

Government of the People's Republic of Bangladesh  
Directorate of Secondary and Higher Education

# Semi-annual Monitoring Report

(January- June 2014)

Prepared by:  
Monitoring and Evaluation Wing (MEW)  
August 2014

## Executive Summary

**Overview of the Report:** Through the project “Secondary Education Quality and Access and Enhancement Project” MEW was established in 2008 and in line the provision of the project, it has been assigned the tasks to conduct monitoring and evaluation on the scheduled interventions of SEQAEP and other development project of the DSHE. To execute the assigned tasks, MEW has developed monitoring tools and those are continuously updating based on implementing interventions and programs of all ADP included development projects of the DSHE. By utilizing tools and filled up formats by the implementing units, physical verifications by MEW officers, monthly and quarterly reports produced by Planning and Development Wing, yearly action plans produced by project authorities, schedules of DPP and reports of concerned stakeholders etc. half yearly monitoring reports have been producing. This report is the 11<sup>th</sup> report represents the period January- June 2014. Including SEQAEP, this report has covered 14 projects and all of those are ADP included of the fiscal year 2013-14.

**Structures of Report:** The 11<sup>th</sup> Monitoring report consists of 5 chapters those are; (i) Executive Summary of the Report; (ii) Progress of Achievements of SEQAEP; (iii) Stipends & Tuition subventions to poor students for Secondary to Degree (pass) Levels; (iv) Construction Based including ICT and Training oriented Development Projects and (v) General information of DSHE and performances of recurrent task set. In each of the chapters have been framed incorporating physical and financial achievements, comments, critical issues, lessons learned.

**Progress of Achievements:** The progress of achievements of 14 development projects of the DSHE those are approved by ECNEC. In assessing progress of achievements, inputs, outputs and impacts of each of the projects have been tried to spell out. In assessment process, mainly focusing aspects such as; DPP schedules, cumulative achievements up to June 2013, target of the fiscal/ academic year and progress achieved during the last 6 months January- June 2014, observation and recommendations of field visits made by MEW officers, work-plan & financing plan and monthly progress reports developed by planning & development wing of the DSHE etc. have been considered. Detailed project wise physical and financial achievements and consequences of implementation along with errors & impediments project-wise have been narrated below:

### Secondary Education Quality and Access Enhancement Project (SEQAEP)

**Introduction:** In view of achieving equitable access and quality education at all tiers of secondary education, the SEQAEP launched in 2008 and then in 2011 it was revised following Mid-term Review Report to incorporate some changes in modality and scheduled to complete in 2014. Before completion of first revision, the World Bank came forward with a proposal of additional financing amounting to US\$ 265.00 million; the Government of Bangladesh has accepted the proposal. and signed the credit agreement on 26 April 2014. It is indeed to note that before signing agreement the project document of SEQAEP was revised for the second time and was approved by ECNEC on 26 January 2014. The revised cost of the project stands Tk. 340040 lakh and scheduled to complete in December 2017. Abiding by the covenants of credit agreement, 13 sub-components have been kept

unchanged, but modalities and scope of the project have changed. A significant change in scopes of the project is that additional 90 Upazillas have been added and included into the project. As a whole total number of Upazillas stands 215. In selecting additional 90 Upazillas, the criteria followed those Upazillas were selected following the criteria previously followed in 1993

**Progress of Achievements on the Sub-component “Support for English and Mathematics”:** With a view to improving the quality of low performing students as well as institutions, the sub-component ‘Support for English and Mathematics’ was scheduled under SEQAEP. The program was started in accordance with the modality spelt out in the project documents. Then, additional classes with changing modality recommended by the Mid-Term Review have been started and continued up to June 2014 and supposed to be continued up to December 2014. During January-June 2014, previously selected 402 education institutions have already been conducted 106,920 additional classes in English and 121,500 classes in Mathematics. In conducting process, 393 sections for English and 699 sections for Mathematics were opened. It is needed to mention that during last 6 months 08 batches of training courses have been targeted and trained the RTs in both English and Mathematics. So far information received from SEQAEP, out of targeted 179,456 enrollments 72,130 in English and 82,500 students in Mathematics attending the additional classes.

Following the Additional Financing Agreement, modalities of conducting additional classes is being felt to improve. During the last 6 months January- June 2014, the SEQAEP having technical assistance from the WB, draft manual for operation is developed. Hopefully, the manual would be in acceptable shape, then following the operation manual, additional teachers will be deployed along with subject teachers of the concerned institutions. Further to be mentioned that, the role of SMC, PTA and Head Teachers should have active participation in additional class program and it will be ensured by SEQAEP, MEW and USEOs concerned. During the said period, MEW personnel physically visited 17 institutions and all those institutions are conducting additional classes. The officers have made some recommendations in the verification reports and those are to be taken into action by SEQAEP unit or by DSHE. Detailed of additional classes can be seen in the concerned descriptive item of chapter-2.

**Incentives Awards to Students, Teachers and Institutions:** To create competition among the students, teachers and institutions, the sub-component “**Incentives Awards to Students, Teachers and Institutions**” was scheduled in SEQAEP. The basis of qualities is determined through annual examinations at the institutions, JSC and SSC public examinations. Since inception, this program was launched and up to this stage, it has been continuing. No significant change has yet been made for this sub-component through additional financing.

During the period January –June 2014, 11,800 students of grades 07 and 11,779 students in grades 8 based on results of annual examination have been awarded incentives. Following the same modality 16,449 and 61,373 best students in JSC & SSC public examination have also been awarded incentives respectively. Furthermore 11,188 students in grade 10 have also been awarded incentives. During the said period, 1402 institutions have given incentives for their best performances.

**Developing the Reading Habits (DRH):** Out of the targeted 10,000 secondary level education institutions, the “DRH” program is already been introduced in 6,680 institutions. The BSK has been

shouldering the administrative responsibility. As per RDPP, 2343,705 copies of books are scheduled to provide and against which 52,478 copies are in process to purchase and 4,818 copies of books are waiting for distribution. In providing Book Prize Awards, the targeted books are also in process for procurement. On completion of procurement, the remaining scheduled institutions will be introduced DRH. During the last 6 months January-June 2014, SEQAEP has actively trying to execute the packages of procurement. However, the DRH was taken and scheduled in SEQAEP for habituating the students to read books and resultantly the citizens of the country will be gradually educated in all respect. MEW in this respect, expressing views that DRH is a productive investment to make the nation cautious and civilized.

**Assessment of Education Quality:** To determine the level of learners in secondary levels and compatibility of the national curriculum, this program titled “Assessment of Education Quality” was scheduled in SEQAEP. Initially, first round of assessment confined to 125 SEQAEP Upazillas was conducted in 2012 and then second round of assessment within SEQAEP Upazillas was also executed in 2013. The report is not yet been published. On finalization of the report, dissemination of LASI-13 will be arranged through workshops at Dhaka probably within December 2014. During January- June 2014, a comprehensive proposal for preparing Framework’ towards conduction of national level assessment was assigned to submit to MOE for approval. Accordingly it was sent to MOE for approval by the MOE. In conducting national level assessment, internationally renowned Australian based consulting firm ‘ACER’ is being vested to develop questionnaires, and in getting administrative supports, local consulting firm will be involved following tendering method. It is indeed to note that execution of “Assessment of Education Quality” is considered under DLI

**PMT based stipend and tuitions to poor Boys and girls:** With a view to ensue equitable access of poor learners at the secondary levels; this sub-component titled “**PMT based stipend and tuitions to poor Boys and girls**” was included into the project. Under this program, secondary levels of 125 Upazillas particularly to poor learners are considered to provide stipend and tuition subventions along with book allowances and examination fees for JSC & SSC examinees through PMT method. Simultaneously concerned compliances are also verified. LGRD is an administrative partner to manage and administer the total PMT process.

Under this sub-component, 5400,429 students for project period has been projected for providing stipend and tuitions and out of the projected figures, a total of 5026,356 poor students have already been awarded up to June 2013. During the last 6 months i. from January- June 2014, 1st installment of stipend and tuitions to 1134,616 eligible students has already been awarded where targeted students are 1134,616. Distribution of stipends and tuitions have been provided to eligible students in 125 SEQAEP Upazillas through Agrani Bank, which is of course a remarkable step that within the scheduled time-frame, 1<sup>st</sup> installment is awarded..

**General Stipends and Tuitions students in 90 Upazillas:** Before introducing the method of PMT based stipend and tuitions to poor learners of newly added institutions of 90 Upazillas, “General Stipend including tuition subventions” for the period January- June has to be provided and eventually this item of cost is scheduled to provide from SEQAEP. Following the scheduled provision, targeted students was 350, 000 and out of which, 292,697 eligible students have already been awarded. It is needed to mention that the projection of students in the said 90 Upazillas has been produced by the

PIU of GOB financing Secondary Education Stipends Project (SESP). The actual expenditure on this item through IBAS is not yet materialized by the office of the Chief Accounts Officer of MOE. Eventually, proposal of claiming the value of Zero DLI has not yet been forwarded to the World Bank.

**Improving School facilities:** In view of providing pure drinking water and sanitation facilities to all SEQAEP institutions in 125 Upazillas, this sub-component was scheduled in SEQAEP. Allocation of each of the institutions was targeted to spend 1.00 lakh and against which 10 percent of the estimated cost was scheduled to be provided by the concerned institution and the remaining 90 percent by the Government. Following this strategy towards spending cost, this program has been implementing. At this stage, most of the institutions are now enjoying pure drinking water, water supply and sanitation facilities separately for boys and girls. However, SEQAEP has given progress report of the last fiscal year, where during the period January- June 2014, 200 units of low cost wash block, 100 units of Deep tube-well, 200 units of water pump tank, 100 units of water treatments, 135 arsenic test kits and renovated the classrooms in 50 schools etc. have been executed successfully. Regarding this program, it can be opined that the progress of this sub-component so far realized is satisfied..

**Project Management:** Through this sub-component, SEQAEP Unit and MEW was established. The SEQAEP Unit is responsible to implement the interventions scheduled under this project except the program "Assessment Education Quality". SEQAEP Unit is also vested to manage administrative partners, stakeholders at the field level USEOs, SMCs and PTAs around the SEQAEP Upazillas. Besides, SEQAEP unit has to maintain cooperation with all concerned executing heads and decision makers of the Government and seeking technical supports from the World Bank. On the other hand, MEW is responsible to implement the program "Assessment Education Quality" and responsible to monitor and evaluate the interventions scheduled under SEQAEP. In addition, this wing has also vested the responsibility to monitor the other ADP included development projects of the DSHE.

Through second revision of SEQAEP concerned to additional financing, these two units are being working separately and independently following the main assigned tasks as mentioned above. In SEQAEP Unit, Other than regular Government officers, some consultants in the areas namely Quality Assurances, Support for English & Mathematics, Water Supply and Sanitation, Procurements, Financial Management and ICT have been working. In MEW also, one junior consultant for Monitoring and Evaluation has been working.

In executing funding modality within SEQAEP Unit and MEW, particularly for spending RPA allocations, planning and development wing raised a question that no separate provision of Monitoring and Evaluation Wing has been earmarked in the ADP, so that, there may be a problem with the Ministry of Finance for issuance of authorization in favour of Director, MEW. This problem needs to be solved at an early date.

**Institutional Capacity Building:** To improve capacities of all core officers of SEQAEP, MEW and other concerned stakeholders, overseas training programs are not being arranged for MEW and others concerned. It is to be noted that by this time, two training programs have already been arranged for SEQAEP personnel and no program is yet been arranged for the personnel of MEW.

Training schedules as per revised SEQAEP, the personnel of both MEW & SEQAEP should be organized for improving their capacities.

**School Management Accountability:** In accordance with the provision of the project documents, this sub-component was scheduled to make the schools transparent. 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 concerned PTA, SMC, and USEOs of all 6781 institutions have already been provided training. During the period January- June 2014, no substantial work has been executed. Hopefully, in the period coming ahead, activities on this sub-component would be initiated following the second revised documents of SEQAEP.

**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 was 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:** Initially the MEW was involved with monitoring activities over the interventions scheduled under SEQAEP in producing Semi-annual Monitoring Reports. At present, the MEW is being extended her coverage, involving with recurrent and development activities of the DSHE. Since inception, the MEW including this report has prepared and published eleven reports. Through these reports, MEW has become succeeded to disseminate the progress of all investment projects of the DSHE. By utilizing these reports, decision makers, planners, implementing agencies and stakeholders including target groups have been rectifying the errors of implementation, ensuring proper utilization resources, knowing impacts at the target levels and volume of outputs realized. However, during the last 6 months i.e. from January- June 2014, the MEW has so far realized the progress of achievements over the assigned tasks as mentioned below:

- (i) MEW has effectively prepared the proposal to transfer the existing set up of manpower into revenue budget and submitted to MOE for submitting the same to Ministry of Public Administration (MOPA). The MOE also forwarded the proposal to MOPA and then it was received and acknowledged. Eventually, Zero DLI is achieved and against which the value of the same has not yet been claimed, because of actual expenditure statement on General stipend program (IBAS) is not yet been available from the Office of the Chief Accounts Officer, MOE;
- (ii) To execute the assigned tasks marked as "Development of Framework of National level Assessment of Education Quality" a proposal has already been prepared and forwarded to MOE for approval. The proposal is in process towards approval by MOE. Hopefully, at an early date the proposal will be approved. Then preparation of framework to conduct "Assessment of Education Quality" could be started;

- (iii) LASI-13 was scheduled to disseminate in December 2013, but non issuance of payment authorization, MEW cannot spend the required expenditures for arrangement of workshop for dissemination of LASI-13;
- (iv) A Proposal for issuance of Reimbursable Project Aides (RPA) authorization has been prepared amounting to Tk.1365.00 lakh following the RDPP provision and is forwarded to planning and development of the DSHE for onward submission to MOE. The proposal is now in process with planning section for consideration;
- (v) Regarding creation and retention of 18 posts of MEW has already been issued separately from SEQAEP.
- (vi) Continuously maintained cooperation with BANBEIS for developing understandings towards signing MOU for execution of Annual Education Institutions Census;

- (vii) Sent withdrawal application to the WB in prescribed form for providing US\$ 2.00 million as advance for meeting up the implementation costs of activities assigned to MEW. The claimed amount in Tk. 160.00 million has already encashed in CONTASA opened with the Agrani Bank Ltd, Motijheel Commercial Area, Dhaka;

- (viii) On contract out method, the consulting firm Pathmark was awarded the contract for PMT validation. The work was completed during the period January- June 2014. Executions of the contract were coordinated by MEW and report for the same has already been received and will be disseminated to all concerned stakeholders;

- (ix) On contract out method, the consulting firm Pathmark was also awarded the contract for Compliance verifications over the interventions of SEQAEP. The work was completed during the period January- June 2014. Executions of the contract were coordinated by MEW and report for the same is received;

(xii) A proposal for claiming the value of Zero- DLI was sent to MOE for sending the same to the WB through ERD. Later on it was taken back from the MOE, because of non-submission of actual expenditures statement on General Stipends for the period January – June 2014 in the form of IBAS from the office of the Chief Accounts Officer, Ministry of Education.

