

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

Semi-annual Monitoring Report

(July- December 2014)

Prepared by:
Monitoring and Evaluation Wing (MEW)
March 2015

Forewords

It's a pleasure to know that Monitoring and Evaluation Wing of the Directorate of Secondary and Higher Education (DSHE) has published the 12th Semi-annual Monitoring Report represents the period July – December 2014. So far I know, this report addresses cumulative progress of achievements up to June 2014, target of the fiscal year 2013-14 & progress during the months July- December 2014 of all 14 development projects of the DSHE those are included into the Annual Development Program of the fiscal year 2014-15. Through this report, MEW tried to spell out project-wise impacts, consequences on implementation process and achievements project-wise.

I would like to opine from my own that this document will meet the purpose as a source of reliable documentation for all concerned Project Directors and stakeholders. It will also help the executing PIUs to verify overall progress of achievements with the scheduled provision of the project and will be useful as a source of information concerned to development projects of the DSHE.

I am grateful to Director of M & E and Project Director of SEQAEP that their integrated efforts and based on which this Semi-annual Monitoring Report is prepared and published. I do agree with this document that Project Directors and Planners can utilize this document to resolve problems toward achieving proper implementation of all projects.

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Director General
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Executive Summary of Semi-Annual Monitoring Report (July- December 2014)

1.0 Overview of the Report: In receiving financial assistances from the project titled “Secondary Education Quality and Access and Enhancement Project” (SEQAEP), the Monitoring and Evaluation Wing (MEW) was established in July 2008”. It has been assigned to conduct monitoring and evaluation on the scheduled interventions of SEQAEP and other development projects of the DSHE. Since inception, MEW has published 11 half yearly Monitoring and Evaluation Reports up to June 2014 covering Annual Development Program included projects. This report stands the 12th number of report covers 14 investment projects of the DSHE and addresses the period July - December 2014. It has been structured into 5 chapters; (i) Executive Summary of the Report; (ii) Progress of Achievements of SEQAEP; (iii) Monitoring and Evaluation; (iv) Stipends & Tuition subventions to poor students for Secondary to Degree (pass) Levels; (v) Construction Based including ICT and Training oriented Development Projects and (vi) General information of DSHE and performances of recurrent tasks etc. The chapters have been framed separately incorporating physical and financial achievements, comments, critical issues and lessons learned etc.

1.1 Progress of Achievements: To ascertain progress of achievements, inputs, outputs and impacts in each of all projects included into the annual Development Program of 2014-15 have been addressed in this report. In particular, the DPP schedules, cumulative achievements up to June 2014, planned target, work-plan & financing plan of the fiscal year 2014-15 and monthly progress reports producing by Planning & Development Wing, DSHE etc have observed. Together with target planned, progress during the months July- December 2014, etc are also addressed in the report. Measuring the overall achievements, physical and financial progress and comments on the status of implementation etc. have been focused distinctly. However, based on ADP included projects, project-wise achievements up to December 2014 have been narrated below:

1.2 Secondary Education Quality and Access Enhancement Project (SEQAEP)

Introduction: To ensure access of poor students in schooling and quality of education in secondary level tiers, the project titled “Secondary Education Quality and Access Enhancement Project” (SEQAEP) was taken by the Government of Bangladesh in 2008 and scheduled to complete in 2013. At the middle of the project, the project was revised to incorporate some modification particularly on strategies of implementation. Then in 2013, the project documents were again revised for inserting the provisions of the Additional Financing Agreement signed on 26 April 2014 between the Government of Bangladesh and the International Development Association (IDA) and following which an amount of US \$ 265.00 million will be received by the Government. The tenure of project has been again extended and scheduled to complete in December 2017. In the revised project documents, significant changes in scopes particularly, inclusion of additional 90 Upazillas together with original 125 Upazillas and modification of strategies of implementation have been incorporated into the project. But following the original project documents 13 sub-components under 3 major components are remained unchanged.

1.3 The Sub-component titled “Support for English language, Mathematics and Science Subjects” has been aimed to improve quality of students of low performing SEQAEP institutions in 215 Upazillas through conduction of additional classes in English and Mathematics and Science subjects. In compliance with the provision of project documents, 402 low performing institutions were selected for taking additional classes in English and Mathematics. During the period July-December 2014, 01 lakh 54 thousand additional classes in English and Mathematics have been conducted that stands mostly 50 percent of targeted classes for the academic year 2014 in 402 educational institutions. In both categories of additional classes, 179,456 students were enrolled. In association with the school based MPO included class teachers, Resource Teachers deployed by

SEQAEP have conducted additional classes in selected 402 schools. It is indeed to note that following the provisions of additional financing agreement, the PIU is now involved to provide training to Additional class teachers recently recruited through open method. The training courses are mostly based on modality of teaching, curriculum& syllabi and on the purpose of additional classes spelt out in the Operation Manual developed by PIU

1.4 Incentives Awards to Students, Teachers and Institutions: To create and encourage competitions for improving quality among the students, teachers and institutions located in 215 SEQAEP Upazillas and also at the national level, this sub-component “Incentives Awards to Students, Teachers and Institutions” was scheduled in the revised SEQAEP. To select best students, determinants such as results of school based annual examinations, JSC and SSC Public examinations etc are being followed. During the academic year 2014, about 01 lakh 05 thousand students have been targeted and out of which more than 05 thousand students awarded Institutions Achievement Awards (IAA) and the remaining targeted awards will be distributed soon after completion of processing. Simultaneously, 1446 units of incentive awards to students and institutions targeted for the academic year 2014 and out of the target only 06 units of incentives have distributed. The remaining units will be provided soon. In this regard, it can be opined that, progress so far achieved is marginally poor. The PIU should give more attention to this sub-component for immediate distribution of incentives.

1.5 The sub-component titled “Developing Reading Habits” (DRH) was scheduled in SEQAEP project to develop reading habit of students in project schools of SEQAEP, the BSK has been deployed as an administrative partner to carry out the responsibility through signing a contract particularly for providing inputs, supervise and maintain operations schedules. In compliance with the provisions of the contract, the DRH program was already introduced in about 7 thousand institution located in 125 SEQAEP Upazillas. Further in line with the provisions of RDPP, the BSK is again vested to introduce DRH Program in about 5 thousand education institutions situated in additional 90 Upazillas newly included into SEQAEP. Having cooperation and active support by the PIU of SEQAEP, the BSK has already developed revised Operation Manual of DRH Program. During the period July- December 2014, the BSK has identified the institutions for introduction of DRH Program. Other required inputs such as; involvement of manpower, selection and purchase of books, instructions to education institutions, training of librarians exists and serving in the institutions etc have been completed. MEW opines in this respect that progress so far realized is satisfactory.

1.6 The sub-component “Assessment of Education Quality”: Two rounds of Assessment of Education Quality were conducted in 2012 and 2013. Dissemination of Public Reports of LASI-2012 and 2013 were also executed through workshop held on 5 April 2013 and 6 November 2014 respectively. The Hon’ble Education Minister was the Chief Guest and was chaired by the DG, DSHE. But for the year 2015, Assessment of Education Quality has been scheduled to conduct based on National Representative Sample. During the months July- December 2014, following the schedules of the framework of 2012 & 13, draft framework is already developed by MEW and finalized in a meeting of the Expert Committee held on 28 November 2014. The committee was constituted with the members from NCTB, TTCs and Government Schools by DG, DSHE. As per protocols of fragmented DLIs, the copy of the draft framework was sent to MOE and got it approved through issuance of Government orders on 30 November 2014.

In order to develop assessment instruments, an international consulting firm is being processed through advertisement in the national newspapers. During the period July- December, selections process is mostly completed and recommendations by the Proposal Evaluation Committee (PEC) held on 5 February 2015 and were sent the same to the WB for comments and clearance. In

compliance with the schedules of the approved framework, main survey is scheduled to be conducted in October 2015.

1.7 PMT based Stipend and Tuitions to Poor Boys and Girls: In view of ensuring equitable access of poor students in the secondary levels; this sub-component titled “PMT based stipend and tuitions to poor Boys and girls” was included into the project for 125 Upazillas in 2008. Later on in 2013 the project SEQAEP was revised and following the provisions of the project documents, about 11 thousand education institutions located in 215 Upazillas have been targeted to provide PMT based stipend and tuitions to poor students. Since 2008, in screening poor students, the LGED has been contracted to work as an administrative partner. During the period July- December 2014, the LGED with the help of their Upazilla setup and Upazilla Secondary Education officers (USEO) have screened about 1089,859 poor eligible students through issuance of Award Confirmations. The SEQAEP Unit has planned to distribute stipend and tuitions to all eligible students within January 2015 included into ACFs. Other than PMT based stipend and tuitions program, general stipend and tuition subventions are also scheduled and provided for the period July - December 2014 in newly included students of secondary level institutions located in 90

1.8 Improving School facilities: In compliance with the provision of RDPP of SEQAEP, it is scheduled that this sub-component is mainly taken for providing pure drinking water and sanitation facilities to all SEQAEP institutions situated in 215 Upazillas. Since beginning of SEQAEP, all most all education institutions in 125 Upazillas were provided pure drinking water and sanitation facilities for both boys and girls separately. In additional 90 Upazillas, the schedules are being processed and time schedules along with development of modalities have already been completed. During the months July- December 2014 the SEQAEP Unit has initiated to set up Wash blocks for some selected institutions located in the project schools. MEW opines on this sub-component that ISF is a successful program which had priority to provide all institutions of the entire country.

1.9 Project Management: SEQAEP Unit means Project Implementation Unit (PIU) and Monitoring Evaluation Wing (MEW) were established under the SEQAEP in 2008. Through second revised project documents, 47 posts for the PIU and 18 posts for MEW have been created under development budget. SEQAEP Unit is assigned to implement all interventions except Assessment of Education Quality at the Secondary levels and MEW is vested to monitor the interventions scheduled to implement by SEQAEP Unit and implement the sub-component “Assessment of Education Quality”. In receiving implementation supports and adhere to improve the quality of education, PTA at the institution levels is scheduled to constitute and in this respect SMCs of SEQAEP schools have been providing active cooperation. At this stage, all created posts of SEQAEP Unit are filled up and except one post of Monitoring Officer & all posts of third and fourth classes created for MEW have been lying vacant. Besides the above, both PIU and MEW assigned to implement DLIs by utilizing Government and WB resources.

To provide continuous technical assistances for improving quality of executing tasks for SEQAEP Unit, some consultants have been working in the areas such as; (i) Quality Assurance on SEQAEP activities, (ii) procurement of goods and services, (iii) financial Management and Additional class teachers etc. Simultaneously in MEW, consultants in the areas; (i) financial management, monitoring and evaluation have also been working. But still some positions on procurement, monitoring and evaluation and education learning assessment of MEW are lying vacant and those are needed. Funding modality of MEW in view of spending RPA allocations, Planning and Development Wing has been raising questions that without separate economic in the ADP for Monitoring and Evaluation Wing the Ministry of Finance may not issue payment authorization in favour Director, MEW.

1.10 Institutional Capacity Building: For developing capacities of All core officers of SEQAEP, MEW and other concerned stakeholders should be trained for improving their capacities. With this end in view, overseas training programs scheduled in the RDPP as well as in the action plan of MEW. But up to this period, no overseas training programs are being arranged. This program should be executed as soon as possible.

1.11 School Management Accountability: Under this sub-component, schedules were constituted in the project documents to provide training to head and assistant head teachers, teachers, SMC members and PTA members concerned to schools. In view of rules & regulations concerned to non-government education institutions, 6781 institutions were trained under provisions of DPP. During the period July-December 2014, no substantial tasks have been executed. Hopefully, in the period coming ahead, activities on this sub-component would be initiated following the second revised documents of SEQAEP.

1.12 Education Awareness and Community Mobilization: To aware the parents and community members and also to give them ideas about the importance of SEQAEP interventions, specially the PMT based stipend and tuitions to poor education seekers, this program was scheduled 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. Further, following the provisions of the revised project documents the scheduled activities towards awareness and community mobilization are being processed for additional 90 Upazillas.

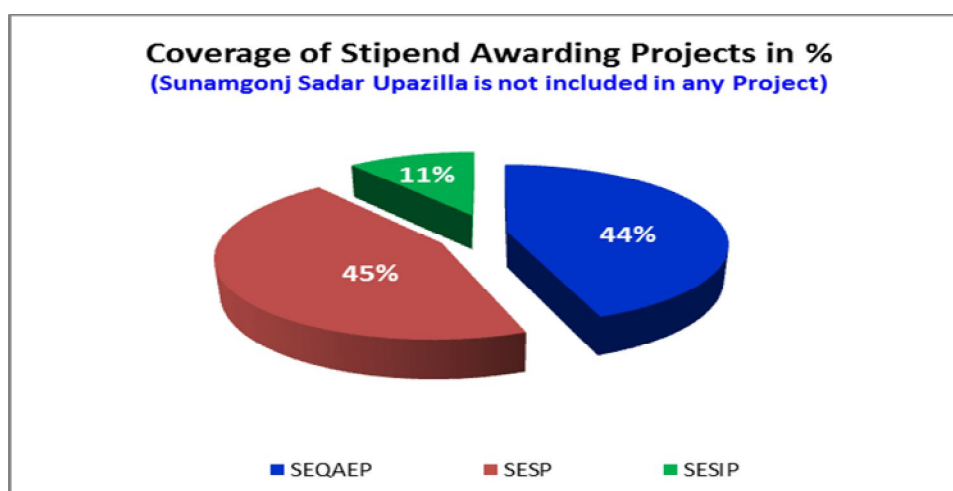
1.13 Monitoring and Evaluation: In carrying out the vested responsibility concerned to monitoring & evaluation on the interventions of SEQAEP and other development projects of DSHE, MEW has been preparing and publishing half-yearly monitoring reports on regular basis. Other than monitoring and evaluations, MEW has also been implementing the sub-component "Assessment of Education Quality" and fragmented DLIs concerned to compliance verification, PMT verifications and impact evaluation and transfer of MEW set up into revenue budget. , Physical verifications at the institution levels, eligible expenditure program and submission of reimbursement of DLI values to the World Bank etc are also executing by MEW. During the period July- December 2014, the schedules planned for the year 2014 have been executed properly and smoothly. Details of implemented tasks are narrated in chapter -3.

1.14 Progress of Achievements on the Stipend Projects: To award stipend and tuitions to poor male and female students at the secondary to degree pass levels in 487 Upazillas of the entire country, 05 investment projects titles as; (i) Secondary education quality and Access enhancement project (ii) Secondary Education Stipend Project, (iii) Secondary Education Sector Investment Project (iv) Higher Secondary Female Stipend Project and (v) at Degree Pass Levels have been undertaken by the Government. During the academic year 2014, 34 lakh 25 thousand 009 students have been targeted to provide stipends and tuitions. Processing for screening the eligible students are being completed, hopefully within January - February 2015 distribution of stipend and tuitions would be completed. Statement in summary form concerned to progress of stipend awarding projects has been stated in the following table. The tabled information and data are; project target, cumulative achievements up to June 2014 and progress during July- December 2014 etc.

1.15 Physical Progress of Stipend concerned Projects

Projects	DPP/RDPP Provision	Cumulative achievements to June 2014 (in lakh)	Target & Progress for the year 2014-15		Cumulative Progress up to December 2014	Coverage of Upazillas
			Target (in lakh)	Progress during July- December 2014		
SEQAEP	62.40	61.60	10.90	Not yet been awarded	61.60	125 Upazillas
General stipend under SEQAEP	7.00	2.93	3.50	Not yet been awarded	2.93	90 Upazillas
SESP	43.40	00	13.00	Not yet been awarded	00	217 Upazillas
SESIP	14.00	2.36	2.39	Not yet been awarded	2.36	54 Upazillas
Sub-total of Secondary Education	126.80	66.89	29.79	-	66.89	486 Upazillas
HSSP	17.27	00	5.48	Not yet been awarded	00	487 Upazillas
Stipends for Degree Pass levels	5.57	1.30	1.74	Not yet been awarded	1.30	487 Upazillas
	149.64	68.19	37.01	-	68.19	487 Upazillas

Note: Sunamgonj Sadar Upazillas is not included in any project concerned to Secondary levels.



1.16 Progress of Achievements on Construction Oriented, ICT and Teacher training based Projects: Some projects are being taken by the Government to provide classroom, classroom, administrative, hostels accommodation, establishment of new government institutions in the city areas and transformation of non-government schools into model schools at the Upazilla headquarters etc for minimizing the pressure of increased students and ensuring the quality of education in the Government and non-Government education institutions. All these projects of the DSHE are being taken and executing by spending GOB resources and briefly narrated in the respective chapter. Other than construction based projects, ICT generating education, teachers training on curriculum & syllabi following the new education Policy-2010 are executing by the government. Detailed project-wise briefs on implementation, project provisions, progress achieved, input, outputs and consequences etc are spelled out in the respective chapter.

