend and Tuition for girls “ was stopped in December 2009.

Improving School facilities: This sub-component was aimed at to provide pure drinking water and sanitation facilities to all SEQAEP schools. It was also scheduled that 10 percent of the estimated cost will have to be borne by the school concerned communities and the remaining 90 percent will be provided by the Government. Since launching to June 2013, a total of 980 units of shallow tube-wells, 899 units of deep tube wells, 1826 units of twin latrines, 69 rain water harvestings, 1000 units of water pump and water tanks were provided to SEQAEP institutions. During the months from July- December 2013, 600 water pumps and water tanks have been provided. To be mentioned that out of the total scheduled institutions, all most all desired institutions are covered. As a whole, implementation of this sub-component is completed to achieve 100 percent target.

Project Management: Under this sub-component, the PIU of SEQAEP and MEW was established in 2008. Both the units of the project are being involved in carrying out implementation of all sub-components and executing the monitoring and evaluation

tasks respectively. In the last fiscal year, the personnel of SEQAEP and the personnel of MEW are of full strength except one of post of Education Officer in MEW. Inclusive of core officers in SEQAEP unit, some personnel as consultants have been working under the disposal of the Project Director. Within December 2013, the contract period of consultants including the consultant involved in MEW are completed, if necessary their contract period should be extended. In this regard, the Director, MEW has requested the Project Director to extend the contract period of the junior consultant working in MEW.

Institutional Capacity Building: In order to improve the capacities of all personnel of SEQAEP, MEW and other concerned stakeholders, a few overseas training were arranged, where, a limited number of personnel availed and most of the core officers failed to get the opportunity. In this fiscal year 2013=14, some schedules are being planned, but within the June 2014, the planned training should be organized.

School Management Accountability: In accordance with the provision of the project documents, this sub-component was scheduled for making schools transparent in performing the institutions. The schedules were constituted to provide training to head and assistant head teachers, teachers, SMC members and PTA members concerned to schools, particularly on rules and regulations of non-government education institutions imposed by the Government. Moreover, the implementation procedures of all interventions of SEQAEP were also scheduled under this program. Since beginning to July 2013, a total of all concerned PTA, SMC, and USEOs of all 6781 institutions have already been provided training. During the remaining period July to December 2013, a training program on "Social Audit" has also been organized at Upazilla headquarters in Goainghat under Sylhet district, where 30 persons from two schools attended. Regarding this sub-component, MEW has been expressing satisfaction on the ground that this type of program will be very effective in transforming the institutions transparent.

Education Awareness and Community Mobilization: To aware the parents and community members and also to give them ideas over the importance of SEQAEP interventions, specially the PMT based stipend and tuitions to poor education seekers, this program has been incorporated into the project documents. It was carried out in the SEQAEP Upazillas by engaging a local consulting firm "PIACT and who continued up to 2012 and then it was stopped. At present, the school concerned authorities are being executing publicities around the communities during booth operation concerned to PMT.

Monitoring and Evaluation: To establish a systematic monitoring and evaluation system over the implementations of development projects along with recurrent works of the DSHE, MEW was established having financial support from SEQAEP in 2008. Initially the wing was looking the implementations of SEQAEP interventions and based on which half yearly Semi-annual monitoring reports have been prepared and published.

Up to June 2013, 09 reports have already been published. Other than semi-annual reports, the MEW personnel have been carrying administrative responsibility of the Sub-component titled “Education learning Assessment”. As per schedules of the project documents of SEQAEP, learning assessment is a continuous process to be performed every year. In 2012, having active cooperation and support from Australian based consulting firm: ACER” and local based consulting firm “ADSL” respectively, the MEW has successfully conducted piloting over the questionnaires of the students of grade 8 and then final survey of the same grade was conducted over 300 schools located in 10 Upazillas. At the last, Learning Assessment of SEQAEP Institutions-2012 (LASI-12) was published and disseminated through a national level workshop. In this fiscal year 2013-14, MEW has started to conduct LASI-13 on the students of grades 6 & 8 having cooperation and supports from the said firms. Piloting of questionnaires in 10 schools situated in 10 SEQAEP Upazillas and then final survey was conducted on 27 November 2013 over the students of grades 8 of 300 schools located in 10 SEQAEP Upazillas. The report is being in process of preparation. Besides, the MEW personnel have been executing field verifications to monitor the implementing tasks of several interventions undertaken by SEQAEP. On completion of field visits, all officers are used to prepare verification reports including observation and recommendation; those are communicating to all concern for necessary actions.

Progress of Achievements on Stipend Projects: Including SEQAEP, 5 investment projects concerned to stipend & tuitions are being executing under the supervision and control of the Director General, DSHE. SEQAEP is briefly presented earlier and the remaining 4 projects are; (i) Secondary Education Sector Development Project (SESDP), (ii) Secondary Education Stipend Project (SESP), (iii) Higher Secondary Female Stipend Project (HSFSP), (iv) Degree Pass Level Stipend Project. All the four projects and SEQAEP have been scheduled to provide stipend and tuitions to poor students of secondary, higher secondary and degree- pass levels. At the higher secondary and degree pass levels, only female poor learners are scheduled to provide stipends, tuition subventions and allowances for books & examination fees respectively. The female students are determined eligible, while they will comply the compliances. The distribution methods of stipend & tuition subventions for all the 5 projects are identical, which is simply transfer of amount into their respective bank accounts nearer to their own institution. Summarizing the projections of the five projects, provision in the project documents, achievement up to June 2013, and target for the fiscal year 2013-14 and including progress during the months July- December 2013 have been tabled as mentioned below

	DPP/ RDPP	Cumulative	Target and achievements for the year 2013-14	Progress during the months	Achieved months
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			Target	Achievement during the months July-December 2013	
SEQAEP	5400,429	5026,356	1293,060	1293,060	00
SESDP	1135,000	1205,551	173,952	173,952	00
SESP	8357,421	5478,856	1498,550	1349,946	50
HSFSP	1938,000	1552,000	402,000	201,000	50
Degree- (pass) levels	557,571	139,810	156,000	156,000	00
Total	17388,421	13402,573	3523,562	3173,958	-

The above table shows that under all stipend projects, a total of 1 core 73 lakh 88 thousand 4 hundred 21 poor learners from secondary to degree pass levels were scheduled to provide stipend and tuitions during the project period and out of which 1 core 34 lakh 02 thousand 5 hundred 62 poor learners have already been awarded stipend and tuitions. In this financial year, the targeted figure is 35 lakh 73 thousand 5 hundred 62 and against which 31 lakh 73 thousand 9 hundred 58 learners has already qualified as eligible to receive stipend and tuitions. During the months July-December 2013, the eligible students are waiting to receive. In fact determining the distribution volumes of all projects, implementation progress is positive following the procedures adopted by the PIUs.

Progress of Achievements on Construction Oriented Projects: Inclusive of SESDP, other nine projects are included into ADP in the fiscal year 2013-14, those are mostly construction oriented along with provisions of setting up ICT labs, supply of furniture and learning materials etc. Only one project titled SESDP is the multi-dimensional approach based. Progress of Secondary Education Sector Development Project (SESDP): Under this project, more than 504 units of construction works, establishment 62 non-government schools in the remote areas, 31 Model Madrasahs, 20 ICT labs in the district level high schools, introduction of academic supervision, deployment of 850 manpower for several organizations of education etc. have already been completed. The project is completed in December 2013, but for winding up purposes, its tenure can be extended up to June, 2014.

Progress of Achievements of the project “Transformation of Existing Non-government Schools into Model Schools in Selected 310 Upazilla Headquarters”: This project was taken to transform 310 non-government schools into Model schools located at the Upazilla headquarters. Since inception, 95 units of academic building are already completed. The remaining constructions of the rest schools are progressing at a rapid rate. The other components such as; supply of furniture, learning materials, setting up of computer labs etc. are also in progressing. The project needs extension for at least two years.

Progress of Achievements of the project “Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education”: Under this project, 70 Government colleges at the district headquarter was undertaken mainly for providing accommodation facilities. The proposed facilities are; construction of examination centers, hostel for students, academic buildings, administrative buildings, setting up of ICT labs, supply of furniture and learning materials etc. are being scheduled in the project documents. Since starting of the project, about 15-20 percent progress has already been achieved up to December, 2013. Allocation deficiency is the main problem to speed up over all progress. This project needs extension for further 3-4years.

Progress of the project “Establishment of 11 Secondary Schools & 06 Colleges Government in Dhaka Metropolitan City”: In order to create opportunities for the excess learners in the Dhaka city, this project was taken to establish 11 Government schools and 6 colleges in the areas, where there are no Government institutions. Up to December 2013 4 schools and 01 college are completed, the remaining institutions are being progressing, if allocations are provided in the ADP as per requirement. Further extension of this project could need to be provided.

Progress of the project “Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities”: This project was taken to cope with the pressure of excess students in Sylhet, Barisal and Khulna Metro-city areas in 2012. Up to December 2013, required lands have already been arranged having active cooperation from the respective deputy commissioners. Construction of structural facilities of two schools in Sylhet city are being initiated by the Education Engineering Department and the remaining schools are in process to start civil works. The progress so far realized is seems to be significant.

Progress of the Project “Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education”: Under this project 1500 non-government colleges have already been considered for providing academic buildings including ICT facilities and furniture. This scheme is a big one for development of non-government colleges, it assumes that Government always very keen to develop the privately managed educational institutions all over the country. Since launching, more than 645 have already selected for issuance of work orders to start civil works for academic buildings. The civil work component is vested to Education Engineering Department. The progress is sightable to all concerned.

Progress of the project “Establishment of Foreign Language Training Centres-11”: To provide feedbacks in exporting the manpower to different countries of the world, this project was taken to teach Spoken English, Arabic, France, Korean and Japanese languages. This is obviously a creative one for earning foreign currencies. Under this

project, 11 centers are being providing training to desiring persons to work out-side the country. The project was started in the last year and up to this period, setting up training centers are being established. Hopefully, from now on, the centers will start functioning.

Progress of the project “ICT Education in Secondary and Higher Secondary Level Project”: To provide ICT equipment to 20,500 secondary levels education institutions including training to teachers on ICT contents of the selected institutions, this project was taken earlier and scheduled to complete in December 2013. Within the life time of the project, all scheduled activities are completed, which is a great satisfaction of all concerned.

Progress of the project “Teaching Quality Improvement -11 (TQI-11) in Secondary Education Project”: Following the directions of the New Education Policy-2010, the curriculum and syllabi has already been updated and based on which, the teachers of secondary schools are scheduled to train through this project. This project was taken in 2012 having financial assistance from the Asian Development Bank. In the last fiscal year, the primary activities such as setting up PIU, procurement of logistics for the PIU, preparation of requirements to initiate training programs etc. are being executed. Hopefully, its implementation of main components will be started from the January 2014.

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Semi-annual Monitoring Report (July-December 2013)

Background: The tenth half yearly Monitoring Report provides impacts, consequences and progress of achievements of all interventions of SEQAEP and other projects of the DSHE, which presents the period of July to December 2013. In view of providing facilities and further improvement of learning opportunities at the secondary, higher secondary, tertiary and Madrasha education, 13 investment projects and 1 technical assistance project on grant financing is included into the Annual development Program (ADP) of the fiscal year 2013-14. The Directorate of Secondary and Higher Education directly implementing 13 projects having assistance from the Project Implementation Units. The civil work components are being implemented by the Education Engineering Department (EED) of the Ministry of Education.

The Monitoring and Evaluation Wing (MEW) was established in 2008 under development budget having financial supports from SEQAEP. Since establishment, it has been carrying out the responsibility to prepare and publish half yearly monitoring reports covering all development projects of the DSHE with special emphasis on SEQAEP. At this moment, this report is being prepared incorporating impacts, implications and progress of achievements inclusive of critical issues and lessons learned over the analysis of interventions of SEQAEP and other projects of the DSHE.

It has been constituted incorporating the physical and financial achievements, errors in executions, misuse of resources and comments on each of all projects of the DSHE. Information including statistical data has been collected in prescribed format from the stakeholders, PIUs of all projects, PMTA, field level offices, BANBEIS, Planning and Development Wing of the DSHE. Recommendation and observations from the physical verification reports by the officers of MEW and SEQAEP have been valued in the report. All information and data have been verified with the year-wise schedules of DPP/ RDPP of all projects. However, this report will help in planning process by the associating and executing personnel concerned.

This report is divided into three chapters namely **Chapter-I**; represents the progress of achievements, impacts and consequences of all interventions of SEQAEP, **Chapter-2**; represents progress of achievements, impacts, implication and consequences of all stipend related projects concerned to secondary to tertiary levels and **Chapter - 3**; represents progress of achievements, impacts, implication and consequences of all constructed oriented, ICT and training based investment projects of the DSHE.

Chapter-1

Progress and Achievements of SEQAEP

Introduction: In July 2008, the Government of Bangladesh took the project titled “Secondary Education Quality and Access Enhancement Project” (SEQAEP) for improving quality of education and for providing financial help to poor learners at the secondary levels. It was constituted incorporating 13 sub-components under 4 major components those are; (i) Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels, (ii) Improving Equitable Access, (iii) Institutional Capacity strengthening and (iv) Monitoring & Evaluation. Among the sub-components, the stipends & tuition subventions for the poor students followed by PMT modality, conduction of additional classes in English & Mathematics, incentive awards for the quality students, teachers & institutions and sanitation facilities etc.. are the most important and significant programs scheduled in SEQAEP. At the middle of executing period, the project was reviewed by the World Bank and based on which, it was revised involving an estimated cost of Tk. 122195.65 lakh and scheduled to complete in June 2014.

Main objectives of the Project: In accordance with the recommendations of the Mid-term Review Mission of the World Bank, the scopes and strategies of implementation were changed only for the sub-component “Support for English & Mathematic” and “Incentive awards to students, teachers and institutions” and the remaining sub-components were kept same. But the vision and objectives of the project are remains same as stated below:

- (i) Improving the quality of education particularly, the teaching-learning process by arranging additional classes at the secondary level (grades 6-10), developing the reading habit and providing academic performance based incentives;
- (ii) Ensuring equitable access by providing stipends and incentives to the poor boys and girls, subvention against tuition fees to the institutions at the rural and semi-rural areas;
- (iii) Reducing the rate of dropouts at the secondary level by providing incentives and simultaneously creating awareness among the parents and community people;
- (iv) Strengthening the capacity of school management, monitoring assessing teaching - learning outcomes at the secondary level; and
- (v) Attracting new and relating existing students especially girl students in schools through the provision of safe drinking water and sanitation facilities etc.

Major Components and sub-components: The opportunities for equitable access of poor learners at the secondary levels together with incentive awards to students, teachers & institutions, conduction additional classes and pure water supply including sanitation facilities have been implementing under this project. 13 sub-components under 4 major components were scheduled in the project. All the 13 sub-components are considered to provide opportunities to about 7000 secondary level education institutions around the 125 SEQAEP Upazillas.

Major Components	Sub-components
1.Improving Education Quality and Capacity to Monitoring Teaching-Learning Levels	1.1Support for English Language and Mathematics Learning and Teaching
	1.2 Incentive Awards to student, teachers and institutions
	1.3 Developing the Reading Habits
	1.4 Assessment of Education Quality
2.Improving Equitable Access	2.1PMT based Stipend and Tuition to the Poor Boys & Girls.
	2.2 General Stipend and Tuition for girls 9 up to December 2009)
	2.3 Improving School facilities
3.InstitutionalCapacity strengthening	3.1 Project Management
	3.2 Institutional Capacity Building
	3.3 School Management Accountability
	3.4 Education Awareness and Community Mobilization
4. Monitoring & Evaluation	4.1 Monitoring
	4.2 Evaluation

Assessments through Project Development Objectives: SEQAEP is on the way to end its tenure. During the last five years, the development objectives could be ascertained in sorting out comparisons between achievements up to December 2013 and scheduled targets of fiscal years and also through comparison with project documents. The development objectives could also be determined in pointing out positive and negative impacts of project inputs; outputs resulted at the targeted areas of 125 SEQAEP Upazillas and as a whole based on performance indicators. In particular, the sub-components such as; additional classes in English and Mathematics, incentives awards to students, teachers & institutions PMT based stipends and tuition subventions for the poor students, sanitation including supply of pure drinking water, developing reading habits and improvement of capacities in school management etc. are most significant programs adopted under SEQAEP. Up to December 2013, development objectives so far achieved could be realized in framing updated tables as shown below:

Table 3. Key Performance Indicators (KPI)

SL	Project Outcome Indicators	Baseline	Target Values (in academic Year)				
			YR 1 2009	YR2 2010	YR3 2011	YR4 2012	YR5 2013
1	Completion rate in grade 10 (%) in project Upazillas						
	(a) Proportion of 16-20 years old primary completers who have completed grade 10	20	-	-	23		27
	Achieved				29		
	(b) Percent of G-6 entrants who have passed SSC exam.	28	30	32	34	36	38
	Achieved		30	39	39	46	
2.	Number of students appearing ssc areas in (ooo)	187	190	195	200	210	220
	(a) Total students						

	Achieved		187	243	262	292	
	(b) poor					68	70
	Achieved				66	97	
3	SSC pass rate (%) in project areas	30		64	66	70	75
	(a) poor						
	Achieved					67	89
	(b) Non-poor (000')						
	Achieved						
4.	Monitor learning levels in secondary schools(beng, eng& math)					G-8	G- 6 & 8
	Achieved				preparation	1st round	-
5.	Gender parity (male-female) in enrollment in grades 6-10 increases in project upzillas	0.82	0.83	0.84	0.86	0.89	0.92
	Achieved	-	0.81	0.83	0.84	.87	-
	Percentage of share of poor children in total enrollment in secondary schools (%) in project areas	30	-	-	34	-	39
	Achieved				38		