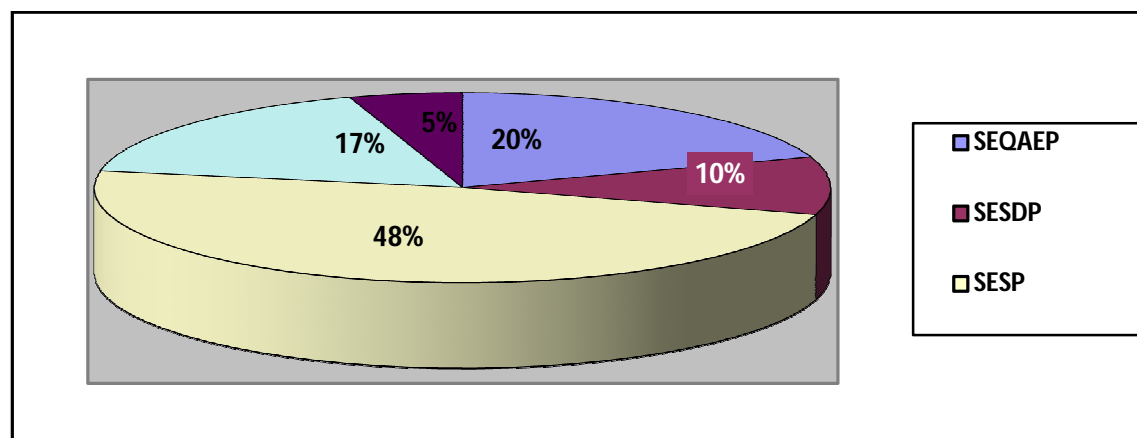
**Physical verifications:** During the past 6 months from January- June 2014, the officers of MEW have made two trips to oversee the interventions namely additional classes in 17 education institutions and – 10 institutions of “Developing Reading Habits” program. Details of recommendations of both the trips are presented in the main chapter-2.

**Progress of Achievements on Stipend Projects:** Through 5 investment projects, the Government of Bangladesh has been awarding stipends and tuition subventions to poor students at the

secondary, higher secondary and bachelor degree pass levels. Among these projects, 03 projects are taken for secondary tiers, 01 project for higher secondary tiers and the remaining 01 is for bachelor degree pass levels. During the period from January- June 2014, the physical progress of stipend concerned projects can be seen in the following table:

Title of Projects	DPP/ RDPP Provisions	Cumulative Achievements up to June 2013	Target and achievements for the year 2013-14		Cumulative Progress up to June 2014
			Target	Achievement during the months July-December 2013	
01	02	03	04	05	06
SEQAEP	5400,429	5026,356	1089,859	1134,616	6160,972
General stipends un SEQAEP	350,002	00	350,004	292,702	292,702
SESIP	2400,000	00	216,700	216,700	216,700
SESP	11057,423	6508,814	1498,554	1192,248	7701,060
Total of Secondary levels	19207,856	11535,173	3155,121	2836,271	14371,440
HSFSP	1938,000	1751,000	402,000	201,000	1951,000
Degree- (pass) levels	557,571	129,810	177,851	177,851*	129,810
Total	21703,425	13415,980	3734,968	3037,266	16452,244

- The stipends and tuitions is scheduled to distribute in August 2014



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



The above table shows that for the secondary levels, out of the targeted 31 lakh 55 thousand 1 hundred 21 poor students in the academic year 2014, 28 lakh 36 thousand 2 hundred 71 eligible poor students have been awarded stipends and tuition subventions in 1st installment in the entire country. At the higher secondary and degree pass levels, 4 lakh 02 thousand 1 lakh 77 thousand 8 hundred 51 poor girls are targeted to award stipend and tuition subventions and out of which 2 lakh 01 thousand and 1 lakh 77 thousand 8 hundred 51 poor eligible girl students have already been awarded stipend and tuition subventions respectively. In another point of view, poor learners from secondary to degree pass level are targeted to provide 37 lakh 34 thousand 9 hundred 68 poor students and out of targeted students 30 lakh 37 thousand 2 hundred 44 students has already been awarded stipend and tuition subventions in the academic year 2014. MEW is happy to note that a remarkable number of poor learners have been enjoying financial assistance in every year from the Government which is of course the best investment for the nation.

**Progress of Achievements on Construction Oriented, ICT and Teacher training based Projects:** Besides SEQAEP and stipend related other projects, some other important projects are being implementing under the executing control of the Director General, DSHE by establishing Project Implementation Units those are; accommodated in Sikkha Bhaban, Dhaka. Among all those projects, SESIP is a multi-dimensional program to improve educational opportunities in secondary levels, 310 Non-government education schools is taken for transforming into model schools, development of 70 government colleges at the district headquarters is taken for providing examination hall, hostels for boys and girls, administrative and academic buildings and learning materials including establishment ICT labs, establishment of 18 government schools 11 colleges at Dhaka and in metropolitan cities for minimizing excessive pressure of students and to provide educational opportunities in the non-school areas, development of 1500 non-government colleges around the country for providing academic facilities, ICT education for 23 thousand institutions and to provide training to teachers following curriculum and syllabi etc. All the above mentioned projects are being continuing execution following the schedules project documents. Detailed project-wise cumulative progress up to June 2013, target for the fiscal year 2013-14 and achievements during January- June 2014 have been narrated and that could be seen in chapter-4

## Semi-annual Monitoring Report (January- June 2014)

**Background:** One every 6 alternative months of the financial year, the Monitoring and Evaluation Wing (MEW) publishes Semi-annual Monitoring Reports. This report represents the period from January – June 2014 and is the 11<sup>th</sup> publication. The Annual Development Program (ADP) for the fiscal year 2013-14 has included '14 investment projects of the DSHE and all those are considered and aimed at for enhancing improvements of education at all levels.. These projects are under the supervision and controlled by the Director General, DSHE having assistance and cooperation from Project Implementation Units (PIU). In producing Semi-annual reports, its main theme is to communicate the impacts, progress of achievements focusing cumulative progress, existing status of implementation, inputs, outputs & outcomes of scheduled activities etc for the decision makers, planners and also for PIU towards corrective measures.

This report is structured into 5 chapters namely; (i) Executive Summary of the Report; (ii) Progress of Achievements of SEQAEP; (iii) Stipends & Tuition subventions to poor students for Secondary to Degree (pass) Levels; (iv) Construction Based including ICT and Training oriented Development Projects and (v) General information of DSHE and its performances over the recurrent tasks. In each of the chapters; critical Issues, Lessons learned etc are made. Moreover, in each intervention of SEQAEP, Stipend concerned projects and on other projects, a table of physical achievements are inserted those are received from all concerned implementation units by utilizing monitoring formats. Comments and recommendations are also made for each of the projects. The formats are developed following the approved project documents. The report emphasized the findings, observation and recommendations of field visits of the personnel of MEW during the period as noted above.

Since 2008, 11 Semi-annual monitoring reports including this one, has already been published and disseminated to stakeholders, implementing units, decision makers and planners. Beginning from its publication, utilization of these reports, and transparency in implementation is being improving gradually. In other words, through this report, its limitation and importance will enhance in view of mitigating the errors of implementation and in utilizing resources. Moreover, this document will focus mainly for corrective measures as well to mitigate the problems to sustain the implementation process of all development projects of the DSHE.

To carrying out the vested responsibility, MEW is being facing troubles to produce Semi-annual Monitoring Reports, particularly for establishing data flow system among the implementing agencies and stakeholders. Facing all the troubles, MEW has been initiated through this report, to cover recurrent activities and hopefully in future, more implementing tasks will be covered.

## **CHAPTER- 2**

### **Secondary Education Quality and Access Enhancement Project (SEQAEP)**

**Introduction:** The Government took SEQAEP in 2008 and scheduled to complete in December 2014. Then at the last, it was revised to incorporate additional financing amounting to US\$ 265.00 million by the World Bank and its revised schedule is planned to complete in December 2017. In the original project documents, it was framed incorporating PMT based stipend and tuitions to poor secondary level students for ensuring equitable access and some other programs are scheduled to improve the quality of secondary education at all tiers. The coverage of the project was confined to 125 Upazillas; those were comparatively poor and less developed. At present, coverage of Upazilla has increased from 125 to 215. On the original schedule of SEQAEP, its estimated cost was Tk. 118176.30 lakh including loan financing amount of Tk. 99139.02 lakh equivalent to Tk. 130.70 million. In

thesecondrevised SEQAEP, its estimated cost stands Tk. 340080.00 lakh. And in this revision, 90 additional Upazillas have been included. However, in the second revised SEQAEP, some changes particularly in implementation strategies for conducting additional classes in English, Mathematics and Science Subjects have been made and in other programs namely; PMT based stipend & tuitions to poor students, Improving of School Facilities (ISF) and Developing Reading Habit programs etc are keptunchanged.

**2. Main Objectives of SEQAEP:** Following the covenant of the Additional Financing Agreement signed with the WB on 26 April, 2014, the project documentswas revised for the second time and approved by the ECNEC on 26 January 2014, Though the scopes and strategies of implementations and time-frame were changed, but the main objectives mentioned below are remains unchanged:

- (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.

**3. Major Components and sub-components:** To ensure equitable access to poor learners at the secondary levels by providing PMT based stipend and tuitions, incentive awards to top scorers among the students, teachers & institutions, conduction additional classes for improving the standard of students in English, mathematics and science subjects, ensure pure water supply and sanitation facilities, developingreading habits, create social awareness and social mobilization etc have been incorporated into the revised SEQAEP. All the visions arescheduled through the following 13 sub-components;those are under 4 major components. The major programs as well as fragmented 13 sub-components are scheduled to implement in about 12 thousand secondary level education institutions located under 215 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. Institutional Capacity 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

**4. Assessments Over the Project Development Objectives:** Among 13 sub-components, most important programs such as; additional classes in English, mathematics and science subjects, incentives awards to the best students, teachers & institutions, PMT based stipends and tuition subventions to poor students, sanitation including supply of pure drinking water, developing reading habits and improvement of capacities in school management etc. have been undertaken in the revised project documents. The original schedules of time frame of SEQAEP were ended in June 2014. During the past 6 years, the development objectives could be determined through 6 key Performance Indicators and simultaneously the Updated Intermediate Outcome Indicators.

Through assessments of the incorporated data into the “Annual Education Institution Survey -2013” over the SEQAEP institutions conducted by BANBEIS, objective based both “6- key Performance Indicators” and “Updated Intermediate Outcome Indicators” have been determined in the following tables

**Table 3. Updated 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		71.75
	(b) Percent of G-6 entrants who have passed SSC exam.	28	30	32	34	36	38
	Achieved		30	39	39	46	51.50
2.	Number of students appearing ssc areas in (ooo)	187	190	195	200	210	220
	(a) Total students						
	Achieved		187	243	262	292	284
	(b) poor					68	70
3	SSC pass rate (%) in project areas	30		64	66	70	75
	(a) poor						
	Achieved					67	80.52
	(b) Non-poor (000')						72
4.	Monitor learning levels in secondary schools( beng, eng & math)					G-8	G- 6 & 8
	Achieved				preparation	1st round	Report under process
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	0.87	0.85

6.	Percentage of share of poor children in total enrollment in secondary schools (%) in project areas	30	-	-	34	-	39
	Achieved				38		47.18

**Table 4. Updated Intermediate Outcome Indicators:** Following the achievements of 6 key Performance Indicators, the Intermediate outcomes are also framed as shown below:

	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	60
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	350
3	Number of additional classes in mathematics and English (000)	No change	0	500	730	240	220
	Achieved		0	411	714	109	412
4.	Component-2: Number of student members of reading habit program in(000)	Updated with number of students	0	250	250	250	740
	Achieved	-	0	95	253	562	792
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	562
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	430
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	99
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	97.25
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	39
10	Implementation quality , access and capacity building components are regularly disseminated	New indicator Key monitoring reports 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)	Yes	Yes	Yes	Yes	Yes
	Achieved		no	no	Yes	Partial **	--

Source: Annual Education Institutions Census- 2013

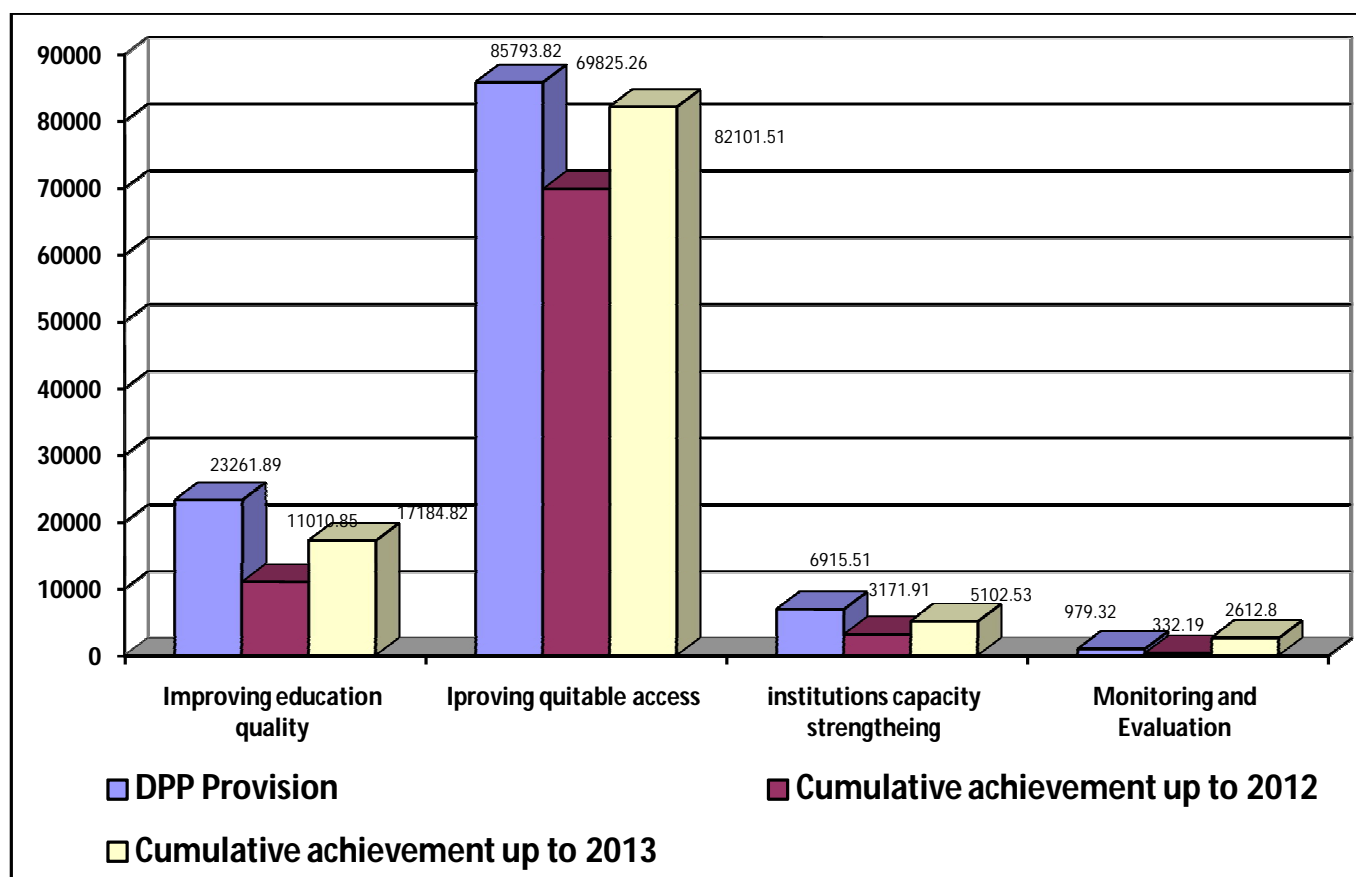
**5. Progress of Achievements of SEQAEP:** Publication of Semi-annual Monitoring Reports by MEW is a regular task which will be continued up to completion of SEQAEP and then, while MEW will be established as a regular wing of the DSHE, this process will be continued and will cover all development and recurrent activities of DSHE. Since inception, this is the eleventh report has been

presenting the achievements including implementation implications of all sub-components of SEQAEP particularly for the period January-June 2014. In this report, program-wise cumulative achievements, impacts, and errors in implementations, brief of field visits by the personnel of MEW and their recommendations for measuring the errors, impediments etc have been incorporated. In view of cumulative financial achievements, target and achievements for the fiscal year 2013-14 and also during January- June 2014 have been tabled below:

**Table5: Cumulative Achievements up to June 2014 including target and actual expenditure of the FY 2013-14**

(In lakh Taka)