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CHAPTER- 2

Progress of Achievements of SEQAEP

2.0 Background: MEW of the DSHE publishes Semi-annual Monitoring Reports on half yearly basis. This report represents the period July- December 2014 and to be marked as 12th report. Since establishment, its main responsibility is to monitor all investment projects included into ADP with emphasis on Secondary Education Quality and Access Enhancement Project (SEQAEP). Through monitoring reports, the messages in the form of findings, impacts, progress of achievements, status of implementation, inputs, outputs & outcomes on scheduled targets etc are being communicated for the decision makers, planners and project directors for taking corrective actions and administrative actions. Fourteen investment projects have been included into the Annual Development Program (ADP) for the fiscal year 2014-15 towards improvement of secondary and higher education those are implementing by Project Implementation Units. In view of enhancing educational opportunities and ensuring access of poor students in the formal educational tiers in all streams, these projects are taken by the Government and all those are executing through establishment Project Implementation Units (PIU).

This report has been structured into six chapters named as; (i) Executive Summary of the Report; (ii) Progress of Achievements of SEQAEP; (iii) Progress of Achievements of MEW, (iv) Stipends & Tuition subventions related projects concerned to poor students from Secondary to Degree (pass) Levels; (v) Construction oriented work, ICT and Training based Development Projects and (vi) General Information of DSHE and its performances over the recurrent tasks. In each chapter of this report; critical Issues, Lessons learned has been tried to sort out. The scheduled sub-components as stated in the RDPP of SEQAEP and other projects included into the ADP have been derived project-wise. A table of information based on physical achievements received from all concerned project implementation units through monitoring formats developed by MEW those are on the basis of scheduled activities of all DPP/ RDPPs. Comments and recommendations are also incorporated against each of the projects. Besides significant findings, observation and recommendations of field visits during the period July- December 2014 executed by MEW Officers have also been pointed out in the report.

2.1 Introduction: In accordance with the provision of the 'Additional Financing Agreement with IDA', the project documents of SEQAEP were revised for the second time and scheduled to complete in December 2017. Through this agreement IDA has been financing US\$ 265.00 million for meeting up the cost of interventions of SEQAEP. In the revised DPP of SEQAEP, the coverage of Upazillas has increased from 125 to 215 by adding new additional 90 Upazillas. A few changes in implementation modality particularly for conducting additional classes for English, Mathematics and Science Subjects have been occurred and in other programs namely; PMT based stipend & tuitions to poor students, Improving School Facilities (ISF) and Developing Reading Habit (DRH) programs etc are remain unchanged in the revised project documents. By adding additional financing by IDA, revised total cost of the project stands Tk. 340080.00 lakh.

2.2 Main Objectives of SEQAEP: In accordance with the provision of the Additional Financing Agreement signed with the WB on 26 April, 2014, the following main objectives 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.

2.3 Major Components and sub-components: RDPP of SEQAEP was framed with a view to ensuring access of poor students in the secondary tiers by providing PMT based stipend & tuitions, incentives to the best students, teachers & institutions, conduction of additional classes in English, Mathematics and Science subjects, pure water supply and sanitation facilities & developing reading habits in SEQAEP institutions along with creation of social awareness and social mobilization etc. In particular, the project documents have been revised incorporating the following 13 sub-components under 4 major components. The sub-components are targeted to implement for about 11 thousand secondary level education institutions in 215 Upazillas. In specific terms, the main objectives of this project are as follows:

Major Components	Sub-components
1.Improving Education Quality and Capacity to Monitoring Teaching-Learning Levels	1.1 Support 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	2.1 PMT 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

2.4 Assessments on Project Development Objectives: The interventions/sub-components 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, supply of pure drinking water including sanitation facilities, developing reading habits, improvement of capacities in school management etc. have been scheduled in the revised project documents and targeted to complete in December 2017. The achievements based on the objectives have determined through 6 key Performance Indicators and simultaneously through the Updated Intermediate Outcome Indicators. In determining the key Performance Indicators and Intermediate outcome Indicators, the Annual Education Institutions Census - 2013 conducted by BANBEIS has been consulted as annexed below:

2.6 Result Framework and Monitoring

Updated Key Performance Indicator

			Target Values in Academic Years									
	Project Outcome Indicator	Updates/ Notes	Baseline (2008)	YR- 1 (2009)	Yr-2 (2010)	Yr. -3\ (2011)	Yr-4 (2012)	Yr-5 (2013)	Yr.-6 (2014)	Yr.-7 (2015)	Yr-8 (2016)	Yr-9 (2-17)
1	Completion rate grade 10 (%) in project Upazillas											
	(a)Proportion of 16-20 year-old primary completers who have completed grade 10	(a)MTR Target frequency revised	20	-	-	23	-	27	-	33	-	-
	Achieved					29	-	-	-			
	(b) Percent of Grade-6 entrants who have passed SSC exam.	(b) MTR-new indicator	28	30	32	34	36	38	47	48	49	50
	Achieved	-	-	30	39	39	46	39	41			
2.	Number of students appearing SSC(000) in project areas	MTR-new indicator AF-Definition of poor revised PMT cut off	187	190	195	200	210	220	300	380	470	485
	a.Total students											
	Achieved					235	292	284	287			
	a.poor						68	70	102	140	150	160
	Achieved					66	97	80				
4	Monitor learning levels in second schools (in Bangla, Maths and English)	MTR: Bangla included; Y of assessment revised AF: National sample starting 20					G8 - G6 & G8 Nationa	G6 & G8		G6 & G8 Nationa		G6 & G8 Nationa
	Achieved					Preparation	1 st Round (G8) Completed	2nd Round (G6&G8) conducted	Final LASI 2013 report disseminated			
5	Gender parity (male-female) in enrollment in grades 6 to 10 increases in project upazilas	MTR: No change AF: Target to be readjusted based on actual progress and addition of new upazilas	0.82	0.83	0.84	0.86	0.89	0.92	0.88	0.89	0.90	0.91
	Achieved			0.81	0.83	0.84	0.87	0.85	0.84			
6	Percentage share of poor children in total enrolment in secondary schools (%) in project areas	MTR: Target frequency revised; source has be clarified AF: Non change	30			34		39		39		
	Achieved					36						
7	Total number of direct project beneficiary students (% females)	AF: Introduced as per core indicator requirement	2,200 (2012)					2,224 (54%)	2,228	4,030	4,150	4,242 (53%)
	Achieved						2,200 (54%)	2,355 (54%)	2,244 (54%)			

2.7 Updated Intermediate Outcome Indicators during the Mid-Term review

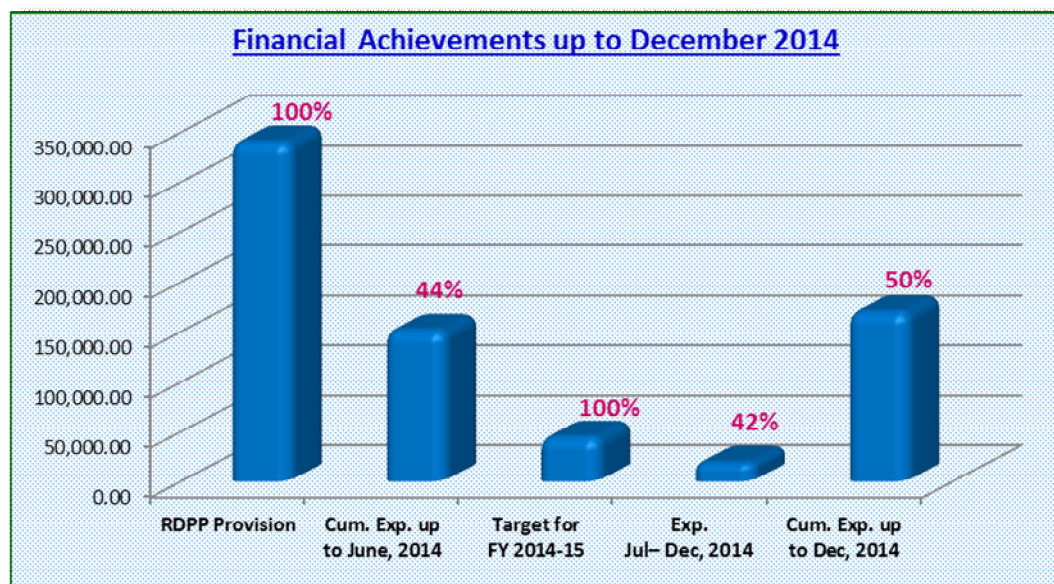
			Target Values (in Academic Years)								
Sl.	Intermediate Outcome Indicator	Updates/ Notes	YR1 (2009)	YR2 (2010)	YR3 (2011)	YR4 (2012)	YR5 (2013)	YR6 (2014)	YR7 (2015)	YR8 (2016)	YR9 (2017)
	Component 1										
1	Number of poor students receiving SSC pass award ('000)	MTR: No change AF: target number increased due to additional upazilas	0	25	28	31	35	57	77	101	105
	Achieved			45	46	55	60	74			
2	Number of institutions receiving SSC institution award	MTR: Targets updated AF: Institution award nationalized	0	1600	1600	366	366	1440	1440	1440	1440
	Achieved			1957	22192	349	350	1408			
3	Number of additional classes in mathematics and English and Science ('000)	MTR: No change AF: AC in additional upazilas and science subject added	0	500	730	240	220	100	180	540	720
	Achieved			411	714	109	412	433			
4	Number of student members of reading habit program ('000)	MTR: Updated AF: target increased due to additional upazilas	0	250	250	250	740	740	1015	1310	1310
	Achieved			95	253	562	792	816			
5	SSC pass rate in project areas	AF: New IO									
	Achieved		55			81	89	91			
	Component 2										
6	Number of eligible poor girls receiving stipend ('000)	MTR: Targets are reset. AF: PMT cut-off redefined	155	318	325	325	325	525	575	640	650
	Achieved		232	488	489	517	562	598			
7	Number of eligible poor boys receiving stipend ('000)	MTR: Targets are reset. AF: PMT cut-off redefined	127	271	288	288	288	410	475	530	550
	Achieved		168	256	357	418	430	451			
8	% of schools with safe drinking water in project upazilas	MTR: Modified to measure % of schools			86%	93%	95%	95%	95%	96%	96%
	Achieved			78%	92%	93%	99%	95%			
9	% of schools with separate latrines for boys and girls in project upazilas	MTR: Modified to measure % of schools				95%	98%	98%	98%	99%	99%
	Achieved		90%	90%	93%	96%	97%	96%			
	Component 3										
10	Proportion of project schools with functional PTA	MTR: New indicator, defined as: (i) PTA is meeting 9 times a year, (ii) PTA actively participates in community awareness campaigns of promoting MT	0	0	0	10	20	25	30	40	50
	Achieved		(84%)1/	(90%)1/	(96%)1/	N/A	39	N/A			
	Component 4										
11	Implementation progress of quality, access, and capacity building components are regularly disseminated	MTR: New indicator. (i) PMTA report, (ii) MEW semiannual report, (iii) BANBE report, (iv) PMT validation report, and (v) compliance verification report.	Yes	Yes	Yes	Yes	Yes	Yes			
	Achieved		No	No	Yes	Partial	Partial	Partial			

2.8 Progress of Achievements of SEQAEP: Preparation and publication of Semi-annual Monitoring reports has been carried out by MEW on half yearly basis. In this report both physical and financial achievements have been measured through cumulative achievements up to June 2014, target for the fiscal year 2014-15 and progress during the months July- December 2014. Moreover, comments by MEW over the progress of achievements realized are also pointed out below:

Financial Achievements up to December 2014

(In lakh Taka)

Components and Sub-components	RDPP Provision	Cumulative Expenditure up to June, 2014	Financial Target for FY 2014-15	Actual Expenditure July – December 2014	Cumulative expenditure up to December 2014
1	2	3	4	5	6(3+5)
1.Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels:					
Support for English Language and Mathematics Learning and Teaching	37,310.97	12,386.80	3,732.00	953.30	13,340.10
Incentive Awards to student, teachers and institutions	20,896.03	8,275.12	2,918.48	1,161.78	9,436.90
Developing the Reading Habits	19,003.49	5,908.83	3,436.56	1,735.60	7,644.43
Assessment of Education Quality	1,100.00	-	240.00	11.06	11.06
Sub-total of 1	78,310.49	26,570.75	10,327.04	3,861.74	30,432.49
2. Improving Equitable Access:					
PMT based Stipends to the Poor Boys & Girls.	188,863.94	101,613.29	20,827.55	10,221.90	111,835.19
PMT based Tuition to the Poor Boys & Girls.	15,115.00	6,462.18	1,247.58	1,314.95	7,777.13
General Stipend and Tuition for girls 9 up to December 2009)	11,671.77	4,166.86	2,800.00	2,519.62	6,686.48
Improving School facilities	7,959.86	2,709.45	2,405.00	48.00	2,757.45
Sub -total of 2	223,610.57	114,951.78	27,280.13	14,104.47	129,056.25
3. Institutional Capacity strengthening:					
Project Management	10,161.32	2,169.68	1,343.49	184.16	2,353.84
Institutional Capacity Building	2,064.09	596.07	384.38	5.21	601.28
School Management Accountability	10,765.69	1,917.86	2,017.00	212.11	2,129.97
Education Awareness and Community Mobilization	4,647.09	1,244.44	746.96	159.63	1,404.07
Sub-total of 3	27,638.19	5,928.05	4,491.83	561.11	6,489.16
4. Monitoring & Evaluation:					
Monitoring	5,162.30	763.86	425.00	87.84	851.70
Evaluation	177.00	-	700.00	12.39	12.39
Bank Service Charges	4,881.45	2,859.76	800.00	-	2,859.76
Cost Escalation / Unallocated	300.00	-	-	-	-
Sub-total of 4	10,520.75	3,623.62	1,925.00	100.23	3,723.85
Total of sub-totals	340,080.00	151,074.20	44,024.00	18,627.55	169,701.75



2.9 Comments on financial achievements In compliance with the original financial schedules of SEQAEP, it was targeted to complete in June 2014. Through additional financing of US \$ 265.00 million from the IDA the project documents was revised for the second time where financial schedules have been framed up to December 2017. Based on second revised project, cumulative financial achievements up to June 2014 stand at about 50 percent. In another dimension, the achievement against the scheduled target of the fiscal year 2014 -15; progress during the months July- December 2014 so far realized and that stands 42 percent. MEW opines that 42 percent achievement is significant.

Physical Achievements up to December 2014

Components & sub-components	RDPP Provision up to December 2014	Cumulative progress up to June 2014	Target & achievements for the fiscal year 2014-15		Cumulative progress up to December 2014
			Target	Progress during July-December 2014	
01	02	03	04	05	06
Improving Education Quality and Capacity to Monitoring Teaching- Learning levels:					
Incentive Awards to students, teachers and institutions	526,407	504,359	112,446	5,144	509,503(93%)
Support for English and Mathematics Learning and Teaching:					
Number of RTs Trained	960	1328	-	-	1328 (138%)
Number of additional classes conducted	1050,000	746,865	303,135	154,035	900.900 (86%)
Developing reading habits	11,000	6,680	3,300	-	6,680
Assessment of Education Quality	Two round assessments were already completed in 2012 & 2013 and on national representative sample assessment is and scheduled to complete in October 2015				
Improving Equitable Access for the Poor and School Environment:					
PMT Based stipend & tuitions to poor students(Cat-1)	5179,407	5141,432	839,859	-	5141,432
PMT Based stipend & tuitions to poor students(Cat-1)	1060,881	1019,540	250,000	-	1019,540
Sub-total of PMT based stipends	6240,288	6160,972	1089,859	-	6160,972(99%)
Improving school Facilities	11,310 Units	7711 Units	1765 units	-	7711 units
Institutional Capacity Strengthening:					

Project management	The working forces in SEQAEP & MEW are being shouldering the responsibility to execute the scheduled tasks as per provisions of RDPP.
Institutional Capacity building	As per provision in the RDPP, training, workshop for PIU personnel and stakeholders are being carried out smoothly
School Management Accountability	Through this sub-component PTA was constituted in education institutions under 125 SEAEUP Upazillas, SMC & PTA members were oriented on SEQAEP interventions. Moreover, about 1798 PTA members provided training to conduct social audit following the Government rules to run the institutions transparent
Education Awareness and Community Mobilization	After launching the project SEQAEP, the administrative partner PIACT was involved to aware the community about education and ended their program in October 2012. Now following the provision of RDPP of SEQAEP, a local consulting firm EACM is being involved on hiring basis to conduct awareness activities in 215 SEQAEP Upazillas.
Monitoring and Evaluation: Since establishment of MEW, the scheduled activities have been carried out by MEW smoothly. Out of the targeted activities of the fiscal year 2014-15, the tasks have already executed during the period July- December 2014 is spelled out the table through matrix as stated in chapter 3.	

