

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

# **Semi-annual Monitoring Report**

**(January- June 2015)**

**Prepared by  
Monitoring and Evaluation Wing  
August 2015**

# Semi-annual Monitoring Report

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## Chapter - 1

### Executive Summary

**Overview:** It is a continued assignment to prepare and publish Semi-annual Monitoring Reports by Monitoring and Evaluation Wing (MEW) of the Directorate of Secondary Higher Education (DSHE). This report marked as thirteenth report and presents implementation status of development projects of DSHE for the period of January - June 2015. It has been comprised considering the schedules of RDPP, implementation process followed by PIUs, inputs provided and output achieved and in some cases impacts based on findings and recommendations through physical verifications made by MEW personnel. In particular, it is developed based on intervention-wise reports received from the PIUs and information from the shareholders of the DSHE. The information in the form of checklists, have been developed carefully incorporating the aspects of implementation and schedules of the project documents.

This report has been structured into 5 chapters; (i) Executive Summary of the Report; (ii) Progress of Achievements of SEQAEP; (iii) Progress of Achievements of MEW, (iv) Stipends & Tuition subventions from Secondary to Degree pass levels; (v) Construction works, ICT and Training oriented development projects.

**1.1 Progress of Achievements:** The projects of the DSHE included into ADP for the fiscal year 2014-15 have been tried to monitor and measure progress of achievements up to June 2015. In measuring process, the aspects particularly, cumulative progress up to June 2014, target and achievements of the fiscal year 2014-15, Physical and financial progress up to June 2015 of all projects have been addressed. Simultaneously, incorporating consequences of all interventions of SEQAEP, other projects of DSHE and comments have also been pointed out in the report. Brief of progress of all interventions of SEQAEP and other projects of the DSHE have also tried to address below:

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

**1.2 Introduction:** The Government took this project in 2008 which is a follow up of "Female Secondary Schools Assistance Project" (FSSAP). Realizing the success of FSSAP, the SEQAEP was taken in 2008 and up to this stage; the documents have been revised twice. First revision was made to incorporate some changes in implementation modality and second was to incorporate additional financing of USD 265.00 million insertions of additional 90 Upazillas and to incorporate some changes of modalities. By adding additional 90 Upazillas, total number of Upazillas stands 215. It is to be noted that for both FSSAP and SEQAEP, IDA has been financing continuously where the Government of Bangladesh shared a small proportion. 13 sub-components under 3 major components for secondary education have been



scheduled for ensuring equitable access and improvements of secondary education in 215 SEQAEP Upazillas.

**1.3 The Sub-component “Support for English language, Mathematics and Science Subjects”:**

This intervention was started in 402 institutions based on poor quality in teaching-learning process. Soon after starting, additional classes in English language and Mathematics were begun. At the middle of project tenure, conduction modality of additional classes was changed and then again at the beginning of additional financing, its title and mode of recruitment of additional teachers have been restructured as like as “Additional Class Teachers (ACT)”. So, under ACT program, recruitment of additional teachers was developed and operation manual for the same was also developed. Then 5 thousand copies of manual distributed to stakeholders. Based on modality, course contents of ACTs, the teachers were trained during first half of the fiscal year 2014-15. During second half, 768 selected teachers have started additional classes in English, Mathematics and science and during the said period they conducted 11,328 classes in English, 13,584 in mathematics and 11,952 in Science subjects in 439 low performing institutions of 215 SEQAEP Upazillas.

**1.4 Incentives Awards to Students, Teachers and Institutions:**

With a view to create competition among the institutions for improving quality education at the secondary tiers, incentive awards for students, teachers and institutions were introduced. During last revision, its awarding modality has been changed and on changing modality, the program covering the entire country is named as: Institution Achievement Awards” (IAA). However, during the period from January- June 2015, 81,550 best students of 7 to 10 grades based on school annual examination (academic year of 2014), 31,242 in JSC public examinations and furthermore 62,066 best students among PMT beneficiaries have been provided IAA awards.

**1.5 The Sub-component titled “Developing Reading Habit” (DRH):**

This intervention was introduced with a view to introduce reading habits program in the education institutions of SEQAEP Upazillas. Since 2008, this program has been carried and up to June 2015, 9 thousand 6 hundred 91 education institutions in SEQAEP Upazillas have already been introduced DRH. During the period January- June 2015, necessary structures for DRH program such as; purchase of books, recruitment of manpower required for Upazillas, formation of readers group, supply of books in introducing institutions and orientation to shareholders etc have been undertaken. In implementation process, BSK is the local administrative partner of SEQAEP involved with DRH program on contract out method.