Table 4. Updated Intermediate Outcome Indicators:

	Intermediate outcome indicators	MTR Revision	Target Values (In Academic Years)				
			FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
1	Component 1						
	Number of Poor students receiving SSC pass award (000)	No Change	0	25	28	31	35
	Achieved		0	45	46	55	72.26
2	Number of institutions receiving SSC institution award	Targets for Yr 4 and Yr 5 Updated	0	1600	1600	366	366
	Achieved		0	1957	2192	349	-
3	Number of additional classes in mathematics and English (000)	No change	0	500	730	740	740
	Achieved		0	411	714	109	190.89
4.	Component-2: Number of student members of reading habit program in(000)	Updated with number of students	0	250	250	250	0
	Achieved	-	0	95	253	562	940
5.	Number of eligible poor girls receiving stipends (000)	Definition of the target population is clarified & targets are reset	155	318	325	325	325
	Achieved		232	488	489	517	376.46
6.	Number of eligible poor receiving stipends boys (000)	Definition of the target population is clarified & targets are reset	127	271	288	288	288
	Achieved		168	256	357	418	1174.82
7.	% of schools with safe drinking water in project Upazillas	Modified to measure % of schools formula: number of schools with tube-wells or deep tube-wells – less arsenic contaminated wells divided by number of schools			86	93	95
	Achieved			78	92	93	135
8.	% of schools with separate latrines for boys & girls in project schools	Modified to measure % of schools; targets to be set				95	98
	Achieved		90	90	93	96	414
9.	Component 3 Proportion of project schools with functional PTA	New indicator Functional PTA is defined as (i) PTA is meeting 9 times a year and (ii) PTA actively participates in community awareness campaigns of promoting PMT	0	0	0	10	20
	Achieved		(84%)*	(90%)*	(96%)*	Not available	-
10	Implementation quality ,	New indicator Key monitoring reports	Yes	Yes	Yes	Yes	Yes

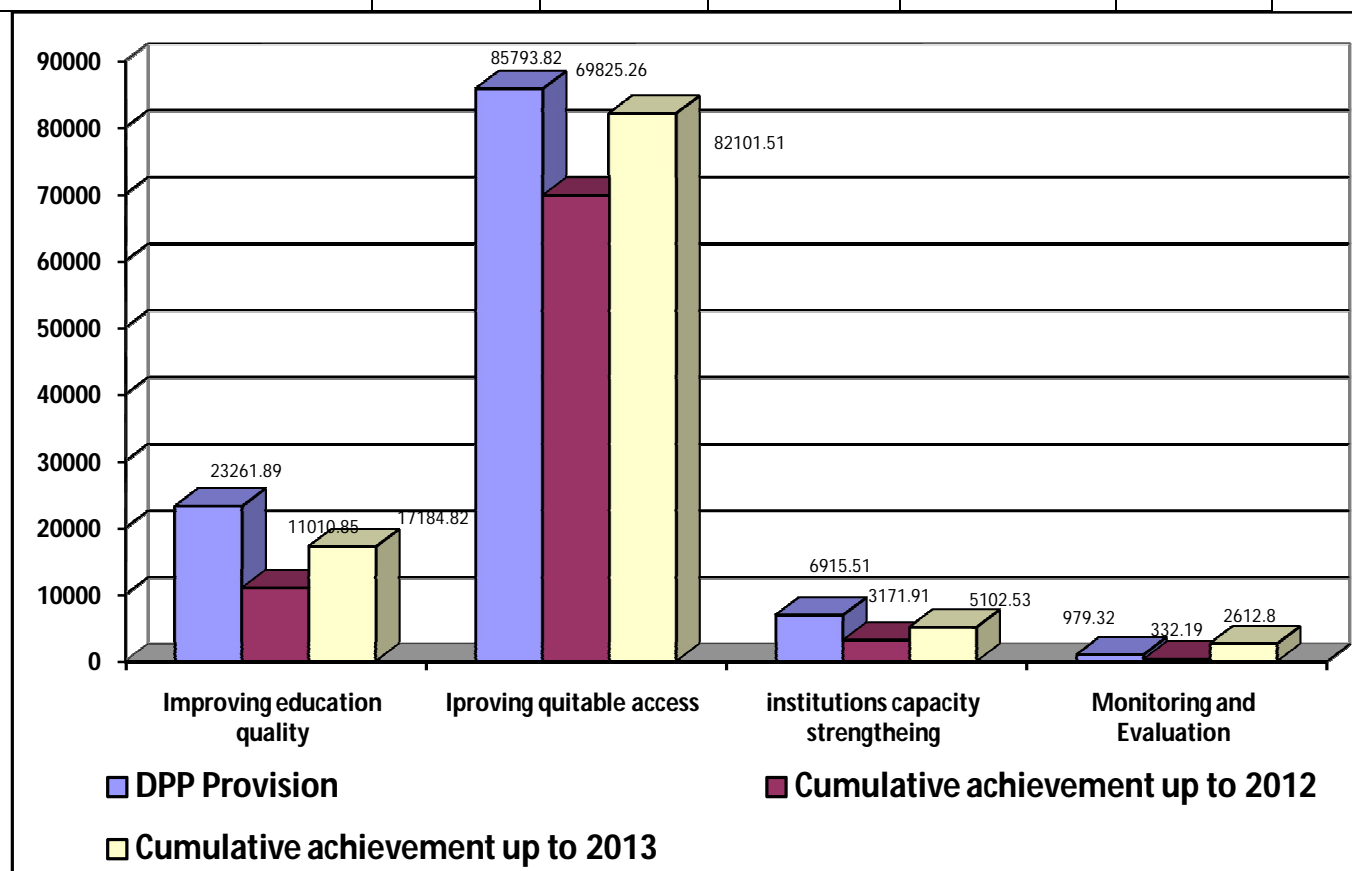
access and capacity building components are regularly disseminated	are disseminated according to agreed schedule (incl. (i) PMTA report (ii) MEW semi-annual report, (iii) BANBEIS report, (iv) PMT validation report, and (v) 20% verification report)					
Achieved		no	no	Yes	Partial **	--

Assessment of Achievements of SEQAEP: This half yearly report presents the on-going implementations of SEQAEP confined to the period July- December 2013. In specific terms, this period indicates the assessment of physical and financial achievements following the schedules of all sub-components of SEQAEP. In measuring the assessments, information of all sub-components have been collected from SEQAEP, covering the period July- December 2013 and administrative partners like PMTA, BANBEIS, BSK etc. Information was also consulted with the reports of field visits by MEW officers. Finally on the received information, cumulative achievements up to June 2013, achievements during the period for the last six months with effect from July- December 2013 have been integrated and those are verified with the schedules of targets of the project documents. However, two tables' namely financial and physical achievements have been formulated as shown below:

Table 5: Financial Achievements up to June 2012 and target for the fiscal year 2013-14
(In lakh Taka)

Components and Sub-components	RDPP Provision	Cumulative Expenditure up to June, 2013	Financial Target for FY 2013-14	Expenditure Incurred during the months July-December 2013	Expenditure incurred during July-December 2013 in %
1.Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels:					
Support for English Language and Mathematics Learning and Teaching	9776.97	8123.23	2755.57	926.95	33.64
Incentive Awards to student, teachers and institutions	8149.47	5962.00	1483.00	107.70	7.26
Developing the Reading Habits	4714.45	3079.68	1901.89	436.56	0.00
Assessment of Education Quality	621.00	20.22	50.00	0.00	0.00
2. Improving Equitable Access:					
PMT based Stipend and Tuition to the Poor Boys & Girls.	77778.72	70345.28	25360.37	2613.43	10.31
General Stipend and Tuition for girls 9 up to December 2009)	5671.77	5293.56	1487.87	0.00	0.00
Improving School facilities	2343.33	1768.31	261.00	136.43	52.27
3.Institutional Capacity strengthening:					
Project Management	2909.43	1607.32	496.78	155.44	31.28
Institutional Capacity Building	775.89	448.18	302.00	52.89	17.51
School Management Accountability	1920.86	1917.86	909.85	0.00	0.00
Education Awareness and Community Mobilization	1309.33	1120.91	200.00	75.07	37.54
4. Monitoring & Evaluation:					
Monitoring	802.32	511.53	134.67	67.08	49.81
Evaluation	177.00	0.00	0.00	0.00	0.00

CD/ VAT and Taxes	0.00	0.00	0.00	0.00	0.00
Bank Service Charges	2874.53	2073.00	543.00	0.00	0.00
Cost Escalation / Unallocated	2370.58	0.00	0.00	0.00	0.00
Total	122195.65	102271.08	35886.00	4571.55	12.74



Comments: The life of SEQAEP is targeted to complete in June 2014. From beginning to December 2013, an amount Tk. 106843.00 lakh has already been spent. and at this stage, unspent provision of allocation remains only Tk. 15246.65 lakh. So, in meeting up the cost of PMT based stipend and tuition subventions, the immediate measures need to be taken. On the other angle, it is needed to mention that, an amount of Tk. 35886.00 is allocated in ADP of the fiscal year 2013-14. This allocation is scheduled to spend against the interventions of SEQAEP. During the period July- December 2013, only about 13 percent has spent. The remaining amount of allocation will have to be spent in the rest of the fiscal year. Against the biggest intervention, PMT based stipend and tuitions to poor students; the scheduled allocation has not yet been distributed. MEW observes, the required available proportion of RPA in the CONTASA is not sufficient to meet all requirements. In this respect, the SEQAEP authority should take initiatives with the World Bank to resolve it soon.

Table 6. Physical Targets and Achievements up to December 2013

Components & Sub-components	RDPP Provision	Progress Achieved up to June, 2012	Target for FY 2012-13	Progress Achieved during the months July-2012-June 2013	Progress in percent in 2012-13
1.Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels:					
Support for English Language and Mathematics Learning and Teaching:					
Number of RTs Trained	800	1086	160	nil	00
Number of STs Engaged	1400	00	00	00	00
Conduction of Additional Classes by RTs & STs	600,000	298,000	405,000	200,000	50%
Incentive Awards to student, teachers and institutions	403,831	390,371	109,450	7582	7%
Developing the Reading Habit	6781	6781	In this year, BSK is being distributing books and enhancing readers		
Assessment of Education Quality: During the year, 2012 First Phase Assessment has already been completed and inthe 2013 second phase, assessment in 309 schools is also completed. The report preparation is in process for publication.					
2. Improving Equitable Access for the Poor and School Environment					
PMT Based Stipends and Tuition to the Poor under Cat-1	5400,429	5086,358	1293,000	1125,318 eligible	100%
PMT Based Stipends and Tuition to the Poor under Cat-2					
Institutional capacity building	Under this item of cost, workshop, training and orientations are being conducted by SEQAEP for the personnel of SEQAEP and stakeholders of field administration following the provision of MTR & RDPP.				
Improving school Facilities	The scheduled works under this component, most of all activities are completed. Only the items were pump, water tank and rainwater harvesting are planned to complete within this fiscal year.				
School Management accountability	Following the RDPP, most of the stakeholders are provided training and orientations over the scheduled activities to learn them about their role in school management concerned to government rules and about the programs related to SEQAE..				
Education Awareness and Community Mobilization	The PIACT was associated with the awareness activities as per contract signed and its duration has already been ended in October 2012.				
4.Monitoring and Evaluation					
Monitoring	Details of monitoring tasks executed by MEW have been narrated in the respective item of progress. May kindly be seen in the respective item of description.				
Evaluation					

7.6 Comments: Implementation target of the fiscal year 2013-14 was stipulated and based on which implementations of all interventions have been initiated.. But insufficient provision of allocation in the project documents and also in CONTASA is the main cause of not achieving 100 percent progresses. The above table shows that, Developing

Reading Habit, Improving School Facilities, PMT based stipend and tuition subventions to poor learners, School Management Accountability, Education Awareness and Community Mobilization and Monitoring & Evaluation have achieved more or less 100 percent progress. The program Support for English and Mathematics for low performing institutions and Incentive Awards to students, teacher and institutions are being carried out following the re-designed scopes and modalities. These two programs should need to continue. To meet up the cost of PMT based stipend and tuitions, allocations are badly needed.

Component-wise Summary Statement of Achievements of SEQAEP: The actual progress of achievements up to December 2013 have been ascertained and measured determining the received information from the concerned stakeholders and the achievements are being verified with the schedules of sub-components stated in the project documents. The received information incorporated into this reports collected from all concerned officers of SEQAEP, BANBEIS, and PMTA. Besides, observation and recommendations of field verifications made by officers of MEW are also incorporated into the report and those are consulted with the received information. Moreover, impacts and consequences of all sub-components have been addressed in the report..

The major component titled “Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels” is consists of 4 sub-components namely; (i) Support for English Language and Mathematics Learning and Teaching (ii) Incentive awards to Student, Teachers and Institutions, (iii) Development of Reading Habits, and (iv) Assessment of Education Quality. In fact, these sub-components have been scheduled and targeted to realize quality of education at the secondary levels from grades 6 to 10. In view of assessing physical progress and impacts of the said sub-components, the following tables have been developed incorporating targets of the project documents, cumulative progress up to June 2013, target of the fiscal year 2013-14 and progress achieved during the months July- December 2013.

Table 7. Physical Achievements on ‘Support for English & Mathematics’ under sub-component 1.1

Items of Work	Target as per RDPP	Cumulative Achievements up to June 2011	Target and Progress of FY 2011-12	Cumulative Achievement up to June, 2012
Training to HT & AMT	318 batches (1batchx30)	263 batches	Before conducting the mid-term review, execution of this program “Support to English and Mathematics was followed in line with the modality of the original DPP. The achievements of the same program are shown in the table marked in left side. However, after approval of the MTR, the DPP was revised where modalities have been changed. Following the RDPP, the achievements are measured in a separate table as mentioned below:	
Training to teachers on English	202 (1batchx30)	140 batches		
Training to teachers of Mathematics	202batches (1batchx30)	140 batches		
Number of classes conducted on English	22,23,000	5,62,833		
Number of classes conducted on Mathematics	22,23,000	5,62,833		

Table 8. Physical Achievements on 'Support for English & Mathematics' Program following RDPP:

Coverage		Institutions Selected		Number of RTs Selected		Number of RTs joined		Number of institutions visited	
District	Upazillas	Eng.	Math	Eng.	Math	Eng.	Math	SEQAEP	Consultants
37	55	402	402	622	700	550	613	140	45

Items of Work	Target as per RDPP	Cumulative Achievements up to June 2012	Target and Progress of FY 2012-13		Cumulative progress up to June 2013
			Target	Progress during January- June 2013	
Training to USEOs	750	00	250	00	00
Training to HT &AHT			400	00	
Training to RTs on English & Mathematics	800	1086	160	00	1086
Training of STs on Mathematics	1400	00	00	00	00
One day refresher on English	1200	840	2000	405	1245
Total of training	3400	1926	2810	405	2331
Conduction of Additional Classes					
English Language	300,000	149,000	202,500	99,000	248,000
Mathematics	300,000	151,000	202,500	101,000	252,000
Total of classes conducted	600,000	300,000	405,000	200,000	500,000

Table 9. Class-wise students enrolled, registered and sections opened for Eng. & Math's

Grades/ Classes	Students Enrolled	Students registered		Sections opened for ACs in SEQAEP schools	
		Eng	Math.	Eng	Math.
6	30000	20000	17500	60	93
7	30000	20000	17500	60	93
8	30000	20000	17500	60	93
9	24000	19200	15840	45	80
10	24000	19200	15840	45	80
Total	138000	98400	84180	270	439

The sub-component titled “**Support for English & Mathematics**” under SEQAEP is being executing as an initiative for improvement of low performing students particularly in English and mathematics of the low performing institutions. Following the modalities of MTR of the WB, low performing secondary level education institutions have been targeted to introduce additional classes in both English and Mathematics. The annual examination at the school levels and public examinations in JSC and are the basis of way out the low performing institutions. Up to December 2013, among all SEQAEP institutions 402 low performing low performing institutions and in these institutions additional classes have been introduced. In

carrying out additional classes, 550 Resource Teachers for English and 613 Resource Teachers for Mathematics (RT) have been deployed by SEQAEP. 405,000 classes targeted for both the subjects in the academic year 2013 and against which 200,000 classes have already been conducted during last six months i.e the period July-December 2013. Before introducing additional classes 1086 RTs have been oriented for 7 days at Dhaka following the modality and lesson plans. However, 28,400 students in English and 28,400 students in Mathematics have been enrolled for additional classes. For each subject, the head teachers of concerned schools instructed to register 40 students for each class and if more, two classes could be arranged. In some schools, more than one teacher have been conducting additional classes.

8.1.2. Particulars of Work Executed by Consultants for English and Math: During the period July-December 2013, consultants involved for English and Mathematic have been performing the vested tasks such as; sorting and verifying the applications of RTs, preparing plan for providing training to RTs, preparing list of resource teachers, invites the applicant for interview, correspondence with RTs, HM and USEOs. The consultants have also been involved to monitoring the additional classes over telephones and also physically verifying the institutions, inviting the RTs to attend the refresher training courses, preparing the supplementary materials following the new curriculum, provides help the RTs for their accommodation during training period, preparing contracts documents of RTs, filling and maintaining the day to day work required for RTs etc.