Source: progress report on SEQAEP implementation

2.10 Comments on Physical Achievements: In view of original project documents of SEQAEP, Physical of achievements of all sub-components up to 2014 is significant. In particular, progress on (i) PMT based stipend and tuition subventions to poor students, (ii) Developing Reading Habit, (iii) Improving School facilities, (iv) incentives to top scoring students, teachers and institutions, (v) Assessment of education Quality, (vi) School Management Accountability, (vii) Education awareness and Community mobility, (viii) capacity strengthening (ix) Monitoring and Evaluation etc have been achieved properly and smoothly. Following second revision, achievements so far realized during the months July-December 2014 is marginally poor, because, at that time the PIU was very much involved to develop Operation Manual for all interventions. In this respect, MEW opines that in the remaining 6 months, PIU will be able to start implementation schedules with full determination abiding by operation Manuals.

2.11 Component-wise Summary Statement of Achievements of SEQAEP: During the period July – December 2014, the implementation schedules of sub-components are needed to be compared with the total schedules targeted in the project documents, target of the fiscal year 2014-15 and also with the achievements. To determine progress of achievements, data and information in prescribed formats developed by MEW have been collected from concerned focal points of all sub-components involved in SEQAEP. Monthly progress reports have also been collected from Planning and Development Wing of the DSHE and achievements on PMT based stipends to the poor students from PMTA who has been rendering as an effective administrative partner of SEQAEP. The findings and recommendations of field verification are also considered in the report. Considering the efforts received from all concerned, each of the sub-components have also been consulted as stated below:

2.12 Major Component - Improving Education Quality and Capacity to Monitoring Teaching-Learning Levels: Under this major component four sub-components such as; (i) Support for English Language and Mathematics Learning and Teaching (ii) Incentive awards to Student, Teachers and Institutions, (iii) Developing Reading Habits, and (iv) Assessment of Education Quality were scheduled in the project. All those are aimed to realize the quality of education at the secondary levels. However, in measuring the achievements of all sub-components of SEQAEP, cumulative progress up June 2014, Based on planned target and progress of achievements, comments have been made against each of the above noted sub-component wise.

2.13 “Incentive Awards to Students, Teachers and Institutions”: In compliance with the guidelines stated in the Operation Manual developed by SEQAEP, this sub-component “**Institution Achievement of Award**” (IAA) covering all Upazillas of the entire country and in specific terms, eligibility of 03 institutions including madrasahs in each of the Upazillas have already been selected. In selecting the institutions, eligible criteria have been followed as per Operation Manual. The incentives are also awarded to the best students of grades 7, 8 and 10 based on results in annual examination. Moreover, Based on Junior Secondary Certificate, Junior Dakhil Certificate, Secondary School Certificate and Dakhil Certificate etc. the best students have also been given incentives. However, scheduled provisions of the RDPP, cumulative progress up to june 2014, target for fiscal year 2014-15 and progress during July-December 2014 etc have been tabled below:

2.14 Physical Progress of Institutions Achievement Award (IAA)

Activities / Items of Work	RDPP Provision (Up to December 2014)	Cumulative progress up to June 2014	Target and Progress for 2014-15		Cumulative progress up to December 2014
			Target	Progress during July-December 2014	
01	02	03	04	05	06
Students Achievement Awards 7-10 grades	241,620	217,930	42,000	5,138	233,068
SSC equivalent pass Awards to PMT students	279,000	280,387	66,000	00	280,387
Institution institutions Awards	5,787	6,042	1,446	06	6,048
Sub-total of IAA	526,407	504,359	109,456	05,144	519,503

Source: progress report on SEQAEP implementation

2.15 Physical Progress of Incentive Awards to Students and Institutions

Activities / Items of Work	RDPP Provision (Up to December 2014)	Cumulative progress up to June 2014	Target and Progress for 2014-15		Cumulative progress up to December 2014
			Target	Progress during July- December 2014	
01	02	03	04	05	06
Awards for Grade-7 on annual exam. of grade 6	57,905	53,517	8000	00	53,517
Awards for Grade-8, based on exam. of grade 7	57,905	52,464	8000	00	52,464
Awards for Grade-9, based on JSC/JDC Exam.	66,905	60,283	18,000	5,138	65,421
Awards for grade -10 based on annual exam. of grade 9	58,905	51,666	9,000	00	52,666
Awards for SSC/ Dakhil Pass Students	279,000	280,387	68,000	00	280,387
Sub-total of Incentive Awards to Students	520,620	498,317	111,000	5,138	504,455
Incentive Awards to Institutions	6,042	4,640	1,446	06	6048

Source: Progress Report on SEQAEP Implementation

2.16 Findings and Recommendations on the Institutional Achievement Award (IAA) Program:

During the months October-November 14, the MEW personnel visited 21 Upazillas to oversee the IAA Program scheduled under SEQAEP and submitted their individual reports wherein they made some findings and recommendations as noted below:

2.17 Findings of Physical Verifications:

* The prize money was properly distributed among the teachers, School Management Committee members and other concerned stakeholders in 11 Upazillas. In distribution process instructions were followed those are issued by SEQAEP.

* The prize money in the form of cheques were handed over to the institutions of 8 Upazillas but yet not been fully distributed;

* Only in 1 Upazilla namely Naikkhangchari in Bandarban district, the prize money was not sent to the concerned bank branch and in another Upazilla Kaligonj of Lalmonirhat district, prize money was transferred, but due to illness of USEO, the said money was not distributed among the selected institutions.

2.18 Recommendations of Physical Verifications:

* The concerned staffs of the institutions should be included into Institutions Achievement Award (IAA) program.

* Some IAA receiving institutions have no Parents Teachers Association (PTA). These institutions should constitute PTA. The Project Director will check the IAA awarded institutions and will instruct to constitute PTA.

* Close monitoring is needed among the IAA awarded institutions; whether the portion of prize money has been distributed properly distributed among the SMC, PTA and eligible committee members etc. The project director will look into this respect carefully.

2.19 Comments: Since inception of Institutional Achievement Awards (IAA) and Incentives to students and teachers, the physical achievement has been tabled in the above table and that indicates target and progress realized is highly satisfactory. The other table as framed above and where information incorporated on physical achievements of Incentives to students, teachers. This table indicates very poor achievements that needs special directions by Project Director.

2.20 “Support for English language, Mathematics and Science Subjects”: This sub-component was aimed to improve quality of students of SEQAEP institutions in 125 Upazillas through conduction of additional classes in English and Mathematics. In the RDPP, science subjects were also added for additional classes. To measure physical achievements of this sub-component, two tables inserting cumulative physical progress up to June 2014, target and achievements of the fiscal year 2014-15 and target of the project along with basic information of additional classes have been constituted as mentioned below. The tables as stated below are being incorporated physical verifications and progress of implementation schedule

2.21 Basic information of Additional Classes and Physical verification

Coverage		Institutions Selected		Number of RTs Selected		Number of RTs joined		Number of institutions visited	
District	Upazillas	Eng.	Math	Eng.	Math	Eng.	Math	SEQAEP	Consultants
37	55	402	402	632	696	496	552	190	80

Source: progress report on SEQAEP implementation

2.22 Physical Achievements of Additional Classes

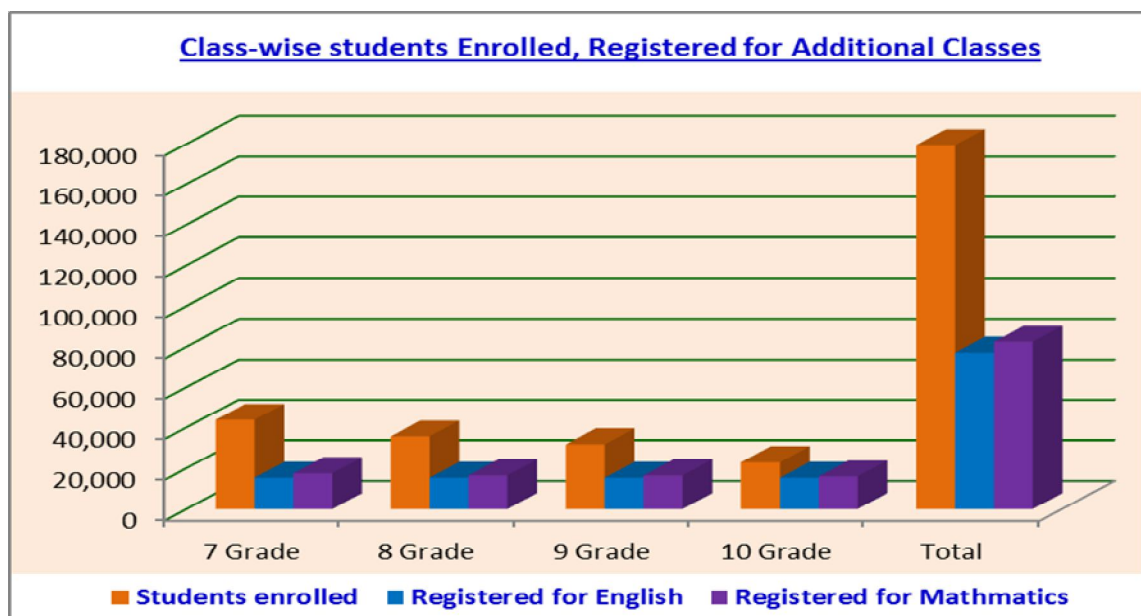
Particulars of Work	RDPP Provision up to 2014	Cumulative Achievements UP TO June 2014	Target and progress of 2014-15		Cumulative progress up to December 2014
			Target	Progress during July-December 2014	
01	02	03	04	05	06
Number of RT Trained	960	1328	-	-	1328
Number of Eng. RT Trained	480	632	-	-	632
Number of Eng. RT Trained	480	696			
Number of ACs in Math & Eng. Trained conducted	1050,000	746,865	303,135	154,035	900,900
Number of One day refresher training of RTS	3200	1402	303,135	154,035-	1402

Source: progress report on SEQAEP implementation

2.23 Class-wise students Enrolled, Registered and Sections Opened for Additional Classes

Grades / classes	Students enrolled	Students registered for additional classes	
		English	Mathematics
6	45,500	15,850	16,000
7	43,768	15,320	17,500
8	35,603	15,320	16,500
9	31,664	15,320	16,500
10	22,921	15,320	16,000
Total	179,456	77,130	82,500

Source: progress report on SEQAEP implementation



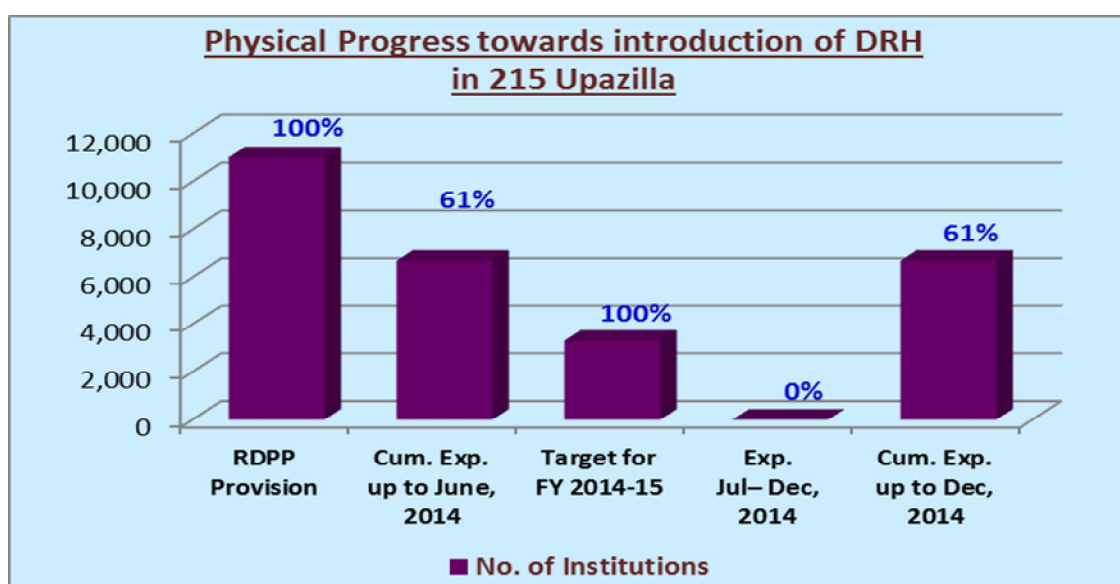
2.24 Comments: In view of the provisions of first revised project documents, the above tables show that physical achievements of additional classes are mostly achieved. The modality of conducting additional classes is changed considering the recommendation and practicalities at the institutions and with the changed modality, a comprehensive Operation Manual is prepared by SEQAEP and based on which additional class teachers (ACT) have also been recruited through open competition. Now the recruited teachers are being trained on their assigned tasks, modality of additional classes and on other responsibilities scheduled.

2.25 Developing the Reading Habit (DRH). Since inception of SEQAEP, DRH program was introduced in about 7000 secondary level education institutions of 125 SEQAEP Upazillas. Following the provisions of Additional Financing Agreement, about 4000 institutions in additional 90 Upazillas have been scheduled for DRH program. During the period July- December 2014, initiatives have also been completed. The tasks are being furnished those are; (i) selection of institutions, (ii) preparation of Operation Manual and (iii), recruitment additional manpower for 90 Upazillas for Bishaw Shahittya Kendro (BSK) etc. It is indeed to note that BSK has been involved as an administrative partner of SEQAEP to provide implementation support for DRH program.. The progress so far achieved in the form of cumulating up to June 2014, target for fiscal year 2014-15 and progress during the months July- December 2014 is furnished in the following table:

2.26 Physical Progress Developing Reading Habits

Items of Work	Provision as per RDPP	Cumulative Progress up to June 2014	Target and progress of 2014-15		Cumulative progress up to December 2014
			Target	Progress during July-December 2014	
Introduction of DRH	11,000 institutions	6680 institutions	3300 institutions	-	6680 institutions
Training for library in-charge	11,000 librarians	6680	3300	-	6680
Supply of selected books	28,16,645	11,98,952	16,12,875	-	11,98,952
Book prize / award provided	53,97,391	6,97,119	11,55,911	4,77,811	11,74,930
Enrollment of Book Readers	51,56,200	25,45,521	10,00,000	-	25,45,521

Source: progress report on SEQAEP implementation



2.27 Comments: Developing Reading Habit (DRH) is an important and effective program for the students to encourage reading habit of books during leisure's in school hours and at home. The above table shows that out of the targeted provision, about 50 percent students registered into DRH program in 125 SEQAEP Upazillas. In the additional 90 Upazillas, DRH is scheduled to be introduced, but only one item of activity i.e. Book Prizes have been provided to 477,811 students in project Upazillas which is about 50 percent progress measured against target of the fiscal year 2014-15. The table also shows that, other items of work are not being executed during the period July- December 2014. MEW opines that progress so far achieved for DRH is mainly a preparatory period, so that, its achievement of this program during the period mentioned above can't be quantified.

2.28 Assessment of Education Quality: Two rounds of Assessment of Education Quality in SEQAEP Upazillas were conducted in 2012 and 2013 and disseminated both the Public Reports titled LASI-12 & LASI-2013 were through workshop on 5 April 2013 and 6 November 2014 respectively. The Hon'ble Education Minister was the Chief Guest and was chaired by the Director General, DSHE in both the workshops. But in the year 2015, Assessment of Education Quality has been scheduled to conduct on National Representative Sample basis. During the July- December 2014, the framework based on 2012&13, draft framework for 2015 is developed by MEW and finalized in a meeting of expert committee held 28 November 2014. The committee was constituted with the members from NCTB, TTCs and

Government Schools by DG, DSHE. As per protocols of fragmented DLIs, the copy of the draft framework was sent to MOE and got it approved through issuance of orders on 30 November 2014.

An international consulting firm is being processed through advertisement in the national newspapers and will be vested to develop instruments for assessment. During the period July- December, in selection process including recommendations made by the Proposal Evaluation Committee (PEC) were completed and sent to WB for comments. Referring the schedules of the approved framework, main survey is proposed to be arranged in October 2015.