Components and Sub-components	RDPP Provision	Cumulative Expenditure up to June, 2013	Financial Target for FY 2013-14	Actual Expenditure in FY 2013-14	Cumulative expenditure up to June 2014 (Col 3+5)
01	02	03	04	05	06
<b>1.Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels:</b>					
Support for English Language and Mathematics Learning and Teaching	37310.97	6318.25	4263.57	4263.57	10581.82
Incentive Awards to student, teachers and institutions	20896.03	7046.23	2313.03	2313.03	9359.26
Developing the Reading Habits	19003.49	2715.11	2829.15	2829.15	5544.26
Assessment of Education Quality	1100.00	0.00	200.00	0.00	0.00
<b>Sub-total of 1</b>	<b>78310.49</b>	<b>16079.59</b>	<b>9605.75</b>	<b>9405.75</b>	<b>25485.34</b>
<b>2. Improving Equitable Access:</b>					
PMT based Stipends to the Poor Boys & Girls.	188863.94	72818.88	31268.01	31268.01	104086.89
PMT based Tuition to the Poor Boys & Girls.	15115.00	0.00	1168.62	1168.62	1168.62
General Stipend and Tuition for girls 9 up to December 2009)	11671.77	5671.77	4166.86	4166.86	9838.63
Improving School facilities	7959.86	1633.99	1016.00	941.14	2575.13
<b>Sub -total of 2</b>	<b>223610.57</b>	<b>80124.64</b>	<b>37619.49</b>	<b>37544.63</b>	<b>117669.27</b>
<b>3.InstitutionalsCapacity strengthening:</b>					
Project Management	10161.32	1820.94	542.23	542.23	2363.17
Institutional Capacity Building	2064.09	245.02	147.89	147.89	392.91
School Management Accountability	10765.69	1819.61	0.00	0.00	1819.61
Education Awareness and Community Mobilization	4647.09	1126.34	123.53	123.53	1249.87
<b>Sub-total of component no-3</b>	<b>27638.19</b>	<b>5011.91</b>	<b>813.65</b>	<b>813.65</b>	<b>5825.56</b>
<b>4. Monitoring &amp; Evaluation:</b>					
Monitoring	5162.30	713.38	252.33	252.33	965.71
Evaluation	177.00	0.00	0.00	0.00	0.00
Bank Service Charges	4881.45	1973.39	786.76	786.76	2760.15
Cost Escalation / Unallocated	300.00	0.00	0.00	0.00	0.00
<b>Sub-total of 4</b>	<b>10520.75</b>	<b>2686.77</b>	<b>1039.09</b>	<b>1039.09</b>	<b>3725.86</b>
<b>Total of sub-totals</b>	<b>340080.00</b>	<b>103902.91</b>	<b>48803.12</b>	<b>48803.12</b>	<b>152706.03</b>



**Comments on financial achievements:** The financial schedules of the original project documents (SEQAEP) was framed to complete in June 2014, but on receiving the additional financing from the WB, the financial schedules as well as life of the project have been changed by extending the tenure up to December 2017 through revision of SEQAEP. If, it measures the financial achievements up to June 2013 particularly, over the revised target, 31 percent was achieved. In another dimension, it could be measured against the target of the fiscal year 2013-14; progress achieved about stands 100 percent.

#### Physical Targets and Achievements up to December 2014

Components & Sub-components	RDPP Provision	Progress Achieved up to June, 2013	Target for FY 2013-14	Progress Achieved during the months January- June 2014	Progress of 2013-14 in percent
1.Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels:					
Support for English Language, Mathematics and Science subjects Learning and Teaching:					
Number of RTs Trained	800	10 batches	8 batches	8 batches	100%
Number of STs Engaged	1400				
Conduction of Additional Classes by RTs & STs	600,000	521,410	450,000	228,420	51%
Incentive Awards to student, teachers and institutions	279,000	219,014	66,000	61,373	93%
Developing the Reading Habit	6781	6,680	In process to sign contract with BSK for the schools newly included additional 90 Upazillas		
Assessment of Education Quality: Second round assessment scheduled in 2013 (LASI-2013) is already completed. Dissemination of the same is scheduled to execute within December 2014					
2. Improving Equitable Access for the Poor and School Environment					
PMT Based Stipends and Tuition to the Poor under Cat-1					

PMT Based Stipends and Tuition to the Poor under Cat-2	5400,429	5026,356	1089,859	1134,616	100%
General stipend for additional 90 Upazillas	350,000	00	350,000	292,702	100%
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	Most of the institutions in 125 Upazillas are completed. At present projections are being considered for the fiscal year 2014-14				
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 SEQAEP..				
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 in chapter-2.				
Evaluation					

**Comments on physical achievements:** Since inception of SEQAEP, the scheduled activities up to June 2014 under different sub-components have already been achieved. In this respect, the MEW can opine that having continuous support from the WB, the PIU of SEQAEP was very cautious to achieve the target. To be noted that more than the scheduled target on PMT based stipend and tuition subventions to poor students, Developing Reading Habit, Improving School facilities, incentives to top scoring students, teachers and institutions based on school financial and public examinations etc have already achieved. As a result, equitable access along with qualities in SEQAEP Upazillas has been gradually improved. Another important sub-component namely conduction of additional Classes in English and Mathematics are being organized by the SMC/ MMC in 402 schools located in 55 SEQAEP Upazillas. This program is still in process of changing modalities. The MEW is vested to monitor the SEQAEP interventions and other development projects of DSHE. Another important program is to Assess the Quality in Education at the secondary level have been vested to MEW. So far, execution made up to June 2013, two round assessments are completed following the modalities of international standard. In future, this program is scheduled to be executed on national basis. Comprising the achievements of all sub-components are countable and desired to be valued.

**Component-wise Summary Statement of Achievements of SEQAEP:** Since launching of SEQAEP programs, the actual achievements against the scheduled sub-components need to verify with the provision of RDPP. With this end in view, the inputs provided and outputs realized in each of all sub-components, table of formats have been developed where, data & information are tabled and through which cumulative achievements up to June 2013, target for the fiscal year 2013-2014 and progress of achievements during January- June 2014 are determined. All data and information are collected from all concerned officers of SEQAEP, BANBEIS, Planning & Development section of the DSHE, and PMTA.. Besides, observation and recommendations of field verifications made by the officers of MEW are also incorporated into the report and those are consulted with the received information and RDPP provisions. Moreover, impacts and consequences of all sub-components have been pointed out in the report.

The component “**Improving Education Quality and Capacity to Monitoring Teaching-Learning Levels**” has been framed consisting of 4 sub-components named as; (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. These four sub-components are aimed at and targeted to improve the quality of education at the secondary levels. To measure the achievements in physical quantity against the scheduled provision of the RDPP, the following tables have been formulated where cumulative progress up to June 2013, target of the fiscal year 2013-14 and progress achieved during the months January- June 2014 are shown separately:



**Sub-component no.1.1 titled ‘Support for English & Mathematics and Science Subjects:** Under this sub-component, physical progress, so far achieved is shown into two phases. 1st phase represents the period inception to June 2012. The second phase represents the period from July 2012 to June 2014 when second revision of SEQAEP was occurred. During first revision, the physical progress so far achieved has been tabled in the following format. During second phase the implementation modality of this sub-component has been changed particularly, in deployment of Resource Teachers and in management by SMC and in this phase, the period calculates from July 2012 to December 2014. During this period, RTs were recruited through advertisement in the daily newspapers. But they had no opportunity to include their services into MPO of non-government schools. However, physical cumulative progress up to June 2013, target of the fiscal year 2013-14 and progress during the months January- June 2014 have been summarized in the following table those are collected from all concerned stakeholders:

**Table 8. Sub-component no.1.1**

Coverage		Institutions Selected		Number of RTs Selected		Number of RTs joined	
District	Upazillas	Eng.	Math	Eng.	Math	Eng.	Math
37	55	402	402	622	700	550	613

**Sub-component no.1.1:** The following table is framed incorporating target of the Academic year 2014, progress during January-June 2014, provision of the revised DPP and cumulative achievements etc have been tabled.

Particulars of Work	RDPP Provision	Cumulative Achievements	Target of 2013-14 and progress during January-June 2014		Progress Achieved during 2013-14 in %
			Target	Progress achieved during January- June 2014	
01	02	03	04	05	06
Orientation to USEOs	215	nil	02 batches	nil	0%
Training to HT & AHT		nil	08 batches	nil	0%
Training to SMC Members		-	-	-	-
Training to RTs in English		10 batches	08 batches	08 batches	100%
Training to STs in English		-	-	-	-
Training to RTs in Mathematics			08 batches	08 batches	100%
Progress/Outputs against Target of the Academic Year 2014					
Additional classes conducted on English	225,000	240,014	225,000	106,920	48%
Additional classes conducted on Mathematics	225,000	281,396	225,000	121,500	54%

**Sub-component no.1.1: Physical Achievements up to June 2013 and progress achieved during January- June 2014**

Grades	Number of	Number of Students Registered in Additional	Sections opened for Acs in	Progress achieved during	Remarks
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	students enrolled	Classes			SEQAEP institutions		January- June 2014		
		English	Mathematics	Science	English	Mathematics	English	Mathematics	
6									
7					131	233			
8					131	233			
9					131	233			
10									
Total					393	699			

:

The sub-component “Support for English, Mathematics and Science”: was taken with a view to improve the low performing students particularly, in English, Mathematics among the low performing institutions. In particular, those schools performing extremely poor in public examinations were considered for this ACs. The SEQAEP has determined the low performing institutions verifying JSC and JSC examination result sheets. Initially, 402 institutions for English and 402 institutions for Mathematics have been selected for additional classes. Ultimately, all scheduled 215 Upazillas will be covered for additional classes. For these selected institutions, 632 RTs for English and 696 RTs for Mathematics have been selected and among them 496 Resource Teachers for English and 552 Resource Teachers for Mathematics have joined to their posted institutions.

During the academic year 2014, 2 lakh 25 thousand classes have been targeted and against which 106, 920 classes in English have been conducted and simultaneously out of the targeted 2 lakh 25 thousand classes, 1 lakh 21 thousand 5 hundred classes have already been conducted. In managing the classes, the head teachers and STs have extended their efforts. It is needed to mention that the head teachers instructed earlier to register 40 students for each class and if more, two classes could be arranged. In some schools, more than one teacher has been conducting additional classes. Following the instructions, up to June 2014, 393 for English and 699 sections for mathematics have been opened in 402 SEQAEP schools situated in 125 Upazillas under 37 districts. So far information received from SEQAEP; out of the targeted 179,456 enrollments 72,130 in English and 82,500 students in Mathematics have been attending the additional classes. To oversee the conduction of additional classes, the officers of SEQAEP have visited 190 and by consultants 80 institutions during the period January - June 2014. Among the remaining 90 Upazillas, low performing schools will be selected soon to open ACs. Another Subject ‘Science’ is under process to open ACs.

#### **Recommendations of Physical Verifications on Additional Classes made by MEW Officers:**

During the period March- April 2014, 5 officers of MEW physically visited 17 education institutions located in 09 SEQAEP Upazillas those have introduced additional classes for overseeing the progress, impacts, outputs and outcomes of additional classes. They visited Upazillas are; Sharsha, Joldhaka Ulipur, Bashkhali, Daulatpur, Rajapur, Amlali, Char fashion, Shaghata in different Districts. On completion of visits, they submitted their individual reports and then all those are summarized where the following recommendations have been made:

- (i) The RTs for both the subjects of Amlai Mohammadia Dakhil Madrasha situated in Sharsha Upazilla of Jessore District should be issued warning letter to improve their performances or they should transfer elsewhere;
- (ii) No honorarium for additional classes for the month of December 2013 was paid to Golna Darus Salam Girl's Dakhil Madrasha of Joldhaka Upazilla under Nilphamari and Char fashion Balika High school of Char fashion Upazilla under Bhola District. Remunerations of these two institutions should be paid at an early period;
- (iii) In preparing the routine for additional classes in two phases considering winter and summer seasons as soon as possible;
- (iv) The additional classes in Sarol Amiria High Schools of Baskhali Upazilla under Chittagong District should be stopped soon, because of careless administration by school authority;
- (v) During physical verification, it is seen that Md. Abdul Jalil has not taken scheduled classes at 7am of grade 8 and at 8am of grade 9 and very often he doesn't take classes. It is realized that this particular teacher is not careful to take classes. So, the RT Md. Abdul Jalil should be removed through issuance of orders;
- (vi) To take additional classes, instructions need to circulate to the RTs to follow participatory method in teaching and at the same time more attention should be given to weak students; and
- (vii) District Education Officer and Upazilla Secondary Education Officers and other concerned should physically visit the institutions during conducting hour of additional classes.

**Particulars of Work Executed by Consultants for English and Mathematics and Science Subjects:** During the months January- June 2014, 03 Junior Consultants have rendered their efforts for the Project Director and simultaneously to concerned officers of the PIU for accelerating the program additional classes. In particular, they have performed the vested tasks as like as; sorting and verifying the applications for selecting RTs, preparing plan for providing training to RTs, preparing list of resource teachers, 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, preparing contracts documents of RTs, and maintaining 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 involved in SEQAEP unit and assisting the Project Director and other concerned associates of the PIU. During the period January – June 2014, he has been rendered to develop Operation Manuals for Additional Classes, Developing Reading Habits and Improving School Facilities and other than these tasks, he always provides inputs in executing several issues concerned to sub-components and exchanging views, issues for technical assistances with the World Bank.

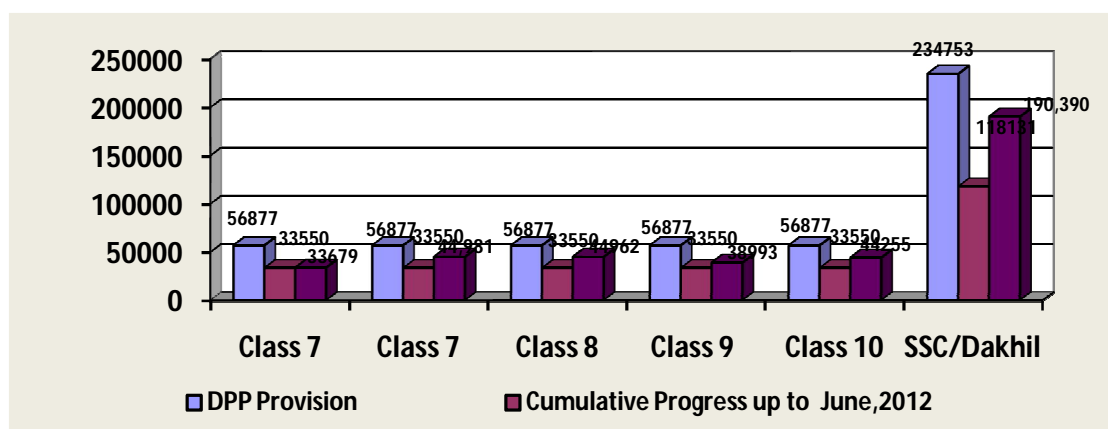
**Comments:** The Sub-component “Support for English and Mathematics is a program with changing modality in implementation. Up to this stage, 402 institutions located in 55 Upazillas have been introduced additional classes in English and Mathematical and classes for science is yet been

introduced. To improve the standard of low performing institutions particularly in English and Mathematics, SEQAEP has been continuously providing inputs and observing the selected 402 institutions very cautiously. But the SMCs, HMs and STs of the concerned institutions has not been accepting the system of additional classes with normal schooling. In revised SEQAEP, the ACs is proposed to conduct during school period through merging with regular school routines. In this regard, Operation Manual for ACs have already been developed and not yet been disseminated to all concerned stakeholders. MEW can opine in this respect that initiatives need to change the attitude of SMC, HTs and Parents Association through activating the Awareness Program.