Particulars of Work Executed by the Consultant for Quality Assurances of Executions of SEQAEP Programs: One consultant for Quality Assurances is engaged in SEQAEP and has been assisting the Project Director and the associates working in the PIU of SEQAEP,. He has been continuously preparing write-ups, those are mostly transmitted to the WB and MOE. During the period July- December 2013, the consultant has devoted himself, mostly in preparing revised project documents of SEQAEP concerned to additional financing of the WB, which is now lying with the planning commission for approval by the ECNEC.

Comments: The Sub-component titled “Support for English and Mathematics is an inbuilt program of SEQAEP and under which ‘conduction of additional classes has been introduced in 402 institutions located in 55 Upazillas. The RTs have been conducting additional classes and in support of them, the school teachers are being working as class teacher. The additional classes are very effective for low performing institutions particularly in English and Mathematics. In view of improving low performances of students in both the subjects, the practice ‘conduction of additional classes’ should be considered and merged with the regular routines of the institutions and hence in a short-term and also in the long- term, all low performing students will be improved.

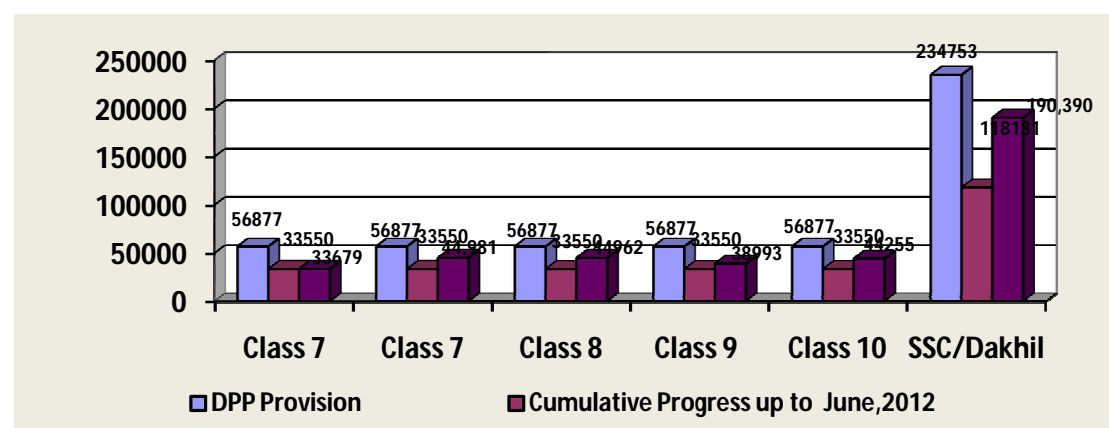
The sub-component titled “Incentive awards to students, teachers and Institutions” is an effective program for the students, teachers & institutions scheduled under SEQAEP and based on which, they are getting incentive awards. It creates competition among the students, teachers and institutions for obtaining incentives. In the RDPP, the design of implementation modalities have been changed and based on

which, incentives are being awarded. The performances of students are mainly measured following the results of school final and public examinations. During the period July-December 2013, the progress of achievements along with cumulative, target of fiscal year etc. is presented in the following table:

Physical Progress on the "Incentive awards to students, teachers and Institutions" under sub-component no- 1.2:

Awards	Scheduled Provision as per DPP	Cumulative Progress up to June, 13	Target for FY 2013-14	Progress achieved during the months July- December 2013	Cumulative Progress up to December, 2013
01	02	03	04	05	06
Incentives based on School final exam.	186,488	166,714	42,000	603	167,317
PMT SSC/Dakhil Award	213,000	219,014	66,000	6,974	225,988
Institutional Award	4,341	4,640	1,446	00	4640
Total	403,831	390,371	109,450	7,582	397,951

Awards	Scheduled Provision as per DPP	Cumulative Progress up to June, 12	Target for FY 2012-13	Progress achieved during the months July- December 2012	Cumulative Progress up to December, 2012
Incentive awards to students on annual exam.	46,000	40,323	Before introducing the Changing modality following MTR, progress of providing incentives to students is incorporated into this table. But later on following the changing modality of providing incentives, the progress has been shown in the above table.		
Incentive to students based on SSC/Dakhil	85,000	60,023			
Incentives to institutions	375	350			
Total	131,375	100,696			



Comments: Following the original project documents “Incentive Award to students, teachers and institutions”, was started and ended in 2012 and as whole 100,696 units of incentives were provided. Then following the revised modality, 397,951 units of incentives have also already been provided (break-down stated in the above table). During the months July-December 2013, 7,582 units have been provided against the target 109,450 units. The progress of this fiscal is seems to be poor. Hopefully, the remaining targeted incentives will be provided within the period remains.

The Sub-component titled “**Developing the Reading Habit**” is an in-built program of SEQAEP introduced in 2008. Through this program, the students have been spending their leisure period with books and based on which they are getting opportunity to enrich their knowledge. In accordance with the provision of RDPP of SEQAEP 4500 education institutions was selected for DRH program and later on all institutions are scheduled under this program. The stakeholders particularly, the institutions are being involved through orientation by the BSK as an administrative partner of DRH. During orientation, the readers group are established and oriented over the total program. However, At this stage, cumulative progress, targets & achievements during the July-December 2013 are framed in the following table:

Physical Progress of sub-component no. 1.3: Developing Reading Habits

Items of Work	Scheduled Provision as per DPP	Cumulative Progress up to June, 2013	Target for 2013-14	Progress achieved during July – December 2013	Cumulative Progress up to December 2013
01	02	03	04	05	06
Introduction of Reading Habit Program	6781 project Schools	6669 institutions	00.	00	6669 inst.
Training for library in-charge	6781 schools	6669 institutions	00	00	6669 institutions
Supply of Appropriate Books	1203 copies	1133,730 copies	51,000 copies	37,103 copies	1170,833 copies
Book Prize/ Award Provided	1480,800 copies	269,521 copies	1070,461 copies	427,081 copies	696,602 copies
Enrollment of Book Readers	1478,100 Readers	1732,985 readers	Readers are enrolled in the 1 st half of AY AND NO NEW ENROLLMENT IS DONE DURING July-December 2013		1732,985 readers
Bangla Book Readers	1478,100 Readers	1732,965 Readers	678,100 Readers	792,058 Readers	2525,023 Readers
English Book Readers of Grade 6-8					
English Book Readers of grades 9-10					
Administrative Associate Administrator	BSK				

Comments: The intervention 'Developing the Reading Habit' is scheduled to introduce in 6781 SEQAEP institutions. Up to June 2013, all scheduled institutions are introduced the DRH. During the period July- December 2013, the follow up activities are being performed by the BSK and at the same time, they have been providing scheduled books to the respective schools and encouraging the readers to grow their habits. As a whole, the implementation of DRH program is satisfactory.

Sub-component 1.4: Assessment of Education Quality: In order to introduce continuous and systematic learning assessment in the secondary level education institutions, the program titled "**Assessment of Education Quality**" has been planned and introduced in 2012. Initially Learning Assessment over the Institutions of SEQAEP on Bangla, English & Mathematic for the students of grade 8 was conducted in 2012. The coverage of LASI-12 was on 8700 students of 300 institutions those were selected from among the SEQAEP institutions through systemic random sampling. The test instruments were developed by Australian based consulting firm ACER and piloted the instruments having administrative supports from local consulting firm ADSL. The findings of piloting were verified in a workshop of experts and based on which the instruments were improved based on existing curriculum produced by NCTB. Then in 2012, final survey was conducted and report for the same titled LASI-12 was published and disseminated by arranging a national level workshop at Dhaka.

The second round of Education Learning Assessment for the year 2013 was initiated in July 2013 and scheduled to complete in December 2013. In accordance with the accepted framework, development of test instruments/ questionnaires on Bengali, English and Mathematics applicable for the students of class 6 and 8 has already been developed by Australian based consulting firm ACER. Simultaneously, in order to get administrative supports, local consulting firm ADSL is being engaged with SEQAEP through contract out method. By this time the test instruments on the said subjects Bengali, English and Mathematics have piloted in 31 institutions in 10 SEQAEP Upazillas selected under the systemic method of sampling. Over the performances of students of all subjects, the test instruments are also standardized and improved maintaining the standard of students of grades 6 and 8 through a workshop in the conference room of the DSHE. Before piloting, the concerned USEOs, DEOs and stakeholders were oriented at Dhaka over the aims, visions, strategies and coverage of Education Learning Assessment etc. The personnel of SEQAEP, Planning & Development Wing and Project Directors of the DSHE were attended the orientation sessions. In this month of December 2013, the final survey on LASI-13 was scheduled to conduct on 21 December 2013. Because of national election, the final survey has been delayed and finally it was conducted over the students of SEQAEP institutions on 26 December 2013. The report is yet been processed.

8.2. Improving Equitable Access: Three sub-components such as (i) PMT based stipends & tuition subventions to the poor boys & girls, (ii) General Stipends and Tuition free Facilities and (iii) Improving School Facilities have been scheduled under the major component titled "**Improving Equitable Access**". Among the three "Proxy Means Test" (PMT) is the most important modality which covers almost all 7000 education institutions of 125 SEQAEP Upazillas. The second one, was a carried over from the General stipend and subvention program and the last one, was undertaken to provide pure water supply and sanitation facilities to the SEQAEP institutions, where there are no such facilities. All these programs

were launched since inception of SEQAEP. It is to be mentioned that “General Stipends Program was ended while PMT was introduced in the area of General Stipend Program.

During the period July- December 2013, second installment of stipend and tuition subventions for the academic year 2013 has been scheduled and ACF is being finalized, Hopefully, within January to February 2014, financial allocations will be distributed to poor recipients through their bank accounts and subventions will be given to concerned institutions. However, the overall progress including the recent past months of 2013 has been shown in the following table:

Table 11. Physical Progress of the Sub-component 2.1: PMT Based Stipends & Tuitions to the Poor

Items of Work	Scheduled Provision as per RDPP	Cumulative Progress up to June, 2013	Target for Academic year 13	Progress achieved during July-December 2013	Cumulative Progress up to December, 2013
01	02	03	04	05	06
Stipends & Tuition under Category- I:					
Boys Student	4339,548	1740,593	1043,060	413,268	2153,861
Girls Student		2398,870		538,096	2936,066
Sub-total of Category -I	4339,548	4,139,463	1043,060	951,364	5089,927
Tuition Facilities under Category-II:					
Girls Students	1060,881	886,893	250,000	173,954	1060,847
Total (Category. I+II)	5400,429	5086,356	1293,060	1125,318	6150,774

Comments: The above table shows that out of the total provision of 54 lakh stipend beneficiaries as mentioned in the project documents, more than 50 lakh 86 thousand poor students have already been awarded in two categories. In this fiscal year 2013-14, the targeted poor students is about 13 lakh, but this is beyond the target of the RDPP. At the same time, no monetary allocation is available with the PIU. ACF is being finalized by the LGED, due to non-availability of funds, stipend and tuitions could not be distributed. MEW opines that at an early period, the SEQAEP should inform the MOE to take immediate steps to get the revised project documents approved concerned to additional financing by the World Bank.

Improving School Facilities (ISF): This sub-component titled “Improving School Facilities (ISF)” was incorporated into SEQAEP as a follow up program of FSSAP-2. The ISF was launched and completed keeping a large number of institutions incomplete. In view to complete ISF for all institutions, it has been incorporated into SEQAEP. In fact this program is aimed at to provide the facilities such as; construction of twin-latrines, setting up shallow and deep tube-wells, Water pump, Water tank, Rain water harvesting, and Arsenic test etc. In implementation modality 10 percent share of the estimated cost is borne by the communities and the rest amount is scheduled to be borne by SEQAEP. During the period July- December 2013, the scheduled institutions are completed. Details of scheduled target and progress of achievements are tabled mentioned below:

Table 12. Physical Progress of sub-component no. 2.3: Improving School Facilities:

Items of Work	Scheduled Provision as per DPP	Cumulative Progress up to June, 2013	Target for FY 2013-14	Progress achieved during july-December 2013	Cumulative Progress up to December , 2013
01	02	03	04	05	06
Shallow Tube-well	1020	980	00	00	980
Deep Tube well	920	899	00	00	899
Twin Latrine	1865	1826	00	00	1826
Rain Water Harvesting	115	69	00	00	69
Water Pump	2000	696	1000	600	1296
Water Tank	2000	696	1000	600	1296

Comments: Out of the projected targets in the project documents, the implementations of all items are mostly achieved. In this respect, it is need to note that those institutions applied for sanitary facilities, they have been considered to provide such facilities, and those institutions are not willing to contribute, they are not included into this program. From this point of view, this program is successfully completed with great satisfaction.

Institutional Capacity Strengthening: Under this major component,4 sub-components have been scheduled under SEQAEP, those are; Project Management, Institutional Capacity Building, School Management Accountability, and School Awareness and Community Mobilization.With a view to developing the capacities ofSEQAEP institutions and to strengthening the management of stakeholders particularly,transparency toperform activities including financial management, the said major component was incorporated intoSEQAEP.In specific terms, the SMCs, MMCs, PTAs, and stakeholders will be empowered to enhancetheir leadership. During the past period, some creative tasks such as; (i) formation of SMCs, and PTAs, (ii) training to the members of the SMC &MMCs and PTA, (iii) introducing schools to conduct social assessment and mobilization (iv) introducing school information reporting card systems etc. have been initiated. To ensure proper implementation of these programs, a national level consultant was deployedto develop training materials and to assist the Project Director, who has completed his tenure..

Sub-component 3.1: Project Management: The major component titled “Institutional Capacity Strengthening”, ‘SEQAEP Unit’ and Monitoring & Evaluation Wing (MEW) were established under the disposal of the Director General, DSHE.SEQAEP Unit was established with 40 posts headed by Project Director, The project Director has been assisting by two Deputy Directors, 2 Assistant Directors and a good number of Education Officers.Someconsultants in different areas of SEQAEP such as; Quality of Assurance on executing tasks, additional classes for English and Mathematics, Improving school facilities, Financial management and procurements etc. have been engaged on contract basis.

In accordance with the provision of the project documents, MEW was established in 2008. This wing is headed by Director under the supervision of Director General, DSHE. This wing is being assisted by two Deputy Directors, two Assistant Directors, one Programmer and two Education officers. On completion of SEQAEP, this wing is scheduled to transfer into regular revenue budget and then it will perform as a permanent wing of the DSHE. The aim and objectives of this wing is to perform monitoring and evaluation of all development projects and academic performances including recurrent tasks of the DSHE covering the entire education institutions of the country. At this stage, it has been performing mostly the monitoring tasks of all interventions of SEQAEP and other development projects of the DSHE. Based on monitoring activities of all projects, the MEW has been preparing and publishing half yearly monitoring reports. Up to December 2013 ten Semi-annual monitoring reports have already been published and those are disseminated to concerned planners, executors and stakeholders.

Data Processing Centre under sub-component: To provide statistical and informative supports, a Data Processing Centre (DPC) was established for SEQAEP Unit and MEW. To perform the vested tasks of SEQAEP and MEW, two consultants have been engaged on contract basis. Right now, one consultant is working; the other one has resigned. In totality, the DPC has been performing to be marked as unhappy, as a source of information..

Institutional Capacity Building: In order to strengthening the capacity of all stakeholders concerned to SEQAEP, MEW and in the field administration, this sub-component was inserted into the project documents. In specific terms, this sub-component was scheduled to arrange orientation, training, workshops on the specified issues such as; interventions like additional classes on English and Mathematics, Improving School facilities, PMT based stipend and tuitions to poor learners, Incentive awards to brilliant students, capabilities SMC, PTA members and acquire transparency etc. and as whole equitable opportunities for quality education at the secondary education levels in 125 SEQAEP Upazillas. Besides, strengthening of capacities of field level key officers concerned to SEQAEP is also vital area to develop.

School Management and Accountability: Except a few, most of the educational institutions of secondary levels are managed under private administration. In managing private institutions, some identical rules are being applied by the Government and consequently, the sub-component titled "School Management and Accountability" has been inserted into SEQAEP. In line with the identical rules, some measures are scheduled in the project documents and based on which, formation of Parent Teachers Association (PTA) consisting of all parents of all concerned SEQAEP schools and Madrashas, capacity development of SMC/ MMC members, Head Teachers, Assistant Head Teachers and some social elites etc. have been taken into consideration. The aim and objectives of this sub-component is to improve the capacity in running the institutions transparent, accountable and ensure social mobilization etc. All these measures could be considered by providing proper orientation and training and supports through instructions. Besides, additional classes in English and Mathematics are being conducting in 402 schools by engaging resource teachers. RTs are given training and orientation over the aims,

objectives and modalities of conducting additional classes. The class teachers and others concerned will also be provided training. To conduct additional classes, selection of required teachers for English and mathematics, preparation of manual for additional classes, development of learning materials, schedules and continuous monitoring etc. have been executed by the consultants involved.

Comments: As a whole, 13 members of SMC, 16 members of PTA from each of the 6781 SEQAEP institutions were targeted to train. During the period from beginning to June 2013, most of the targeted persons were trained. But during the period July- December 2013-14 only one course of training program on “Social Audit” was conducted at the Upazilla level. 30 persons attended the training program, they were invited from two schools. Future training programs will be arranged following schedules of RDPP of SEQAEP concerned to additional financing.

Sub-component 3.4: Education Awareness and Community Mobilization: The community members and parents are needed to be aware and keeping this idea of importance, this sub-component titled “Education awareness and Community Mobilization” was scheduled into SEQAEP. The schedules of awareness were implemented by PIACT on contract out basis. The PIACT has executed the scheduled tasks such as Sharee, Jaree & Pala Gan, printing of posters and cultural shows etc around the SEQAEP schools in 125 Upazillas. The parents and community members have aware particularly, on PMT based stipend and tuition subventions and other interventions of SEQAEP. Following the contract provision, the PIACT has already been completed their tasks in 2012.