2.29 Comments: Scheduled activities are being processed and progressing fast to complete the sub-component "Assessment of Education Quality on national representative sample basis. But development of test instruments is not yet been initiated, because consent from the World Bank for signing contract with the recommended international consulting firm has not yet been received.

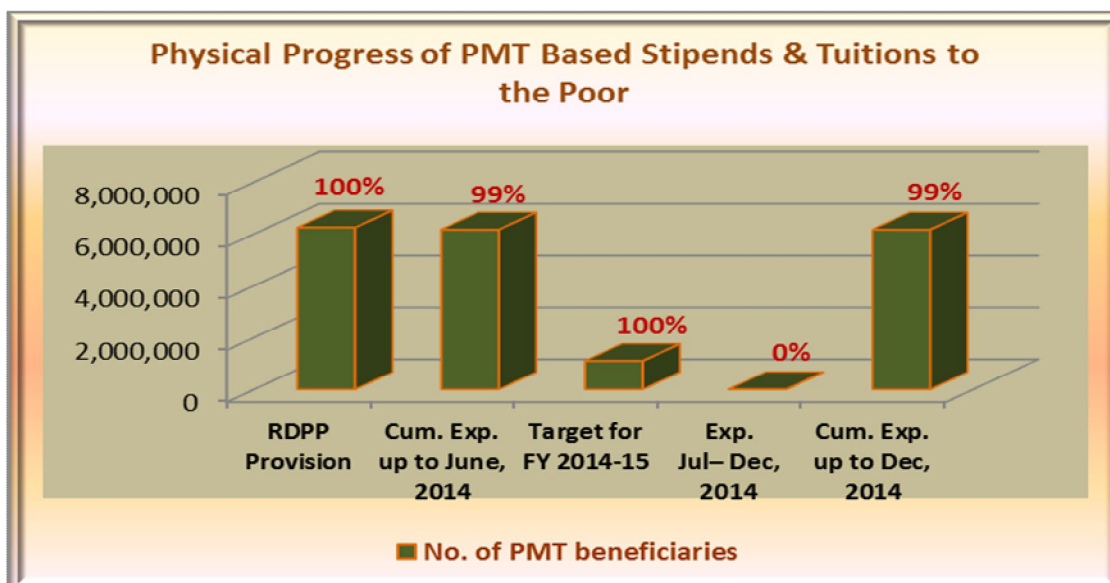
2.30 Major Component - Improving Equitable Access: This component is constituted into 03 sub-components, these are titled (i) PMT based stipends & tuition subventions to poor boys & girls, (ii) General Stipends and Tuition free Facilities and (iii) Improving School Facilities. To enhance participation of poor students into schools and to provide sanitation & drinking water facilities for boys and girls separately, this component was aimed and included into the scheme. In order to execute and achieve the target, work plan is prepared incorporating 3 interventions. Progress of achievements of all 3 sub-components has been detailed one after another as noted mentioned below:

2.31 PMT- based Stipend and Tuitions to Poor Boys and Girls: This sub-component was viewed and included into the scheme for awarding stipends and tuitions subventions to poor students of secondary levels following the method of **Proxy Means Test (PMT)**. The PMT method was introduced in 2008 and still this method of screening is being continued. In this process, the LGED has been working as an administrative partner of SEQAEP through opening PMT booth at the union or at the growth centers in each of SEQAEP Upazillas. The prescribed data and information are processed by LGRD at Dhaka. On completion of data processing, Award Confirmation Forms are regularly issued by LGED and based on which poor boys and girls are screened. On completion of screening process, instructions are usually given to bank accounts by Agrani Bank Ltd. Two categories namely category-1 for boys and girls and Category-2 for girl students have been awarded stipend and tuitions to eligible poor students respectively.

General stipends to poor students are also scheduled in the Additional Financing Agreement for newly included 90 Upazillas. This provision is kept for additional 90 Upazillas for continuation of stipend and tuitions till to launching of PMT method of stipend and tuitions. However, during the period July-December 2014, based on achieved progress on PMT stipend and tuitions awarding, a table of achievement is furnished below:

2.31 Physical Progress of PMT Based Stipends & Tuitions to the Poor

Items of Work	Scheduled Provision as per RDPP	Cumulative Progress up to June 2014	Target and progress of 2014-15		Cumulative Progress up to December 2014
			Target	Progress during July-December 2014	
01	02	03	04	05	06
Stipends & Tuition under Category- I:					
Boys Student	51,79,407	2171,712	839,859	-	2171,712
Girls Student		2969,720		-	2969,720
Sub-total of Category -I	5179,407	5141,432	839,859	-	5141,432
Tuition Facilities under Category-II:					
Girl Students	1060,881	1019,540	250,000	-	1019,540
Total (Category. I+II)	6240,288	6160,972	1089,859	-	6160,972



2.32 Comments: During the fiscal year 2014-15, target of recipients is planned. Formalities for issuance of ACF by LGED/PMTA have already been completed, but distribution of stipends to eligible students has not been completed. Hopefully, within January 2015, all eligible students will get their stipends including tuition subventions in 125 Upazillas. In the additional 90 Upazillas, process for distribution of General Stipends to poor students will also be distributed within January 2015.

2.33 Improving School Facilities (ISF): This sub-component was included in SEQAEP with a view to provide pure drinking water and sanitation facilities for both boys and girls separately. Since launching to June 2014, most of the education institutions in 125 SEQAEP Upazillas pure drinking water and sanitation facilities were already provided. Following the Additional Financing Agreement, additional 90 Upazillas are included into SEQAEP and scheduled to provide ISF Program. During the period July- December 2014, the PIU has prepared Operation Manual for this sub-component and following the manual, schedules of work have been planned. The planned works are; (i) Construction of Wash Block (low cost wash block), (ii) Installation of Deep tube-wells, (iii) Solar water treatment, (iv) Water tank, (v) Arsenic test and manganese test etc (vi) improved wash block and low cost wash block, (vii) School lab improvement, (viii) Classroom improvisation, renovation & addition etc In order to implement the scheduled/planned work, a table for cumulative progress up to June 2014, target for the fiscal year 2014-15 and progress achieved during July-December 2014 is furnished below:

2.34 Physical progress of Improving School Facilities

Items of Work	RDPP Provision	Cumulative progress Up to June 2014	Target and Progress of 2014-15		Cumulative progress up to December 2014
			Target	Progress during July-December 2014	
Wash Block	215 units	-	215	-	-
Low cost wash block	400 units	200 units	200 units	-	200 units
Classroom Improvement	300 rooms	50 rooms	250 rooms	-	50 rooms
Shallow tube-wells	1020 units	980 units	-	-	980 units
Deep tube-wells	1270 units	1000 units	250 units	-	250 units
Twin latrines	1865 units	1826 units	-	-	1826 units
Rain water harvesting	195 units	69 units	-	-	69 units
Water pump and water tank	2400 units	1476 units	200 units	-	1476 units

Water treatment	300 units	100 units	200 units	-	200 units
Manganese test	LS	LS	-	-	LS
Arsenic test	1585 Kits/ boxes	645 kits/ boxes	250 boxes	-	645 boxes
Water purifier	1760 units	1365 units	-	-	1365 units

2.35 Comments: Target of the most items of scheduled work of the original DPP has already been completed. But the targeted work during the fiscal year 2014-15 and during the months July- December 2014, progress of implementations are being carried out as mentioned in the above table. Hopefully, the on-going implementation will be completed within June 2015. MEW opines that sharing of implementation cost by the community should be confirmed for developing their attractiveness to education institutions.

2.36 Capacity Strengthening: This component is constituted with the sub-components titled as (i) Project Management, (ii) Institutional Capacity Building, (iii) School Management Accountability, and School Awareness and Community Mobilization and all these are aimed at to develop the capacity of the SMCs, MMCs, PTAs, and stakeholders concerned to SEQAEP. Since inception of SEQAEP, the activities such as; (i) formation of SMCs, and PTAs, (ii) training to the members of the SMC & MMCs and PTA, (iii) introducing schools to conduct social assessment and mobilization (iv) introducing school information reporting card systems etc. have been performed. In the revised project documents, these are also scheduled to continue following the modality as stated in the project. However, the progress of achievements of these four sub-components is narrated below one after another:

2.37 Project Management: SEQAEP Unit and MEW were established under this sub-component. Both the units are under the direct supervision and control of the Director General, DSHE and for these two units. 65 posts were created and against which 47 posts for SEQAEP and the remaining 18 posts were created for MEW respectively. In both the unit, except some posts of MEW, all are filled up. Besides, some consultants have been working in SEQAEP and two consultants in MEW. SEQAEP Unit is mainly involved to implement the scheduled activities of the project. MEW is responsible to conduct Monitoring and Evaluation tasks including implementation responsibility of the sub-component “Assessment Education Quality” on national representative sample.

In addition, SEQAEP Unit has been authorized to utilize an amount of Tk. 45946.37 lakh from GOB allocation for implementation of the following scheduled activities; those are earmarked against Disbursement Linked Indicators (DLI). Up to December 2014, SEQAEP has already spent Tk. 14000.00 lakh and submitted cost evidences to MEW for preparing withdrawal applications to WB. Simultaneously, MEW submitted withdrawal applications for an amount of US\$ 12.00 million to the WB for reimbursement to the treasury of Bangladesh.

2.38 Comments: During the period July- December 2014, the Project Director was devoted to develop Operation Manuals for all interventions scheduled in the project. He was also determined to get GOB allocation from the Government and simultaneously for replenishment of RPA expenditures from the WB. However, during the said period, progress so far achieved is satisfactory.

2.39 Institutional Capacity Building: Under this sub-component: 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. Through this sub-component, enhancement of quality and capacity building of concerned stakeholders are also considered.

2.40 School Management and Accountability: Activities in view of strengthening the capacity of non-government school, formation of Parent Teachers Association (PTA) together with all parents of all concerned SEQAEP schools and Madrashas, capacity development of SMC/ MMC members, Head Teachers, Assistant Head Teachers and some social elites etc have been taken into consideration.

The aim and objectives of this sub-component is to improve the capacity to make the institutions transparent, accountable and ensure social mobilization etc. All these measures are considered by providing proper orientation, training and supports through instructions. Other than the above tasks, additional classes in English and Mathematics have been 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 are also scheduled to provide training. To conduct additional classes, selection of required teachers for English, Mathematics and Science Subjects, etc has been considered under this sub-component.

2.41 Comments: In accordance with the provision of first revised project documents, most of the scheduled activities were completed within June 2014. But during July- December 2014, schedules to implement have already been developed. Hopefully, from January 2015, implementation of schedules will be initiated.

2.42 Education Awareness and Community Mobilization; The sub-component titled “Education awareness and Community Mobilization” was scheduled into SEQAEP to aware the community. In particular, 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 opines that education awareness program will be resumed soon particularly in additional 90 Upazillas abiding by the targete schedules of RDPP of SEQAEP.

CHAPTER-3

Monitoring and Evaluation Wing

3.0 Monitoring and Evaluation: MEW was established in July 2008. Since its beginning, it has been carrying out monitoring tasks on the interventions of SEQAEP and other development projects of the Directorate of Secondary and Higher Education (DSHE). Before providing additional financing by IDA, exclusive importance was given to SEQAEP and at this stage, MEW has been extended to provide efforts on the development and recurrent programs of the DSHE. Moreover, since additional financing, MEW has assigned execution and achievements of DLIs those are time-bound programs and its values are also scheduled to claim through submission of withdrawal applications to the WB. Within the period from July- December 2014, MEW has been evolved to implement a bundle of work based on project schedules of SEQAEP and some milestones earmarked in the Aide-memoire produced by Implementation Support Mission of the WB (during August- September 2014). However, based on scheduled tasks and its achievements, a table of matrix covering the period July- December 2014 has been framed as spelled out below:

3.1 Matrix on Progress of Achievements during July- December 2014

Activities/ Indicators	Progress	Constraints	Remarks
Withdrawal application for claiming DLI values scheduled to achieve in 2013 and 2014:			
Withdrawal application for Zero DLI, achieved on 12 March 2014	<p>The value of Zero DLI is claimed for US \$ 7million</p> <p>Government account number and swift code received from MOF and Bangladesh Bank respectively for receiving the value of Zero-DLI</p>	<p>BRF has not yet been created for reimbursement. The reason is that the specimen signature of outgoing Director was not approved by the WB before his retiring date January 15, 2015. So we failed to submit BRF.</p> <p>On January 29, 2015, the specimen signature of the present Director is communicated to WB through ERD, it needs approval at an early date.</p>	Soon after receiving the approved specimen signature of the present Director, we will create BRF for reimbursement of Zero DLI.
Withdrawal application for DLI -1 & 2 scheduled to achieve in 2014	IUFR is prepared based on expenditure evidences and IBAS and then together with all relevant documents a proposal forwarded to TTL, WB January 01, 2015 for clearance towards submission of withdrawal application. The claimed amount is US\$ 8 million against DLI-1 & 2.	-	Hard copy of IUFR inclusive of supporting documents is submitted to Mr. Reaz, FMA WB Dhaka office, for comments on January 08, 2015
Withdrawal application for DLI -3 scheduled to achieve in December 2014	The achievements of scheduled tasks concerned to DLI-3 has not yet been completed for some constraints	-	Within March 15, 2015 the scheduled tasks will be completed. Hopefully, Within 30 March, 2015 the value of DLI-3 would be claimed together with relevant documents
Assessment of Education Quality:			
MOE/DSHE to determine that learning assessment be carried out on national representative sample	Based on the framework-2012 &13, the framework for 2015 is prepared through National level committee and the same was approved by MOE.	-	Approved copy of the framework is shared with IDA

	The approved copy is already sent to the IDA for comments		
Deployment of International Consulting firm	10 proposals from international consulting firms were received on December 30, January 2014 and placed before the PEC on January 29, 2015. It is expected to be finalized in 2 nd meeting which will be held on February 05, 2015	-	Minutes of the PEC will be sent soon after the meeting.
Dissemination of Public Report-2013 on Learning Assessment	Disseminated the public report of learning assessment on November 06, 2014 through National level workshop held in Dhaka Minister for Education, Secretary, MOE, DG, DSHE and education related officials and stakeholders were present in the workshop	-	-
Institutionalization of MEW through Transfer into Revenue Budget:			
Final proposal for institutionalization of MEW through transfer into revenue budget.	The receipt of the final proposal was acknowledged by MOPA in November 12, 2014	-	MEW has been keeping close contact with MOPA towards further steps
Impact Evaluation Baseline Survey on DRH and ACT Programs of SEQAEP:			
Impact Evaluation Baseline Survey	Piloted the test instruments in 4 Upazillas in December 22, 2014.	-	-
	Clean data received from ADSL and shared with IDA In reply the IDA has given us comments along with some corrections		
	MEW has finalized the questionnaires following the comments by IDA		
	A Meeting on February 02, 2015 was held with ADSL regarding several issues and fixation of date for main survey of IE		
	The final questionnaires have been handed over to ADSL for main survey		
	It is decided to conduct main survey in February 28, 2015		
Corrective actions based on PMT validation conducted in 2013	1290 PMT beneficiaries identified as inclusive errors and communicated to PMTA for taking appropriate measures The PMTA has already excluded 1290 students from eligible PMT beneficiaries list	-	-
Corrective actions based on compliance verifications	Corrective actions were prepared and sent it to IDA	awaiting for comments and clearance from IDA	After getting comments and clearance from IDA, a formal

conducted in 2013	for comments and clearance		letter will be issued to the PD SEQAEP for actions based on recommendation
Semi-annual Monitoring Report covers the period January- June 2014	Prepared the Semi-annual Monitoring Report, published and distributed	-	-
Semi -annual Monitoring Report for the period July-December 2014	Data on achievements of implementation of all projects are being received from all implementing agencies and PIUs of the DSHE	.	Within March 2015 draft report will shared with IDA and within April 2015, publication would be completed.
Financial Progress Reports:			
Quarterly Progress Report	Quarterly progress reports covering the period June – August 2014 and September - November 2014 were prepared and sent to WD, Dhaka office.	-	-
Mid-term financing Plan	Midterm financing plan prepared and sent to MOE & MOF through Planning wing DSHE. Copy given to PD, SEQAEP also.		
Monthly Financial and physical Report	Monthly financial & physical progress report for the month of December 2014 prepared and sent to PD,SEQAEP with a copy to Planning wing, DSHE and other concerned		
Preparation of Revised ADP	Prepared RADP and forwarded to SEQAEP for inclusion into RADP 2014-15	Separate Economic Code in the ADP is not yet been provided	It is required to provide separate Economic Code in next ADP for 2015-16 for MEW as like as SEQAEP on priority basis
		MEW always facing problems in development administration to follow procedures of the government	
Disbursement Linked Indicator (DLI) Manual:			
DLI Manual	Prepared DLI Manual with the help of Mr. Mosharraf, Consultant, WB, Dhaka Office.	-	DLI Manual is being translated into Bengali.
	On completion of DLI Manual both in English and Bengali version will be printed		
Mobile Monitoring System:			
Introduction of MMS	Modality of MMS prepared and discussed in a meeting with D, DSHE in January 26, 2015 and then follow- up meeting held in January 27,2015 with PD, SEQAEP..	Decision is not yet been finalized	The PD, SEQAEP, Director, BANBEIS and Director, MEW will visit the MMS of LGED physically in February 02, 2015 for final decision.
	Director, BANBEIS and Mr. Mosharraf, Consultant, WB, Dhaka office were present in the meeting.	-	
Annual education institutions census	MOU has already been signed on 31 August 2014 for the next four years (up to December 2017) and following the MOU 1st installment of contract price		The enumerators were already oriented on the questionnaires.