**“Incentive awards to students and Institutions”:** This sub-component scheduled in SEQAEP for developing qualities of learners, teachers and institutions through competitions. The guidelines of incentive competitions are developed and disseminated to all stakeholders of 125 Upazillas level institutions earlier. For additional 90 Upazillas, same modality of incentives modality will be applied and in this regard operation manual is already developed by SEQAEP. During January – June 2014, SEQAEP has awarded incentives to students, teachers and institutions based on annual examination results at the school levels for grades 7, 8 and 10 and simultaneously based on the results of public examinations of PSC, JSC and SSC. Details of incentives are stated in the following table where RDPP provision, cumulative achievements, target of the academic year 2014 and also progress during the last months January – June 2014:

**Physical Progress on the "Incentive Awards to Students and Institutions" under sub-component no- 1.2:**

Particulars of Incentive Awards	Provision as per DPP	Cumulative Progress up to December 2013	Target for 2014	Progress achieved during the months July- December 2014	Progress achieved during Jan - June 2014 in %
01	02	03	04	05	06
Based on School exam. at Grade-7	57,905	41,707	8,000	11,800	More than target i.e 147.5%
Based on School exam. at Grade-8	57,905	40,685	8,000	11,770	147%
Junior Secondary Education (JSC)	66,905	43,834	17,000	16,449	96.76%
Based on school exam at grade-10	58,905	40,478	9,000	11,188	124%
SSC/Dakhil Examination	279,000	219,014	66,000	61,373	93%
Incentives to Institutions	5,787	4,640	1,446	1,402	97%



**Comments:** In accordance with the provision of the revised project documents, SEQAEP has initiated to execute the scheduled tasks to award the incentives to the best students and institutions for the year 2013. The above table shows that every item of incentives have properly, timely and smoothly awarded. MEW opines that, the achievements of the academic year 2013 against this sub-component are excellent. Through this program, the quality of student and institutions will gradually be improved.

**The Sub-component “Developing the Reading Habit” (DRH)** was scheduled to introduce in SEQAEP institutions particularly in 125 Upazillas. Up to June December 2013, all SEQAEP institutions were taken into DRH program and following the procedures, the institutional management have been carrying uninterrupted. As per provision of the RDPP, SEQAEP is now developing plans to introduce this program in additional 90 Upazillas. Operational Manual is already developed and following which, contract documents between SEQAEP and BSK (as an administrative partner), is in process to submit before the procurement committee of the Government. Soon after approval, contract will be signed and initiatives will be taken to introduce in the remaining 90 Upazillas. The progress consisting of target in RDPP, cumulative progress, target for the fiscal year 2013-14 and progress during January –June 2014 have been tabled as stated below:

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

Items of Work	Provision as per RDPP	Cumulative Progress up to December, 2013	Target for 2013-14	Progress achieved during January-june 2014	Progress achieved during Jan - June 2014 in %
01	02	03	04	05	06
Introduction of Reading Habit Program	10,000 project schools	6,680 schools	00.	00	On signed contract, DRH will be initiated
Training for library in-charge	10,000 project schools	6,669 institutions	00	00	-do-
Supply of Selected Books	2343,705	1166,474 COPIES	51,000 copies of books	32,478 copies	64%
Book Prize Awards	5421,320 copies	697,119 copies	663,370 copies	Tender evaluation in going on	Cannot quantify
Enrollment of Book Readers	5148,100 readers	1732,965 readers			Morethan 100 percent
Bangla Book Readers			670,000 readers	810,511 readers	
Administrative Associate Administrator	BSK				

**Comments:** Since inception, the intervention DRH towards improvement of learners is an excellent way to spend the leisure's and to continue with books at home. As a result, the students can know the country's politics, events, culture, eminent personality's, economy and the world. MEW opines that this is an acceptable program that should cover all educational institutions of the country particularly, at the secondary levels. BSK having instructions and inputs, this intervention has been implementing and carrying out the schedules of the RDPP.

**Assessment of Education Quality:** The provision in the RDPP i.e. "Assessment of Education Quality" has been executing with the help of internationally recognized Australian based Consulting Firm "ACER" and locally renowned consulting firm 'ADSL'. Up to June 2013 second round assessments were conducted. Beginning from January 2014, conduction of assessments at the secondary levels is scheduled to expand up to national level. During the period January- June 2014, the tasks scheduled to develop framework for National Level Survey and arrange dissemination of the second round already conducted on 125 Upazillas. The report is titled "LASI-13". Development of framework for National level assessments at the secondary level on 487 Upazillas is already done and submitted to Ministry of Education for approval. On receiving approval, necessary tasks such as preparation of questionnaires, selection of institutions through sampling, finalization of questionnaires having technical support from the consulting firm ACER and then consultation of the same through workshops or seminars, deployment of local consulting firm on contract out method, conduction of piloting for national level first round assessment etc are to be executed. All these tasks will be completed by MEW. During the period from January -June 2014. This sub-component "Assessment of Education Quality" is considered as DLI. First step of tasks i.e. to Develop Framework for National level Assessment and dissemination of LASI-13 are being achieved.

**Comments:** With a view to verify the standard of learners in SEQAEP Upazillas as well as levels of secondary education with the standard of Non-SEQAEP Upazillas, the sub-component "Assessment of Education Quality" was scheduled in the project documents. From other point of view that to verify the level of education in 125 Upazillas how far improved since 1994; as in these Upazillas, educational opportunities had have been provided under WB and GOB financing. MEW can opine that two rounds of assessments have already been done, but initiatives not yet been considered to follow the recommendations or findings coming out through assessments.

**8.2. Major component-2: Improving Equitable Access:** Under this major component, there are three fragmented programs, those are titled (i) PMT based stipends & tuition subventions to poor boys & girls, (ii) General Stipends and Tuition free Facilities and (iii) Improving School Facilities. These programs are equally important to ensure equitable access 1stly by providing stipend and tuition subventions through PMT based stipend and tuitions to poor boys and girls at the secondary levels, 2ndly. the General Stipend program to ensure access of poor students, those are out of schools due to poverty, and thirdly the third program ISF is aimed to ensure pure water including sanitation facilities in the schools for both boys and girls separately. The tasks are scheduled in the RDPP and following which target for implementation for the fiscal year is determined. In order to execute and achieve the target, work plan is prepared of all three fragmented programs of the said major component. However, progress of achievements of all three sub-components is detailed one after another as mentioned below:

**PMT- based Stipend and Tuitions to Poor Boys and Girls:** This sub-component is mainly aimed to provide stipends and tuitions to poor learners of secondary levels in sorting out the poor boys and girls through Proxy Means Test (PMT). The PMT is introduced in 2008 and still this method of screening is going on and against which, PMT booth has to open at the union or at the growth centers in each of

SEQAEP Upazillas. The prescribed data and information are processed in LGRD at Dhaka. On completion data processing, Award Confirmations are regularly issued by them and based on that allocation of stipend and tuitions to the screened poor boys and girls are given to bank accounts by Agrani Bank. Two categories of namely category-1 for boys and girls and Category-2 for girl students are being provided stipend and tuitions and only tuitions respectively. During the past 6 months from January- June 2014, stipend and tuitions are provided to eligible students. A table is developed below where RDPP provision, cumulative progress, target for the academic year 2014 and progress during January- June 2014 are tabled:

**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 December 2013	Target for Academic year 14	Progress achieved during January- June 2014	Cumulative Progress up to June 2014
01	02	03	04	05	06
<b>Stipends &amp; Tuition under Category- I:</b>					
Boys Student	4339,548	1740,693	839,859	431,119	2171,812
Girls Student		2398,770		570,850	2969,620
<b>Sub-total of Category -I</b>	<b>4339,548</b>	<b>4,139,463</b>	<b>839,859</b>	<b>1001,969</b>	<b>5141,432</b>
<b>Tuition Facilities under Category-II:</b>					
Girl Students	1060,881	886,893	250,000	132,647	1019,540
<b>Total (Category. I+II)</b>	<b>5400,429</b>	<b>5026,356</b>	<b>1089,859</b>	<b>1134,616</b>	<b>6160,972</b>

**Comments:** In the revised DPP, physical target for PMT based stipend and tuitions to poor was made 54 lakh 4 hundred 29 and out of which access units of 7 lakh 5 thousand 5 hundred 43 has already been provided in two categories. In this respect, MEW can opine that projection for PMT based stipend and tuition was made wrong. Considering the practicalities, the said projection need to revise and will help to estimate the budget allocations. Following this trend of stipend awarding in 125 Upazillas, projection for additional 90 Upazillas should be developed failing which allocation crisis may occur.

**General Stipend in additional 90 Upazilla Schools:** This sub-component is scheduled in the revised DPP. The reason is that in addition to previous 125 Upazillas, additional 90 Upazillas are included into SEQAEP. These additional Upazillas were under GOB financing secondary Education Stipend Project (SESP) program. Before introducing PMT based stipend and tuitions to poor, general stipends including tuition subventions will need to provide following the modality of GOB financing SESP. To be noted that before introduction PMT screening method preparations such as contractual arrangement with the LGRD and Agrani Bank and other concerned tasks need to arrange. Then PMT method could apply in additional 90 Upazilla institutions. So that General stipend program is again included into SEQAEP. During the period from January- June 2014, following the provision of the revised DPP, 1<sup>ST</sup> installment of General stipend has already been processed for distribution through Agrani Bank. The progress so far achieved is tabled as stated below:

**Table – Physical Achievement of General Stipend awarding Program:**

Items of Work	Provision as per DPP	Cumulative Progress up to December 2013	Target for FY 2013-14	Progress achieved during January- June 2014	Progress achieved during the months January- June 14 in percent

01	02	03	04	05	06
General stipend to Boys	87,500	-	87,500	73,174	100%
General stipend to Girls	262,500	-	262,500	219,523	100%
Total of boys and girls	350,002	-	350,004	292,702	100%

**Comments:** During January- June 2014, the scheduled General Stipends including tuition subventions to poor boys and girls have already been processed for distribution to all eligible poor students. To be mentioned that the modality has been followed by the GOB financing SESP

**Improving School Facilities (ISF):** This sub-component was included into SEQAEP as a follow up program of FSSAP-2. It was launched with a view to provide pure drinking water and sanitation facilities for both boys and girls separately. During the life- time of SEQAEP i.e. up to June 2013, all most all the education institutions have already provided pure drinking water and sanitation facilities. Now for the education institutions of additional 90 Upazillas included into SEQAEP, are scheduled to provide pure drinking water and sanitation facilities. From the beginning, Directorate of Public Health Engineering (DPHE) had been providing technical assistance and for additional schools in 90 Upazillas their support will be received. Moreover, Arsenic test in additional schools will be executed during the life- time of project. However, since inception progress achieved, target for fiscal year 2013-14 and progress realized during the months January- June 2014 have been shown in the following table:

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

Items of Work	led Provision as per DPP	Cumulative Progress up to December 2013	Target for FY 2013-14	Progress achieved during January- June 2014	Progress achieved during the months January- June 14 in percent
01	02	03	04	05	06
Low cost wash Block	700 units	nil	200 units	200 units	100%
Deep tube-well	1620 units	900 units	100 units	100 units	100%
Water Pump and tank	2600 units	1296 units	200 units	200 units	100%
Water treatment plants	500 units	nil	100 units	100 units	100%
Classroom improvisation and addition	550 schools	nil	50 schools	50 schools	100%
Arsenic test kits	935	510	135	135	100%
Twin latrine	1865 units	1826 units	Not applicable	Not applicable	-
Shallow tube-well	1020	980	--	-	-
Rain water harvesting	195	69	-	-	-
Water purifier	1760	1365	-	-	-



**Comments:** Out of the provision stated in the RDPP, most of the items of work have already been completed. The remaining work could easily be completed within the life-time of project. MEW opines that BANBEIS should ask to verify the necessities of water supply and sanitation facilities of 215 Upazilla schools. The introduced modality of implementation could be sustained for the remaining 90 Upazilla schools. As a whole, the achievements of this sub-component are quite satisfactory.

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**Capacity Strengthening:** Four sub-components; such as Project Management, Institutional Capacity Building, School Management Accountability, and School Awareness and Community Mobilization were structured under this program. These programs were mainly scheduled to develop the capacity of the SMCs, MMCs, PTAs, and stakeholders concerned to SEQAEP. During the past period, the activities ; (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 executed. In the revised project documents, the said activities were also scheduled to continue till completion of SEQAEP. In particular, the above mentioned sub-components are narrated below:

**Sub-component 3.1: Project Management:** For smooth implementation of the scheduled sub-components; the SEQAEP Unit' headed by Project Director and the Monitoring & Evaluation Wing (MEW) headed by Director were established in 2008. Both SEQAEP Unit and MEW have been placed under the disposal of the Director General, Directorate of Secondary and Higher Education. Through second time revision of SEQAEP, these two wings are scheduled to work separately and independently. In specific terms, the SEQAEP unit is vested to implement the interventions and the MEW is vested to implement only the sub-component Assessment of Education Quality (sub-component no-1.4) and other activities those are mostly related to monitoring and evaluation (sub-component 4.1 & 4.2).

In the revised project documents, the provision of 47 posts was scheduled for SEQAEP Unit and 18 for MEW. As per provision of the revised project documents, all posts for both the units are created through issuance of Government orders and accordingly posting of manpower has already been completed. In both the wings, consultants involved are being working having consent of the WB. It is needed to mention the in the revised project documents, the activities vested to MEW are earmarked against Disbursed Linked Indicators (DLI). Simultaneously, some activities such as; implementation of General stipends, incentives awards and PMT tuitions against etc are marked as DLIs. On achieving 12 fragmented DLIs, US\$50.00 million will be provided by the WB directly to the treasury of Bangladesh. In support of executing Annual Education Institutions Census, BANBEIS is supposed to work following a MOU to be signed between DSHE and BANBEIS.

**Data Processing Centre under sub-component:** As per provision of the original project documents, a Data Processing Centre (DPC) was established for SEQAEP Unit and MEW and in the revised version no DPC provision is made. But to maintain ICT based work, one consultant is deployed and he is assisted by data entry technicians. In this situation, BANBEIS has given the responsibility to provide supports to Project Director.

**Deployment of FMS, FMA and Procurement Specialists and M&E Consultants etc for SEQAEP & MEW:** Following the procurement plans, SEQAEP Unit has already recruited FMS and Procurement Specialist and other consultants namely Consultant for Quality Assurance and ICT Specialist. Regarding FMA, Procurement Specialist, M&E Consultants and for Specialist for Assessment of Education Quality

for MEW etc. are not yet been processed to deploy. On completion of contract period in June 2014, the M&E Consultant (Junior) has been continuing for further 4 months having consent from the World Bank.

**Comments:** On the sub-component Project Management, MEW's view is that though the wings are working separately and independently, but the budget allocation against Reimbursable Project Aides (RPA) in the Annual Development Program (ADP) has been allocated under single code, that is now a question to the Planning and Development wing of the DSHE. At this stage, how payment authorization would be issued by the Ministry Finance in favour of Director, MEW. Eventually, this issue needs to be solved very soon; otherwise DLI achievements will be delayed. Another issue is that, engagement of consultants for MEW should immediately be processed.

**Institutional Capacity Building:** This sub-component was scheduled to arrange orientation, training, workshops on the required issues such as; interventions like additional classes on English, Mathematics and science subjects, 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 to ensure equitable access and quality education at the secondary education levels in 215 SEQAEP Upazillas. Other than these tasks, improving the capacities of field level concerned officers and stakeholders are also identified to develop.

**School Management and Accountability (Sub-component-3.3):** In administrative point of view, private education institutions are controlled by the Government following some identical rules. In order to facilitate the non-government SEQAEP education institutions, the sub-component titled "School Management and Accountability" has been undertaken into SEQAEP. Some activities in view of measures for strengthening the capacity of non-government schools as like as; formation of Parent Teachers Association (PTA) consisting of all parents of all concerned SEQAEP schools and Madrasahs, 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, mathematics and science subjects, etc. have been considered under this sub-component. Before revision of SEQAEP, Achievements so far progressed; a table is framed as stated below:

Items of Work	Provision as per DPP	Cumulative Progress up to December 2013	Target for FY 2013-14	Progress achieved during January- June 2014	Cumulative progress up June 2014
01	02	03	04	05	06
SMC and PTAMembers(Joint training)	67,000	62,272	-	-	647,099
Number of PTA Constituted	107, 200 (Members)	Not supplied by SEQAEP			

**Comments:** In line with the Government rules concerned to non-government schools and madrasahs, no substantial initiatives are yet been taken for strengthening capacities of rural level stakeholders. Hopefully, following the schedules of revised project documents, the activities will be started as of previously undertaken.