**1.6 The sub-component “Assessment of Education Quality”:**

This program is a new intervention for secondary education levels scheduled in project documents of SEQAEP. During the period from 2008 to 2014, two rounds of education learning assessment have already been conducted by MEW around SEQAEP Upazillas. Realizing the success of implementation,

the additional financing has scheduled the program on nationally representative sample basis. During the period, the tasks; preparation of framework for the same is done and got it approved by MOE in April 2015. Following milestones concerned to education learning assessment, Australian based international consulting firm "ACER" is already engaged on contract out method through signing contract on 28 June 2015 and consequently, 25 percent of contract price has already been paid to ACER. During the period January- June 2015, it has been assigned to determine the size for nationally representative sample; hopefully, sample size would be determined within august 2015.

**1.7 PMT based Stipend and Tuitions to Poor Boys and Girls:** PMT based stipend and tuitions to poor learners at the secondary levels in 125 SEQAEP was a new method for screening poor students. The screened poor students through PMT booths arranged at union or growth centers within SEQAEP Upazillas, eligible/screened poor students have been determined through issuance of ACFs and then distribute stipend and tuitions in their Bank Accounts opened earlier. During the period January- June 2015, 1425,347 poor students have been targeted and out of the target 1405,427 eligible students awarded stipend and tuitions under category- 1. Furthermore, 250,000 poor girl students have been targeted to provide tuitions subventions only under category-2 and against which all the targeted girl students awarded tuitions. By adding both categories of beneficiaries, 1655,427 male and female students in 215 SEQAEP Upazillas have received stipend and tuitions.

**1.8 Improving School facilities:** To ensure proper environment in schooling, the intervention "Improving School Facilities" (ISF) was scheduled for secondary level education institutions in SEQAEP Upazillas. It was aimed at to create educational atmosphere by providing pure drinking water, sinking of deep & shallow tube-wells, constructions of twin latrines for male and female students separately, setting up rain water harvesting, construction of wash blocks, refurbishment of old and dilapidated structures of schools and keep the schools arsenic free etc. During the fiscal year 2014-15, the PIU has targeted to complete some activities and against which construction of 101 units of wash blocks, 200 units of low cost wash blocks, renovation 249 classrooms, sinking of 250 units of deep tube wells, setting up of 190 water pumps and 250 boxes of arsenic test have been undertaken and these are on the way to complete within second half of the fiscal year 2015-16.

**1.9 Project Management:** Through SEQAEP two units; SEQAEP Unit and MEW were established during inception of additional financing period and these two units have been performing effectively under the disposal of the Director General, DSHE. 67 and 18 posts for SEQAEP & MEW respectively were created. Except the post 'Accounts Officer and Monitoring officer' of MEW, all other created posts for SEQAEP unit & MEW are filled up on

deputation and on direct method. To provide technical supports in both the units some consultants on contractual method have been deployed and they are mostly working with the Project Director and Director respectively.

**1.10 Institutional Capacity Building:** In view of strengthening the capacity of officers and stakeholders involved in implementation process of SEQAEP & MEW, this intervention was scheduled in SEQAEP. During the months January – June 2015, some training programs have been arranged to give orientation on the revised modality of the project as well as additional financing, ACT and DRH programs by SEQAEP and simultaneously dissemination of education learning assessment of 2013 was arranged by MEW. Moreover overseas training likely to be study visits for PIU and stakeholders are being arranged.

**1.11 School Management Accountability:** To make the SEQAEP institutions transparent and accountable, this intervention was incorporated into SEQAEP. Initially, the SMC and PTA members of all SEQAEP institutions of 125 Upazillas were oriented on the concept particularly on the identical rules of the government applicable to non-government education institutions and on the interventions of SEQAEP. During the period January- June 2015, orientations have been provided on the aspects of additional financing and role of SMC including PTA for community mobilization.

**1.12 Education Awareness and Community Mobilization:** At present, the school concerned authorities have been working to aware the communities during PMT booth operation. This program is required for additional 90 Upazillas already included into SEQAEP and that should be in line with the process adopted in 125 Upazillas.