	has already been paid to BANBEIS.		
	Questionnaires for census-2014 are developed incorporating the new interventions and concepts		
	Annual education Institutions Census for 2014 in 215 Upazillas have already conducted and at present data processing is going on		
Deployment of Individual Consultants:			
Financial Management Analyst (FMA)	MS Sonia Mowla as FMA has joined in January 18, 2015	-	Contract documents are shared to IDA
Monitoring and Evaluation consultant (Junior)	Mr. Tofail Ahmed Bhuya has signed and joined with effect from December 17, 2014 The period from 1-16 December 2014 was also adjusted with the previous contract with clearance from the IDA		Contract documents are shared to IDA
Senior Monitoring and Evaluation	After receiving the comments from IDA, the DG, DSHE ordered to place the TOR of Senior M&E Consultant to TOR Committee constituted by MOE	-	For deployment of Senior M&E Consultant, fresh initiative to be taken
Procurement Specialist	As per suggestion by IDA, tried to negotiate with the qualified consultants, but they regretted.	Qualified consultants are not interested for time-based consultancy	IDA has suggested to take necessary help from the Procurement Specialist, Mr. Dalil Uddin, Consultant to SEQAEP, until procurement specialist is deployed for MEW
Learning Assessment Specialist	TOR for learning assessment specialist is shared to IDA for comments and clearance	No comments is yet been received	-
Regular Monitoring in MEW through physical verification	The MEW officers have monitored the education institutions included into TQI, SEQAEP and ICT projects physically. The reports including recommendations have already communicated to concerned Project Directors, DG, DSHE and Ministry of Education for appropriate actions		The guidelines for distribution of awards to concerned stakeholders within the institution for the IAA program need to be modified.
Details may kindly see as stated in next pages			

3.2 Progress of Achievements during the Period July- December 2014

Introduction: As per project documents of SEQAEP, the major component no 4.1 & 2 named as Monitoring and Evaluation and sub-component no.1.4 marked as Assessment of Education Quality have been vested to MEW for implementation. These two programs are scheduled to execute within the scheduled tenure of the project. Together with the vested programs and 12 fragmented tasks under three DLIs are also scheduled to achieve within December 2017. Annual Education Institutions Census is a regular task scheduled to execute ensuring administrative support by BANBEIS as an administrative partner. In conducting monitoring and evaluation activities, introduction of Mobile Monitoring System (MMS) is assigned to MEW. However, in order to carry out the vested tasks, consultancies in the areas; assessment of education quality, financial management, monitoring & evaluation, procurement and also recruitment of MMS for SEQAEP areas are scheduled to deploy. During the period July to December 2014, MEW has been targeted to implement the following specific tasks as stated below.

During the period July - December 2014, MEW has been assigned to implement the tasks; (i) withdrawal applications for claiming the value of zero DLI scheduled to achieve in 2013 and DLI-1, 2, 3 scheduled to achieve in 2014; (ii) preparation and approval of framework for learning assessment-2015, (iii) deployment of learning assessment specialist, (iv) deployment of international consulting firm for national level learning assessment -2015, (v) dissemination of learning assessment report – 2013, (vi) final proposal to MOPA for transferring the MEW setup into revenue budget, (vii) conduction of Impact Evaluation Baseline survey on DRH and ACT programs, (viii) determine the corrective actions based on the findings and recommendations of compliance verification report -2013 and PMT Validation 2013, (ix) preparation and publication of semi-annual monitoring report covering the period January- June 2014 and July- December 2014, (x) preparation of financial reports for WB, MOE and MOF, (xi) preparation of RADP for fiscal year 2014-15, (xii) preparation of draft manual for disbursement linked indicators scheduled in the project documents, (xiii) introduction of mobile monitoring system (xiv) signing of MOU with BANBEIS and conduction of education institution census-2014 in 215 Upazillas, (xv) deployment of individual consultants for financial management analyst, procurement specialist, monitoring and evaluation and learning assessment etc.

Along with the above mentioned activities, the MEW has been implementing the scheduled tasks as stated in the Aide -memoire produced by the Implementation Support Mission, WB during 24 August – 4 September 2014. However, during the period July- December 2014, the MEW has so far achieved the progress of achievements as narrated below:

3.3 Withdrawal Applications for Zero- Disbursement Linked Indicator (DLI): In line with the provisions of the RDPP and Aid-memoire produced by Implementation Support Mission, WB during 24 August – 04 September 2014, it was scheduled to submit proposal within December 2013 to transfer the MEW setup into the revenue budget. Following the provision of the DLI schedule, the proposal was sent to MOE for onward transmission to MOPA. The MOE sent the said proposal to MOPA on 12 March 2014 which was acknowledged by MOPA and was sent to WB. Based on expenditure evidences and IBAS, withdrawal application was prepared sent to WB for disbursement of values of Zero- DLI. To meet the requirements of the WB, Payment instructions such as; Government Account Number from MOF and Swift code from Government treasury etc were collected and these are now in process for sending BRF to Charnai. Because of approval of specimen signature of the outgoing and present Directors of MEW by the WB, it has been delayed to get reimbursement of US\$ 7.00 million.

3.4 Withdrawal Application for the value of DLI-1 and 2, scheduled to achieve in 2014: 03 DLIs was scheduled to achieve within October 2014. In particular, DLI - 1 was executed through approval letters relating to framework of education learning assessment – 2015 by MOE and it was communicated to the WB. The DLI-2 was also achieved in time. On the primary proposal of institutionalization of MEW through transfer into revenue budget, the MOPA made a query that before 6 months ahead of lifetime of SEQAEP, this proposal cannot be considered. MEW explained the reasons on 16 October 2014 and based on which MOE sent the final proposal to MOPA for further processing. The acknowledged letter was also communicated to the WB. In view of preparing proposal for claiming the said DLI -1 & 2, MEW has collected expenditure evidences from Agrani Bank and IBAS from the Office of the Chief Accounts Officer of MOE.

Based on expenditure evidences and IBAS, MEW prepared IUFR and then prepared withdrawal application for the scheduled amount of US\$ 8.00 million (DLI - 1 & 2). During preparation of withdrawal application, MEW shared and took advice from Mr. Reaz Uddin Chowdury, Financial Management Specialist of the WB and then submitted the proposal to the WB on 07 January 2015 for consideration.

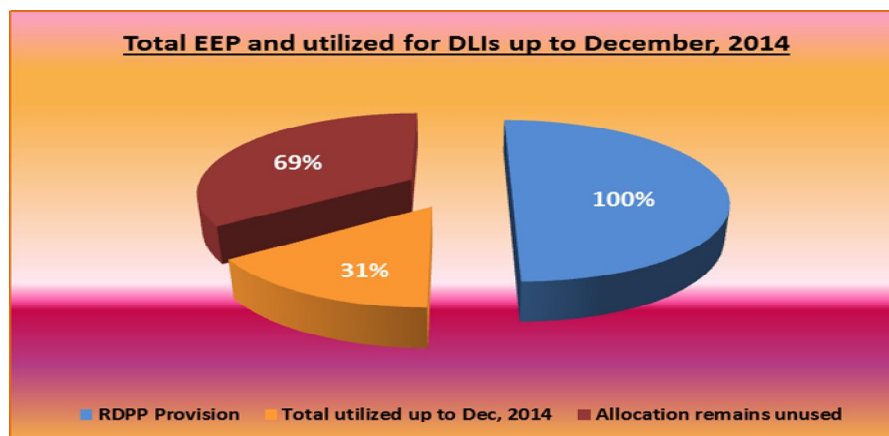
The DLI-3 is scheduled to achieve in October 2014 and waiting to achieve on submission of report of Impact Evaluation. As per recommendation stated in the said Aide-memoire, the contract has already awarded to ADSL to conduct Impact Evaluation base line survey on Developing Reading Habit (DRH) and Additional Class Teachers (ACT) programs. Soon after signing the contract, the survey instruments have already been piloted on 22 December 2014 in 4 Upazillas. MEW and SEQAEP personnel have physically visited the piloted. The clean data is received from ADSL and communicated to WB on 13 January 2014 for comments and in reply on 21 January 2014, a few observations suggested. Very soon on these observations appropriate measures will be taken. MEW, at this moment is on the way to arrange a meeting of concerned experts to discuss and to finalize the survey instruments. Hopefully, within February 2015, main survey will be conducted and within April 2014 Report on Impact Evaluation Base line Survey could be published

Attach to this DLI, corrective actions on compliance verification-2013 is prepared and sent it WB but till to date no comments received. Similarly, on PMT Validation 2013, the LGED was requested to take appropriate actions and accordingly they have taken actions. While the report of impact evaluation will be received then comprising cost evidences, IBAS and acknowledged records of achievement etc, the value of the DLI-3 will be claimed. However, a table of matrix incorporating the amount of allocation of EEP utilized against the achieved DLIs, unutilized and total provision etc has been framed below:

3.5 Matrix on Eligible Expenditure Program Scheduled for DLIs

(In Tk. Million)

Sl. No.	Items/ Components for EEP	Provision of allocation in RDPP	Allocation utilized for Zero- DLI	Allocation utilized for DLI-1 & 2	Total utilized Amount up to December 2014	Allocation remains un-used	Remarks
01	02	03	04	05	06	07	08
1. Improving Education Quality and Capacity to Monitoring Learning Levels							
1.1	Incentives awards to students, teachers and institutions	1265.083	0.00	196.206	196.206	1068.877	
2. Improving education quality and capacity to monitoring learning levels							
2.1	Tuition for PMT Beneficiaries	1511.500	222.457	282.156	504.613	1006.887	
2.2	General Stipends	600.000	453.271	226.893	680.164	- 80.164	BDT 680.164 mil. utilized beyond budget provision
3. Institutional Capacity Strengthening							
3.1	Social Audit		0.00	15.517	15.517	867.488	
	ICT Grant	884.483	0.00	1.478	1.478		
3.1	Education Awareness and Community Mobilization	333.776	0.00	15.527	15.527	318.249	
Grand Total		4594.842	675.728	737.777	1413.505	3181.377	



3.6 Deployment of Learning Assessment Specialist: Terms of reference for Learning Assessment Specialist is developed and sent to the WB for comments. In order to development and finalization of test instruments, planning to conduct assessments, arrangement of workshops and orientation to field level stakeholders, this position need to fill up at an early period. The WB can opine their views and consent on the TOR sent to them.

3.7 Deployment of International Consulting Firm for learning assessment -2015: As per provision stated in the project documents and also following the opinion of the WB, EOI was published in the Daily local Newspapers on 8 December 2014. In response, 11 International consulting firms have submitted proposals and these are evaluated by the PEC on 29 January 2014. Hopefully in the next meeting recommendation towards selection of firms will be finalized.

3.8 Dissemination of Learning Assessment Report – 2013: Australian based international consulting firm “ACER” was responsible to prepare public report concerned to education learning assessment - 2013. It was prepared and submitted to Director, MEW. Then, it was printed and disseminated to all related stakeholders, planners, decision makers and curriculum developers through a workshop held on 2 November 2014 organized at NAEM in Dhaka. The Honorable Minister for Education was the Chief Guest and the Secretary, MOE was the Special Guest in the workshop and the Director General, DSHE presided over. Many other related personnel were present in the workshop. All dignitaries opined that the outcomes found through this public report, due importance will be given during developing future planning towards improvement of quality in secondary education levels.

3.9 Conduction of Impact Evaluation Baseline Survey on DRH and ACT program: Following the recommendations of the aide-memoire on 04 September 2014 produced by the World Bank, TOR for conducting impact evaluation baseline survey was finalized incorporating the comments of the WB. Then the TOR including time-frame of implementation, the local consulting firm Associates Development Services Limited (ADSL) was requested to submit both technical and financial proposals to the Director, MEW and accordingly ADSL submitted their proposals. The proposals were opened by the Opening Committee headed by Deputy Director, MEW. The received proposals were placed before the meeting of the PEC held on 2 November 2014. The committee examined both technical and financial proposals and then decided to award the contract to ADSL by deducting Tk. 134,450.00 from the total quoted price amounting to Tk. 9334,450.00. Then the Director, MEW sent the minutes to the WB for comments. Finally, having consent from the WB, contract between MEW and ADSL was signed on 16 November 2014. The survey instruments were piloted in 4 Upazillas on 22 December 2014. The piloted Upazillas are; (i) Bejoynagar under Bramanbaria and Keshabpur under Jessore district for ACT program and simultaneously two other Upazillas namely; Birol under Dinajpur and Sadar Upazillas under Bandaban district for DRH program, On completion of piloting, ADSL has submitted clean data to MEW and the same was communicated to WB for comments. A few observation from the WB is also received those are mitigated. Moreover a combined meeting consisting of MEW members and ADSL representatives is planned to arrange within first week of February 2015. In that meeting orientation of USEOs, head teachers and survey administrators and as whole modality for conducting main survey will be discussed. It is required to note that following the received list of education institutions, selection of students etc will be finalized and then will be communicated to ADSL for their processing.

3.10 Corrective Actions based on Recommendations on Compliance Verification Survey: The local consulting firm ‘Pathmark Associates Limited’ was awarded contract to conduct compliance verification survey’ in SEQAEP institutions through sampling. On completion of survey, the Pathmark has submitted final report on 16 October 2014. The findings of the draft final survey report has been examined carefully and based on which corrective actions have been developed. The corrective actions have also sent to the WB for comments. After getting comments, corrective actions will be forwarded to Project Director through the Director General, DSHE for taking administrative actions.

3.11 The PMT validation was also conducted by Pathmark. Following the findings and recommendations stated in the final report, 1290 students were found inclusion errors; those were dropped from the list of PMT

beneficiaries by PMTA/ LGED, who has been working as local administrative partner for PMT based stipend and tuitions to poor students at the secondary levels in SEQAEP Upazillas .

3.12 Preparation and Publication of Semi-annual Monitoring Reports represent the period January-June 2014 and July- December 2014: The Semi-annual Report represented the period January – June 2014 was prepared and published in last November 2014 and disseminated to all concerned. The report for the period July-December 2014 is being drafted and simultaneously information has already collected. Hopefully, within March 2015, it will be published and disseminated to all concerned.

3.13 Preparation of Financial Reports for WB, MOE and MOF: MEW has prepared Quarterly financial report against the period September - November 2014 and was forwarded to the WB. The mid-term financial and physical progress representing the period July-December 2014 was also prepared and sent to Planning Wing of DSHE, MOE, MOF and SEQAEP.

3.14 Preparation of RADP for fiscal year 2014-15: To incorporate the need based financial target in the Revised Annual Development Program for the fiscal year 2014-15, statement of actual expenditures already incurred was prepared and sent the same to SEQAEP, Planning wing of the DSHE, MOE and MOF.

3.15 Preparation of Draft Manual for Disbursement Linked Indicators (DLI): Having active and sincere cooperation, DLI manual (draft) has already been prepared and it is now translating into Bengali. On completion, the manual will be printed.