Procurement: In order to purchase goods and services particularly for all interventions scheduled in the project documents, one full time Procurement Specialist has been working in SEQAEP. Besides, two core officers are also involved for associating the procurements of goods and services. Both the personnel have been disposing their vested responsibility having instructions and guidance of the Project Director. During the past period, since launching of SEQAEP, the procurement wing procured all required goods and services properly and timely keeping track with the implementation schedules of the original and revised documents of SEQAEP.

In this fiscal year 2013-14, the procurement wing has initiated to procure a good number packages of goods and services, those are scheduled to be completed within June 2014. Other than the initiatives, some packages are initiated before the fiscal year that has targeted to complete within March 2014. It is needed to mention that, procurement schedules are being prepared following the terms and conditions of additional financing which is scheduled to start from January 2014. However, details of performances of procurements against the period July- December 2013 are tabled as stated below:

Tbale 13.A detailed statement of procuring goods and services.

SL	Item of Services & Goods	Initiating Month/ Year	Existing Status
1	PMT Validation	August, 2013	Contract signed and work going on
2	Compliance Verification on SEQAEP Interventions	August , 2013	Contract signed and work going on
3	Extension of services of consultants involved in SEQAE and MEW	November 2013	Waiting for consent fromthe WB
4	Developed of TORs EOI for several positions of consultants for SEQAEP and MEW	December 2013	Waiting for consent fromthe WB
5.	Preparing bid documents for goodsTo be required for Revised SEQAEP	December 2013	Processing for sending to WB

Comments: In this last fiscal year of SEQAEP, a few packages were planned to execute and among the packages some are being purchased and in this period, procurement plans have been developed to incorporate into the revised project documents of SEQAEP lying with the ECNEC for approval. However, to meet up the requirements, the packages so far purchased are satisfactory.

Financial Management: 1- Financial Management Specialist on contract basis and 1- Accounts Officer on regular basis have been involved to perform the financial aspects. Both the officers are working under the direct control and guidance of the Project Director, SEQAEP. Their main trusts are to prepare expenditure statement havingfeedback from CONTASA concerned to reimbursable project aides and local currency allocations. Following the provision of the loan agreements, they are also integrating the expenditures incurred and then produces claim to the WB for reimbursement. In fact, the financesectionis concerned to develop annual development program of RPA and GOB currencies based on scheduled activities and proposes to MOE for approval of the Government.Reconciliation of fund with the CONTASA, Internal & External Audits, and coordination with the MOE, DSHE, MOF, Agrani Bank, IMED, WB and Planning Commission etc. are also performing by the Financial Management Section. During the months July-December 2013, they have forwarded proposals to the WB for reimbursement amounting to US\$ 15.00 million.

Comments:. During the fiscal year 2013-14, the project management is exclusively engaged with the tasks of revising DPP of SEQAEP based on the terms and conditions of the credit agreement of additional financing by the World Bank. Simultaneously, the planned activities of the fiscal year have also been executed properly and timely. MEW opines that performance of this section is quite satisfactory.=====

Monitoring &Evaluation: The Monitoring and Evaluation Wing (MEW) is vested to monitor and evaluate the implementing tasks of all development projects of DSHE with special emphasis on SEQAEP. It is initially launched and created under development budget in July 2008. After completion of SEQAEP, MEW is also scheduled to transfer into regular revenue

budget and then this wing will be in shape like other wings of the DSHE. In specific terms, the MEW is being devoted to establish systemic documentation of all project inputs, process, output and outcomes and to establish extensive relation with all project interventions and with the projected outputs & outcomes scheduled in each of all projects undertaken for improvement of secondary and higher education of the country. Among all the vested tasks, the MEW is now providing special emphasis over the interventions of SEQAEP applied for about 7000 secondary level education institutions. In executing the monitoring tasks and implementation administration of Education Learning Assessment, the MEW will arrange necessary training, workshops, several meetings and orientation sessions for stakeholders concerned to SEQAEP and other projects of the DSHE. In totality, MEW's prime responsibility is to work as the focal point of the DSHE of monitoring and evaluation of all development projects.

Beginning from the month of July 2008 to June 2013, 9 Semi-annual Monitoring reports were comprehensively prepared and published by MEW. All these semi-annual reports were communicated to the World Bank, concerned decision makers and stakeholders involved in central and field administration of SEQAEP and also to the concerned development projects. For the period July- December 2013, this report could be the tenth report covers SEQAEP and other 12 investment projects of the DSHE. This report has been prepared based on received information from all concerned projects; such as SEQAEP unit, PIUs of stipend projects, 310 Non-government Model schools project, Development of postgraduate teaching Government Colleges at the district headquarters, ICT development project, establishment Government schools and colleges at the capital city and divisional headquarters, Development of non-government schools and colleges, the annual development Budget, planning and development wing of the DSHE, Project completion reports and minutes of all review meetings are also consulted during preparation of this report. The BANBEIS particularly, for Annual Education Institution Census report for the year 2012 and LGED concerned to PMT booth operation activities and based on which preparation of Award Confirmation Forms towards distribution of stipends and tuition subventions to eligible poor learners at the secondary levels in 125 SEQAEP Upazillas. The other important tasks are being executed by MEW, those are; Education Learning Assessment is an inbuilt sub-component of SEQAEP, which is administering and controlling by MEW.

Following the published monitoring reports, the decision makers and stakeholders are being rectifying their errors, problems and impediments in implementation process and as a whole all concerned are trying to reduce misuses of resource against scheduled works and if necessary projects are being revised. In administrative point of view, MEW is the stakeholder of the sub-component "Education Learning Assessment" of SEQAEP. Gathering knowledge on the previous report LASI-2012, the MEW has improved in conducting final survey of LASI-13. Now it will be easier to conduct surveys the future LASIs independently.

Physical Verifications Executed by MEW: During the past 6 months from July to December 2013, the personnel of MEW have executed some field visits particularly, on both PMT household validation by Local consulting firm Pathmark booth operation conducted by LGED, additional classes on English and Mathematics, improving school facilities,

Developing reading habits, Annual Education Institutions Census and Education Learning Assessment programs etc. The officers visited targeted institutions and on completion of visits, they have submitted reports individually and all the reports are summarized. The summarized reports are presented following the sub-components as stated below:

Physical Verification Reports on Additional Classes: Additional Classes on English and Mathematic is an important program of SEQAEP. The low performing 402 selected education institutions located in 125 SEQAEP Upazillas under 54 Districts are being undertaken for additional classes. During May 2013, six officers of MEW physically verified 23 institutions to observe the additional classes on English and Mathematics.

The visited Upazillas are; Sharsha of Jessore, Shariakandi of Bogra, Ujirpur of Barisal, Bashkhali of Chittagong, Rajapur of Jhalokhati, Kulaura of Moulvibazar, Ulipur of Kurigram, Duarabazar of Sunamgonj, Jholdhaka of Nilphamari, Vheramara of Kustia, Gangni of Meherpur, Haluaghat of Mymensingh, and Daulatpur of Kustia District.

On completion of physical verifications, all individual reports are submitted by visiting officers those are summarized incorporating observations and recommendations. However, the following observations and recommendations are as follows:

Observations:

(i.a). Physical infrastructures and furniture of Mohammadia Mohila Dakhil Madrasha of Sharsha Upazilla under Jessore District are dilapidated and insufficient;

(b). Attendance of girl students on additional classes of English and Mathematics are very insignificant considering the present enrollment of female students;

(ii). It is observed that sincerity and supervision of the head teacher of Kayba Bikhola secondary School Sharsha Upazilla situated in Jessore District seems to be poor particularly, in managing additional classes including other related aspects of the institution;

(iii). In conducting additional classes, irregularities and mis-managements have been sighted in the following areas of Ayesha Usman Girl's high School" of Shariakandi Upazilla under Bogra District. Particularly, the irregular areas are;

a. Separate attendance registers for English and Mathematics were not instructed in the Operation Manual supplied from SEQAEP, but the RTs have been maintaining separate attendance register for both the subjects. This process of maintaining one attendance register is totally beyond the instructions of the Manual;

b. Attendance of students in additional classes are un-predictable;

c. The RTs and STs have been signing the attendance registers regularly; but no students attending the additional classes,

d. The institution is located in nearer to river side, mostly the institution is sub-merged and wasted away. Eventually few students are attending the additional classes. The local authority has been shifting of infrastructures to another place;

(iv) a. In accordance with the guidelines of additional classes circulated by SEQAEP, Puigachi Ijjatia Ideal School located in the Bashkhali Upazilla of Chittagong has not been administered properly;

b.“Bibi Chowdury High School situated in the Bashkhali Upazilla of Chittagong District is being running with huge irregularities;

(v) It is sighted that negligible number of students attending the additional classes in Bamonkhan Pallimongal Secondary School & Sonoran (Arua) Hasania Dakhil Madrasa of Rajapur Upazilla under Jhalokhati District;

(vi) During Summer vacation, the head teacher went home, in his absence, no additional classes are conducted, eventually the school was closed and even that nobody was in the school to provide information;

(vii) USEO of Jholdhaka Upazilla under Nilphamari District informed me that during the last two months, he visited Parchim Golna Darussalam Balika Dakhil Madrasa four times; he found no additional classes were conducted. Moreover, the authority of the institution is not sincere in school administration and its academic performances are mostly irregular.

(viii)The RTs of the institutions namely (i) DGM High School, (ii) Daulatkhalil Secondary School, (iii) Bara-Gangadia Secondary Balika School are habituated not attend the school for conducting additional classes. The Subject teachers & Resource Teachers are also not devoted to weak students. Furthermore, they are not using teaching and learning materials in additional classes and even, they are not following lesson plans;

(ix)Some MPO included Resource Teachers of nearer schools and madrasahs of B K K High School and Ghashigaon B L High School of Haluaghat Upazilla under Mymensingh District have been recruited. They are not sincere in conducting additional classes and hence the classes are being hampered;

Recommendations:

- (i) Infrastructural facilities and educational environment of Mohammadia Mohila Madrasa situated in the Upazilla Sharsha of Jessore district needs

improvement. Attendance of female students of this institution should be ensured;

- (ii) The Head Teacher of Kayaba Bikula Secondary School located at Sharsha Upazilla under Jessore district need to issue instructions to be more cautious and sincere in performing his assigned duties;
- (iii) The suspended additional classes of Ayesha Osman Girls High School of Shariakandi Upazilla under Bogra district could be permitted to start again considering the recommendation of the concerned USEO;
- (iv) The additional classes of B B High School located under Bashkhali Upazilla of Chittagong district should be stopped and so far allocation provided need to be taken back to the project Director;
- (v) To increase enrollments and attendances in additional classes of Rajapur Upazilla under Jhalokhati district, the Head Teacher, Resource Teachers, Subject Teachers and others concerned should be instructed to be more cautious and sincere;
- (vi) At an early period, one additional Resource Teacher in English need to be placed for Ambari High School situated in Duarabazar Upazilla under Sunamgonj district;
- (vii) During summer vacation, why the Head Teacher of Progati High School situated in Duarabazar Upazilla under Sunamgonj district closed the scheduled additional classes. Moreover, keeping the school closed, he went home during that period. The visiting officer failed to get any sort of information as he did not found any person in the school. For these reasons, the head teacher might be issued show cause for administrative actions;
- (viii) a. To provide special attention to the weak learners of the schools of Daulatpur Upazilla under Kustia district, warning letters to all concerned schools need to be circulated by SEQAEP ;

b. The institution concerned additional classes particularly, those have no efficient heads in Daulatpur Upazilla should be reviewed for continuing additional classes;

(ix) In conducting additional classes, subject based fresh graduates and retired school teachers those are physically fit, can be recruited instead of MPO included Resource teachers through cancellation of their appointments;

(x) In conducting additional classes, instructions are needed to be issued to follow participatory method in lieu of traditional method in teaching; and

(xi) The additional classes are needed to be monitored closely by the concerned District Education Officers and Upazilla Secondary Education Officers.

Sd/ Director
MEW, DSHE

Summary of Individual Verification Reports on LASI-13: Improving Education Quality Assessment (Sub-component number 1.4) is an inbuilt program of SEQAEP. It has been undertaken with a view to assess the level of learners in several grades of Secondary Education. Initially in 2012, assessment over the students of grades 9 were conducted and report of the same was published and disseminated to all concerned. As a follow up program, assessment over the students of grades 6 and 8 have also been arranged and pre-trial of question papers have been piloted in selected 31 secondary level education institutions under ten Upazillas of SEQAEP Upazillas.

The selected Upazillas are; Agoiljora of Barisal, (ii) Moheshkhali of Cox'sbazar, (iii) Companigonj of Noakhali, (iv) Kaliakoir of Gazipur, (v) Islampur of Jamalpur, (vi) Kolmakanda of Netrokona, (vii) Alamdanga of Chuadanga, (viii) Godagari of Rajshahi, (ix) Baliadangi of Thakurgaon, and (x) Kulaura of Moulavibazar district.

The pre-trial test of assessment on the draft questionnaires held on 31 July 2013 has also been physically verified by 08 officers of MEW & 09 officers of SEQAEP unit. The findings though physical verifications was submitted to Director, MEW through individual reports. These reports are summarized and communicated to all concerned vide memo number MEW, DSHE/Pori—Prati/(Part-21/103/12/938 dated 5/09/2013). However, the summarized observations and recommendations of the summary report is spelled out below:

Observations:

- (i) On the scheduled date and time, the test administrators deployed by ADSL and arranged themselves to start pre-trial of assessment through opening the question papers and other supports,
- (ii) The students have completed pre-trial of assessments in cool and enjoyable environment;

(iii) The test administrators are found sincere and devoted to perform their responsibilities;

(iv) During the time of completing pre-trial of assessment, the test booklets and question papers are received and recorded:

(v) Following the guidelines/ instructions, booklets and questionnaires were packed and transmitted to ADSL properly;

(vi) Arrangement in conducting pre-trial of assessment was good in most of the selected institutions;

(vii) Cooperation by HT, USEO and concerned ADSL were sincere in conducting pre-trial of assessment-2013;

(viii) The participated students in pre-trial assessment opined that test booklets of English is comparatively hard;

(ix) Extra 5-18 minutes were taken by the students of pre-trial assessment on English and Mathematics;

(ix) On completion of pre-trial assessment, the participated students have given tiffin;

(x) two students of Hoanok Islamia Dakhil Madrasa of Moheshkhali Upazilla of Cox'sbazar district were identified that they are students of grade 10 participated in assessment of grade 8, on completion of pre-trial assessment of English, these students were found escaped in second round assessment on Bengali and Mathematics;

(xii.a) No leisure between three pre-trials were given by the concerned TA of ADSL to students of grade 6 in Majukhan High school under Kaliakoir of Gazipur District. The reasons that the students agreed without leisure;

(xii.b) this type of deviation is not to be the standard and its impact may occur in results of pre-trials, the impacts upon leisure and without leisure would not be same; and

(xiii) Among three institutions, physically visited two and the remaining one is madrasa located in distanced area was not verified by the USEO. The USEO is needed to be explained.

Recommendations:

(i) During the period of pre-trial workshop of Test Administrators arranged by ADSL, they were needed to be more careful and devoted to their duties and responsibilities;

- (ii) At the beginning of assessment, if the subject English is assessed at the middle or at the last, the students may achieve better results;
- (iii) How two students of grade 10 of Hoanak High School under Moheshkhali Upazilla of Cox'sbazar District appeared in pre-trial of assessments that might be sorted out and in this particular aspect, the concerned superintendent might be asked for explanations?
- (iv) During the pre-trial on the subjects, all students might be ensured that they are present in assessment room;
- (v) In view of ensuring proper conduction of assessments, the concerned stakeholders and test administrators involved, must follow the manual or instructions for assessments supplied to them;
- (vi) Why the madrasa institution was not physically verified by the concerned USEO of Islampur Upazilla under Jamalpur District and for this particular issue he might be issued show-cause notice.

Sd/ Director,
MEW, DSHE

Summary of Individual Verification Reports on Annual Education

Institutions Census: The BANBEIS has completed survey/ census activities of 2013 on 7000 education institutions, those are under 125 Upazillas which is a continuous program of Secondary Education Quality and Access Enhancement Project (SEQAEP). During the month of August 2013, 4 officers of MEW physically visited 11 education institutions located under 4 Upazillas to oversee the census activities.

The Upazillas are; (i) Dimla under Nilphamary, (ii) Zianagar under Perozpur, (iii) Gumostapur under Chapainobabgonj and (iv) Mujibnagar under Meherpur district.

On completion of physical verifications, they prepared their individual reports and submitted all those to Director, MEW and then all reports are summarized and communicated to all concerned for necessary actions vide memo no. MEW/DSHE/Pariprati (M&E) (Part-2)/103/12/1002 DATED 10/10/2013. However, the observation and recommendations of all reports are framed as mentioned below:

Observations:

- (i) It is found that during field visits that some education institutions those are not included into SEQAEP program have filled up census forms;

- (ii) It was required to provide clear understandings to all concerned enumerators and USEOs over the several parts of the census form;
- (iii) It is observed that the head of institutions together with assistants of the respective institutions needed to provide training on the census form along with modality of executing census;
- (iv) Based on Information received from the assistants of the institutions, the enumerators have filled up the census forms, but all those information are not verified with the records of the institutions;

Recommendations:

- (i) The selected enumerators should have knowledge on the interventions of SEQAEP and also on school management. During selection, the BANBEIS should consider experiences in this line during selection of enumerators;
- (ii) Before handing over the census forms to the enumerators, they might be given proper idea through training on the parts of the same;
- (iii) To ensure filling up the census forms properly, the supervisor should orient the head of institutions and their office assistants;
- (iv) In filling up the census forms, if the head of institutions and his assistants of their institutions are given training, the census work will be proper and sound;
- (v) In filling up the census forms, instructions to all enumerators should be provided; and
- (vi) All USEOs should be more cautious during census period through field verifications .