**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. This provision is also kept in the revised documents. The parents and community members should have awareness about PMT based stipend and tuition subventions, additional classes, Incentive Awards, Assessment of Education Quality, Non-government School Management and other interventions of SEQAEP. MEW hopes that education awareness program will be resumed soon, following the modality executed previously.

**Financial Management:** 1- Financial Management specialist on contract basis with effect from July 2014 has been recruited. Their main trusts of this item are to prepare expenditure statement having feedback from CONTASA opened under C disbursement schedule concerned to RPA and local currency allocations. Following the provision of the project documents, the FMS is liable to integrate all types of expenditures incurred and then maintain produces to claim from the WB for reimbursement. In fact, the finance section is also liable to prepare annual development program for RPA and GOB measuring the volume of activities to be executed. The FMS is vested to mitigate pre and post audits and reconciliation of resources of the CONTASA. Besides the above activities, the FMS is to prepare RPA authorization letter before the MOF through PD & DG, DSHE. During the past months from January- June 2014, all necessary expenditures and reconciliation have been made and as a result on 30 June 2014 all resources are utilized.

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**Comments:** During the months January -June 2014, SEQAEP was involved to prepare Operation Manual, Opening of CONTASA, Preparation of RADP, financing plan for the ADP for 2014-15, reconciliation expenditures incurred etc. In a nut-shell, MEW opines that performances so far executed are to be mainly preparatory tasks to execute the scheduled activities of the additional financing. Hopefully, in this fiscal year, all scheduled activities will be implemented smoothly.

**Monitoring & Evaluation:** In view of additional financing as well as revised project documents of SEQAEP, the MEW is now initiated to implement the vested tasks with liberty and separately only under the disposal of Director General, DSHE. It is indeed to mention that, the following vested tasks as stated below and those are mostly monitoring and evaluation in nature and all those are marked as disbursed Linked Indicators. In achieving the DLIs, the government will get US\$ 50.00 million from the World Bank.

In particular, **sub-component no 1.4 is Assessment of Education Quality** that will mean national level assessment at the secondary and will cover 487 Upazillas of the country, Bangladesh. In conduction process, Australian based consulting firm will provide technical assistance particularly for development of questionnaires. Local level consulting firm will be deployed through contract out method;

In conducting **Annual Education Institutions Survey in 215 SEQAEP Upazillas**, BANBEIS will be vested the responsibility through signing MOU. Negotiation is in final stage, hopefully, within a short period, MOU will be signed

As per provision in the revised project documents, the present setup of Manpower in MEW (18 posts) will have to be institutionalized through transfer into revenue budget and following this provision in RDPP, a proposal in this respect has already been initiated through Ministry of Education to send the same to the Ministry of Public Administration (MOPA);

**PMT Validation tasks, Compliance Verification and Impact Evaluation** over the interventions of SEQAEP, have to be conducted during the coming period of the project. There was an understanding that these tasks were supposed to be conducted with help of BANBEIS as like as Annual Education Institutions Census. But, the ideas now seem to be changed that by engaging Mobile Monitoring officers, the above tasks could be monitored. To materialize this concept, discussions are going on. Hopefully, it will be in shape very soon.

**Annual Education Institution Census- 2013:** MEW has been carrying out the responsibility to conduct Annual Education Institution Census on SEQAEP institutions every academic year having active supports and cooperation by BANBEIS. In conducting the censuses, a MOU was signed during 2008 between Director General, DSHE and Director, BANBEIS. Following the terms and conditions of the MOU, the BANBEIS has already conducted and published 6 Census reports.

It is indeed to remind that the purpose of conducting Education institution Census is to update educational information over the institutions of SEQAEP Upazillas in every academic year, those are providing enhanced facilities under development projects funded by the World Bank and the Government of Bangladesh since 1994. However, the main objectives of conducting Annual Education Institution Census (AEIC) are as follows:

- (i) to provide updated educational information and key performance indicators for the implementing agencies;
- (ii) to evaluate the schedules of interventions incorporated into SEQAEP and based on which future planning could be constituted;
- (iii) to find out the achievements of intermediate outcomes and performances at the target levels;

The 6th AEIC has already been conducted by BANBEIS; the findings as stated in the census report are briefly pointed out below:

- (i) The education institutions in the SEQAEP areas in 125 Upazillas were found 6940 and out of which 37 institutions found closed. Among the surveyed institutions, only 0.81 percent government owned and the remaining 99.19 percent are privately owned. And furthermore, out of the surveyed institutions, 4617 institutions are schools and the remaining 2286 institutions are Madrashes.
- (ii) Out of SEQAEP institutions, 4418 schools 2210 Madrashes have formed PTA that stands 95.50 percent;
- (iii) Through this census, total number of students found 2.36 million and out of which 1.27 million are girl students in SEQAEP institutions and out the total students, only 0.46 million is madrasa students;

- (iv) In SEQAEP institutions, 76 thousand 3 hundred 83 teachers have been working and out of which 13 thousand 7 hundred 93 teachers are female;
- (v) Through the census, it is found that 46.52 percent education seekers at the secondary levels have been completing the grades from 6-10 and 53.48 percent students are not completing the said grades;
- (vi) Through this census, it is observed that most of the SEQAEP institutions have separate toilet for girls students and water supply facilities;
- (vii) It is reported in the Survey report that 4446 schools and 2214 madrasahs have been introduced Developing Reading Habit program by Bishaw Sahitah Kendra (BSK) and out of which, in 140 schools and 14 madrasa have DRH program having assistance by BRAC;
- (viii) The census reported that 331 schools and 68 madrasahs have been conducting additional Classes on English and Mathematics before and after schooling;

It is to be mentioned that during conduction of Census by BANBEIS, the personnel of MEW have made some field visits to oversee the survey at the institutions level. On the draft report, the Director along with his team members set with the BANBEIS several times and raised some suggestions to incorporate into the final report, the BANBEIS has valued the suggestions accordingly.

During the last 6 months with effect from January- June 2014, the MEW so far performed the tasks are summarized below:

- (i) In carrying out the vested tasks, MEW has effectively prepared the proposal for transferring the existing set up of manpower into revenue budget and submitted to MOE for onward transfer to Ministry of Public Administration (MOPA). The MOE also forwarded the same to MOPA and then it was received and acknowledged. Eventually, Zero DLI is achieved and against which the value of the same has not yet been claimed, because of actual expenditure statement on General stipend program (IBAS) is not yet been available from the Office of the Chief Accounts Officer, MOE;
- (ii) To execute the assigned tasks marked as "Development of Framework of National level Assessment of Education Quality" a proposal has already been prepared and forwarded to MOE for approval. The proposal is in process towards approval by MOE. Hopefully, at an early date the proposal will be approved. Then preparation of framework to conduct "Assessment of Education Quality" could be started;
- (iii) LASI-13 was scheduled to disseminate in December 2013, but non issuance of payment authorization MEW cannot spend the required expenditures for arrangement of workshop for dissemination of LASI-13;
- (iv) A proposal for issuance of Reimbursable Project Aide's (RPA) authorization has been prepared amounting to Tk. 1365.00 lakh following the RDPP provision has been forwarded to planning and development of the DSHE for onward submission to MOE. The proposal is now in process with planning section for consideration;

- (v) Regarding creation and retention of 18 posts has already been issued separately from SEQAEP.
  - (vi) Continuously maintained cooperation and assistance with BANBEIS for developing the understandings towards signing MOU for execution of Annual Education Institutions Census;
- 
- (vii) Sent withdrawal application to the WB in prescribed form for providing US\$ 2.00 million as advance for meeting up the implementation costs of activities assigned to MEW. The claimed amount in Tk. 1600.00 lakh has already been encashed in CONTASA opened with the Agrani Bank Ltd, Motijheel Commercial Area, Dhaka;
- 
- (viii) On contract out method, the consulting firm Pathmark was awarded the contract for PMT validation. The work was completed during the period January- June 2014. Executions of the contract were coordinated by MEW and report for the same has already been received and will be disseminated to all concerned stakeholders;
- 
- (ix) On contract out method, the consulting firm Pathmark was awarded the contract for Compliance verifications over the interventions of SEQAEP. The work was completed during the period January- June 2014. Executions of the contract were coordinated by MEW and report for the same is received;
- 
- (xii) A proposal for claiming the value of Zero- DLI was forwarded to MOE for sending the same to the WB through ERD. Later on it was taken back from the MOE, because of non-availability of actual expenditures statement on General Stipends for the period January – June 2014 in the form of IBAS from the office of The Chief Accounts Officer, Ministry of Education.
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**Physical verifications:** During the past 6 months from January- June 2014, the officers of MEW have made two trips to oversee the interventions namely additional classes in 17 education institutions and 09 institutions of “Developing Reading Habits” program. Details of recommendations of both the trips are presented in the main chapter-2.

**Physical verifications:** During the past 6 months from January- June 2014, the officers of MEW have made a good number of physical verifications particularly, to oversee the implementation at the institutions. At the time of visits, they have verified the overall progress of particular work, inputs provided, outputs achieved and process of implementation followed of the programs. They also oversaw the role of SMC, PTA, Head teachers and Management aspect of the institutions. In particular, the visiting officers have verified those interventions such as; additional classes, improving school facilities, incentives to students and institutions. Besides, MEW officers have made visits to see the programs of DSHE those are; (i) ICT programs at the rural based education institutions, (ii) teachers training program at the TTCs under SESIP. Furthermore, the officers of MEW, has to visit the institutions to verify the allegations at the institutions on several interventions.

**12. Critical Issues over the Executions of SEQAEP Interventions:** Incorporating progress of achievements, inputs provided, outputs achieved, impacts and role of stakeholders in implementation, the MEW has been preparing and publishing half yearly Monitoring Reports and disseminating all those to planners, decision makers and executing agencies for taking appropriate measures. This report represents the period from January- June 2014 that covers all interventions of SEQAEP. During the said period, all received information, data and observations and recommendation of individual verification reports, minutes of monthly review meetings, monthly progress reports etc. have been examined thoroughly. Observing the issues on implementation problems at the field level stakeholders and at the central levels, the following issues seems to be the critical issues those could be useful for the stakeholders, decision makers, planners and even for the beneficiaries:

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- (i) Though the second revised project documents of SEQAEP is approved by ECNEC, its total and year-wise schedules are not identical. During implementation, preparation of action plan and financing plan cannot easily be prepared based on un-identical schedules of the project. On the other hand implementation modalities are not clearly spelled out in the project. As a result, for all implementing tasks, Operation Manuals are needed to develop that may cause of delay in implementation. To resolve these problems, DPP may require to revise again;
  - (ii) Following the implementation modalities applied in 125 Upazillas, same sort of modality will need to be applied in additional 90 Upazillas. In doing so, several arrangements particularly for PMT based stipend and tuitions to poor learners, Developing Reading Habits, Improving School Facilities, Additional Classes in English, Mathematics & Science subject; Operation Manuals have yet been finalized. In this respect, early finalization manuals are need to be taken for initiating implementations of SEQAEP;
  - (iii) In conducting additional classes, it has been observed that SMCs and Head Teachers of some institutions are not behaving with the RTs as an integral part of the institution though this program is taken for improving the performances of low performing students in English and Mathematics;
  - (iv) Through SEQAEP and MEW were established to implement the assigned schedules of activities separately and independently. But for issuance of payment authorization to spend RPA allocations, the Planning and Development wing raised a question that how under a single Economic Code, authorization will be issued to Director, MEW. In this respect, SEQAEP and MEW'S name should be printed in RADP for the fiscal year 2014-15 could be as mentioned below::
    - (a) Secondary Education Quality and Access Enhancement Project ;
    - (b) Monitoring and Evaluation Wing of DSHE through SEQAEP
  - (v) MEW has achieved Zero-DLI through issuance of acknowledgement for institutionalization' of MEW's proposal by MOPA to transfer the existing manpower into revenue budget. In return, the value of the DLI US\$7.00 million has not yet been possible to produce proposal to the WB. Because, actual expenditure statement against general stipend under GOB financing 90 Upazillas through IBAS has not been confirmed. Within the scheduled time-frame, it is a binding to forward proposal for the same soon after achievement of Zero- DLI. Therefore, this is now a critical issue to place the proposal for reimbursement for said value of DLI;

- (vi) Since approval of the second revised DPP of SEQAEP, the fragmented 12 DLIs under three areas are scheduled to achieve those are vested to MEW, but at this stage more than 7 months has already been passed, no value for any single DLI is yet been claimed which needs immediate initiatives;
- (vii) Conduction of additional classes through deployment of RTs is scheduled to complete in December 2014. The revised modality as per revised DPP, ACs has not yet been initiated, due to finalization of Operational Manual; and
- (viii) To introduce “Mobile Monitoring System” for conducting the scheduled Monitoring and Evaluation tasks on SEQAEP, immediate arrangement to create provision in the project documents need to be incorporated having consent from the World Bank.

**13. Lesson Learned over the Assessments of SEQAEP.** By implementing the interventions implementing of SEQAEP, particularly PMT based stipend and tuitions to poor students, Incentives to brilliant students, teachers and institutions, Support for English & Mathematics etc could be considered as lessons learned towards ensuring equitable distribution of educational opportunities:

- (i) PMT based stipend and tuitions to poor boys and girls covers 40-45 percent of the total enrollments in SEQAEP Upazillas, and in ADB and GOB financing projects, only 10 percent boys and 30 percent girls of the total enrollments in Non-SEQAEP Upazillas are being provided stipend and tuition subventions. Realizing the poor learners at a maximum rates and ensuring equitable access, 90 additional Upazillas have been included into SEQAEP;
- (ii) The Developing Reading Habits and “Support for English & Mathematics” programs are well-accepted by the education institutions in SEQAEP Upazillas. Realizing the success of these two programs, low performing institutions are gaining improvements gradually. So, these two programs should be sustained through institutionalization with regular schooling;
- (iii) The ISF program is considered to be a successful intervention for providing pure-drinking water along with separate toilet facilities for boys and girls in 125 SEQAEP Upazillas, this program should be continued in the additional 90 Upazillas following the same modality; and
- (iv) RT based additional classes gives us lesson that, other than school teachers, the outsiders like RTs cannot be familiar or acceptable to the concerned institutions, In future, the modality of deployment of teachers should be changed and that could be acceptable to regular teachers of all additional class providing institutions

#### **14. Concluding Remarks:**

The SEQAEP was taken by the Government with a view to improve quality of students and to ensure equitable access of learners at the secondary levels. Since 2008, SEQAEP has passed about 6 years and within past period, remarkable achievements specifically, neglected poor of students entered into schooling. So that, MEW is happy to note the success so far achieved under SEQAEP Upazillas; and

Through SEQAEP two implementation units have already been established with separate funding modality, particularly in spending RPA allocations. In line with funding modality, allocations need to provide separately in the RADP of the FY2014-15 and also in future ADPs, till completion of SEQAEP.



## Chapter -2

### Stipends& Tuition subventions to Poor Students for Secondary to Degree (Pass) Levels

**Introduction:** Initially in 1994, Stipends & Tuition subvention to poor female students at the secondary levels was introduced all over the country. It was started with 4 development projects and out of these, FSSAP was the 1st initiating program to award stipend and tuition subventions in Bangladesh following some compliances. The stipend program was aimed at, to take the girls into schools those who were out of schooling, At that time, most of the primary passed girls were not coming to schools, because of their parent's poverty and also for other social and religious causes. At present, the participations has been increased at the most desired level.

the Government realizing success and achievements in female education. Later on the Government has gradually enhanced the stipend and tuition programs to female students for grades 11 and 12 and at the last Bachelor degree pass levels. The compliances are being followed as was introduced in 1994. The Government also emphasized the importance of boy's participation in secondary tiers those who are poor education seekers. In view of taking boys into schools, the Government aimed to educate both boys and girls to provide equal importance. At the same time, the Government has emphasized importance to female education at the tertiary levels. As a whole, stipend awarding program is mostly significant and priority to educate the nation and that could be the best investment among all development programs in the country.