3.16 Introduction of Mobile Monitoring System: In compliance with the decision of the meeting of the Steering Committee held on 26 November 2014 and considering the provisions of SEQAEP, a working paper is prepared for discussion in the meeting with Director General, DSHE. In the working paper, the proposed MIS will be established in the office complex of BANBEIS which is scheduled to be under the supervision of Director, MEW. It will be constituted with 1 post of Coordinator (head of MIS), 4 IT specialist, 8 Data Entry Operators and 60-70 Mobile Monitoring Analyst (MMA). The coordinator and IT Specialist will be deployed following IDA Guideline. The remaining support services such as MMOs, data Entry operators inclusive of logistics will be procured on contract out. However, following the said discussion it was argued that MMS is not similar with the on-going method adopted in the BANBEIS, so, the new method for monitoring and evaluation of MEW would be difficult to introduce in the BANBEIS. The Director General then directed to discuss this issue together with Project Director, SEQAEP for concrete decision. The Project Director sat with all concerned personnel on 27 January 2015 where Mr. Mosharraf Hossain of the WB was present. However, it is expected that within a short period, all concerned stakeholders will come into a decision

3.17 Deployment of Individual Consultants for Financial Management Analyst, Procurement Specialist, Monitoring and Evaluation Consultants & LASI Specialist etc: In carrying out procurement process of the WB for deployment of consultants, FMA and M&E Consultant (Junior) have already carried out and they resumed their duties. The processing for the position Senior M &E Consultant has not yet been completed. On received suggestion by the WB to re-evaluate the proposals received. The Director General has instructed to place the TOR before the TOR Committee constituted by the MOE. This decision indicates that the process for deployment of Senior M&E Consultant will need to be initiated from the beginning. Regarding procurement specialist, all candidates submitted their proposals and asked them over telephone and in reply they said that they are not interested for short term consultancy as scheduled in the project documents. So this position need to advertise further.

3.18 Signing of MOU between DSHE and BANBEIS to conduct Annual Education Institutions Census: To conduct the census on about 10,000 education institution in 215 Upazillas under SEQAEP, MOU was signed on 31 August 2014 between DSHE and BANBEIS. In accordance with the provision of MOU, 1st installment of their charges has also been paid. In support of this program, census form is developed by Questionnaire Committee and finalized jointly by BANBEIS and with the help of concerned officers of MEW. All interventions newly introduced have covered in the questionnaire. In the census form, outcomes& impacts are being observed and reflected in the forms.

3.19 Creation of Separate RPA Budget Provision in the RADP (Fiscal Year 2014-15): To overcome the administrative hassles in getting RPA authorization from MOF, a proposal has already been issued to planning and development wing of the DSHE for providing separate Economic code through printing of MEW's name in the RADP or in the ADP. In getting authorization, a lot of troubles, MEW has to face categorically in preparing item-wise break up of cost and signing the proposal under SEQAEP under a single economic code of SEQAEP. Realizing the administrative hassles, the Director, Planning and Development, DSHE is already requested to propose for separate provision of MEW's name though printing separately in the ADP. The proposal has yet not been considered by Planning & development wing of DSHE and MOE.

3.20 Monitoring and Evaluation: The office accommodation of MEW is being ordered by the Director General, DSHE to shift in the 6th floor of Second Block of Sikkha Bhaban. On 13 February 2015, MEW has a schedule to shift in the Second block of Sikkha Bhaban.

3.21 In particular, the **sub-component titled “Assessment of Education Quality”** is meant “National level Assessment at the Secondary” and will cover 487 Upazillas of the entire country, Bangladesh. In conduction process, Australian based consulting firm is supposed to be provided technical assistance particularly for development of questionnaires/ test items and report writing. Local level consulting firm will be deployed through contract out method. Considering the targeted time-frame of main survey, MEW is being prepared.

3.22 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

3.23. 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 which, final proposal in this respect has already been initiated to the Ministry of Public Administration (MOPA) through Ministry of Education.

3.24 Critical Issues as well as Constraints in Implementation

During the past implementing period particularly, July 2014 to December 2014, some constraints in implementation process have been realized by MEW. The constraints are likely to be as follows:

In the project documents of SEQAEP, the activities under the components; Assessment of Education Quality and “Monitoring & Evaluation including financial projections” have not been scheduled year-wise. During preparing progress reports for MOE, MOF and also for Planning Wing of the DSHE, it creates constraints to determine financial targets and its utilization;

As per financing modality incorporated into the project documents and financing agreement, MEW has given liberty to work independently as a separate wing of SEQAEP. But the Director has not been authorized to sign allocation proposals for submitting to the MOF. In processing development projects, the project director is assigned to sign financial proposals. Without having separate provision of MEW’ name in the ADP, no authority can be allowed to sign by the director, MEW. In this respect, the director, planning and development has requested time and again.

To perform monitoring and evaluation activities, MMS method is incorporated into the Aide Memoire of October 2014. The BANBEIS has not yet been confirmed to establish MMS attached to BANBEIS. So, scheduled tasks such as; PMT Validation, compliance verification and regular monitoring tasks of MEW & SEQAEP at the target levels etc are still in hanging position.

All officers of MEW should have training on Monitoring and Evaluation over implementation management planning.

3.25 Concluding Remarks: This Semi-annual Monitoring Report presents the period July 2014- December 2014 and narrates the achievements of all scheduled tasks including DLIs assigned to MEW. In conducting impact evaluation, it has been delayed to achieve the DLI-3 scheduled to achieve in October 2014. But schedules for this DLI are being executed to realize within March 2015. Under this DLI, two other activities i. e. corrective actions on compliance verifications and PMT Validations are achieved in time. Hopefully, we will be determined to implement the tasks targeted in the action plan which will cover the period January-June 2015. Furthermore, MEW could not submit the BRF for receiving the value of Zero –DLI, because of non-approval of signature of the outgoing Directors, MEW. Expecting that signature of the present Director will be approved soon and then BRF will be forwarded to the World Bank.

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CHAPTER-4

4.0 Stipends to Poor Students for Secondary to Degree (Pass) Levels

4.1 Introduction: In order to provide financial assistance to the poor female students of secondary levels, a Nation-wide Female stipend program was started in 1994. It consists of 04 projects, initially the World Bank came forward with a project titled FSSAP to provide financial assistance to poor students in 118 Upazillas. Following the modality of nation-wide program, the Asian Development Bank in 53 & NORAD in 18 Upazillas had been provided stipends and tuition subventions. The Government of Bangladesh carried out the said program in 298 Upazillas bearing cost from own resources. This nation-wide stipend program was aimed and viewed to take the girls into schools, particularly, those who were out of schools. At that time, most of the primary passed girls was not coming to schools, because of their parents' poverty and also for social and religious causes. At present, the participations in secondary levels have been increased up to desired level. Then the Government realized success and achievements in female education. Later on, the Government gradually enhanced the stipend and tuition programs to female students in grades 11 and 12 and also at the Bachelor Degree (pass) levels. The Government also emphasized the importance of boy's participation in secondary tiers those who are extremely poor and keeping the view in mind, the Government took initiatives to provide stipends to poor boys students through revision of projects.

At present, 05 development projects have been implemented to provide financial help to poor education seekers at the Secondary, higher secondary and Degree (pass) levels. The International Development Association (IDA) has been assisting stipend and tuition subventions for 215, ADB- 53 and the Government of Bangladesh for 217 Upazillas at the secondary levels. For higher secondary levels, the Government has been carrying out stipends and tuition subvention programs through a separate project. Simultaneously, under a trust fund program (introduced by the Honorable Prime Minister) has been awarding stipend and tuitions to poor female students at the degree passes levels. However in summary form, basic information on target, coverage and funding sources of all 5 projects have been tabled below:

4.2 Target, Coverage and Funding Sources of Stipend and Tuitions Subvention Projects

Sl. No.	Title of projects	Target as per DPP/ RDPP (In lakh)		Coverage of Upazillas	Sources of financing
		Physical	Financial		
01	02	03	04	05	06
01	Secondary Education Quality and Access Enhancement Project (SEQAEP)	65.00	340080.00	215 Upazillas	GOB & IDA
02	Secondary Education Sector Investment Program (SESIP)	14.00	25950.00	54 Upazillas	GOB & ADB
03	Secondary Education Stipend project (SESP)	4340.00	75305.00	217 Upazillas	GOB
04	Higher Secondary Stipend Project (HSSP)	17.27	51275.00	487 Upazillas	GOB
05	Female Stipend Project for Degree (Pass) and Equivalent Level	5.57	50126.00	487 Upazillas	GOB & Trust Fund

Note: Sunamgonj Sadar Upazilla is not included in any project concerned to secondary levels

4.3 Progress of achievements on Stipend Projects: The above mentioned 05 development projects are controlled by Director General, DSHE through establishment of Project Implementation Units (PIU). In view of progress of achievements of all five projects, aims, objectives, progress so far achieved during the fiscal year 2014-15, cumulative progress, target of implementation and comments on progress etc have been spelled out below one after another.

4.4 Secondary Education Quality and Access Enhancement Project (SEQAEP): SEAEPP was revised and scheduled with 13 sub-components under 03 major components. Among the 13 sub-components PMT based stipend and tuitions to poor students and General stipend to poor learners which is scheduled to provide before introduction of PMT method are mainly for incorporated into the project. In two categories such as, stipends along with tuitions to both boys and girls are categorized in Category-1 and only tuition

subventions to girl students are categorized in Category-2. In the following table, project provision, cumulative progress up to June 2014, target for the fiscal year 2014-15 and progress during the months July- December 2014 have been tabled below:

4.5 Physical Progress of PMT Based Stipends & Tuitions to the Poor

Items of Work	Scheduled Provision as per RDPP	Cumulative Progress up to June 2014	Target and progress of 2014-15		Cumulative Progress up to December 2014
			Target	Progress during July- December 2014	
01	02	03	04	05	06
Stipends & Tuition under Category-I:					
Boys Student	51,79,407	2171,712	839,859	-	2171,712
Girls Student		2969,720		-	2969,720
Sub-total of Category -I	5179,407	5141,432	839,859	-	5141,432
Tuition Facilities under Category-II:					
Girl Students	1060,881	1019,540	250,000	-	1019,540
Total (Category. I+II)	6240,288	6160,972	1089,859	-	6160,972

Source: Progress Report of SEQAEP

4.6 Physical progress of General Stipend to poor students in 90 Upazillas

Items of Work	Project provision	Cumulative progress up to June 2014	Target and progress of 2014-15		Cumulative Progress up to December 2014
			Target	Progress during July- December 2014	
01	02	03	04	05	06
Stipends and tuitions to students in new 90 Upazillas	87,500	73,174	87,500	-	100%
	262,500	219,523	262,500	-	100%
Total	350,002	292,702	350,004	-	100%

Source: Progress report of SEQAEP

4.7 Comments: During the fiscal year 2014-15, targeted recipients have been determined through PMT Booth operation. Formalities for issuance of ACF by PMTA are also completed, but distribution of stipends to eligible students is not yet been executed. So far schedules have framed SEQAEP to provide stipends and tuitions within January 2015, in 125 Upazillas. Similarly, eligible recipients under General stipends program are being finalized from January 2015, introduction of PMT stipends in the additional 90 Upazillas, process for issuance of ACF is underway.

4.8 Secondary Education Sector Investment Project (SESIP): SESIP is scheduled consisting of different program approaches which are funded by the Government of Bangladesh and Asian Development Bank. Among the approaches, stipend including tuition subventions to poor students is scheduled only for 54 Upazilla and aimed to provide financial assistances to poor students following the compliances spelt out in the program documents. Incorporating the program provision, cumulative progress up to June 2014, target & achievements during the fiscal year 2014 -15 etc, a table has been furnished below.

4.9 Physical progress of Achievements on Stipends including tuition subventions under SESIP (In lakh)

Items of Work	Project provision	Cumulative progress up to June 2014	Target and progress of 2014-15		Cumulative Progress up to December 2014
			Target	Progress during July- December 2014	
01	02	03	04	05	06
Stipend and tuitions	14.00	2.36	2.39	Not been Distributed	2.36

4.10 Comments: The eligible students at the secondary tiers in 54 Upazillas have been targeted to award stipend and tuition subventions to poor students during the fiscal year 2014-15. The above table shows that during the period July- December 2014 no distributions are yet been made. Hopefully within January 2015, the eligible students will be given stipends and tuitions. A study is scheduled in SESIP to harmonize the on-going stipend methods followed by different projects. MEW opines in this respect that through introduction of harmonized method equal opportunities of providing financial assistances for poor students should be provided. The extremely poor students of distanced institutions should be given more financial assistance compare to inbuilt rates of general stipend and tuition subventions.

4.11 Secondary Education Stipend Project (SESP): The scheme titled “Secondary Education Stipend Project Phase 11” (SESP) was taken by the Government of Bangladesh. It is scheduled to provide stipends and tuition subventions to poor students of grades 6-10 in 217 Upazillas. As per provision of the project documents, the rates of stipends, tuition subventions, examination fees and book allowances for eligible students are given below as stated in the table:

(In taka)

Grades	Monthly (Rates)	Monthly subvention rates	Total (Stipend & Tuition subvention)		SSC & Dakhil exam. fee
		Non-govt.	Govt.	Non-govt.	
01	02	03	04	05	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

4.12 Physical Progress of Achievements on Stipends & tuition subventions under SESP (phase-2)

(In lakh)

Items of Work	Project provision	Cumulative progress up to June 2014	Target and progress of 2014-15		Cumulative Progress up to December 2014
			Target	Progress during July- December 2014	
01	02	03	04	05	06
Stipend and tuitions to Boys students	9.34	-	3.25	-	-
Stipend and tuitions to girl students	34.06	-	9.75	-	-
Total	43.40	-	13.00	-	-

4.13 Comments: The above table shows that during the period July- December 2014, 11.92 lakh students in 217 Upazillas have been targeted to provide stipend and tuition subventions. Eligible students have already been finalized abiding by compliances scheduled in the project documents. MEW opines that awarding process is delayed due to non-availability of fund, hopefully within January- February 2014 distributions of stipends and tuitions would be completed.

4.14 Higher Secondary Stipend Project (HSSP): The 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 rates for awarding stipend and tuition subventions including allowances for examination fees at grades 12 and book allowances at grades 11 are tabled as noted below:

4.15 Rate of Stipend & 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

Incorporating physical target of stipend and tuition subventions in the project documents, cumulative progress up June 2014, target to award stipend and tuitions for the fiscal year 2014-15 and progress achieved during the months July- December 2014 etc have been furnished as follows:

Physical Progress of Achievements up to December 2014

(Figures in lakh)

Items of Work	Project provision	Cumulative progress up to June 2014	Target and progress of 2014-15		Cumulative Progress up to December 2014
			Target	Progress during July- December 2014	
01	02	03	04	05	06
Stipends for female students in higher secondary levels	17.27	-	5.48	-	-
Tuition subventions to female students	17.217	-	5.48	-	-

Note: The HSSP is recently approved by the ECNEC. Its implementation is being started.

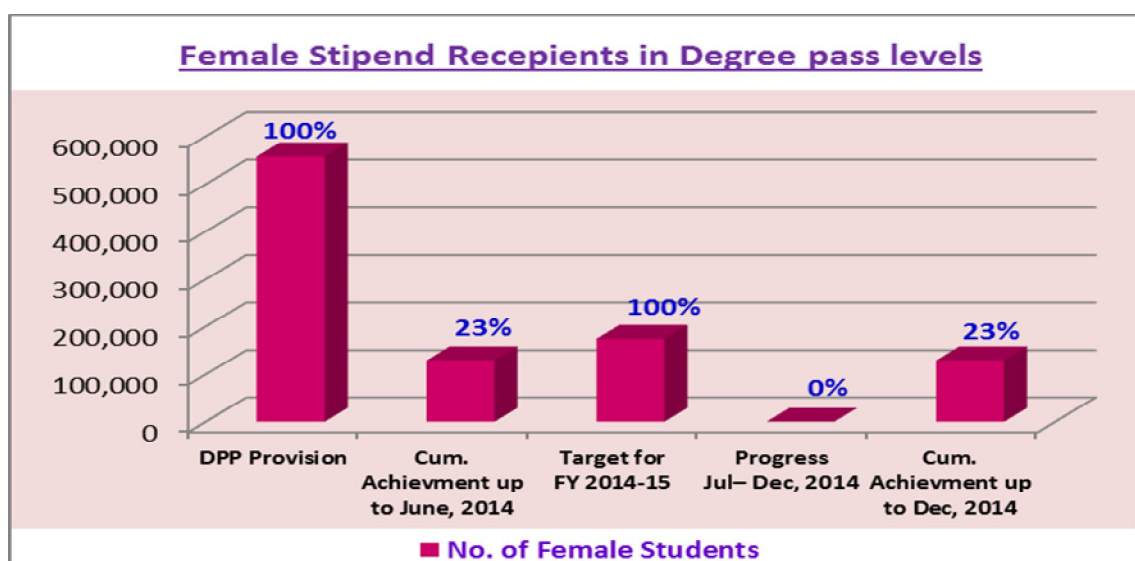
4.16 Comments: The entire country covers 487 Upazillas, this HSFSP has been providing stipends, tuition subventions, book allowances & examination fees etc. to female students of grades 11 & 12. The life time of the previous project is ended. So, a new project for sustaining stipend and tuition subvention program is taken already by the government. During the period July – December 2014, the PIU has completed all formalities to award stipend and tuitions to eligible students in grades 11 and 12, hopefully within January-February 2015, awarding and distributions process will be completed.