Sd/ Professor Md. Didarul Alam
Director, ME, DSHE

Education Learning Assessment: In accordance with the provision of RDPP of SEQAEP, the MEW is the administrative authority of the sub-component titled “**Education Learning Assessment**”. In 2012, Learning Assessment of SEQAEP Institutions (LASI) for the 1st time was conducted over the students of Grades-8 in selected SEQAEP institutions. The assessment was limited to Bengali, English and Mathematics. The Australian based consulting firm ‘ACER’ was engaged to develop test instruments and local consulting firm ADSL was associated for providing administrative supports. Initially, the test instruments were piloted and then final survey was conducted and based on that ‘LASI-12’ was published in April 2012. The report was disseminated to the World Bank and all other concerned agencies of secondary education.

To conduct LASI-13, the test instruments were developed by ACER for the students of Grades 6 and 8, those are piloted in 31 selected SEQAEP institutions. The administrative supports were also provided by ADSL on contract out method. It is needed to note that in conducting test, smooth and effective, local based college teachers were engaged to provide administrative supports as TA. After piloting, the test instruments were standardized through workshop of experts specifically from teachers of Government schools, NCTB, SEQAEP and MEW. Later on, before final test / survey, the concerned USEOs, DEOs, SEQAEP and MEW personnel were oriented by arranging training session at Dhaka. To conduct the final test on Bengali, English and Mathematics over the students of grades 6 and 8, 31 secondary level education institutions and students of the selected institutions were selected following the systemic random sampling. The test schedules were changed thrice because of political unrest around the country. Finally on 27 December, final/ test was conducted. Further to be noted that the selected Test Administrators/ college teachers were also oriented by arranging session in Upazilla headquarters, where the personnel from MEW and SEQAEP attended the sessions as Chief Guest. However, on the scheduled date on 27 December 2013, the final test was conducted in 309 institutions of 31 SEQAEP Upazillas. During test conducting hour, all surveyed institutions were physically verified by USEOs, AUSEOs, DEOs, SEQAEP and MEW personnel. Tested instruments and Questionnaires of class teachers and institution heads also executed. Hopefully, final report of LASI-13 will be published after a certain period.

Additional Classes on English and Mathematics: Additional classes on English and Mathematics are scheduled to execute in 402 low performing secondary level SEQAEP institutions. It is an on-going program following the modalities of MTR by the World Bank introduced in 2012. MEW has been monitoring the program through field visits and also over telephone with the RTs and head of institutions. The USEOs are also involved of focal point for monitoring the additional classes program and based on findings; they are sending monthly reports to Director, MEW. The MEW personnel have been producing individual verification reports on their field verifications and those are communicated to Project Director, SEQAEP for necessary actions. During the last 6 months, the MEW personnel have physically verified 05 institutions. The recommendations and observations of their visits are summarized. The summary reports of are presented below;

Summary of Individual Verification Reports on Additional Classes: Additional Classes on English and Mathematic is an in-built program of SEQAEP. During the month of September 2013, 3 officers of MEW have visited 5 institutions under 3 Upazillas namely Baniachang under Habigonj, Madhukhali under Faridpur and Nasirnagar under Bramanbaria district. After completion of their field visits, the visiting officers formulated their individual reports. Then comprising the findings of all individual reports, summary report was prepared and communicated to all concerned for necessary action vide memo no. MEW/ DSHE/ Pari- prati (M&E) Part-2/ 103/12 dated 4/11/2013. However, the observation and recommendations are stated below:

Observations:

1.a Attendance of students in additional classes in Ikrampur Nandapara High school of Baniachang Upazilla under Habigonj district was very poor;

b. Resource Teacher of English Mr. Md. Robiul Islam is too weak. He carries Guide book in the classes;

c. RT for Mathematics has not been conducting additional classes since September 2013. As a result no additional classes are being conducted;

2.a Attendance of students in additional classes of Hiyala High School under same Upazilla are also very poor;

b. In view of conducting of additional classes, understanding between HT & ST are observed prominent in the above mentioned school

c. No RT has been conducting additional classes on English since April 2013 and as a result the students are lagging behind

3 Class routines of the above noted schools are not countersigned by the concerned USEO. The RTs have failed to show the lesson plans and no learning materials is found in the additional classes;

4 a. During discussions with the learners of Kamarkhali High School under Madhukhali Upazilla of Faridpur district, it is observed that additional classes are very useful;

b. No lesson plan on Mathematics found with the RT Md. Saidur Rahman. He conducts classes following the traditional method;

c. The STs of the said particular school are not usually attending the additional classes;

5. a No lesson plan on Mathematics found with the RT of Bejoylaxmi High School under Nasirnagar Upazilla of Bramanbaria district . He conducts classes following traditional methods;

b. The STs of the said particular school are not regularly attending additional classes

c. In this school, there is one RT for Mathematics and no RT for English;

6 a. There are 02 RTs for Mathematics and 01 RT for English being conducting additional classes in Fandhauk Panditram High School under same Upazilla. One additional RT for English need to be deployed to meet more students;

b. It is learned that the ST do not attend additional classes regularly in the above schools;

c. In this school, it is found that the RTs are not using lesson plans

Recommendations:

1 a. Mr. Md. Robiul Islam, RT of Ikram Nandapara High School under Baniachang Upazilla, Habigonj will have to change his teaching method and that should be attractive to learners;

b. RT on mathematics for the above mentioned school should be deployed to sustain additional classes, as no RT has been working there;

2. At least 01- RT for the English subject might be deployed at an early period, because, no RT has been working in Ikram Nandapara High School of Baniachang Upazilla, Habigonj since April 2013,

4. In taking appropriate measures, the Project Director will issue instructions to all concerned for increasing attendance in additional classes of Ikram Nandapara and Hizla High schools under Baniachang Upazilla, Habigonj;

b. The project director will also issue warning letters to all concerned head teachers and participation of STs in the additional classes with more devotion and cautiously;

5. 01 RT for Mathematics is deployed and no RT for English has been working in Bejoylaxmi High School of Nasirnagar Upazilla under Bramanbaria District. In this school two RTs for English and extra 01 RT for Mathematics need to be deployed soon;

6. There is 01 RT for the subject English in Fundauk Panditram High School of Nasirnagar Upazilla under Bramanbaria District. But extra 01 RT need to be deployed for teaching too many students of additional classes;

7. In conducting additional classes of both Fundauk Panditram and Bejoylaxmi High School of Nasirnagar Upazilla under Bramanbaria District traditional teaching method has been followed. The two schools need to issue instructions to follow participatory teaching method;

8. In both the schools mentioned at item no. 7, will ensue presence of STs regularly of additional classes, instructions for the head teachers should be issued by the Project Director, SEQAEP;

9. The use of learning materials and development of lesson plans by the RTs of additional classes in the schools namely (i) Ikram Nandapara High School and (ii) Hiyala High School of Baniachang Upazilla under Habigonj district, (iii) Kamarkhali High school of Madhukhali Upazilla under Faridpur District and (iv) Bejoylaxmi High School of Nasirnagar Upazilla under Bramanbaria district might be ensured. In this regard, instructions need to be issued to all concerned by the Project Director, SEQAEP

Sd/ Professor Md. Didarul Alam
Director, ME, DSHE

Summary Report on Individual Verifications of ISF Program: During the last 6 months from July-December 2013, the MEW personnel have executed physical verification on 34 education institutions to oversee the progress, standard of implementing work under ISF program. This program is mainly undertaken to provide pure drinking water, sanitation facilities and water tank etc. in SEQAEP institutions. Consolidating the findings, a summary report is prepared which is translated into English as stated below:

During June 2013, five of MEW personnel, physically verified 34 education institutions in different districts. The institutions are located in the Upazillas namely; Moheshpur of Jhenaidaha, Pakisgacha of Khulna, Haripur & Baliadangi of Thakurgaon, Panchagar Sadar of Panchagar, Kamalgonj of Moulvibazar, Razarhat of Kurigram, Gangachara of Rangpur, Daulatpur of Kustia, Sreepur of Magura, Gurudaspur of Natore, and pasurampur of Feni District.

The aim of physical verification is to observe and assess the exact progress of ISF program undertaken in several education institutions. Based on findings, the officers produced and then submitted their reports to Director, MEW. The Director then with the help of officers summarized the individual reports stating observations and recommendations. The said summary reports were transmitted to all concerned vide Memo- Number; MEW/ DSHE/ ISF/2013/132 Dated 22 August 2013.

The Observations and Recommendations stated in the summary report are as follows respectively:

Observations:

- (i) All most all the time, the latrines are being kept close and hence the latrines cannot be used by the students;
- (ii) No arrangement of water is available and hence the latrines are not used properly;
- (iii) no soap are being kept in the latrines for washing hands; users group of latrines are inactive in most of the institutions; and keeping the works incomplete in some institutions, those have drawn 100 percent bills of the contract value of works.

Recommendations:

- (i) Instructions to all concerned need to issue for keeping the latrines neat and clean and for using properly;
- (ii) the authority concerned should ensure Mag, Balli and Soap are available in the latrines and asked the users to use those properly;
- (iii) the arsenic card should be sited in visible places and it is to be maintained properly;
- (iv) instructions should be made for users group keeping them more active on ISF program;
- (v) in selecting institutions, the authority concerned needed to be more cautious,
- (vi) the USEOs needed to be instructed to verify the aims and objectives of ISF program and also outcomes scheduled:
- (vii) the institutions should be issued letters to keep the institution neat & clean particularly the office rooms, classrooms, teachers rooms, and latrines etc. and
- (viii) to verify the activities of ISF program, the institutions particularly, those institutions have withdrawn the total bills keeping the works incomplete.

Sd/ Director,
MEW, DSHE

Summary of Individual Verification Reports on DRH:

Developing Reading Habit Program: The DRH program was included into the DPP for developing the reading habit for learners of SEQAEP institutions. The personnel of MEW have been overseeing the progress and standard of DRH program. The BSK has been associating the DRH as an administrative partner of SEQAEP. This program is targeted to introduce in about 7000 SEQAEP institutions of 125 Upazillas. During the period July- December 2013, the MEW personnel have physically observed the Book Award ceremony at 12 Upazillas headquarters. However, during their visits, the observations and recommendations are narrated below:

Summary of Individual Verification Reports on DRH: The period July- December 2013 month of August-September 2013, 06 officers of Monitoring and Evaluation Wing, DSHE physically verified Book Award Ceremony of DRH program-2012 executed by BSK as co-implementing partner involved through agreement with SEQAEP Unit- at the 12 Upazilla headquarters. On completion of their physical verifications, they have produced and submitted individual reports before the Director, MEW. Summary of all verification reports are transmitted to all concerned vide no. MEW/DSHE/Pariprati (M&E) (Part-2/ 103 / 12/ 1002 dated 12/11/2013.

The name of Upazillas was; (i) Duarabazar under Sunamgonj, (ii) Kamalgonj under Moulvibazar, (iii) Chougacha under Jessore, (iv) Tanore under Rajshahi, (v) Harinakunda under Zinaidha, (vi) Gangni under Meherpur, (vii) Chouhali under Serajgonj, (viii) Razarhat under Kurigram, (ix) Dhamrai under Dhaka, (x) Golachipa under Patuakhali, (xi) Homna under Comilla and (xii) Belabo under Norshindi district.

The observation and recommendations of the summary reports are stated below:

Observations:

- (i) The Book Awarding Ceremonies under Developing Reading Habit Program of SEQAEP in the above mentioned Upazillas headquarters was successfully completed those were organized by BSK. The awardees was determined following the guidelines of evaluation among the readers of all institutions included into the DRH Program;
- (ii) If the District Education Officers are involved Book Awarding Ceremonies, the arrangement of the program could be proper and better.

Recommendations:

- (i) In view of ensuring standard and proper arrangements, the concerned District Education Officers should be involved with the Book Awarding Ceremonies of DRH Program organizing by BSK;
- (ii) The book prizes should be distributed through ceremonial decoration at the institution concerned in front of all students of the institutions, PTA members and elites of society and hence, the DRH program could be more effective and attractive;
- (iii) Those institutions are not properly cooperating the DRH Program, should be listed by BSK and based on that appropriate measures could be taken.

Sd/ Professor Md. Didarul Alam
Director, ME, DSHE

PMT Validation: PMT- based Stipend and Tuitions Subventions is the most important sub-component among all interventions of SEQAEP. The PMT method is newly introduced method for screening poor learners of all SEQAEP under 125 Upazillas. Based on findings of screening results, ACF have been prepared and against which awarding of stipends are executed to the poor learners by the SEQAEP. The process of providing stipends and tuition subventions are argued to validate with a view to justifying the process and also verify whether the real learners are getting stipends or not.

Keeping the above view in mind, a provision titled “**PMT- Validation**” has been earmarked in the RDPP of SEQAEP and accordingly, PMT validation was conducted by the LGED for the 1st time which was not very comprehensive and ineffective. The MEW was given the responsibility to conduct PMT validation by engaging a consulting firm on contract out method. A local consulting firm named **Pathmark** has been surveyed the households through a questionnaires developed by MEW during the period of PMT booth operation in December 2013. At this stage, on the filled up and received questionnaires, the Pathmark is being developing the report. On completion of drafting, they will produce the same before the Director with a copy to Project Director, SEQAEP. It is indeed to note that during surveying households for PMT validation, MEW personnel have physical verified a good number spots where survey going on by Pathmark. Moreover, telephonic verifications have also been made by MEW personnel. The finding of verifications is being preparing.

Compliance Verifications: In accordance with the provision of RDPP of SEQAEP, verification of compliances has needed to be executed by engaging a consulting. In order to implement the provision, a comprehensive survey over the input, output and utilization of resources, target to achieve the stipulated goals and process of implementation etc. and hence Terms of Reference (TOR) along with Survey form/ questionnaires have been developed by MEW. The Project Director, SEQAEP has outsourced and contracted the local consulting firm “**Pathmark**” to conduct survey and to report to the Director, MEW and

the Project Director, SEQAEP. The consulting firm is not yet been performing the tasks contracted.

12. Critical Issues over the Executing Activities under SEQAEP: Since establishment, the MEW was vested to prepare and publish half-yearly Monitoring Reports twice in every fiscal year covering the interventions of SEQAEP and other investment projects of the DSHE. This is the tenth report being prepared and published by MEW having feedbacks from all concerned. In preparing stage, implementation progress, input, output, impacts and consequences etc. have been thoroughly examined and presented in this report. The implementation plan of ADP included projects has also been considered in the report. However, the issues; those are seems to be critical particularly, on SEQAEP, those are determined and presented in the report. The following critical issues are to be useful for the stakeholders, decision makers, planners and even for the beneficiaries.

SEQAEP is scheduled to complete in June 2014. In the fiscal year 2013-14, the scheduled target of the sub-component titled “PMT based stipend and tuition to the poor boys and Girls” has already been achieved. At this moment, the required allocation is not available in the project documents to distribute stipends to eligible students against 1st installment for the period July-December 2013. The PIU is in pressure in continuing the program.

Considering the existing market prices of essential goods and commodities for livelihood, learning materials including tuition fees etc. educational expenses are being increased at a rapid rate. The scheduled rates of stipend and tuition subventions are inadequate and insignificant; those are very negligible to meet the education expenses.. MEW opines that the providing rates of stipend and tuition subventions should be increased at a reasonable rate.

Following the success of SEQAEP and in view of continuing the program, the World Bank came forward with a credit amounting to US\$ 265.00 million as additional fund. The Government Bangladesh has recently accepted the credit fund and also agreed to extend the life of SEQAEP. In accordance with the terms and conditions of the credit agreement, the project documents has already been revised and submitted to the ECNEC for approval. To continue the distribution process of stipend and tuition to poor, immediate steps need to be taken for achieving approval on the revised project documents failing which people's reaction would occur in the SEQAEP Upazillas.

The sub-component titled “Learning Assessment of SEQAEP Institutions”(LASI-13) has already been conducted following the process of LASI-12. It is most important that due to political unrest during the month of December 2013 all over the country, the main survey was conducted, where about 75 percent students attended the test instead of the targeted students of grades 6 and 8.

The sub-component named : “Support for English and Mathematics” is being carried based on the changing scopes and modalities of implementation, but it's management is to be a cause of problem; because; the RTs are not regular teachers of concerned schools and they are attending the classes from a distanced areas. Another reason is that they

are not familiar with the concerned schools and teachers including class teachers. As a whole, additional classes should be continued following a sustainable strategy which could be adjustable to school management.

The recruitment rules applied for the RTs of additional classes are needed to be modified and that might be in accordance with the government rules. The salary structures should be compatible to MPO structure, as because, the teachers, those are employed is proposed to transfer into MPO, while the project will be completed.

At present, The DPC of SEQAEP is not functioning as of scheduled in the project documents. In getting feedback on implementation status of SEQAEP, nothing has yet been received from the DPC. MEW's view in this respect that some personnel of SEQAEP should be assigned to work as Information Officer for all interventions of the project. Then, it would be possible to get all sorts of information.