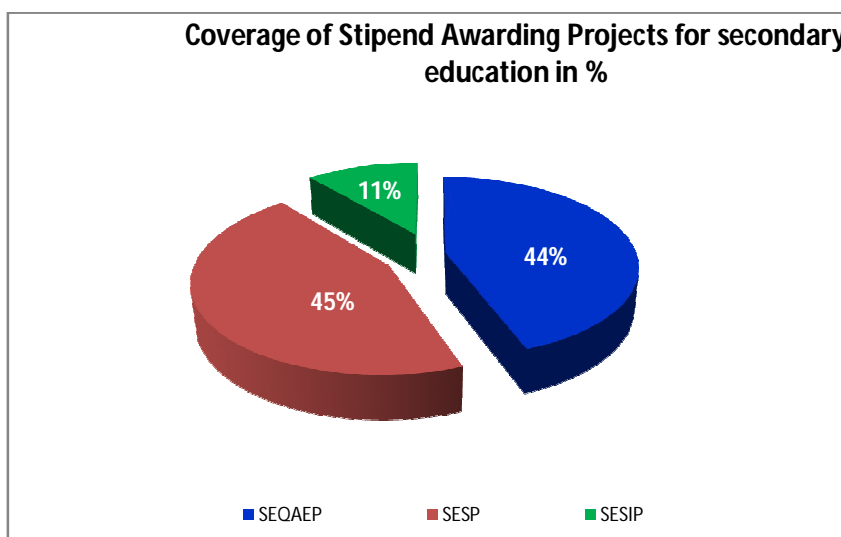
**1.13 Monitoring and Evaluation:** MEW has been carrying out the implementations of DLIs and all other vested programs and activities assigned. In the year 2014, 3 DLIs have already achieved and against which USD 12.00 million is in process to receive by Bangladesh Treasury. For the year 2015, 3 DLIs are assigned to achieve by MEW and among those, firstly nationally representative samples for education learning assessment is nearly to be achieved. The second DLI for institutionalization of MEW, final proposal is now waiting with MOPA for issuance of consent letter to MOF. Third DLI for conduction of PMT validation and compliance verification are in process with BANBEIS. At this moment, so far we know, updating of questionnaires for both the surveys are almost completed. The other tasks preparation of semi-annual monitoring reports for the period July- December 2014 was completed in February 2015 and shared with IDA in March 2015. Another report for the period January- June 2015 is mostly completed and will be shared with IDA in August 2015. More details are presented in Chapter – 2.

**1.14 Progress of Achievements of Stipend Projects:** Three investment projects for secondary levels and two other projects for higher secondary and degree pass levels have been undertaken for awarding stipend and tuitions to poor male and female students. These projects are; (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) Degree Pass Levels respectively. During the period January – June 2015, the PIUs of all five projects have been targeted to award 38 lakh 70 thousand units of stipends to poor learners and out the targeted students 21 lakh 45 thousand have already awarded. Two projects namely GOB financing ‘Secondary school stipend project’ and ‘Degree pass stipend project’ have not yet been distributed stipend and tuition subventions due to non-availability of required fund. Detailed scenarios of stipends could be seen in the table as stated below:

**1.15 Physical Achievements on Secondary level Stipend related Projects**

(Figures of stipend beneficiaries in lakh)

Title of Projects	DPP/RDPP Provision	Cumulative achievements up to June 2014)	Target & Progress for the year 2014-15		Cumulative Pro UP to June 2015	Coverage of Upazillas
			Target	Progress during Jan-June 15		
SEQAEP	90.23	62.07	14.25	14.05	65.93	215 Upazillas
SESP	43.40	00	13.15	Not yet been awarded -	00	218 Upazillas
SESIP	14.00	2.36	3.32	2.39	4.75	54 Upazillas
Sub-total Secondary Education	147.63	64.43	30.72	16.44	70.68	487 Upazillas
HSSP	17.28	00	5.48	5.01	5.48	487 Upazillas
Stipends for Degree Pass levels	8.54	2.93	2.50	Not yet been awarded	2.93	487 Upazillas
Total of stipend units	173.45	-	38.70	21.45		487 Upazilla



**1.16 Progress of Achievements on Construction Oriented, ICT and Teacher training based Projects:** The projects included into this chapter for providing educational opportunities such as; additional classrooms, construction of academic and administrative buildings, hostels for students, establishment of new government institutions in the city areas and transformation of non-government schools into model schools at the Upazilla headquarters and ensuring the quality of education. All these are bore by spending GOB resources. Other than construction based projects, ICT generating education, teachers training on curriculum & syllabi and implementation of New Education Policy-2010 have been considered into this chapter. Details of activities likely to be project provisions, progress of achievements, input, outputs and consequences etc are addressed in the concerned chapters.