4.17 Female Stipend Project for Degree (Pass) and Equivalent Level: In 2012, the titled “Female Stipend Project for Degree (Pass) and Equivalent Levels” was started. It was aimed to provide financial assistance to poor female students learners in the form of stipend, tuition subventions, book allowances and examination fees. The students are being screened abiding by the scheduled compliances and guidelines spelt out in the project documents. In particular, 40 percent of the total female students have been scheduled to award stipends, tuition subventions and allowances to eligible beneficiaries. The cost against stipends, tuitions, book allowances and examination fees are being borne from the trust fund and operation cost by the PIU is borne from ADP allocations. However, the project was framed with the following aims and 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.

To ascertain progress of achievements, cumulative achievements up to June 2014 and target for fiscal year 2014-15 and achievements during July- December 2014 have been inserted into the following table:

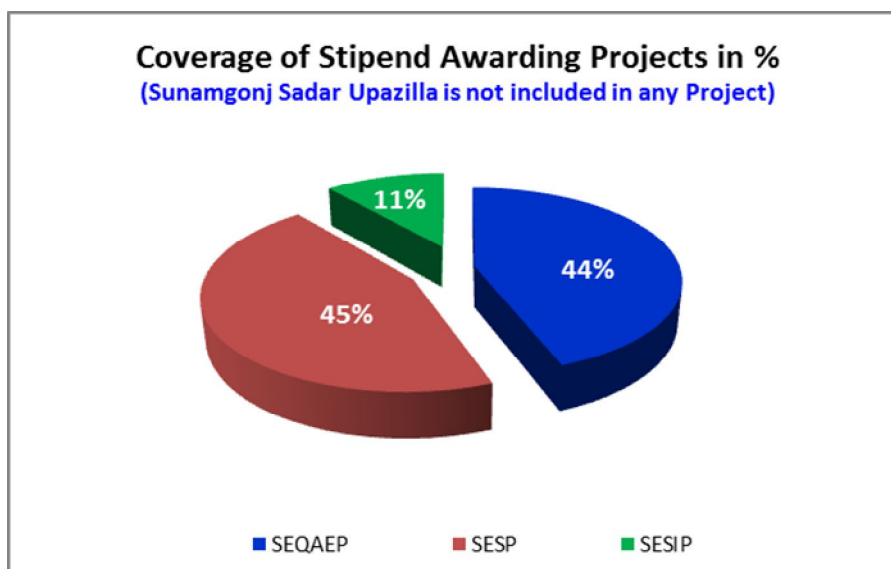
Items of work	Target As per DPP	Cumulative Achievement up to June, 14	Target and Achievements of the fiscal year 2014-15		Cumulative achievements up to December 2014
			Target for 2014-15	Progress during the months July- December 2014	
Stipends to females students	557,571	129,810	174,446	Not yet been awarded	129,810
Tuitions to female students	556,571	129,810	174,446	Not yet been distributed	129,810



4.18 Comments: Since launching 129,810 female students at the Degree pass levels were awarded stipends and tuitions and 174,446 students targeted to provide stipends and tuitions for this fiscal year 2014-15. During the July to December 2014 process of selecting eligible students are mostly completed. Hopefully, within January- March, distribution of stipends & tuitions will be provided. It is to be mentioned that only to award stipends for female students at the degree pass levels, resources are being utilized from the “**Trust Fund Program**” introduced by the Honorable Prime Minister of the Government of Bangladesh. In near future, poor male students at the degree pass levels should consider into this program.

4.19 Progress of Achievements against Five Stipend Oriented Projects: A table incorporating progress of achievements of all 05 projects have been framed in the following table. The table also provides project-wise, cumulative achievements up to June 2014, target scheduled for the fiscal year 2014-1, and progress during the months July- December 2014 etc.

Title of Projects	DPP/RDPP Provision	Cumulative achievements up to June 2014 (in lakh)	Target & Progress for the year 2014-15		Cumulative Progress up to December 2014	Coverage of Upazillas
			Target (in lakh)	Progress during July- December 2014		
SEQAEP	62.40	61.60	10.90	Not yet been awarded	61.60	125 Upazillas
General stipend under SEQAEP	7.00	2.93	3.50	Not yet been awarded -	2.93	90 Upazillas
SESP	43.40	00	13.00	Not yet been awarded -	00	217 Upazillas
SESIP	14.00	2.36	2.39	Not yet been awarded	2.36	54 Upazillas
Sub-total of Secondary Education	126.80	66.88	29.79	-	66.88	486 Upazillas
HSFSP	17.27	00	5.48	Not yet been awarded -	00	487 Upazillas
Stipends for Degree Pass levels	5.57	1.30	1.74	Not yet been awarded	1.30	487 Upazillas
	149.64	68.19	37.01	-	68.19	487 Upazillas



4.20 Comments: The government took 05 development projects for awarding stipends and tuitions to poor students of secondary tiers to bechor degree (pass) levels. During the period July- December 2014, progress so far achieved are confined to processing of screening eligible students. The eligible students have not yet been awarded at all scheduled levels. Within March 2015 distributions at all levels would be completed. MEW opines in this respect that the PIU should quick measures to award stipends at a vewry reasonable period. Moreover, modality of providing stipends and tuitions to poor students should be uniform and simultaneously implementation modality needs to be established based on scheduled time-frame spelt out in the approved projectdocuments. Among all upazillas only the Sunamgonj Sadar upazilla has not been inserted into any of the three projects for providing stipends and tuitions to secondary level students

Chapter- 5

5.0 Construction Oriented Work, ICT & Teachers Education Based Development Projects

5.1 Introduction: This chapter has been framed incorporating 14 investment projects and these are mostly taken by the government for providing infrastructural facilities, establishment new schools, colleges & autistic academy, expansion of facilities, repair, renovation, generation of ICT education, training to teachers, and supply learning materials etc. Among these projects, two projects namely SESIP and TQI-2 have been financed by GOB and ADB. The remaining projects are taken by the government by utilizing own resources. Including, IDA, ADB, all these projects are being controlled and managed by the Director General, DSHE, Bangladesh through establishment of Project implementation Units (PIU). The Planning & Development Wing on behalf the Director General, DSHE has been providing implementation supports including allocation of resources following the scheduled approved project documents. However, the projects inserted into this chapter are taken to improve the quality and to provide facilities educational opportunities.

5.1 Progress of Achievements (Project wise): In view of determining progress of achievements of all projects incorporated into this chapter, physical target of major components, cumulative progress up to June 2014, target for the fiscal year 2014-15 and achievements during the months July- December 2014 and comments etc have been tried to point out. Considering the information received from the PIUs, project-wise brief of descriptions and findings etc are spelled out as noted below:

5.2 Secondary Education Sector Investment Program (SESIP): In view of scheduling program approaches for the secondary and higher education sector, the project titled “Secondary Education Sector Investment Program” (SESIP) was taken by the Government in July 2013. The SESIP is scheduled with a multi-dimensional approaches consisting of 03 tranches and targeted to complete in 2018 where a negligible amount of fund is proposed to be financed the Asian Development Bank (ADB). Through this project, a total of TK.165814.00 lakh equivalent to US\$ 207.27 million and out of which GOB will provide Tk.93814.00 lakh equivalent to US\$117.27million and ADB will provide Tk 7200.00 lakh equivalent to US\$ 90.00 million only. In specific terms, this scheme is framed with the major tasks, those are; to complete incomplete tasks of recently completed the project SESP, stipend and tuitions to poor learners for secondary tiers in 54 Upazillas, decentralization of MPO system, implementation of education policy 2010, 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. However, the main objectives of SESIP are as follows:

- To provide supports to enhance quality and relevance of secondary education through reviewing the quality and relevance secondary level curriculum;
- To support activity based science teaching and teachers training;
- To provide relevant teaching-learning materials and science equipment to schools and madrasahs;
- To organize e-learning media campaign to popularize science subjects at secondary levels;
- To improve assessment and examination system based on pedagogy and taxonomy of learning;
- To facilitate enhanced use of ICT for pedagogy and establishment of School Information Hub in selected institutions;
- To increase equitable access & retention and reduction of dropout rates;
- To support pro-poor through providing stipends and harmonize the stipend programs;
- To strengthen education management and governance through decentralization;
- To strengthen the EMIS of the DSHE; and
- To provide supports for enhancing capacity building of the DSHE

5.3 Comments: The implementation schedules of SESIP are still in beginning stage. It was scheduled to start in January 2014, but in fact started in July 2014. The setup for SPSU was established including deployment of team leader and deputy team leader of scheduled consultants. The other consultants have not yet been deployed. The setup for SPSU has already recruited. This program is scheduled incorporating

new method of implementation which is “Disbursement Linked Indicators” (DLI,) based on fragmented DLIs; values are targeted to claim from the ADB. At this stage, no significant progress of achievement is realized. But preparatory tasks of all schedules of SESIP have already been developed for initiating implementations of all scheduled programs. As a whole progress so far achieved is satisfactory.

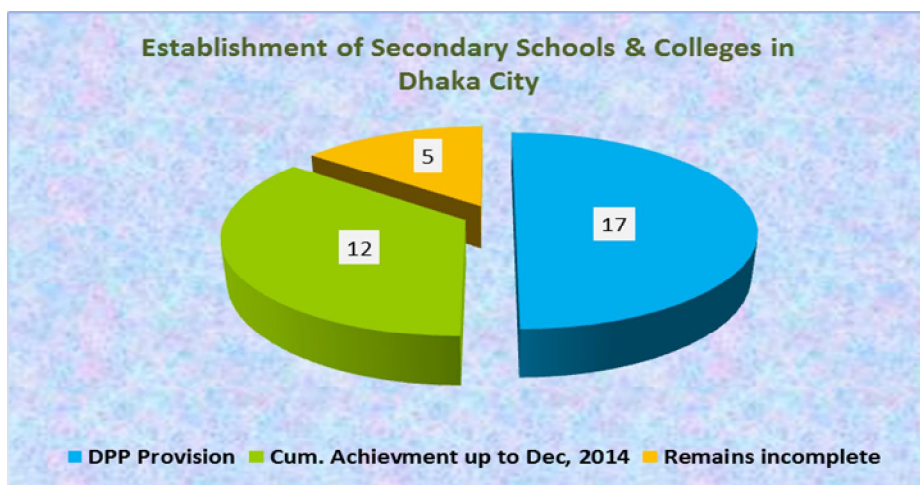
5.4 Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City:

The Government of Bangladesh took this project in 2011 at an estimated cost of Tk. 43500.00 lakh and scheduled to complete in June 2014. This project was taken to provide required educational opportunities for coping up excessive pressure of students through establishing new schools in the non-school areas in the capital city Dhaka. On completion of all scheduled institutions, excessive pressure of students in the Dhaka city will be minimized. However, it was aimed to achieve 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.

5.5 Physical progress of achievements Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City

Particulars of work	Target as per DPP	Cumulative achievements up to June 2014	Target and progress for the fiscal year 2014-15		Cumulative progress up to December 2014
			Target	Progress during the months July-December 2014	
01	02	03	04	05	06
Acquisition of land for schools	17 institutions	17 institutions	NA	NA	17 institutions
Construction of academic buildings	17 Units	07 units completed	6 units	05 units completed	12 units completed
ICT Labs	17 institutions	-	-	-	-
Administrative Buildings	17 units	07 units	06 units	05 units	12 units completed



5.6 Comments: Out of the scheduled 17 education institutions, civil works including supply of logistic supports and learning materials etc have already been completed in 12 institutions. Simultaneously teaching learning programs have already been launched. In the remaining scheduled institutions, civil works are progressing fast. In order to incorporate revised rate schedules of civil works and to extend of time-schedules, the DPP has already been revised and got it approved by ECNEC. Hopefully, within the scheduled period, all institutions will be able to start teaching-learning process

5.7 Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education: In view of providing enhanced physical facilities in selected 70 premier Government colleges at the district headquarters, this project titled “Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education” was taken by the Government in 2010. To provide enhanced classroom accommodation, ICT education, hostels for male & female and learning materials etc for minimizing pressure of students in the tertiary levels. Another important objective of this project is to provide examination halls in each of 70 colleges for keeping conduction of classes uninterrupted. This project is scheduled to be implemented within 20017. However, the project was focused with the main objectives as mentioned below:

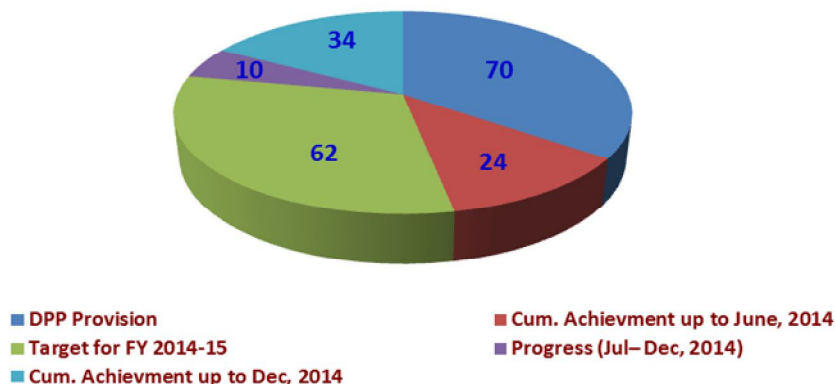
- (i) To provide enhanced physical facilities and learning materials to cope with the increased students of the eminent post-graduate colleges at the district headquarters;
- (ii) To provide training to teachers of all courses for updating knowledge and enhancing the skill of teachers on the revised 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.

Since inception, progress so far achieved is to be measured by producing cumulative achievements up June 2014, target and progress during the months July- December 2014 against the fiscal year 2014-15 including provisions of RDPP has been incorporated in the following table.

5.8 Physical Progress of Achievements of Physical facilities in 70 post graduate college

Particulars of work	Target as per DPP	Cumulative achievements up to June 2014	Target and progress for the fiscal year 2014-15		Cumulative progress up to December 2014
			Target	Progress during the months July-December 2014	
01	02	03	04	05	06
Construction hostels	74 units	03 unit	55units	05 units	08 units
Construction of examination halls	70 units	24 units	62 units	10 units	34 units completed
Establishment of ICT Labs	70 units	-	-	-	-
Construction of administrative buildings	15 units	01 unit	-	-	01 unit completed
Purchase of books	For 70colleges	-	-	-	-
Furniture	-do-	-	-	-	-
Office equipment	-do-	-	-	-	-

Construction of Examination Hall in 70 Post- graduate College



5.9 Comments: The above table shows that out of the DPP provision of civil works 34 units of examination halls, 08 units of hostels and 01 unit of administrative buildings have already constructed respectively. The remaining scheduled tasks of civil works along with other logistics are being planned to execute within the scheduled time-frame of the project. MEW opines in this respect that required fund following inbuilt schedules of the project need to be provided by the Government.

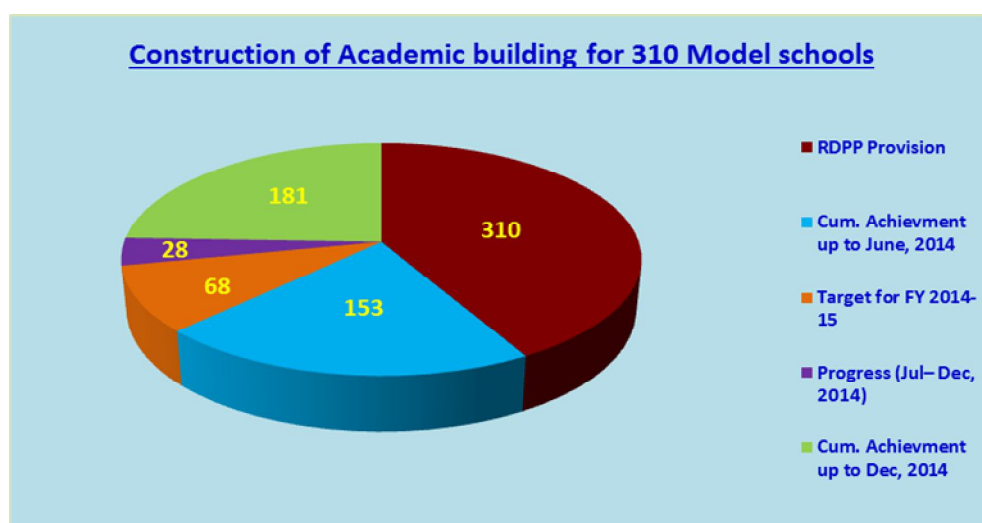
5.10 Transformation of Existing Non- government Schools into Model Schools in Selected 310 Upazilla Headquarters: In the year the project titled “Development of Post-graduate Government College at the District Headquarters for improving Quality of Education “was started in August 2008. In fact, implementation was started in 2010. This project is aimed to transform 310 selected non-government secondary schools into model schools and upgrade up to higher secondary levels. These schools are selected from among the Upazillas where there are no Government secondary schools. Incorporating the activities; construction academic buildings, supply of furniture, learning materials, sports goods, photo-copiers, science equipment’s etc, the project documents were prepared. To generate ICT education through establishment of computer labs in the rural Upazillas and up gradation of these selected schools has been scheduled in the project. Considering the expectation of the government, the project documents were framed with the following objectives:

- (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.