The interventions such as ; PMT based stipends and tuition to poor learners, improving school facilities, Developing Reading Habits, Incentive Award to meritorious students and Support for English and Mathematics are being executed under SEQAEP; those are seems to be sustained for long period. In view of establishing systemic monitoring system with the Upazilla levels, at least one post of **Monitoring Officer** should be deployed in each of the SEQAEP Upazillas.

The personnel of MEW have physically visited a good number of institutions during the period July-December 2013. On completion of trips, they have produced their individual reports, the findings of reports in summary form have also been presented in this report, those are critical issues need to be solicited by the stakeholders and decision makers.

13. Lesson Learned over the Assessments of SEQAEP.

The financial and physical achievements, comments over the progress of all sub-components and reports of physical verifications etc. are presented in the half yearly monitoring report. Over a thorough study on the overall progress and impacts of SEQAEP, it could be opined that the SEQAEP interventions applied for improvement of learners as well as to ensure the equitable access of learners in secondary education, the following observations could be considered as lessons learned:

Among all, the intervention "PMT based stipend and tuition to poor boys and girls" was undertaken through SEQAEP as a sustainable program by the Government. Like this intervention, the Developing Reading Habits and "Support for English & Mathematics" are well accepted by the education institutions in SEQAEP Upazillas. The remaining Upazillas need to introduce these two programs for improvement of low performers. It could be opined that the program DRH is very effective to enhance knowledge of readers and simultaneously conduction of additional classes in English and Mathematics are also effective to improve the low performing institutions.

The PMT based stipend and tuitions to poor learners was introduced in SEQAEP in 2008 and simultaneously in other stipend related projects, several methods were applied following the compliances. The PMT method is appropriate method for screening poor learners, where compliances are followed. Other than SEQAEP, the methods applying do not comply in screening the poor learners. Considering the exact situations of stipend awarding projects, single method like PMT should be adopted in sorting out poor students.

Considering the reasons of low performing institutions, the additional classes in English and Mathematics was introduced. By this time, this is being accepted as effective program in selected 402 institutions. This program could be more creative and effective, if additional classes are added with the regular class routines and in doing so, extra teachers for the said subjects need to be recruited by changing the existing teaching pattern.

14. Concluding Remarks:

The cumulative progress of all interventions up to June 2013 is significant and satisfied; as because, most of the targeted activities have already been completed. But, the progress so far achieved during the July-December 2013 is not desirable, the PIU will be able to achieve the scheduled target of this fiscal year, if required funds are provided by approving the revised project documents which is revised incorporating the provisions of additional financing by the World Bank;

In view of establishing a systematic monitoring over the implementing tasks of development projects of the DSHE, at least one post of **Monitoring Officer** in each the Upazillas are provided, they can render their efforts to overseeing the educational aspects of that particular Upazillas. The MEW has been trying to prepare half -yearly monitoring reports in receiving feedbacks from the concerned PIUs and through field verifications. In preparing this report, no feedback has yet been received from field administration particularly, from Upazillas. In this respect, MEW opines to create at least one post of Monitoring Officer for making frequent supervision and to report to MEW.

The findings of several physical verifications incorporated into this report should be considered with appropriate actions and those are to be guided by existing rules of the Government.

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Chapter -2; Stipends & Tuition subventions to poor students for Secondary to Degree (pass) Levels

Introduction: The Nation-wide Stipend and Tuitions for secondary level girl students was introduced in 1994 and then gradually covered for boys at a very minimum rate. At present, the said program is being extended for all poor girls from higher secondary to degree (pass) levels. Some identical conditions are being applied in selecting poor and talented learners at all levels. Initially, this program was introduced in view of enhancing the participations of female students at the secondary levels. Presently, participation has been increased at the desired level. The government is now committed to sustain the program for providing education to all poor learners up to degree (pass) levels. By implementing the nation-wide program, stipends and tuition subventions have been providing to eligible poor learners at the secondary level and for the higher secondary to degree (pass) levels, the poor female students are being offered stipends, tuition subventions, book allowances for grades 11 and 13 and examination fees for grades 12 and 15. Keeping the view in mind that the stipend awarding program is mostly significant and priority to educate the nation and that could be the best investment among the development programs of the country.

The World Bank is the pioneer as a development partner to introduce financial assistance for female students of grades 6-10. The 1st project titled “**Female Secondary School Assistance Project**” (FSSAP) was assisted by the World Bank which was covered in 118 Upazilla. Following the modality of FSSAP, the Asian Development Bank (ADB) also came forward and covered 53 Upazillas and 13 Upazillas by NORAD and the remaining Upazillas were covered by the Government of Bangladesh. In the first phase consisting 4 projects, the target was achieved and based on the success; second phase was considered along with extension of the program up to higher secondary levels and then degree-pass levels. To sustain these programs, the government has opened a “**Trust Fund**” to meet the cost of stipend and tuition subventions for all tiers of poor students. Initially, the cost of stipend, tuition, book allowances and examination fees for the poor girls of degree pass levels are being met.

In the third phase, the World Bank has extended their cooperation in taking a project titled “**Secondary Education Quality and Access Enhancement Project**” (SEQAEP). This project was targeted cover three major areas such as (i) Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels (ii) Improving Equitable Access, (iii) Institutional Capacity strengthening and (iv) . Monitoring & Evaluation of SEQAEP and other development projects of the DSHE. The implementation of all 13 scheduled sub-components against the said major components is targeted to complete within June 2014. Among the sub-components, PMT based stipend and tuition subventions to poor learners is the most important program of SEQAEP. The ADB has been extending cooperation for providing financial assistance in 53 Upazillas through “Secondary Education Sector Development Project” (SESDP) which is scheduled to complete in 2014. The remaining 305 Upazillas are being carried

by the Government of Bangladesh through the project titled **“Secondary Education Stipend Project”** (SESP) and is scheduled to complete in 2013. Another development project titled **“Higher Secondary Female Stipend Project”** and is targeted to complete in 2017. Another development project titled **“Female Stipend Project for Degree (Pass) and Equivalent Levels”** has been providing stipend and tuition subventions including book allowances & examination fees for the female students of degree pass levels. As a whole, stipend & tuition subventions along with other task towards enhancing quality of education of secondary education are being provided through 5 development projects. The implementation of all five projects are ensured through establishment of Project Implementation Units (PIUs) headed by project Directors.

Under the Directorate of Secondary and Higher Education, the total number of 13 investment projects incorporated into the Annual Development program for the fiscal year 2013-14. These projects are concerned to stipend distribution, construction oriented, ICT and Teacher training. Incorporating the financial progress during the period July- December 2013, cumulative progress up to June 2013, target for this fiscal year 2013-14 etc of all projects of the DSHE. a table has been framed as shown below. The incorporated information are collected from all PIUs concerned and Planning and Development Wing of the DSHE.

Financial Achievements Up to June 2013:

(In lakh Taka)

Name of Projects	Total DPP/ RDPP Provision	Cumulative Expenditure up to June, 13	Target/ Allocation for 2013-14	Financial Year 2013-14	
				Expenditure Incurred during July- December 2013	Progress %
1 Secondary Education Quality and Access Enhancement Project (SEQAEP)	122195.00	102271.08	35886.00	4571.55	12.74
2 Secondary Education Sector Development Project (SESDP)	79333.00	65961.46	13200.00	3265.16	24.74
3 Secondary Education Stipend Project (SESP)	91425.00	89641.60	100.00	48.46	48.46
4 Higher Secondary Female Stipend Project (HSFSP-4)	58875.00	41068.39	9000.00	5516.78	61.30
5 Female Stipend Project For degree (Pass) & Equivalent Level	34296.00	7453.32	300.00	22.09	7.36
6 Transformation of Existing 306 Non- government Schools into Model Schools in Selected Upazilla Headquarters	46577.00	10508.43	14900.00	3224.98	22.00
7 Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education	65512.00	8955.88	16000.00	5451.00	34.07
8 Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City:	43500.00	6784.08	5000.00	2150.49	43.01
9 ICT for Education in Secondary and Higher Secondary level Project	30565.00	13871.53	17209.00	9657.27	56.12
10 Development of Selected Non-government Colleges along with ICT facilities for Improving Quality of Education (1500 colleges)	238770.00	237.73	5500.00	2597.59	47.22

Name of Projects		Total DPP/ RDPP Provision	Cumulative Expenditure up to June, 13	Target/ Allocation for 20113-14	Financial Year 2013-14	
					Expenditure Incurred during July- December 2013	Progress %
11	Teaching Quality Improvement-11 for Secondary education Project	46400.00	137.00	9908.00	1078.44	10.88
12	Establishment of 7 Government Secondary Schools in Sylhet, Barisal and Khulna metropolitan City	15200.00	17.00	1000.00	64.55	6.45
13	Establishment of Foreign Language Training centers	1329.00	96.46	383.00	47.85	12.49
Total of 13 Projects		873977.00	347003.96	128386.00	37696.21	29.36

Comments on financial Progress: In this fiscal year 2013-14 DSHE has been implementing 13 projects; those are all investment in type. In this year, allocations in the ADP are being spent by the Project Implementation Units (PIU). During last 6 months of this fiscal year, financial progress except a few is not significant in the eyes of decision makers. The low performing projects should review the implementation plan for the remaining months to achieve the scheduled target of this fiscal year. However during the last 6 months, out of the targeted allocation, the achievement is only 29.36 percent.

Progress of Stipend Providing Projects: The Government of Bangladesh initiated nation-wide program to provide stipend and tuition subventions to poor girls in the entire country at the secondary levels in 1994 and then till to date this program is extended up to Degree pass levels. Since inception, the girl students have been receiving financial assistance in the form of stipends and tuition subventions through five development projects. Besides, the learners of grades 11 & 13 are also provided book allowances and examination fees for the learners of grades 14 & 15 respectively. It is mentioned earlier that poor number of boy students at the secondary levels are being provided stipend and tuition subventions under the program. At present five development projects are being carried and covering the entire country. The stipend oriented projects are; (i) Secondary Education Quality and Access Enhancement Project (SEQAEP); (ii) Secondary Education Sector Development Project (SESDP); (iii) Secondary Education Stipend Project (SESP); (iv) Higher Secondary Female Stipend Project (HSFSP); and (v) Female Stipend Project for degree (Pass) & Equivalent Levels.

The WB and ADB have been financing SEQAEP in 125 Upazillas and SESDP in 53 Upazillas. The Government of Bangladesh has been bearing the remaining three projects. In particular, the biggest one among the stipend projects for secondary levels covering 305 Upazillas, one project for higher secondary levels covering 483 Upazillas and the last one project for degree pass levels covers the entire country. The overall status of all stipend and tuition subvention programs have been incorporated in the following table where, physical target scheduled in the DPP, cumulative achievements up to June 2013, target of the fiscal year 2013-14 and progress achieved during the months July- December 2013 etc. could be found

Title of Projects	DPP/ RDPP Provisions	Cumulative Achievements up	Target and achievements for the year 2013-14		Progress Achieved during the
				Achievement	

		to June 2013	Target	during the months July-December 2013	months july-December 2013
SEQAEP	5400,429	5026,356	1293,060	In process	00
SESDP	1135,000	1205,551	173,952	In process	00
SESP	8357,421	5478,856	1498,550	1349,946	50
HSFSP	1938,000	1552,000	402,000	201,000	50
Degree- (pass) levels	557,571	139,810	156,000	00	00

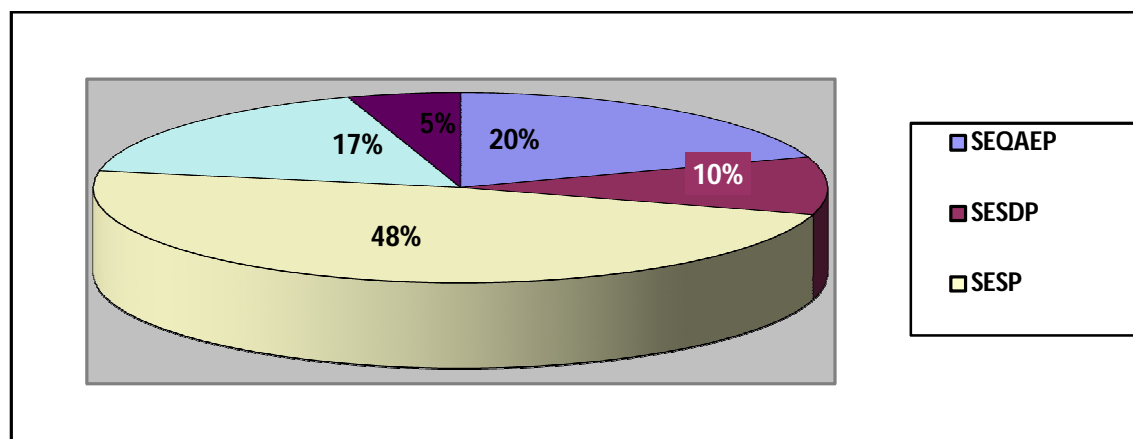


Chart - 7: Sharing of stipend and tuition beneficiaries across the country

Comments: Since 1994, the coverage of stipends and tuitions to poor female including a few number of boys in secondary tiers and only females are being enjoying stipends and tuitions at the higher secondary to Degree pass levels. As the program is initiated by the World Bank, its compliances are modified through PMT approach based stipends to poor learners and now a days, the learners are properly awarded stipends in SEQAEP. Among the stipend awarding projects, SEQAEP has been shouldering about 26 percent of the entire country.

Secondary Education Sector Development Project (SESDP): SESDP is a multi-dimensional investment project financing by the Asian Development Bank. Its present status is completed in December 2013. One important item of this project is to provide stipends and tuition subventions to poor boys and girls at the secondary levels in 53 Upazillas. This is a carried over program from SESIP implemented earlier.

Physical Achievements Table:

Items of Work	DPP Provision	Achievements up June, 2013	Target for 2013-14	Progress during The months July-December 2013
Stipends for poor students	1135,360 recipients	1205,551	173,952	182,159

Comments: This item of work ‘Stipend and tuitions to poor students’ is carried over item of work for secondary level tiers and other items scheduled in the project documents are big in size, those are narrated in chapter-3. In the project documents, total of 1135,360 stipend recipients was scheduled and out of which 1205,551 eligible poor students have already been awarded up to June 2013. In this fiscal year 2013-14, target of 173,952 poor students was planned and against which 182,169 was found eligible to get stipend and tuition subventions. The project is proposed for further extension 6 months with effect from January- June 2014. But the proposal is not yet been considered. As a result, the eligible students could be provided stipend and tuition subventions. In this regard, the proposal should be considered at an early period. Otherwise, the eligible stipend holders will suffer, which is not desirable.

Secondary Education Stipend Project (SESP): By spending own resources of the Government, the project titled “Secondary Education Stipend Project” (SESP) was started in 2009 and scheduled to complete in June 2013 involving an estimated cost of Tk. 68793.00 lakh. The project is targeted to provide stipends and tuition subventions to 8357,421 students. The implementation modalities and compliances for providing stipends and tuitions are remaining same in this project. 30 percent girls and 10 percent boys are being scheduled in the project documents. Through this project, the coverage will be within 215 Upazillas.

To achieve the following objectives, the project document titled “**Secondary Education Stipend Project**” was prepared:

- (i) Ensure access of enrollments of both & boys and girls in secondary and also in Dakhil education levels by providing stipends and tuition free facilities;
- (ii) (ii) Reduce population growth through motivation to refrain from early marriage till completion of SSC / Dakhil examination;
- (iii) (iii) Accelerate involvements of men & women in socio- economic activities through educating the poor students and also to encourage them in self-employment opportunities;
- (iv) (iv) Encourage disables and blinds to enroll into the educational institutions by providing stipends and tuition facilities; and
- (v) (v) As a whole ensure quality of education through stipends and tuition facilities based on compliance criteria earmarked for stipend program.

The rates of stipends, tuition subventions, examination fees etc. are scheduled in the project documents. In this connection, a table is constituted inserting monthly rates of stipend, tuition subvention for different grades. The rates of examination fees for SSC candidates are also inserted in the table. Following the rates shown in the table are being providing to eligible students of all projected institutions.

(In lakh taka)

Grades	Monthly (Rates)	Monthly subvention rates	Total (Stipend & Tuition subvention)		Book allowances	SSC & Dakhil exam. fee
		Non-govt.	Govt.	Non-govt.		
01	02	03	04	05	06	07
06	100	15	100	115	-	-
07	100	15	100	115	-	-
08	120	15	120	135	-	-
09	150	20	150	170	-	-
10	150	20	150	170	-	750

Another table incorporating total target of the DPP, cumulative achievements up to June 2013, target of the fiscal year and achievements during the months July-December 2013 is framed below. This table emphasized only one component stipend and tuitions to poor learners. Some other, those are not significant are not spelled out in the following table.