**1.17 Concluding Remarks:** In conclusion, it can be pointed out that during the period January- June, MEW has performed perfectly the milestones as assigned in the aide-memoire of February 2015. As such the milestones are; signing of MOU between DSHE and BANBEIS for implementing Mobile Monitoring Mechanism & Annual Education Institution Census in 215 Upazillas, Contract with the international firm "ACER" and processing of local consulting firm "ADSL" for implementation of assessment of quality education on nationally representative sample basis, dissemination of public report of LASI-13, recruitment of MDA & Supervisors, preparation of Semi-annual monitoring report for the July - December 2014, DLIs marked against the period January- June 2015, deployment of two consultants and submission of withdrawal application to IDA for disbursement of USD 12.00 million against the value of DLIs for Year-1. However, MEW carefully observes the following critical issues and lessons learned likely to be as follows:

### 1.18 Critical issues:

- In releasing RPA allocations from the Ministry of Finance, MEW has been facing administrative hassles among SEQAEP, Planning & Development Wing of DSHE and MOE particularly for preparing prescribed formats of authorization and signing the same. Moreover the prescribed formats are not applicable to fill up and sign by Director, MEW though separate CONTASA was opened in favor of Director, MEW;
- To implement the DLIs marked against year-2. As such, PMT validation and Compliance verifications baseline surveys could be implemented through MIS scheduled to be established under the disposal of Director, BANBEIS. But it is scheduled purposively and targeted as an assignment of MEW, here administrative hassles could arise in implementation process as well as in achieving the target;
- Under DRH program, huge allocations have been spending for increasing reading habits among school learners. MEW observes that books supplied from SEQAEP have not been kept safely and properly. Eventually, it is necessary to provide one pucca library room for each of all SEQAEP institutions where no library arrangements are available; and
- In preparing half yearly monitoring reports, cumulative progress of achievements up to a certain period cannot be measured, because the total targets of the project are not available in the project documents. In most of the interventions, total target of achievements are projected in the RDPP only on additional financing period of SEQAEP;

### 1.19 Lessons learned:

In implementation process of "Assessment of Education Quality" by MEW, deployment of local consulting firm has been deploying for having local administrative supports. In fact, local level non-government college teachers have been working as test administrators for both piloting and main survey having guidance from the USEOs. The local firm has been providing remunerations for Test administrators. The local firm has also carrying materials for both pilot & main survey up to targeted levels. These two tasks could also be vested to USEOs on instructions by MEW. So, for conducting education learning assessment, the provision of deployment of local consulting firm could be reviewed in future and consequently huge resources can be saved.

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## **Chapter -2**

### **Progress of Achievements on SEQAEP**

**Background:** By establishing Monitoring and Evaluation Wing (MEW) in 2008, monitoring and evaluation tasks over the scheduled interventions of SEQAEP and other development projects of DSHE have been carried. Along with all assigned tasks, MEW has been continuing to prepare and publish monitoring reports. This report presents the period January- June 2015 and to be numbered as 13<sup>th</sup> Semi-annual Monitoring Report. In preparing process, physical progress of achievements of all components scheduled under SEQAEP and other remaining projects of DSHE; source of financing and its utilization, analysis of implementation status and compared all those with scheduled components and sub-components of the projects, recommendations of physical verifications by MEW officers, inputs, outputs of all projects etc have been usually spelled out. Furthermore, based on progress of achievements, this report provides; critical issues, lessons learned and concluding remarks etc.

A financing agreement between the Government of Bangladesh and the International Development Association (IDA) was signed 26 February 2014 and following which IDA has been financing USD 265.00 million to bear the costs of SEQAEP. Together with the credit, GOB has also been financing about BDT133.38 million, SEQAEP was revised and got it approved by ECNEC. Since inception of SEQAEP, major areas for equitable access and quality of education of secondary level learners have been addressed through 13 sub-components and targeted to complete in within December 2017. Through this revision, major changes have been occurred those are likely to be; (i) number of Upazillas increased from 125 to 215 by adding new additional 90 Upazilla, (ii) changes in implementation modality particularly for conducting additional classes for English, Mathematics and Science subjects, (iii) establishment of MIS located at BANBEIS, (iv) deployment of Mobile Monitoring Analyst (MDA) and Supervisors, (v) conduction of PMT Validation and compliance verification instead of contract out method by utilizing the efforts by MDA & Supervisors, (vi) introduction of ICT Grants in selected SEQAEP institutions, (vii) refurbishment of classrooms in selected SEQAEP institutions etc. the remaining inbuilt sub-components are remained unchanged.