To sustain the stipend and tuition subventions program, the government has opened a "Trust Fund" to meet the cost of stipend and tuition subventions for all tiers of poor students. In 2012, the cost of stipend, tuition, book allowances and examination fees for the poor girls of degree pass levels all over the country have already been met from trust fund and still it is continuing. In future, this trend will gradually cover all tiers of education for both boys and girls.

Another important step has already been considered by WB through SEQAEP that from inception to June 2013, number of Upazillas were 125, and at this stage, they have taken additional 90 Upazillas from GOB funded Secondary Education Stipend Project (SESP) and in this respect, SEQAEP was revised and got it approved by ECNEC on 26 January 2014. Including SEQAEP, 05 development projects have been involved to award stipend and tuition subventions to poor learners of Secondary to degree pass levels around the country. However, Stipend and tuition subvention awarding programs are at this moment 5 projects and implementing by the Government those are controlled and managed by the Directorate of Secondary and Higher Education, Dhaka, Bangladesh having sponsorship of the Ministry of Education. The projects are tabled below incorporating some basic information:

**Table- 10: Coverage and Funding Sources of Stipend and Tuitions Related Projects**

Sl. no	Title of Stipend Awarding Projects	figure in lakh		Coverage of Upazillas	Source of financing
		Estimated cost for stipends /cost of the existing projects	Average target of recipients of stipends per year in lakh		
01	Secondary Education Quality and Access Enhancement project (SEQAEP)	340080.00	26.00 lakh units	215	GOB and WB
02	Secondary Education Stipend Project (SESP)	91425.00	15.00 lakh units	219	GOB
03	Secondary Education Sector Investment project (SESIP)	2400,000	4.50 lakh units	53	GOB & ADB
	<b>Total of Secondary</b>	<b>2,831,505</b>	<b>43.50 lakh</b>	-	
04	Higher Secondary Female Stipend Project (HSFSP-4)	58875.00	8.00 lakh units	487	GOB

05	Female Stipend Project For Degree ( Pass) & Equivalent Levels	34296.00	6.00 lakh units	487	Trust Fund of Govt.
	Total	2924,676	58.00 lakh units	487	-

Sources; BANBEIS and Planning and development wing, DSHE

**Comments:** In the above table, it shows that in every year, about 58 lakh units of stipends from secondary to tertiary levels have been enjoying stipend and tuition subventions and in fragmented manner at the secondary levels 43.00 units of stipend, higher secondary levels 8.00 lakh units of female stipends and at the Bachelor Degree Pass levels 6.00 lakh units of female stipends. In another point of view, out of total enrollments for the above mentioned levels about 29.00 poor students have been awarded stipend and tuition opportunities that stands 30 percent in each of the academic years. Regarding screening of poor learners at all levels, different methods have been following by the concerned implementation units having single administrative control of the Director, General, DSHE. Aim, target and objectives are identical for all of the projects. Eventually, the method should be uniform and identical. In order to establish uniform method, MEW's is to form a committee for finding out low cost based uniform method.

**Progress of achievements on Stipend Providing Projects:** At present stipend and tuition subventions are being carried through 05 development projects. These projects are controlled and managed by DSHE having overall guidance by the director General, DSHE and sponsored by MOE. This nation-wide program has already been acknowledged to ensure equitable access in educational tiers. In future, its achievements will provide quality education at all levels. In view of progress of achievements of all five projects, aims, objectives, progress so far achieved during the FY 2013-14 and implementation problems & errors in implementation and impacts etc. have been narrated project-wise as mentioned below. The progress of achievements is placed in the following table.

**Secondary education Quality and Access Enhancement Project (SEQAEP):** SEAEP was structured with 13 sub-components and among all those PMT based stipend and tuitions to poor students was incorporated into the scheme. Another General stipend to poor learners was also incorporated only for this fiscal year. These two components have also been presented in chapter-1 and necessary to present in this chapter, because of the reason that only to get ideas together with other stipend and tuition subvention related projects. So that, two of tables are presented below, where cumulative progress up to June 2013, target for the fiscal year 2013-14 and again cumulative progress up to June 2014 etc..

**PMT Based Stipends & Tuitions to the Poor students under SEQAEP**

Items of Work	Scheduled Provision as per RDPP	Cumulative Progress up to December 2013	Target for Academic year 14	Progress achieved during January-June 2014	Cumulative Progress up to June 2014
01	02	03	04	05	06
<b>Stipends &amp; Tuition under Category-I:</b>					
Boys Student	4339,548	1740,693	839,859	431,119	2171,812
Girls Student		2398,770		570,850	2969,620
<b>Sub-total of Category -I</b>	<b>4339,548</b>	<b>4,139,463</b>	<b>839,859</b>	<b>1001,969</b>	<b>5141,432</b>
<b>Tuition Facilities under Category-II:</b>					
Girl Students	1060,881	886,893	250,000	132,647	1019,540
<b>Total (Category. I+II)</b>	<b>5400,429</b>	<b>5026,356</b>	<b>1089,859</b>	<b>1134,616</b>	<b>6160,972</b>

**General Stipend to poor students in 90 Upazillas;**

Items of Work	Provision as per DPP	Cumulative Progress up to June 2013	Target for FY 2013-14	Progress achieved during January- June 2014	Progress achieved during the months January- June14 in percent
01	02	03	04	05	06
General stipend to Boys	87,500	-	87,500	73,174	100%
General stipend to Girls	262,500	-	262,500	219,523	100%
Total of boys and girls	350,002	-	350,004	292,702	100%

**Secondary Education Sector Investment Project (SESIP):** SESIP is constituted based on approaches of programs for improvement of education. Details of this program will be described in chapter-4. In this chapter only the component “ Stipend and tuition subvention to poor students in 54Upazillas is presented This component was aimed at to provide stipends to poor learners and tuition fees, where 30 percent girls and 10 percent boys at the secondary levels could be eligible for stipend and accordingly the schedules have been framed in the project documents. ADB has been financing from 1994 in providing stipend and tuition subventions to poor students and still it is continuing through SESIP.

During the fiscal year 2013-14, stipend and tuitions beneficiaries have been selected following the compliances spelled out in the project. The rates of stipend and tuitions, book allowances and examination fees are scheduled and all these opportunities are being provided. During the last FY 2013-14, the schedules of stipend and tuition including other allowances have also been provided. As a whole, statistical table is summarized based on information received from the PIU of SESIP and in the same table, targets are also incorporated as mentioned below:

Items of Work	Provision as per DPP	Cumulative Progress up to December 2013	Target for FY 2013-14	Progress achieved during January- June 2014	Cumulative achievement up to June 2014
01	02	03	04	05	06
Stipend and tuitions	24,00,000	-	216,700	216,700	216,700

**Comments:**As per schedule of this item of work is distributed among the eligible learners at the secondary tiers in SESIP schools located in 54 Upazillas. The SESIP has so far distributed 1<sup>st</sup> installment of stipend and tuitions to poor students for the academic year 2014. MEW opines in this respect that, the beginning of stipend program is satisfactory. Regarding study to introduce uniform poor screening method is need to be conducted soon which is necessary for all concerned projects.

**Secondary Education Stipend Project (SESP):**The project titled “**Secondary Education Stipend Project**” (SESP) is constituted incorporating schedules of stipend and tuition subventions to poor students for 219 Upazillas around the country. It is targeted to provide stipends to 14,15,450 boys student

and 9641,965 girl students and besides stipend and tuitions, 1650,778 and 1012,823 units of examination fees for JSC and SSC/Dakhil examinees are targeted respectively during the life-time of the project. In addition, another sub-component titled “Management of Education Institutions and Accountability” concerned to stipend distribution and its transparency towards screening poor boys and girls following the compliances, is scheduled in the project documents of SESP. In specific terms, the SESP is taken to realize the following objectives as mentioned below:

- (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) Reduce population growth through motivation to refrain from early marriage till completion of SSC / Dakhil examination;
- (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) Encourage disables and blinds to enroll into the educational institutions by providing stipends and tuition facilities; and
- (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 is being provided to eligible students.

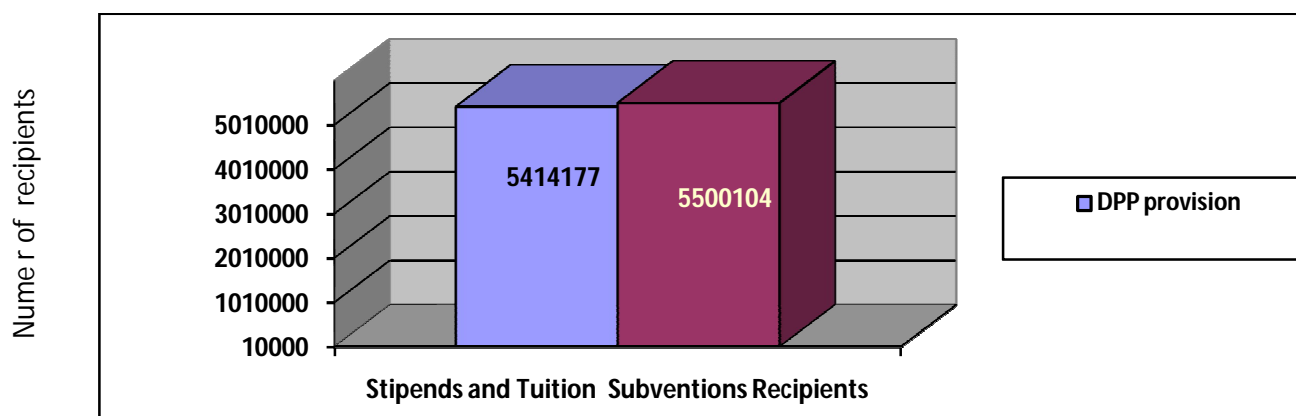
(In lakh taka)

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

It is needed to note that this is fully GOB resource spending project. However, in the academic year 2014, 1<sup>st</sup> installment of stipend and tuition subventions has already been provided to poor eligible boys and girls of 219 Upazillas. A table in this regard is constituted to oversee the achievements at a glance as stated below:

Items of Work	Provision as per DPP	Cumulative Progress up to December 2013	Target for FY 2013-14	Progress achieved during January-June 4	Cumulative achievement up to June 2014
01	02	03	04	05	06

Stipends to Boys student	1415,456	1397,442	330,007	255,975	1653,417
Stipends to Girls student	9641,965	5111,369	1168,543	936,268	6047,637
<b>Total of stipend units</b>	<b>11057,423</b>	<b>6508,814</b>	<b>1498,554</b>	<b>1192,248</b>	<b>7701,060</b>
Examination ditributed to JSC Examinees	1650,778	-	329,281	-	-
Examination ditributed to SSC/ Dakhil Examinees	1012,823	-	205,595	-	-
<b>Total of exam. allowances</b>	<b>2663,601</b>	<b>-</b>	<b>534,876</b>	<b>-</b>	<b>-</b>



The chart shows DPP provision of awardees and achievements in both boys and girls

**Comments:** The total cost of SESP is scheduled to be provided by the Government from its own resources. The progress so far achieved up to June 2014 is quite satisfactory. MEW opines that the SESP should have some more components in developing quality for the tiers of secondary education. In view of poverty, consideration of parents' MEW again opines that students' coverage should be increased from 30 to at least 45 percent and hence equitable access will be ensured.

**Higher Secondary Female Stipend Project (HSFSP-4):** At this stage of awarding stipend and tuition subventions to poor female learners at the higher secondary levels, this project titled "Higher Secondary Female Stipend Project" was taken in view of attaining 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 schedules for rates of providing stipend and tuition subventions along with allowances for examination fees at grades 12 and book allowances at grades 11 are tabled as noted below:

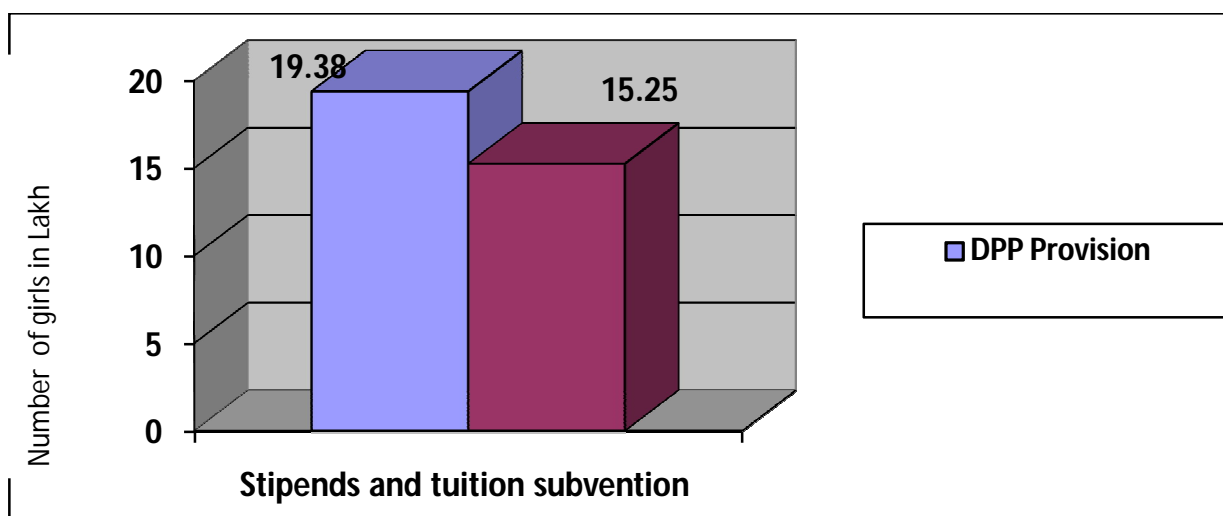
**Rate of Stipends & allowances for exam. And books**

Grades	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 inserting physical target of stipend and tuition subventions in the project documents, cumulative progress up June 2013, target of the fiscal year 2013-14 and progress achieved during the months January- June 2014 etc is constituted below.

					Figure in lakh
Items of Work	Provision as per DPP	Cumulative Progress up to December 2013	Target for FY 2013-14	Progress achieved during January- June 4	Cumulative achievement up to June 2014
	02	03	04	05	06

Stipends for female students in higher secondary levels	19.38	17.51	4.02	2.00	19.51
Tuition subventions to female students	19.38	17.51	4.02	2.00	19.51
Book allowances to female students at grades 11	8.36	7.72	2.01	1.93	9.65
Examination fees to female students at grades 12	11.02	9.80	2.01	-	9.80



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

**Comments:** Through this project, the entire country has been covered to provide stipends, tuition subventions including book allowances & examination fees etc. to female students of grades 11 & 12. The PIU of this project is always devoted with the implement schedules and planned activities following the time-frame of academic programs and hence it can be opined that its performances are satisfactory and excellent. Considering the views of ensuring equitable access, the boys' student should be provided stipends and tuition subventions at a reasonable coverage of boys' learner. In this regard, it could be mentioned that the poor boys students at the bachelor degree pass levels have already been scheduled to provide stipends and tuition subventions.

**Female Stipend Project for Degree (Pass) and Equivalent Level:** The "Female Stipend Project for Degree (Pass) and Equivalent Levels" was launched in 2012 to provide financial assistance to poor female learners in the form of stipend, tuition subventions, book allowances and examination fees. The learners are being screened in maintaining the scheduled compliances and as per guidelines spelt out in the project documents. In specific terms, 40 percent of the total female students have been awarded stipend and tuition subventions including allowances. The cost against stipends, tuitions, book allowances and examination fees are being borne from the trust fund and the cost for operation of PIU is being borne from ADP allocations. Following the directions of the project documents, it is constituted and aimed to achieve 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.