Items of Work	DPP Provision	Cumulative Achievements up to June 2013	Target and Achievement of the Fiscal year 2013-14		Progress achieved during the months July-December 2013 in percent
			Planned Target	Progress during the months July-December 2013	
Stipends to poor students	8357421	5478,856	1498,550	1349,946	50
Tuition subventions	8357421	5478,856	1498,550	134,946	50

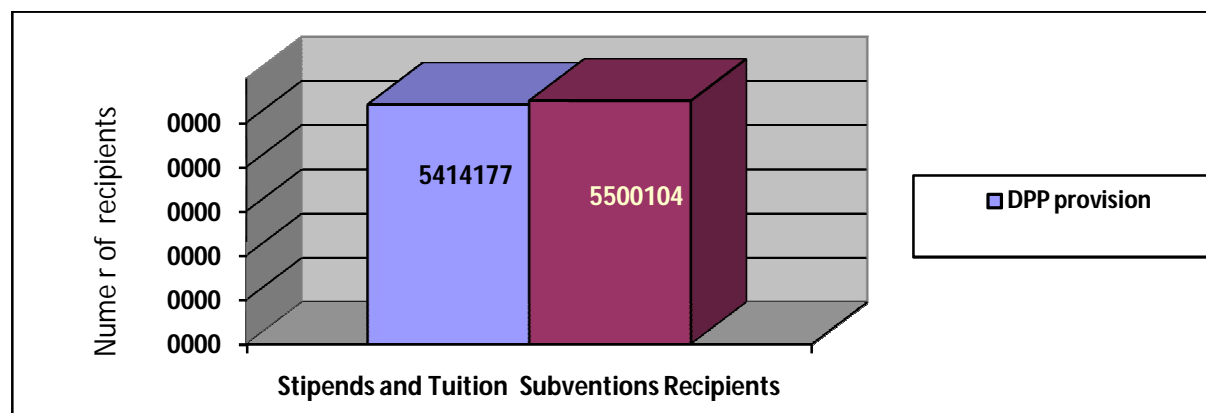


Chart – 8 shows DPP provision of awardees and achievements in both boys and girls

Comments: During the period July- December 2013, the progress of implementation is achieved 50 percent against the scheduled target of the fiscal year 2013-14. The target was 1498,550 units of stipend and tuitions and out of which 1349,946 units have been found eligible. The PIU of SESP has successfully screened the poor students of all schools located in 305 Upazillas, but due to shortages of allocation in ADP, distribution has not yet been executed.

Higher Secondary Female Stipend Project (HSFSP-4): Realizing the success of Stipend and Tuitions concerned projects for secondary level students and at the same time aiming to provide opportunities to SSC qualified girl students at the next higher grades, the program was undertaken by the Government. Since inception, it has been continuing till to date. At present, 4th phase of this project is being executing with the help of PIU established during inception. The PIU is headed the Project Director. The project was aimed to provide stipend tuition subventions to female students of higher secondary. It was also scheduled to provide book allowances at grades 11 and examination fees at grades 12. All scheduled opportunities are planned to provide in two installments, first installment in June and the second one in December of the academic years. Implementation and compliances for screening the poor learners are scheduled to follow the modality adopted in secondary tiers. However, the scheduled activities of this project are mainly framed aiming to realize the following objectives:

- (i) Encourage the SSC pass female students from poor families to continue their study in HSC level by providing financial incentives in the form of stipend & tuition fee facilities to achieve parity in enrolments of grades 11 & 12;
- (ii) Encourage the female students to study science in HSC and also in the tertiary levels by providing more incentives in the form of stipend, tuition fees and for books & examination fees
- (iii) Reduce the rate of drop outs of female students from the poor families and consequently, passing rate of HSC graduates;
- (iv) Reduce population growth rate keeping the female students unmarried up to HSC examination; and (v) orientation and aware the teachers, parents, guardians, community members on the necessities of female education and accelerate the generation of socio-economic activities etc.

The providing rates of stipend, tuition subventions and allowances for eligible female students are presented in a table as mentioned below:

Rate of Stipends & Incentives

Grade	Groups	Stipend per month	Tuition fees per month	Books	HSC Exam, fees
11	Science	175.00	50.00	700.00	-

	Others	125.00	20.00	600.00	-
12	Science	175.00	50.00	-	900.00
	Others	125.00	20.00		600.00

Another table is framed below incorporating physical target of stipend and tuition subventions of the project documents, cumulative progress up June 2013, target of the fiscal year 2013-14 and progress achieved during the months July-December 2013 etc.

23.2 Physical progress achieved up to December, 2013

Items of Work	Provision as per DPP	Cumulative Progress up to June 2012	Target & Achievements during 2012-13	
			Target	Achievements
Stipends and Tuition	19.38 lakh	13.34 lakh	3.87lakh	3.75 lakh

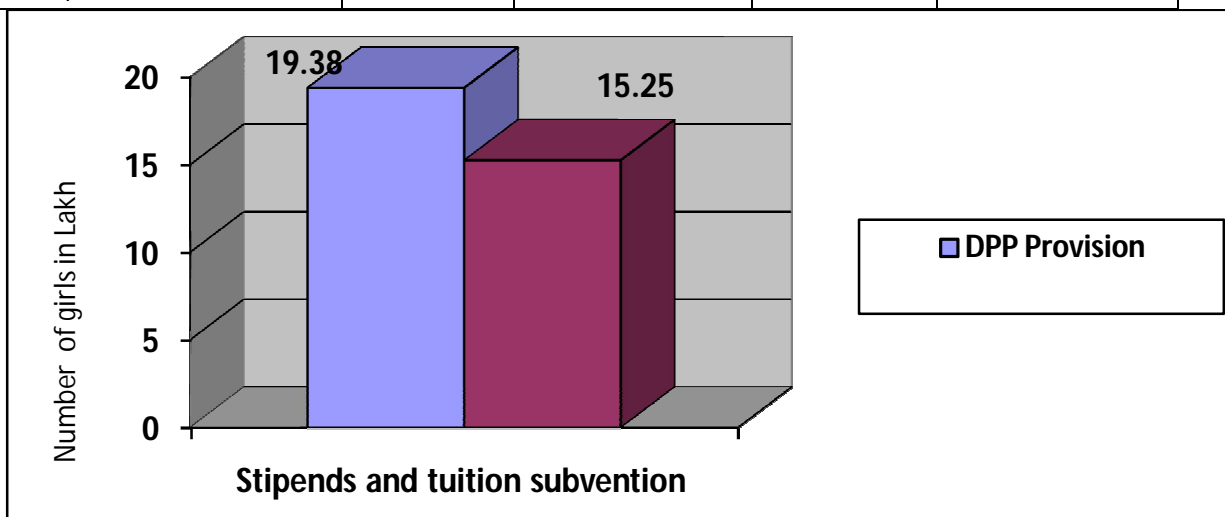


Chart - 9 shows the physical progress (red-marked) up to June 2012

Comments: The learners in grades 11 and 12 of all institutions of the entire country have already been awarded stipend and tuition subventions including allowances for books and examination fees against 1st installment. The PIU of this project is very much sincere and devoted to implement the scheduled and planned activities following time-frame of the project documents. It indicates that the learners and institutions can smoothly co-opt with the normal academic activities and as a result the poor students can study and continue with the academic practices. MEW opines that this project has been successfully implementing all of the scheduled tasks within the targeted time-frame spelt out in the project documents .

Female Stipend Project for Degree (Pass) and Equivalent Level: The project titled “Female Stipend Project for Degree (Pass) and Equivalent Levels” has been taken in 2012

to provide financial help to poor female students in the form of stipend, tuition subventions, book allowances and examination fees at the degree pass levels. This project is constituted with a view to cover 40 percent learners of the whole country, but hilly, coastal extensively known as mongha areas are targeted to cover hundred percent of female students. The poor female students are screened following some identical compliances and conditions spelled out in the project. These compliances are followed strictly and then screened the poor female students at the degree-pass levels. A PIU headed by Project Director was established in 2012. All scheduled activities of the project are being implementing by utilizing own resources of the government. But, soon after initiating the tasks, the Hon'ble Prime Minister ordered the concerned to utilize the trust fund sources related to Stipend and tuition fees subventions opened earlier. Soon after receiving the instructions, stipend and tuition subventions are utilized, but the other scheduled costs are borne from the allocation of the project through Annual Development Program. However, the project was constituted with a view of achieving the following objectives:

- (i) To create possibilities for poor female HSC passed and eager to learn in tertiary/higher education levels;
- (ii) Some areas particularly the bils, hawor, bawor, monga, coastal and the hilly areas of Bangladesh will covered 100 percent female students to get stipends and tuition subventions.
- (iii) The students of the remaining areas around the country will get 40 percent coverage.
- (iv) The project is being considered to realize the objectives, those are; to ensure, enrollment and retaining the parity of female students, employment and income generation, small family and birth control, poverty alleviation, equality and empowerment and as whole socio-cultural development in the country

Items of work	Target as DPP	Cumulative Achievement up to June, 13	Target and Achievement of the fiscal year 2012-13		progress in percentage during the months July-December 2013
			Target for 2013-14	Progress in during, 2013-14	
Stipends to females students	557,571	139,810	156,000	In process for distribution	00

Comments: In accordance with the provision of the Regulatory Framework, a 'Trust Fund' was opened in commercial bank. The estimated cost of stipend and tuition subventions of all eligible female students at the degree pass levels of the last fiscal year 2012-13 was met from the trust fund. In this year, the estimated eligible student's stands 156,000 and they will be paid in April 2014. The scheduled time-frame of distribution of stipend and tuition subventions will be delayed because of keeping track with the academic sessions of degree-pass levels by the National University. Another important issue is that the cost of logistics particularly, manpower of the PIU, equipment's, taxes, vats and outsourcing cost for processing the requirements etc. are being bore from the allocations of Annual

Development Program. MEW opines that this project is being carried the scheduled tasks as per scheduled activities of the project documents which could be satisfactory. Another significant issue is that compare to the last fiscal year, the eligible female students r has been increased from 137,000 to 156,000 which means female participation at the degree-pass levels is increased at a remarkable rate.

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Chapter-3:

Construction, ICT and Training to Teachers oriented Investment Projects for Government and Non-government Education Institutions.

Introduction: Besides five development projects related to stipend and tuitions and eight projects concerned to civil works, ICT and training to teachers etc. have been included into the Annual Development Program. The

SESDP financed by the “Asian Development Bank”. The stipend concerned item of cost is already presented and described in chapter-2 and other components are narrated in this chapter. However, the chapter-3 has been framed incorporating the schedules of nine projects concerned to civil works, ICT education and training to teachers; those are aimed at to develop the selected Government and Non-government Education Institutions all over the country. Implementations of all projects are executed by establishing PIUs. The Director General, DSHE is the controlling authority of all projects

All the nine projects were aimed at to accelerate the opportunities such as; accommodation of classrooms, learning materials, ICT contents and training to teachers etc. Through these projects, thousands of education institutions are planned for providing classroom accommodations, establishment of 24 new schools and colleges at the city and divisional headquarters, learning materials, facilities for ICT education and about one lakh teachers will be trained etc. All efforts are scheduled to provide opportunities to meet the excessive pressure of learners at all tiers and to improve the quality of education.

Progress of Achievements (Project wise): In view of assessing the progress of achievements of all projects related to construction for accommodation of classrooms, administrative facilities, examination centers, learning materials, contents of ICT education, training to teachers on curriculum and as whole teaching learning process etc. are addressed through the half yearly monitoring reports. In this tenth report, all projects are taken into consideration narrating, cumulative progress, target of the fiscal year 2013-14 and progress achieved during the months July- December 2013. Determining the progress, existing status, input and output implications are also pointed out project-wise. The stakeholders, decision makers, evaluators and the beneficiaries can realize the impacts and based on which, correct decisions can be taken by all concerned along with proper utilization of resources. Moreover, through this report progress of achievements, the implementing agencies can verify with the targeted schedules earmarked in the project documents. However, all these are narrated below project-wise.

21. Secondary Education Sector Development Project (SESDP): The SESDP is a very important project, focusing several approaches for improvement of secondary education. The component Stipend and tuition subventions are presented earlier in chapter-2. The remaining schedules activities such as; office accommodations in the zonal & district levels offices and also in the NAEM, establishment of 66 secondary schools in remote areas, and transformation of existing 35 Madrashas into model Madrashas, introduction of ICT courses in 20 Government schools at the greater district headquarters etc. are being addressed in this chapter-3. Besides, training on creative question (CQ) and School Based Assessment (SBA) at the secondary levels and in view of this purpose, academic supervision has been included into SESDP. At the Zonal, district and in the grassroots levels, about additional 8570 posts have been created. In support of all programs, skill development of all concerned of the project has also been considered under this project.

As per revised project documents, SESDP is planned to complete in December 2013 and within this time-frame, the targeted tasks are completed. Its size of costs is 79333.10 lakh. The executing authority of the project has proposed to extend the project period for further 6 months with effect from January 2014. Hopefully, within the proposed period, the PIU will declare the project will be completed.

SESDP is a multi-dimensional schedules based project which is financed by ADB and all in-built components are scheduled. All the programs are needed to be sustained; because of the reasons that improvement of education is a continuous process, those are spilled in the upcoming Secondary Education Sector Investment Program (SESIP), which is also co-financing Program (SESIP). However, a table has been constituted inserting scheduled targets of all components of the RDPP of SESDP, cumulative progress of achievements, target of work for the fiscal year 2013-14 and achievements during the last 6 months July-December 2013.

21.1 Physical Achievements Table:

Items of Work	DPP Provision	Achievements up June, 2013	Target for 2013-14	Progress during The months July – December 2013
Manpower Academic Supervision in Zonal, district & Upazilla levels	860 (officer 744+ staff 116)	860 (officer 744+ staff 116)	Not applicable	
Studies on Curriculum, Management of education institutions etc.	10 consolidated study as per RDPP	06 studies Completed	Not applicable	
Teachers Training (local)	612,180 persons	432,589 teachers + officers	Completed	
Training in abroad	125 persons	154 persons		
ICT Course Introduction	20 Govt. schools	ICT Introduced in 20 schools	Not applicable	
Civil works in different	650 units	Completed	100% of the	5%

Items of Work	DPP Provision	Achievements up June, 2013	Target for 2013-14	Progress during The months July – December 2013
institutions		about 95%	remaining packages	
Establishment of High Schools in remote areas	66 Schools	62 Completed	4 dropped	
Introduction of ICT Courses	20 schools at Greater district headquarters	20 completed		
Establishment of Model Madrashas	33 Madrashas	31 Completed	2 dropped	

21.2 Comments: Within the revised target and scheduled period, almost all components of the project have been completed. The table shows that the targeted items such as; 650 units of civil works, establishment of 62 schools in the remote areas of Bangladesh, introduction of ICT courses in 20 Government schools at the greater district headquarters, establishment 31 Model Madrashes, recruitment of 860 persons for Zonal District and Upazilla offices, one wings for curriculum development attached to NCTB and one wing for examination reforms attached to BISE, Dhaka, conduction of studies on curriculum management, conduction of teacher training programs for 612,180 teachers and abroad training for concerned personnel attached to this project have already completed successfully. Regarding achievements of SESDP, the MEW expresses that the targeted programs have been completed within the time-frame of the project. It is mentioned earlier that the sustainable programs of SESDP will be carried on by the Government through the up-coming ADB financing SESIP. Furthermore, calculating the total progress of achievements, impacts, outputs and implications etc., as a whole, the project is completed successfully. Some items of work are completed such as; up-dating of curriculum, modernization of examination systems, strengthening of ICT education, decentralization of education administration and self-assessment of education institutions etc. are need to be sustained. However, like this type of multi-dimensional project should be considered time and again for achieving the ultimate goal of secondary education around the country.

Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education: In August 2010, the project titled “Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education” was started, which is targeted to complete in December 2014. Seventy eminent post-graduate government colleges situated at the district headquarters have been included into the project. Through this project, 100 percent Government resources will be utilized for providing opportunities as like as; examination cum academic centers’, hostel and administrative facilities for learners, setting up of ICT centers’, supply of office equipment’s and learning materials for meeting up basic needs.

The project was framed aiming at to achieve the objectives as mentioned below:

- (i) To provide enhanced physical facilities and learning materials to cope with the increased students of the eminent post-graduate colleges at the district headquarters;
- (ii) To provide training to teachers of all courses for updating knowledge and enhancing the skill of teachers on the revised curriculum and syllabi under the National University;
- (iii) To improve overall quality of education at the Hon's and post-graduate teaching in the government colleges; and
- (iv) To provide Academic cum Examination Hall for conducting examinations without suspending classes; and (v) provide physical and logistic supports for the enhancing the efforts & quality education.

Regarding progress of achievements, a table consisting of physical target stipulated in the project documents, cumulative progress up to June 2013, planned target for the fiscal year and achievements during the period July- December 2013 has been developed below:

4.13 Physical Target and Progress in 2013-14

Main Items of Work	Provision as per DPP	Cumulative Progress up to June 2013	Target & Progress achieved in FY- 2013-14	
			Target	Progress during July- December 2013
Training to teachers	5600	Development Modules is in process		
Construction of Academic buildings	43 units	45 percent progress achieved in 01 unit	100 percent in 01 unit	40 percent of 01 unit
Construction of Examination Halls	70 units	Progress achieved 17 percent in 57 units	83 percent in 57 units	55 percent in 57 units
Construction hostel buildings	74 units	Work orders issued for 08 units	100 progress in 8 units	45 percent in 8 units
Construction Administrative buildings	19 units	50 percent in 01 unit	100 % in 01 unit	45% in 01 unit

Construction library building	02 units	00	00	00
Construction of Auditorium	01 unit	00	00	00
Construction of Super Quarters	06 units	00	00	00
Construction vertical Extensions	32 units	70 % in 32 units	30% in 32 units	30% in 32 units
Establishment of 70 units of ICT Lab.	22 sets in each	00	00	00
Furniture for 70 colleges	70 colleges	00	00	00
Books & learning Materials	70 Colleges	00	100 percent in 70 colleges	00
Science Equipments	70 Colleges	00	00	00
Office Equipment's	70 colleges	Work orders issued to successful bidder	100 %Supplied	100 % supplied to 70 institutions

Comments: The implementation of civil works was assigned to the Education Engineering Department (EED). Since inception, construction of examination centers, hostels for boys and girls, academic building etc. were tendered and work orders issued to successful bidders. The required allocation was not provided in the last ADP of 2012-13. As a result, progress in civil works is so poor. Another problem is to approve the revise the DPP for increasing the rate schedules of construction materials. In this year also, allocation is insufficient. MEW observes that sufficient allocation should be provided for accelerating the speed of construction works.