To insert increased cost schedules of the PWD of civil works and some schools from left out Upazillas including adjustment of cost provisions, the project documents was revised and based on which implementation of all scheduled tasks has been rescheduled by the PIU having supports from the ‘Education Engineering Department’ (EED) and targeted to complete in June 2016. Inserting progress of cumulative achievements up to June 2014, target planned for the fiscal year 2014-15 and progress during the months July- December 2014 have been shown in the following table:

5.11 Physical Progress of Achievements

Items of Costs	RDPP Provision	Cumulative progress up to June 2014	Target and Progress of the fiscal year 2014-15		Cumulative progress up to December 2014
			Target	Progress during the months July-December 2014	
01	02	03	04	05	06
Construction of Academic buildings	310 units	153 units	68 units	28 units	181 units
Establishment of Computer Labs	310 labs	150 labs	150 labs	-	150 labs
Supply of Furniture	310 schools	100 schools	100 schools	-	100 schools
Up gradation of Schools into higher secondary schools	310 schools	nil	nil	nil	nil



5.12 Comments: Up to December 2014, 181 units of academic buildings have already been completed and handed over to the respective schools. These units are now using for classroom purposes. The remaining units are being constructed by the Education Engineering Department (EED). Within the life time of the project, all incomplete units will be completed, if required allocations are provided by the Government. Regarding other items of costs, setting of ICT labs have already completed in 100 schools and others are in process and planned to complete within June 2016. MEW opines regarding quality of construction works, the EED and PIU personnel will frequently monitor through physical verification and verifications should be executed during constructing period of academic buildings.

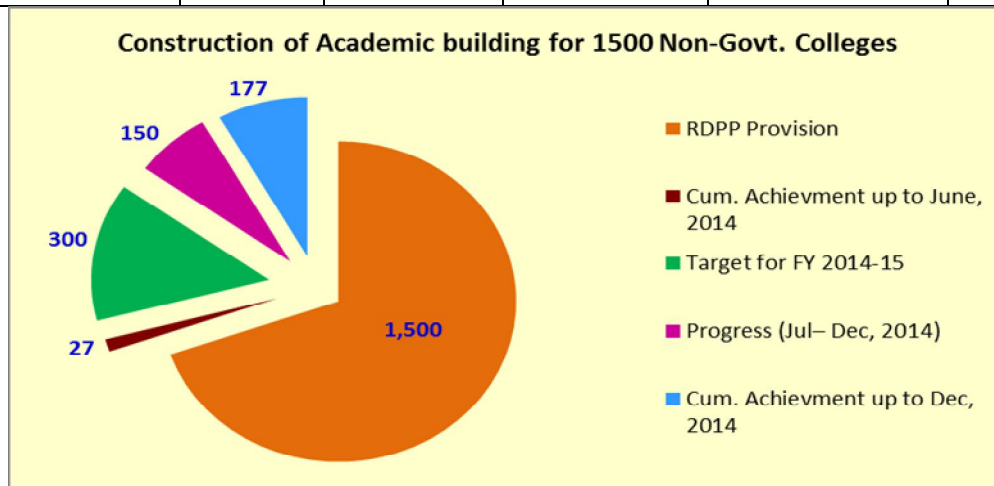
5.13 Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education: The project titled "Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education" was launched in 2012 and viewed to attain quality education in non-government colleges. The project was prepared involving an estimated cost of TK.238770.00 lakh and targeted to complete in June, 2017. It was framed to provide academic facilities, ICT facilities, and training on ICT contents for 1500 non-government colleges etc. The EED has been

carrying out the responsibility to construct civil work components and the PIU is assigned to provide ICT labs and training to teachers. However, the project has been framed with the following objectives:

- (i) To provide enhanced physical facilities and teaching materials, computer laboratories, multi-media projector and training of teachers in selected colleges and there by 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.

Since inception, Progress on construction of academic buildings up to June 2014 so far completed is 27 units of academic buildings. In this fiscal year 2014-15, target has been planned to complete 300 units and against which 20 units during the months July- December 2014. Training on ICT education has been targeted to train to 4500 teachers from 1500 selected colleges. During the past period from inception to June 201, 924 teachers from the selected colleges have already been trained. During the months July- December 2014, no training program is organized, because the modality of training program is being changed. Regarding other scheduled items of work is being processed for implementation. A table of scheduled items of work following the DPP and progress so far achieved is framed below:

Items of Costs	RDPP Provision	Cumulative progress up to June 2014	Target and Progress of the fiscal year 2014-15		Cumulative progress up to December 2014
			Target	Progress during the months July-December 2014	
01	02	03	04	05	06
Construction of Academic buildings	1500 units	27 units	300 units	150 units	177 units
Establishment of Computer Labs	1500 labs	-	-	-	-
Training of teachers on ICT	4500 teachers	924 teachers	1100 teachers	-	924 teachers



5.14 Comments: Following the provisions of all scheduled items of work, the PIU is sincere to implement the planned work within the time-frame of the project. But fund allocation in the ADP is very poor to meet the bills of contractors and consequently, construction of academic buildings is being delayed. The other items of scheduled work are also delayed to implement, because of insufficient allocation provided in the ADP. MEW opines in this respect required allocation of fund should be provided for the planned items of work which will adhere to complete the tasks within the scheduled period of the project.

Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities: In view to establish 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities, this project has been taken by the Government in 2012. Its estimated cost stands at Tk. 15200.00 lakh and scheduled to complete in June 2014. To cope with the demand of increasing number of students in the divisional headquarters, this project is a priority to provide educational opportunities. In specific terms, its main objectives are as follows:

- (i) To provide opportunities of access and increased students in the city areas; and
- (ii) To provide ICT learning materials for generating modern education.

The Deputy Commissioner of concerned districts have provided active cooperation and finally arranged to acquire required land for the aforesaid schools in the city areas. During this fiscal year, EED has tendered for 04 schools located at Sylhet and Khulna and for remaining schools bids are in process for awarding contract for civil works.

Particulars of work	Target as per DPP	Cumulative achievements up to June 2014	Target and progress for the fiscal year 2014-15		Cumulative progress upto December 2014
			Target	Progress during the months July-December 2014	
01	02	03	04	05	06
Land acquisition	07 schools	Land acquired for 5 schools	02 schools	50% progress	05 completed
Academic buildings	07 schools	Work orders for 04 units	04 units	Work continuing	Progressing smoothly
Furniture	On completion of civil works, furniture, learning materials, sports goods and other required equipment will be provided. But proposal for creation of posts of teachers and staffs will be sent to MOE from revenue budget.				
Learning materials					
Sports Goods					
Establishment of computer labs					
Manpower for schools					

5.15 Comments: The PIU having active supports and cooperation from the concerned Deputy Commissioners, acquisition of required land has already been finalized. At this stage, civil works started for 4 schools by EED. MEW expresses that except the said metropolitan cities, more schools should be established in other divisional headquarters for achieving similar objectives.

5.16 ICT for Education in Secondary and Higher Secondary Level Project: In the year 2011, the Government took this project in 2011 for generating ICT education particularly to the learners of secondary and higher secondary levels. The project documents were scheduled to supply 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 and most important component of this project. However, the project was framed with the following objectives:

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

5.17 Physical Achievements of ICT Project

Particulars of work	Target as per DPP	Cumulative achievements up to June 2014	Target and progress for the fiscal year 2014-15		Cumulative progress up to December 2014
			Target	Progress during the months July - December 2014	
01	02	03	04	05	06
Institutions included into the project	26,164	26,164	NA	NA	100%
Scheduled ICT Materials	23,333 sets	20,500 sets	2,831 sets	00	20,500 sets
Teachers training	25,631 teachers	9,262 teachers	6369 teachers	00	19,262 teachers

5.18 Comments: Following the provisions of the project, the PIU has successfully implemented all scheduled items of work. MEW opines that the trained teachers should be provided refresher for updating computer lessons applicable to secondary and higher secondary levels. ICT materials provided to institutions should also be maintained properly by the trained teachers and in this respect a general circular need to be circulated to all concerned institutions.

5.19 Teaching Quality Improvement in Secondary Education (TQI-2): With a view to continuing teachers program introduced through ADB funded TQI-1, the project titled “**Teaching Quality Improvement in Secondary Education (TQI-2)**” was taken by the Government in 2012 and scheduled to complete in 2017. Through this project an amount of Tk.64600.00 lakh is scheduled to be spent. Out of this amount ADB will provide Tk. 53240.54 lakh under a credit agreement. This project is aimed to achieve the objectives as stated below:

- (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 Madrashes;
- (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.
- (x) In order to summarize cumulative achievements up to June 2014 and progress during the months July- December 2014 including target of the fiscal year 2014-15, a table of achievements along with provisions of DPP has been framed below:

5.20 Physical Progress of Achievements

Particulars of work	Target as per DPP	Cumulative achievements up to June 2014	Target and progress for the fiscal year 2014-15	
			Target	Progress during the months July-december 2014
01	02	03	04	05
TOT for 03 days	1800 teachers	1188 teachers	1112 teachers	-
Need identification for 11-12 grades-	1200 teachers	-	800 teachers	-
6 days training to TOT - 800	800 teachers	-	800 teachers	-
14 days CPD training	55,000 teachers	10,623 teachers	12,960 teachers	7037 teachers
Subject based CPD training	40,200 teachers	3369 teachers	1600 teachers	7922 teachers
5 days CPD, tot in service& 24 days in service training ETC.	LS	LS	9420 teachers	-
21 days training to Teachers	1000 HTs	2350 HTs	4320 HTs	2000 HTs
35 days training to HTs	1000 HTs	-	2140 HTs	-
6 days training to HTs	14,000 HTs	-		-
STC 03 months	5000 teachers	-	2050 teachers	-
Training to SMC/ PTA for 3 days	25,000 members	-	8100 members	6889 members
Capacity building for DSHE	500	-		-
EMIS/ STIS	900	-	720 members	-
B-ed Curriculum Dissemination	600	-		-
Total	220,000	17,530	43,222	23,848

5.21 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 be executed as per project documents. The progress so far achieved during the months July- December 2014 is satisfied.

5.22 Establishment of Foreign Language Training Centres-11 (FLTC-11): In the present globalized world, no country can achieve hopes and aspiration without exchanging skilled manpower from one to another country. Bangladesh has huge manpower resources and that could be exchanged at a cheaper rate. , In exporting manpower resources, only barrier lying with the Bangladeshi skilled workers are mainly to speak in foreign languages. To overcome the barriers likely to know and to speak in foreign languages, the Government took this project named as “Establishment of Foreign Language Training Centers”. This project was scheduled to establish foreign language-learning centers in the Government college premises for the job seekers desiring to work outside and in-side the country. Based on provisions of the project, 11 centers have already been established. These centers are now involved to provide training on foreign languages in

English, Arabic, Korean, France and Japanese for job seekers. Since launching of the project, progress so far achieved is tabled as stated below:

5.23 Physical progress of achievements up to December 2014

Particulars of work	Provision as per DPP	Cumulative achievements up to June 2014	Target and progress for the fiscal year 2014-15		Cumulative progress up to December 2014
			Target	Progress during the months July-December 2014	
01	02	03	04	05	06
Establishment of Training Centres	30 Centres	12 Centres	12 Centres	-	12 Centres
Manpower for Centres	150 posts	60 posts	90 posts	-	60 posts

5.24 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 completion of all Centres, the PIU will be capable to train the learners with full capacity. MEW opines regarding this project that this investment is obviously to be treated as productive to earn foreign exchanges.

5.25 Establishment of Autistic Academy: An investment project named “Establishment of Autistic Academy” was taken by the Government in 2013. Its aim is scheduled to establish Autistic Academy at Dhaka for facilitating training on autism and also to creating awareness in view of transmitting messages that the autistic children’s are productive and scheduled to complete in December 2017 by spending GOB resources amounting to Tk. 7410.91 lakh. 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

The main stipulated tasks are; acquisition of 2 acres of land at Dhaka, establishment of PIU, in-country training, overseas training, orientation and 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.

5.26 Progress of achievement: The post of Project Director along with Assistant Project Director, the PIU under the disposal of the Director General, DSHE was established. The PIU is being involved to acquire 2 acres of land from the Health Department. Before getting land, the PIU cannot initiate implementation process for civil works and other scheduled items of work.

5.27 Comments: Since launching of the project, more than one year has already been past, required 2.00 acres of land for the proposed Autistic academy has not yet been handed over to MOE by the Ministry of Health. The Project Director should be more cautious in this regard.

5.27 Critical Issues: Realizing the present implementation status of civil work components of all projects have been implementing by the Education Engineering Department (EED). It is being accelerated and completed the assigned work based on schedules/ planned following the time-frame of the project. The beneficiaries have no technical knowhow to determine the quality of civil works. MEW realizes that each of

the executing work needs to verify frequently for ensuring quality of civil works. MEW may try, but its manpower strength is so poor. So in this respect, all concerned should raise this issue for maintaining quality of civil works in the monthly meetings with the Director General, DSHE; and

ICT materials have already been supplied to 23,333 institutions. In order to ensure proper utilization and its maintenance, maintaining responsibility should be given to trained teacher and in this respect, general orders need to be circulated by the DG, DSHE

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Chapter- 6

6.0 General Information of DSHE and its performance

6.1 Background: 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. During the decade of 1980s, the name of the DPI was reorganized and named as The Directorate of Secondary and Higher Education (DSHE) and since re-named it has been performing as an executing and supervising authority for General and Madrasha Education Streams.

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 coverage is confined to about 33 thousand Government & Non-government educational institutions of the entire country and in these institutions about 4 lakh 45 thousand teachers and staffs have been involved in teaching-learning process. Other than the Universities and Technical Education Stream, about 1 core 41 lakh 45 thousand students (Source: Pocked Book of Education Statistics- 2013) have been learning under the General and Madrasha Education streams and all these aspects are administered and supervised by the DSHE. In particular, to control and supervise both general and madrasha education streams organs / wings attached to DSHE and setups for the field administration have already established as stated below:

6.2 Administrative Organs/ Wings for the DSHE:

Head of Wings	Wings/Organs of the DSHE	Present Status
Director (College & Adm.)	Government College Education and administration	Permanent Wing
	Non- government college Education	-do-
	General Administration	-do-
	Human Resource Development	Yet been Transferred to Revenue budget
	Education Monitoring Information System (EMIS)	Permanent Wing
Director (Secondary & Special Education)	Government School Education	Permanent wing
	Non-government School Education	-do-
	Non-government Madrasha 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
	Human Resource Division	-do-
Director (Monitoring& Evaluation)	Monitoring & Evaluation Wing	-do-
	Data Processing Centre (DPC) under SEQAEP	-do-
Director (Finance & Procurement)	Finance and Procurement Division	-do-
Deputy Director	Physical Education	Permanent Wing

6.3 Administrative Setups for the field levels

Head of Office	Name of Office	Number of offices	Present status
Deputy Director	Zonal Education Offices	07 offices	Permanent setup
District Education Officer	District Education Office	64 offices	-do-
Upazilla Secondary Education Officer	Upazilla Secondary Education Office	487 offices	-do-

6.4 Major Tasks of DSHE: DSHE has been involved with the tasks to perform recurrent tasks up-hold the regular activities and development work for improvement of education. Among the recurrent activities, issuance of MPOs for salary supports for teachers and staffs of Non-government school, college and madrasahs around the country are the major and most important tasks of DSHE. 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 DSHE. Moreover, the DSHE has to provide support services to Ministry of Education (MOE) for materializing the policy related issues in order to 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 quality of education at all levels of education through development projects and programs. A brief of activities performed during the last 6 months are addressed below:

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