During the FY 2013-14, the progress so far realized has been added with the cumulative achievements up to June 2014 and target for FY 2013-14 etc. have been incorporated into the following table:

Items of work	Target As per DPP	Cumulative Achievement up to June, 13	Target and Achievements of the fiscal year 2013-14		Cumulative achievements up to June 2014
			Target for 2013-14	Progress in during the months January- June 2013-14	
Stipends to females students	557,571	129,810	177,851	00	129,810
Tuitions to female students	556,571	129,810	177,851	00	129,810

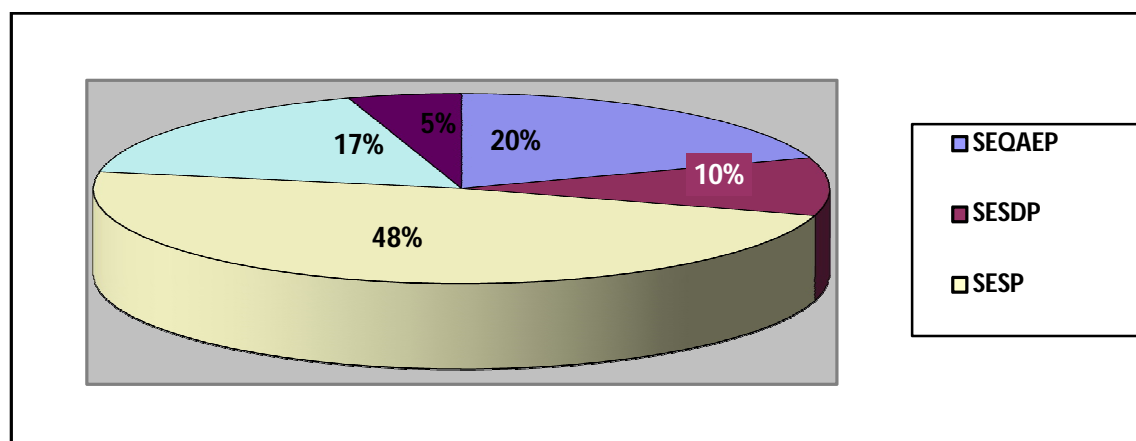
**Comments:** During the academic year 2013-14, no stipend and tuitions have been awarded. Hopefully, the PIU will distribute stipends and tuitions in August, 2014 following their schedules.

**Achievements of 5 projects:** To see the achievements of all stipends awarding projects, a table in this respect has been framed incorporating DPP provisions, cumulative achievements up to June, target scheduled for the fiscal year 2013-14 and again cumulative achievement up June 2014. Simultaneously, it can be seen the coverage of female and male students providing for the secondary to Bachelor Degree (Pass) levels

Title of Projects	DPP/ RDPP Provisions	Cumulative Achievements up to June 2013	Target and achievements for the year 2013-14		Cumulative Progress up to June 2014
			Target	Achievement during the months July-December 2013	
01	02	03	04	05	06
SEQAEP	5400,429	5026,356	1089,859	1134,616	6160,972
General stipends under SEQAEP	350,002	00	350,004	292,702	292,702
SESIP	2400,000	00	216,700	216,700	216,700
SESP	11057,423	6508,814	1498,554	1192,248	7701,060

HSFSP	1938,000	1751,000	402,000	201,000	1951,000
Degree- (pass) levels	557,571	129,810	177,851	177,851*	129,810
<b>Total</b>	<b>21703,425</b>	<b>13415,980</b>	<b>3734,968</b>	<b>3037,266</b>	<b>16452,244</b>

- The stipends and tuitions is scheduled to distribute in August 2014



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

**Comments:** By implementing ADP included 05 development projects, DSHE has planned for the fiscal year 2013-14 to provide stipends and tuition subventions to 37 lakh 34 thousand 9 hundred 58 units to education seekers at secondary, higher secondary and bachelor degree pass levels and against which, during the months January- June 2014, 30 lakh 37 thousand 2 hundred 66 students has already been awarded to eligible learners. In screening the poor learners at all levels, the method should be uniform, where different methods in different projects including PMT based screening method are being applied. MEW in this regard opines that to sort out the real poor learners of the poor families, single uniform method need to apply and in processing data single consulting firm or by establishing DPC under the control of DG, DSHE should immediately be established and in this manner, resources will be utilized properly.

**Critical Issues on Stipend awarding projects:** In providing financial assistance to poor learners from secondary to tertiary levels, the proportion of boys and girls should be equal. At present, other than SEQAEP, only 10 percent boys student have been providing financial assistance for the secondary levels. In higher secondary and degree pass levels, only female students are being provided financial help in the form of stipends including others. MEW's views is to provide financial help to boys learners at the higher secondary and degree pass levels at least 40 percent of total enrollment. The reason is clear that poor parents cannot send their sons for tertiary education. Simultaneously, the ratio of poor boys students need to increase from 10 percent to at least 40 percent.

## **Chapter- 3**

### **Construction work including ICT and teachers training oriented Development Projects**

**Introduction:** In order to scheduling the nature of development projects, this chapter has been structured into this chapter those are mostly in nature of providing infrastructural facilities, establishment schools and colleges, expansion of facilities through renovation, establishment of Autistic Academy, generation of ICT education, Training to teachers, and to supply learning materials etc. Out of the said projects, two projects namely SESIP and TQI-2 have been financing by GOB and ADB. The remaining projects are being financing by the government from own resources. All these projects are controlled and managed under the supervision of the Director General, DSHE, Bangladesh and implementing by establishing Project Implementation Units. In introduction, it may be noted that all the inserting projects into this chapter are ultimately undertaken which means to improve the quality and generate educational opportunities throughout the country.

**Progress of Achievements (Project wise):** To ascertain the progress of achievements of all projects included into this chapter, cumulative progress up to June 2013, planned target for the FY 2013-14 and achievements during the months January- June 2014 and provisions of DPP including time-frame of all scheduled tasks etc. have been narrated. In ascertaining the exact implementation status, the implication and impacts along with other related causes has also been tried to spell out. However, based on information received from the PIUs, Planning and Development Wing of the DSHE, project-wise financing plan & achievements including budget allocations etc. are gathered, integrated and presented through this chapter. Project-wise elaborations are as follows:

**21. Secondary Education Sector Investment Program (SESIP):** With a view to establish program approach based development projects under the Sub-sector secondary and higher education, the project titled “Secondary Education Sector Investment Program” has been undertaken by the Government in July 2013. The SESIP is constituted incorporating multi-dimensional approaches and schedules of tasks having negligible amount of financing from the ADB. The Program is scheduled to implement in 3 tranches with a target to complete in 2018. The program /project is scheduled to spend Tk 165814.00 lakh equivalent to US\$ 207.27 million, where GOB will provide Tk. 93814.00 lakh equivalent to US\$ 117.27 million and ADB will provide Tk 7200.00 lakh equivalent to US\$ 90.00 million only. Through this program, incomplete tasks of previously completed SESDP are scheduled to complete and stipend and tuitions to poor learners for secondary tiers in 54 Upazillas will be continued, decentralization of MPO system, implementation of education policy already approved by the government, conduction of studies on several issues, establishment of school information hub in selected institutions, and accommodation facilities for DSHE, introduction of developing reading habits in non-government schools etc. have been scheduled to implement during its life time. However, the program has been developed with the following specific objectives:

- (i) To provide supports to enhance quality and relevance of secondary education through reviewing the quality and relevance secondary level curriculum;
- (ii) To support activity based science teaching and teachers training;
- (iii) To provide relevant teaching-learning materials and science equipment to schools and madrasahs;

- (iv) To organize e-learning media campaign to popularize science subjects at secondary levels;
- (v) To improve assessment and examination system based on pedagogy and taxonomy of learning;
- (vi) To facilitate enhanced use of ICT for pedagogy and establishment of School Information Hub in selected institutions;
- (vii) To increase equitable access & retention and reduction of dropout rates;
- (viii) To support pro-poor through providing stipends and harmonize the stipend programs;
- (ix) To strengthen education management and governance through decentralization;
- (x) To strengthen the EMIS of the DSHE; and
- (xi) To support capacity building of DSHE.

### Physical progress of achievements on SESIP

Particulars of work	Targetas per DPP	Cumulative progress upto June 2013	Target and progress during the FY 2013-14		Cumulative progress up June 2014
			Target for 2013-14	Progress during the months January- June 2014	
<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>
Deployment of manooover for implementing units and SPSU	1305 Posts	-	1305 posts	87 posts	87 posts
Supplies and services for operation unit	LS	-	-	-	-
<b>Supplies and services for operation purposes:</b>					
Workshops	569	-	<b>05</b>	<b>04</b>	<b>04</b>
Printing and publication	LS	-	-	-	-
Studies	04	-	-	-	-
Studies through sub-contracts	17	-	-	-	-
Local training	763,190	-	<b>105,000</b>	<b>101,333</b>	<b>101,333</b>
Overseas training	92 persons	-	-	-	-
Curriculum Review	LS	-	-	-	-
Recruitment of International consultants	143 pm	-	2 pm	2 pm	2 pm
Recruitment of national consultants	474pm	-	2 pm	2 pm	2 pm
<b>Repair and Maintenance:</b>					
Vehicles	LS	-	-	-	-
Furniture and Fixtures	LS	-	-	-	-
Computer and Accessories	LS	-	-	-	-
Office equipment	LS	-	-	-	-
<b>Grants and Salary supports</b>					
Teachers and staff salary	1300 teachers	-	1300	-	-
Stipend and tuitions	14 lakh	-	216,700	216,700	216,700
Reading Habit program	300 institutions	-	-	-	-
<b>Acquisition of Assets :</b>					
Vehicles	320 units	-	-	-	-
Furniture	Ls	-	-	-	-

Computer and Accessories	16,145 pcs	-	-	-	-
Office equipment	13,557 pcs	-	-	-	-
Science equipment	10,000 pcs	-	-	-	-
Learning materials	LS	-	-	-	-
<b>Civil Works:</b>					
Renovation of rooms for information hub	640 schools	-	-	-	-
Establishment of information hub	640 schools	-	-	-	-
Plantation of trees in schools	100 schools	-	-	-	-
Arsenic and other test	100 schools	-	-	-	-
Renovation of Data center in DSHE	01 Unit	-	-	-	-

**21.2 Comments:** The SESIP is just started its implementation from January 2014. The progress, so far achieved is not in a position to quantify or to realize. It is just a beginning. The setup for SPSU is established including team leader and deputy team leader. They are at present developing time-bound action plan based on the scheduled tasks of the DPP. All scheduled activities will be measured with DLI values. So that following the time-frame; all scheduled tasks must be implemented on time. Delay in implementation of the said work occurs lapses of DLIs.

**4.5 Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City:** 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. It was mainly taken with a view to considering the practicalities, impacts of excessive pressure of students, and non-school areas of the capital Dhaka. After establishment of the proposed 17 institutions, excessive pressure of learners in the Dhaka city will be minimized. However, this scheme was 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 2011, the PIU has been implementing the scheduled tasks. Up to June 2014, the progress so far achieved is presented in the following table.

Particulars of work	Target as per DPP	Cumulative achievements up to June 2013	Target and progress for the fiscal year 2013-14		Cumulative progress up to June 2014
			Target	Progress during the months January- June 2014	
01	02	03	04	05	06
Acquisition of land for schools	11 sites	11 sites	-	-	11 sites
Acquisition of land for 6 colleges	6 sites	6 sites	-	-	6 sites
Construction of academic buildings	11 units	01 unit completed	04 schools	03 schools	04 schools completed
Construction of academic building for colleges	06 colleges	01 college	02 colleges	02 colleges	03 colleges
Furniture	17 institutions	Provided to 02 institutions	06 institutions	Provided to 5 institutions	Provided to 07 institutions

Learners materials	17 institutions	Provided to 02 institutions	06 institutions	Provided to 5 institutions	Provided to 07 institutions
Deployment of teaching and non-teaching staff	17 institutions	Deployed to 02 institutions	06 institutions	Deployed to 5 institutions	Deployed to 07 institutions

**Comments:**The project was scheduled to complete in June 2014. During the past period, only 7 institutes are nearly completed. But the administrative buildings of the remaining 10 institutes have not yet been completed. MEW opines that PIU should take the matter with the EED to start all scheduled tasks and simultaneously, the project documents need to revise at an early period for incorporating the inconsistencies.

**Development of Post-graduate Government College at the District Headquarters for Improving Quality of Education:** The project titled “Development of Post-graduate Government College at the District Headquarters for Improving Quality of Education “was launched in August 2010, It was constituted inserting the schedules of constructions and others for educational improvement and was targeted to complete in December 2014. In view of providing accommodation facilities including logistics for minimizing excessive pressure of students at the tertiary levels, specifically, in the old and premier Government colleges at the district headquarters, 70 colleges was included into the scheme. Some other important items of work such as; examination hall, hostels for boys & girls and setting up of ICT labs are scheduled in the project. However, the project was focused with the main 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.

In view of presenting achievements, a table incorporating DPP target, cumulative achievements, target for the fiscal year 2013-14 and progress during the months January - June 2014 have been furnished as mentioned below:

#### 4.13 Physical Achievements on 70 Government College project

Particulars of work	Target as per DPP	Cumulative achievements up to June 2013	Target and progress for the fiscal year 2013-14		Cumulative progress up to June 2014
			Target	Progress during the months January- June 2014	

01	02	03	04	05	06
Construction hostels	74 units	01 unit	15 units	01 units	02 units
Construction of examination halls	69 units	05 units	62 units	08 units	13 units
Establishment of ICT Labs	70 units	-	-	-	-
Construction of administrative buildings	15 units	01 unit	-	-	01 unit
Purchase of books	For 70 colleges	-	-	-	-
Furniture	-do-	-	-	-	-
Office equipment	-do-	-	-	-	-

**Comments:** The project was approved in August 2010. In fact, its implementation was started in 2011. The project was targeted to complete in December 2014. Regarding achievements up to June 2014, only 02 units of hostel and 13 units of examination hall, 01 unit of administrative building have been completed. Some scheduled works are in execution process and still huge works are not been initiated by the EED. So far information known to MEW, the project documents have been revised and in process for approval. MEW's view is that progress achieved is moderately satisfactory. The project Director will take necessary measures to speed up the progress particularly, over the component in civil works components in scheduled colleges.

#### **4.8 Transformation of Existing Non- government Schools into Model Schools in Selected 310 Upazilla Headquarters:**

In 2008, this project was taken by the Government, but its implementation was launched in 2011. The project was aimed to transform the selected non-government schools into Model schools at the Upazilla headquarters. Selection of schools was made on the basis of the criteria set that where there are no Government schools will be considered to include into this project. Accordingly, 310 non-government schools were selected. The project was constituted incorporating the tasks; 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 of the project were framed for realization:

- (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 prices increased of construction material, the project was revised and based on which implementation of scheduled tasks has been rescheduled by the PIU having supports from the 'Education Engineering Department' (EED) and targeted to complete in June 2014. However up to June 2014, the progresses so far achieved are presented in the following table:

**4.10 Comments:** MEW opines that out of the scheduled works; progress of achievements up to June 2014 is satisfied. In particular, the civil work component is the largest component and against which 99 academic buildings have already been completed and handed over to institutions. The component furniture, science equipment, ICT labs, learning materials etc. are partially completed. The untouched including incomplete works will not be possible to complete within the time-frame of the project. To complete all the scheduled work, its life needs extension for at least two years and in this respect, the authority concerned should take immediate action.

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**Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education:** The Government took this project in 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. To create academic facilities, ICT facilities, and training on ICT contents etc. for the learners of non-government colleges have been given special emphasis and hence the project was constituted. The EED is vested to implement the civil work components. Some need based criteria were followed during selection of colleges and included into the project. To be mentioned that all the selected colleges were established having assistance from the local based community leaders and interested personalities in education and consequently classroom accommodation will be minimized. Realizing practicalities of non-government colleges, project documents were prepared for realizing 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.

During the fiscal year 2012-13, this project was launched and from its beginning to June 2014, the EED has issued work orders to start civil works in 630 colleges. Up to June 2014, 10 academic buildings are completed and in the work orders issuing colleges, civil works are going on and on an average 66 percent progress has already been achieved. Another important scheduled program is to training the teachers on ICT contents has been initiated. Up to June 2014, about 923 teachers are already been trained. On completion civil works, other logistics will be provided by the PIU and in this regard process already been taken.