4.8 Transformation of Existing Non- government Schools into Model Schools in

Selected 310 Upazilla Headquarters: The Government took this in 2008 and its implementation of was stated in 2011. The project was scheduled to convert the selected non-government schools into Model schools at the Upazilla headquarters. Selection of schools were made on the basis of the criteria that where there are no Government schools will be considered to include into this project. Accordingly, selection 310 non-government schools were selected. The project was furnished inserting some components such as; construction academic buildings, supply of furniture, learning materials, sports goods, photo-copiers, science equipment's etc. Setting up of computer labs and up-gradation of the schools into higher secondary schools were also planned under this project. The following objectives are framed to achieve the goal:

- (i) Transformation of Non-government Secondary Schools into Upazilla Model Schools in selected Upazilla Headquarters where there is no Government School;
- (ii) Improvement of educational quality of the selected non-government schools through developing/ creating physical facilities (repair, renovation, extension etc) and teaching learning aids/opportunities (computer/language labs, science laboratory, library, recruitment of additional teachers and subject-wise teacher training);
- (iii) Enhancement of School Management Capacity of the Non-government Schools through training of the SMC members and Head/ Assistant Headmasters; and
- (iv) Minimization of the existing wide urban-rural differences with respect to educational quality as well as school management capability through demonstration and dissemination of the improved educational management systems to be developed at the selected transformed Model Schools within the entire Upazilla through training/ workshops/exchange of views among different stakeholders.

Because of price increase of construction material, the project was revised and based on which implementation of scheduled tasks has been initiated by the PIU having supports from the 'Education Engineering Department' (EED). The project is scheduled to complete in June 2014. Since launching, progress of achievements particularly, construction of academic building in 100 schools and in supplying science equipment to 230 schools and photo-copiers were quite satisfactory. Then due to allocation crisis in the ADP, implementation of other components has been disrupted. At present, the project Director has been devoted to complete all the remaining activities of the project documents within the scheduled tenure and accordingly initiatives have already been taken.

A table following the scheduled tasks of the project has been constituted, where cumulative progress up to June 2013, target of the fiscal year 2013-14 and progress achieved during the months July-December 2013 are incorporated as stated below:

4.9 Physical Progress up to June, 2012:

Items of Work	Provision as per RDPP	Cumulative Progress up to June, 2013	Target in FY 2013-14	Progress Achieved during July-December 2013
Construction of Academic		76 units	30 targeted for	30-50 Percent progress

Items of Work	Provision as per RDPP	Cumulative Progress up to June, 2013	Target in FY 2013-14	Progress Achieved during July-December 2013
buildings	310 units	completed	completion	achieved in 120 units
Procurement of Computers and accessories	ICT Lab in 310 Schools (10 set of computers in each)	Supplied in each of 150 schools	100 percent supplied to 100 schools.	Tenders are in process for the remaining schools
Procurement of Science Equipment	Science Equipments for 310 schools	Supplied to 230 schools	80 Schools	in process for the remaining schools
Procurement of Sports Goods	Sports Goods for 310 Schools	nil	310 set of sports goods	Tenders are in process
Up-gradation up 12 Classes	306 schools	nil	nil	nil
Change in Management	306 Schools	nil	nil	Nil

4.10 Comments: MEW opines that out of the scheduled target of the project; progress of achievements up to December 2013 is satisfied. In particular, the civil work component is the largest one and against which 95 academic buildings are completed those are handed over to the institutions. The component 'furniture' is initiated and on the way to complete for 100 units of academic buildings and all other remaining activities are in process to initiate tenders. It is important that ADP allocation should be provided as of demand required by the project director, failing which the planned activities will not be completed within the time-frame stipulated.

4.5 Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City: The project was mainly taken to create opportunities of education for meeting up excessive pressure and additional students in the capital city, Dhaka. The existing institutions in the city areas are not capable to provide accommodations for additional students in grades 6 to 12. Realizing the importance of educational institutions; the Government of Bangladesh took this project in 2011 involving an estimated cost of Tk. 43500.00 lakh and scheduled to complete in June 2014. Through this project, 11 Government owned secondary schools and 6 colleges will be established. In specific words, the project has been framed with the following objectives:

- (i) Establishment of New Government Schools & Colleges in the Dhaka Metropolitan City to cope with the increased learners at the secondary & college levels;
- (ii) Provide physical/ infrastructural facilities along with learning materials for newly proposed institutions; and
- (iii) Ensure quality education at the secondary & college levels comparing to other renowned institutions of the Dhaka City.

Since launching, the PIU of the project has arranged lands in different parts of the city for all scheduled schools and colleges, where there no government schools and colleges. Following the received information from the PIU, a table incorporating information on progress up to December 2013 so far achieved has been framed. In the table cumulative achievements up to June 2013, target for the fiscal year 2013-14 and progress during the months July- December 2013 has been inserted.

4.6 Physical Target and Progress in 2013-14

Main Items of Work	Provision as per DPP	Cumulative Progress up to June, 2013	Target & Progress achieved in FY- 2013-14	
			Target	Progress during the months July- December 2013
Construction of Schools	11 schools	Construction of academic building in 10 schools started and about 50 progress achieved percent	Completion of 5 schools	4 schools already completed
Construction of colleges	6 colleges	Civil works already started and about 50 progress achieved	Completion of 3 schools	01 college is completed
<p>* ICT Labs, Furniture and learning materials and logistics supports to each of all completed schools and colleges are provided and in process to tender for procurement for the remaining institutions.</p> <p>* Civil works in 01 school and 2 colleges not yet been started, because of legal obligation imposed by the court.</p>				

Comments: Out of the scheduled 17 Institutions, up to December 2013, 4 schools and 01 college are completed and in 9 institutions, civil works are progressing satisfactorily. Within this fiscal year, further one institution will be completed. But in 3 institutions, civil works could not be started due to legal obligation imposed by the court. MEW opines that within the targeted period, the project will not be completed and in this regard the PIU should take initiatives to extend the tenure of the project.

Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education: The Government took this project 2012 in view of attaining Quality Education in non-government colleges. The project was prepared involving an estimated cost of TK.238770.00 lakh and targeted to complete in June, 2017. The project also emphasized to provide academic facilities for learners including ICT facilities and training on ICT contents. Among the scheduled items of cost, construction of academic building and setting up of ICT lab along with required logistic supports and training to teachers in each of all colleges included into the project are the main tasks. The EED is vested to implement the civil work components. Following some need based criteria 1500 Non-government colleges have been selected and included into the project. To be mention that all the selected colleges were established having assistance from the local based communities and consequently classroom crisis is the common phenomenon of these colleges. On completion of this scheme, classroom crisis will be met and then students will be able to standard accommodation of education. In meeting up the requirements of non-government colleges, the project documents was constituted with the following objectives:

- (i) to provide enhanced physical facilities and teaching materials, computer laboratories, multi-media projector and training of teachers in selected colleges and thereby quality of education will be improved which will help to generate in building digital Bangladesh;
- (ii) to reduce the gap of infrastructural facilities between government and Non-government colleges; to ensure balanced distribution of opportunities in college education; and
- (iii) to reduce excessive pressure of students in the well-established colleges located in the city areas.

In the last fiscal year 2012-13, this project was launched. From beginning to December 2013, the MOE has been selected the colleges for initiating tenders. Till to date, the EED has taken initiatives to start civil works in 645 colleges and on an average 27 percent of progress is achieved. Another important component is "Training to teacher on ICT contents", the Project Director has initiated to conduct training courses and in this regard, training

materials are being developed. Hopefully, within February 2014, training programs will be started.

Items of Work	Target as per DPP	Cumulative progress up June 2013	Target and progress of fiscal year 13-14		Cumulative achievement during the months july-December 2013
			Target	Progress during January- June 2013	
Civil works	1500 units	Tendered for 645 units	Completion Of 50 units	27 percent Progress achieved	-
Training to teachers on ICT	Computer teachers of 1500 colleges		Materials for training already developen	2-3 batches will be conducted	-
The Project Director has been preparing plan to provide furniture soon after completion civil work, where civil works has been undertaken by EED.					

Comments: Since launching of the project, the progress so far achieved in civil works is satisfactory. In this regard MEW expresses, the views that required allocation in the ADP should be provided, otherwise, the planned target will be delayed to achieve and resultantly, the scheduled time frame of the project will be extended. To maintain the quality of civil works, the concerned officers should visit physically the site of civil works.

Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities: The project has been taken by the Government in 2012 involving an estimated cost of Tk. 15200.00 lakh and scheduled to complete in June 2014. Under this project 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities will be established. The PIU headed by Project Director was established in 2012. The EED has been vested the responsibility to implement the civil works component. In specific terms, the project documents have been framed with the following objectives:

- (i) To meet the demand of quality institutions for the communities of the city areas particularly, Sylhet, Barisal and Khulna; metropolitan areas;
- (ii) To provide opportunities of access and increased students in the city areas; and
- (iii) To provide ICT and learning materials for ensuring modern education.

Since beginning, the project Director having sincere cooperation of the concerned Deputy Commissioners concerned has arranged to acquire required lands for the aforesaid schools in

the cities earmarked. Up to this period, the EED has tendered for two schools located at Sylhet and Khulna and for remaining schools tenders are in process.

Items of Work	DPP Provision	Cumulative progress up to June 20	Target and progress in fiscal year 2012-13	Progress up to June 2013
Land Acquisition	9 Acres	nil	To start civil works, tenders has already been made two schools and work orders are issued to successful bidders. For the remaining 5 schools necessary arrangements are being processed by the Project Director	
Academic building	7 units	nil		
Quarter for HM	7 units	nil		
Boundary walls	7 packages	nil		
Internal road	7 packages	nil		
Land Development	7 packages	nil		
Computer and accessories	10 sets in each of 7 schools	nil		
Furniture	7 schools	nil		
Science equipment	7 schools	nil		
Office equipment	7 schools	nil		
Books and learning materials	7 schools	nil		

Comments: To cope with the increasing trend of learners at the secondary levels particularly, in the city areas, this project is needed obviously. In this respect, MEW opines that since launching of the project, the progress so far achieved is significant as required lands are arranged for all schools..

ICT for Education in Secondary and Higher Secondary Level Project: Involving an estimated cost of Tk. 30565.34 lakh, the Government of Bangladesh took this project in 2011. As per project documents of this project, some provisions are kept those are; supply of Laptop, Multimedia Projector (MMP), Speaker and Internet Modem etc for the selected 20500 schools and colleges around the country. In addition, provision of training to 20500 teachers of all selected institutions was also scheduled. Moreover, training of teachers on the ICT contents ia a major component. The project was framed to realize the following objectives:

- (i) Establishment one Multimedia Classroom for all schools in the first phase;

- (ii) Transformation of all classrooms into Multimedia in the second phase; and
- (iii) Establishment of computer labs in each of all secondary schools in the third phase.

A table incorporating item-wise progress has been framed as stated below:

Items of work	DPP Provision	Cumulative progress up to June 2012	Target during 2012-13	Achievement during the months July-December 2013
Training to teachers on Digital contents	20,500	18,262 Teachers	1393Teachers	1033 teachers
Supply of Laptops	20,500	16,500 units	4000 units	4000 units
Supply of Speakers	20,500	20,500 units	Not applicale	
Supply of Internet Modem & SIM	20,500	20,500 sets	Not applicale	
Multi-media Projector	20,500	20,500 sets	Not applicale	

Comments: Within the time-frame of the project, the scheduled item of tasks have already been supplied to the selected education institutions. Simultaneously, 20,500 concerned teachers have also been provided trained on the ICT contents. MEW opines that the project director along with his team members should be thanked as she has successfully completed within the scheduled period.

Teaching Quality Improvement -11 (TQI-11) in Secondary Education Project: Realizing the success of the Project titled “TQI-1” another follow up project titled “TQI-2” involving an estimated cost of Tk.64600.00 lakh was taken by the Government in 2012-13. The project was scheduled to complete in June 2017 by implementing the major tasks such as training to teachers and development of teaching learning materials etc. Other related tasks will also be taken into consideration; those are scheduled in the project documents. The ADB will provide 53240.54 lakh under a credit agreement to meet the cost of the project. However, the project was undertaken to realize the following objectives:

- (i) to support the National Teacher Education Council (NTEC) for developing competencies, training programs and set the standards for training providers;

- (ii) to provide support for teacher registration and certification authority (NTRCA) for ensuring quality teacher registration towards quality teachers of Non-government secondary schools and Madrashas;
- (iii) to help the training providers including TTCs (Government & Non-government), higher secondary teacher training institutes and concerned universities to provide high quality training;
- (iv) to strengthen the monitoring capacity of the DSHE for teacher performance monitoring;
- (v) to enhance pre-service and in-service teachers training programs including continuing professional development for up grading teachers professional knowledge and skills;
- (vi) to support inclusive education by increasing the proportion of female teachers in education institutions and female members in SMCs;
- (vii) to ensure professional competence of teachers, trainers and concerned education officials;
- (viii) to enhance project management and effective monitoring reporting on progress in line with project goals; and
- (ix) to develop partnership between the government and Non-government organizations and IT companies to ensure that all teacher training programs, contribute to meet the standards and conduct educational research.

The PIU of TQI-2, at this moment has been in touch to arrange implementing supports several items of work. Initially, the PIU has started to provide training to teachers and required logistic supports for the stakeholders. In support of executed activities during the past period, a table has been constituted as stated below:

Items of work	Physical target as per DPP	Cumulative Achievements up to June, 12	target achievements for the fiscal year 2012-13		Cumulative Achievements during July-December, 12
			Target	Achievements during July-December, 12	
Manpower	53 posts				

supply and Services	lump sum	In July, 2012 the PIU was established and during the period July-December 2013, the PIU has conducted local training to teachers on the scheduled issues of the project documents. The logistics are also procured for regular uses of the PIU.
repair and maintenance	lump sum	
Grants in aides	lump sum	
Acquisition of assets	lump sum	
Acquisition of land	lump sum	
Civil works	51 units	

Comments: This project has been taken as a follow up of the previously implemented TQI-SEP-1. In view of instructions of the Education Policy 2010, all teachers are scheduled to train. MEW opines that through this teacher development project, hopes, aspiration and directions of the Government could be realized.

4.2 Establishment of Foreign Language Training Centres-11 (FLTC-11): Now a days, it has been understood to all concerned developing and developed countries of the world that skilled labor are required. Realizing the importance of migrating Bangladeshi labor, the Government has been generating skilled labors by providing training to un-skilled persons under the exclusive control of the Ministry of Youths and Sports. The other ministries like the Ministry of Education have also been creating skilled manpower by providing training. Besides, the Ministry of Education has been providing technical education by establishing Technical schools and colleges under public and private management. All these efforts are being taken to create skilled labor for utilizing them inside and outside the country. However, in view of mitigating the language problem, the Government has been keenly involved to provide training to educated and ill-education persons on foreign languages and keeping the view in mind, the said project titled “Establishment of Foreign Language Training Centers-11” was taken involving an estimated cost of Tk.1329.00 lakh. During the fiscal year 2012-13, the PIU has bought some legalistic supports for creating scopes to performing day-to-day works. In the next fiscal year, 2013-14, 11 language training centers are already established and initiatives already been taken to train on English, Arabic, Korean France and Japanese languages.

Project Preparatory Technical Assistance (PPTA): In the RADP of the fiscal year 2012-13, only one PPTA was included. This PPTA is framed with a view to develop design based on Multi-tranche Financing facility (MFF) for SESDP-11 over a period of 10 years since January 2014. In the proposed design of SESDP-11, the success realized through SESDP-1 will be carried on. The team will develop design following the modalities of MFF that can assist the proposed step-wise system of reforms as mentioned below:

Concluding Remarks: Over a careful observation on the process of implementations, inputs, outputs, impacts, consequences and allocations provided for the projects presented into this report, the following issues could be considered as concluding remarks.

To provide stipend and tuitions to poor students of different tiers in education, the on-going development projects have been following several type of modalities in screening poor learners. WB financing SEQAEP has been carrying out PMT method which is unanimously accepted by the SEQAEP institutions and also by the communities. This method is based on means of the parents in screening poor learners. The other projects have been not following any sort of living standard of parents. In this respect, the modality of screening poor learners should be uniform for all stipend oriented projects.

Before the ending the life of SEQAEP, the scheduled target of PMT based stipend and tuitions to poor boys and girls has already been achieved and at the same time scheduled allocation for this item of cost is finished. The cost for this item for the period July 2013 to onwards is planned to provide from the additional financing by the WB. Concerned to additional financing, the revised project documents of SEQAEP is lying with ECNEC for approval. The authority should take initiatives to get the RDPP approved at an early period.

Regarding construction oriented projects; the civil work component is being delayed to complete, because of shortages of allocation in the ADP. Delay to complete in civil works will make delay to complete the project. So, to avoid delay, required allocation should be provided.

Bangladesh has a vision to digitalizing the country at all spheres of life and state activities within 2021. In order to achieving the vision, the country should produce ample numbers of ICT graduates, so that as a follow up program, ICT courses need to be introduced at least in 21 eminent Government colleges at the greater district headquarters. In this regard, it could be mentioned that ICT Laboratories are already been planned to setting up under a development project titled "Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education". Eventually, these colleges could be offered ICT courses at the Bachelor degree levels through appointments of required set of teachers under revenue budget

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