**Comments:** Since launching of the project, the progress so far achieved in civil works is satisfactory. In this regard MEW expresses the view that to ensure quality of civil works, the concerned officers should visit physically the sites where civil works have been started.



**Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities:** The Government took this project in 2012 and its estimated cost is Tk. 15200.00 lakh and scheduled to complete in June 2014. Under this project 07 Government Secondary Schools will be established in the Metropolitan Cities; Sylhet, Barisal and Khulna. The EED has been assigned to implement the civil works component. The project documents have been constituted stating the following objectives:

- (i) To meet the demand of quality institutions of the communities of the city areas particularly, Sylhet, Barisal and Khulna;
- (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 inception, the project Director having positive cooperation of all concerned Deputy Commissioners have arranged to acquire required land for the aforesaid schools in the city areas. At this stage, the EED has tendered for 04 schools located at Sylhet and Khulna and for remaining schools tenders are in process.

Particulars of work	Target as per DPP	Cumulative achievements up to June 2013	Target and progress for the fiscal year 2013-14		Cumulative progress up to June 2014
			Target	Progress during the months January- June 2014	
01	02	03	04	05	06
Land acquisition	07 schools	Land acquired for 4 schools	03 schools	01 completed	05 completed
Academic buildings	07 schools	Work orders for 04 units	04 units	Work continuing	5%
Furniture	Nil				
Learning materials					
Sports Goods					
Establishment of computer labs					
Manpower for schools					

**Comments:** Up to June 2014, the achievements are seemed to be satisfied that required land for 07 schools has already been acquired having cooperation from the concerned Deputy Commissioners. At present civil works are being started and in this respect sincere efforts of the concerned personnel of the EED will accelerate the tasks to complete all those at an early period. [

**ICT for Education in Secondary and Higher Secondary Level Project:** The Government of Bangladesh took this project in 2011. In the project documents, the schedule of activities are; supply of Laptops, Multimedia Projector (MMP), Speaker and Internet Modem etc for the selected 23,333 schools and colleges. In addition, provision of training to 25,631 teachers of all selected institutions were also scheduled which is a major component of the project. It was viewed to generate ICT education around the country. In specific terms, the following objectives have been framed in the project documents:

- (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.

### Physical achievements of ICT project

Particulars of work	Target as per DPP	Cumulative achievements up to June 2013	Target and progress for the fiscal year 2013-14		Cumulative progress up to June 2014
			Target	Progress during the months January- June 2014	
01	02	03	04	05	06
Institutions included	23,333	23,333	NA	NA	NA
Scheduled ICT Materials	23,333 sets	13,500	7000	7000	20,500
Teachers training	25,631	19,262	1397	00	19,262

**Comments:**As per provision of the project documents, a few works is not yet been completed. Particularly, the component training to teachers should take into consideration at an early period. MEW opines that, the trained teachers should give the responsibility to maintain the ICT materials provided to institutions.

### Teaching Quality Improvement in Secondary Education (TQI-2):

The Government took this project in the FY 2012-13 with a view to continuing teachers program introduced earlier through TQI-1. The project is scheduled to complete in 2017 by spending Tk.64600.00 lakh and out of which ADB will provide Tk. 53240.54 lakh under a credit agreement. This project was viewed 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 achieved the progress as mentioned stated in the following table.

Particulars of work	Target as per DPP	Cumulative achievements up to June 2013	Target and progress for the fiscal year 2013-14		Cumulative progress up to June 2014
			Target	Progress during the months January-June 2014	
01	02	03	04	05	06
Studies and Research	07 studies, BANBEIS-3	Workshop-08 BANBEIS-1	Workshop-33 BANBEIS-1	00	Workshop-08 BANBEIS-1
Local training to teachers and stakeholders	183,010	3387	LS in several categories	14,981	18,368
Overseas training	215 persons	-	-	--	-
International consultant	212 pm	5pm	10pm	06pm	11pm
National consultant	212pm	5pm	6pm	01pm	6pm
Teacher Incentives	1500				
Partnership Grants & grants for center of excellence	TTC & University partnership-32pm, ITco-4pm and center for excellency-03nos	-	-	-	-
Computer and accessories	3516 no	-	1060 pc & 126 printer	-	-
Equipment	1325 no	-	146no	-	-
Furniture	LS	-	LS	-	-
Learning materials	LS-29	-	LS	-	-
Civil works	51CCS	-	-	-	-

**Comments:** The above table shows that, the progress so far achieved is the beginning of local training for teachers and stakeholders concerned to education. Other schedules of tasks need to execute as per project documents.

**4.2 Establishment of Foreign Language Training Centres-11 (FLTC-11):** At this stage of globalization, it is clear to all concerned that without exchanging of skilled manpower, no country can achieve the goal and aspiration. Bangladesh has huge cheap manpower, but only barrier with the Bangladeshi workers are to speak in foreign languages. In order to overcome the barriers as well as to habituate to speak in importing countries language, the MOE of the Government Bangladesh took project titled "Establishment of Foreign Language Training Centers". Through this project, 11 centers have already been established and by this time, job seekers are being trained on foreign languages in English, Arabic, Korean, France and Japanese languages. Since launching of the project, progress so far achieved is pointed out in the following table:

Particulars of work	Target in DPP	Cumulative achievements up to June 2013	Target of the FY 2013-14	Progress during January-June 2014	Cumulative progress up to June 2014

Manpower	67 posts	24 posts	43 posts	nil	24 posts
Language training	33,750 persons	1500 persons	2000 persons	500 persons	2000 persons
TOT Training	90 persons	nil	60 persons	nil	Nil
Lab equipment and maintenance	33 labs	nil	33 labs	nil	Nil
Development of curriculum and Manual	04 subjects	nil	02 subjects	nil	nil
Development of standard language testing system	LS	nil	LS	nil	nil
Language lab equipment	Language lab equipment	30 labs	11 labs	01 lab	12 labs
Books and language materials	30 sets	11 sets	01 set	01 set	12 sets

**Comments:** The PIU of this project has just arranging to provide inputs for the training centers. By this time, about 2000 learners have received training on foreign languages. On complete arrangement for the training centers, the PIU will be capable to train the learners with full capacity. MEW opines regarding this project that this investment is to be productive to earn foreign exchanges.

**Establishment of Autistic Academy:** The project titled “Establishment of Autistic Academy” has already been approved by ECNEC and included into the ADP for the fiscal year 2013-14. This scheme is scheduled to complete in December 2014 by spending GOB resources Tk. 7410.91 lakh. The main focus of this is to establish Autistic Academy at Dhaka and simultaneously conduction of training on autism and for creating awareness for transmitting the messages that the autistic children are productive, if they take into cares. However, this project is constituted with a view to realize the following objectives:

- (i) To establish a full-fledged Autistic Academy ;
- (ii) To introduce the autistic children in main-streaming education system;
- (iii) To make the autistic children competent with vocational training;
- (iv) To provide residential facilities for the autistic children
- (v) To ensure proper treatment facilities to the autistic children;
- (vi) To create awareness among the teachers, parents and other stakeholders; and
- (vii) To provide training to the teachers for proper addressing and medicated cares to autistic children

In view of realizing the above mentioned objectives by establishing a full-fledged Autistic Academy, the major items of work such as; acquisition of 2 acres of land at Dhaka, establishment of PIU, In-country training, overseas training, orientation workshops, awareness programs, deployment of consultancy services, sports goods, special needs for children,

office equipment, IT lab, furniture for academy and PIU, vehicle and civil works have been scheduled to implement within the life time of the project.

**Progress of achievement:** In June 2014, the Project Director of this project is appointed and just after her joining she has initiated some primary tasks those are; proposal to create posts for the PIU, proposal to the Health Department for 2 acres of land, where autistic academy will be established.

**Comments:** Autistic children in the society and even to their parents are merely neglected and marginally valued. In this situation, the Government came forward to establish a full-fledged academy at Dhaka. This is the beginning by the Government. Hopefully, with this initiative, the Project Director will be able to carry the visions of the Government by rendering her all out efforts following the time-frame and schedules of the scheme.

**Critical Issues:** Observing and realizing the present implementation status of civil work components of all projects have been carried out by the Education Engineering Department. The EED is being trying hard to accelerate and to complete the assigned work following their schedules not following the time-frame of the project. The beneficiaries have technical knowhow to determine the quality of civil works. The MEW has been realizing that each of the work needs to verify frequently for ensuring quality of civil works. MEW may try, but its manpower strength is poor. In this respect, in the monthly meetings with the Director General, DSHE should discussed regarding quality of civil works; and

ICT materials have already been supplied to 23,333 institutions. In order to ensure proper utilization and its maintenance, safety should be given to the tainted teacher. In this respect, general orders need to circulate throughout the country by the DG, DSHE

## **Chapter- 4**

### **General Information of DSHE and its performance**

**Background:**The Directorate of Secondary and Higher Education, Bangladesh (DSHE) is the largest Directorate of the Government of Bangladesh and was established in 1947. Initially it was started functioning to control and manage a few number government schools & colleges. But at present, its strength stands about 32thousand Government& Non-government educational institutions and in these institutions about ===== lakh === thousandteachers and staffs have been involved in teaching-learning process. Other than the Universities and Technical Education Stream, about ===== core ===== students have been learning under the General and Madrasha Education streams and all those are under the control of the DSHE. Category-wise education institutions, teachers and students in General and Madrasha streams are presentedrespectively in the following three tables:

Education Institutions:

Types of Education	Government		Non-government		By Gender		Grand Total
	Total	Female	Total	Female	Male	Female	
Secondary Education							
College Education							
Madrasha Education							
<b>Total of Education Institutions</b>							

Teachers of Education Institutions:

Types of Education	Government		Non-government		By Gender		Grand Total
	Total	Female	Total	Female	Male	Female	
Secondary Education							
College Education							
Madrasha Education							
<b>Total of Teachers</b>							

Students of Education Institutions:

Types of Education	Government		Non-government		By Gender		Grand Total
	Total	Female	Total	Female	Male	Female	
Secondary Education							
College Education							
Madrasha Education							
<b>Total of Students</b>							

**Administrative Structures of DSHE:**At the beginning of the then East Pakistan, The office of the Director of Public Instructions' (DPI) was transferred from Calcutta to Rajshahi and was settled in Collegiate School in 1947. In 1948, the DPI was again transferred from Rajshahi to the capital city Dhaka and was started to perform in the commissioner building located in Segunbagicha. At present that Bhaban has been used for the Ministry of Foreign Affairs of Bangladesh. In 1962, the office building popularly known as Sikkha Bhaban was constructed in own land of the education department located at 16, Abdul Gani Road, Dhaka and soon after construction work completed, the DPI office was shifted to own complex. However, the DSHE is now functioning with the following wings both at the central and field levels:

### Administrative structures at the central level

Head of the Wing	Wings of the DSHE	Present Status
Director (College & Adm.)	Government College Education	Permanent Wing
	Non- government college Education	-do-
	General Administration	-do-
	Human Resource Development	Yet been Transferred to Revenue budget
Director (Secondary & Special Education)	Government School Education	Permanent wing
	Non-government School Education	-do-
	Non-government Madrasa Education	-do-
Director ( Training)	Training to teachers and staffs of Education	-do-
Director ( Planning & Development)	Planning & Development	-do-
	Policy Monitoring & Quality Unit (PMQU)	Yet been Transferred to Revenue budget
	Education Monitoring Information System ( EMIS)	-do-
Director (Monitoring& Evaluation)	Monitoring & Evaluation Wing	-do-
	Data Processing Centre (DPC) under SEQAEP	-do-
Deputy Director	Physical Education	Permanent Wing

### Administrative structures at the field levels

Serial no	Head of Office	Name of Office	Number of Offices	Executing Works
01	Deputy Director	Zonal Education Offices	09	Performs Works of Government & Non-government Schools & Madrasahs within the Zone earmarked
02	District Education Officer	District Education Office	64	Perform Works of Non-government School, Madrasahs within the District & Controlling the Upazilla administration/ Set up
03	Upazilla Secondary Education Officer	Upazilla Secondary Education Office	495	Perform Works of Non-government Schools, Madrasahs within the Upazilla

**Tasks of the DSHE:** The DSHE has been involved with the tasks to perform recurrent and development works for sustaining and the up-hold the regular activities and also for scheduled upcoming improvement of education. Among the recurrent activities, issuance of MPOs for salary supports for the teachers and staffs of Non-government school, college and madrasahs around the country. In support of MPO, some identical rules are usually permissible for the non-government institutions. Other than MPO, promotion of Government school & college teachers, recruitment of school teachers and providing pension for Government retired officers and staffs etc are used to execute by the DSHE. Moreover, the DSHE has to provide support services to the MOE for materializing the policy related issues in the light of formulating regulatory framework and also on the issues earmarked in the National Education Policy-2010. Other than recurrent tasks, the DSHE has to create educational opportunities in view of providing accommodation facilities and to improve the quality of education at all tiers of all education institutions through development projects and programs around the country. A brief of activities performed during the last 6 months are presented below:

(i) **Recurrent tasks:**

(ii) **Development Expenditure statement during the Fiscal year 2013-2014**

(BDT In lakh )

Sl no	Name of projects	Total provision as per DPP/RDP P	Cumulative progress up June 2014	Target/ RDPP allocation and progress achieved in 2013-14		Progress achieved in % during the fiscal year 2013-14
				Allocation	Progress	
01	02	03	04	05	06	07
01	Secondary Education Quality and Access Enhancement project	340080.00	102271.08	48878.00	48803.12	99.85
02	Higher Secondary Female Stipend Project	58875.39	41068.39	10900.00	10884.21	99.86
03	Secondary Education Stipend project	117135.00	93213.40	24400.00	24290.00	99.55
04	Transformation of existing non-government schools into model school in selected 310 Upazillas headquarters	46577.00	10508.43	12528.39	12520.00	99.94
05	Establishment of 11 secondary schools and 06 colleges (Government) in Dhaka Metropolitan city, Dhaka.	23071.15	6784.08	3476.05	3473.00	99.91
06	Development of post-graduate Government colleges at the district headquarters	65512.00	8955.88	8290.00	8289.00	99.98
07	ICT for Education in secondary and Higher Secondary level project	30565.00	13361.69	11814.56	11813.61	99.99
08	Female stipend Project for Degree (pass) levels and equivalent levels	34296.00	158.00	300.00	300.00	100
09	Establishment of Foreign language training centers	1329.00	48.62	230.00	215.89	93.87
10	Teaching Quality Improvement-11 in secondary education	64600.00	137.00	6729.00	2811.60	42
11	Development of selected non-government colleges along with ICT facilities for improving quality of education	238770.00	237.73	10000.00	9982.16	99.82
12	Establishment of 7 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan cities	15200.00	17.02	650.00	649.12	99.86
13	Secondary Education Sector Investment program	165814.00	0.00	5700.00	5650.00	99.12
13	Establishment of Autistic Academy	5411.00	0.00	0.00	0.00	0.00
<b>Total</b>		<b>1207238.54</b>	<b>276765.32</b>	<b>143901.00</b>	<b>139687.71</b>	<b>97.07</b>

In the financial year 2013-14, 14 developments have been included into the Annual Development program as mentioned in the above table; those are all approved by ECNEC. Among the projects/ programs, SEQAEP is being financed by Both GOB and the World Bank and is taken for ensuring equitable access and to improve the quality of students of secondary education located in 215 Upazillas all over the country. Two projects are being taken and executing under ADB's



credit financing; one is mainly for providing training to teachers involved in secondary schools and madrashas. Another one is under small financing by ADB and lion share financing by the Government financing. The remaining 11 projects are being financed and executing by spending own resources of the Government of Bangladesh. However, details of progress of achievements during the last 6 months January- June 2014 has already been narrated in chapter -1, 2 and 3. Besides the details of all development projects, financial achievements during the fiscal year have been spelled out the following table. Through this total cost of each of the projects, cumulative expenditure up to June 2013, target for the fiscal 2013-14 and achievements etc have furnished in the above table.

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