**2.2 Structure of Report:** Five chapters have been inserted into the report titles as; (i) Executive Summary of the Report; (ii) Progress of Achievements of SEQAEP; (iii) Progress of Achievements of MEW, (iv) Stipends & Tuition subventions for Secondary to Degree pass levels; (v) Construction works, ICT and Training oriented development projects. In each of the chapters, development and non-development achievements, comments of MEW and in concluding part, critical issues, lessons learned etc have been briefly pointed out.

**2.3 Main Objectives of SEQAEP:** In view of realizing improvements of educational at the secondary levels, the following the specific objectives were scheduled for realizing the success of 13 sub-components:

(i) Improvement of the quality of education, particularly, the teaching-learning process through arranging additional classes at the secondary level (grades 6-10), development of reading habits and providing incentives based on academic performance;

(ii) Ensuring equitable access by providing stipends and incentives to the poor boys and girl students, 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;

(iv) Strengthening the capacity of school management, monitoring assessing teaching-learning outcomes at the secondary level; and

(v) Attracting new and retaining existing students especially girl students in schools through the provision of safe drinking water and sanitation facilities; and

(vi) Improving and strengthening the capacity of DSHE, through institutionalization of monitoring and evaluation activities.

**2.4 Major Components and sub-components:** In the revised project documents of SEQAEP, the major components and revised sub-components; such as; incentives to students, teachers and institution, PMT based stipends and tuitions subventions to poor students, additional class teachers for English, mathematics and science subjects, developing reading habit, improving school facilities, assessment of education quality, project management, social awareness, annual education institution census, social awareness & community mobilization, monitoring and evaluation of development including non-development programs of DSHE etc. These sub-components were scheduled to implement in the poor and dislocated 215 Upazillas and through which opportunities for about 11500 education institutions will be provided.

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



**2.5 Assessments on Project Development Objectives:** Based on main objectives of SEQAEP, assessments on achievements and implementation process have been carried out usually on the scheduled interventions. In implementing process; inputs, outputs and impacts at the target and also in the community are needed to consult for realizing the targeted outputs and outcomes. As a whole, process of implementation considering inputs provided, outputs achieved, these are very important in carrying out monitoring and evaluations. In this report; inputs, outputs and process of implementation covering all sub-components and in some cases outcomes are briefly addressed. However, in determining some key indicators, updated performances and updated intermediate outcomes have been measured as stated in next pages:

## 2.6 Result Framework and Monitoring Updated Key Performance Indicator

	Project Outcome Indicator	Updates/ Notes	Target Values in Academic Years							
			Baseline (2008)	YR- 1 (2009)	Yr-2 (2010)	Yr. -3\ (2011)	Yr-4 (2012)	Yr-5 (2013)	Yr.-6 (2014)	Yr.-7 (2015)
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 entrants who have passed SSC exam.	(b) MTR-new indicator	28	30	32	34	36	38	47	48
	Achieved	-	-	30	39	39	46	39	41	
2	Number of students appearing in SSC(000) in project areas	MTR-new indicator AF-Definition of poor revised PMT cut off	187	190	195	200	210	220	300	380
	a.Total students									
	Achieved					235	292	284	287	
	a.poor						68	70	102	140
	Achieved					66	97	80		
4	Monitor learning levels secondary schools (in Bangla, Maths and English)	MTR: Bangla include Year of assessment revised AF: National sample starting 2015					G8 - G6 & G8 National	G6 & G8		G6 & G8 National
	Achieved					Preparation	1st Round (G8) Completed	2nd Round (G6&G8) conducted	Final LAS 2013 report disseminated	
5	Gender parity (male-female) 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
	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 been 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
	Achieved						2,200 (54%)	2,355 (54%)	2,244 (54%)	

## 2.7 Updated Intermediate Outcome Indicators during the Mid-Term review

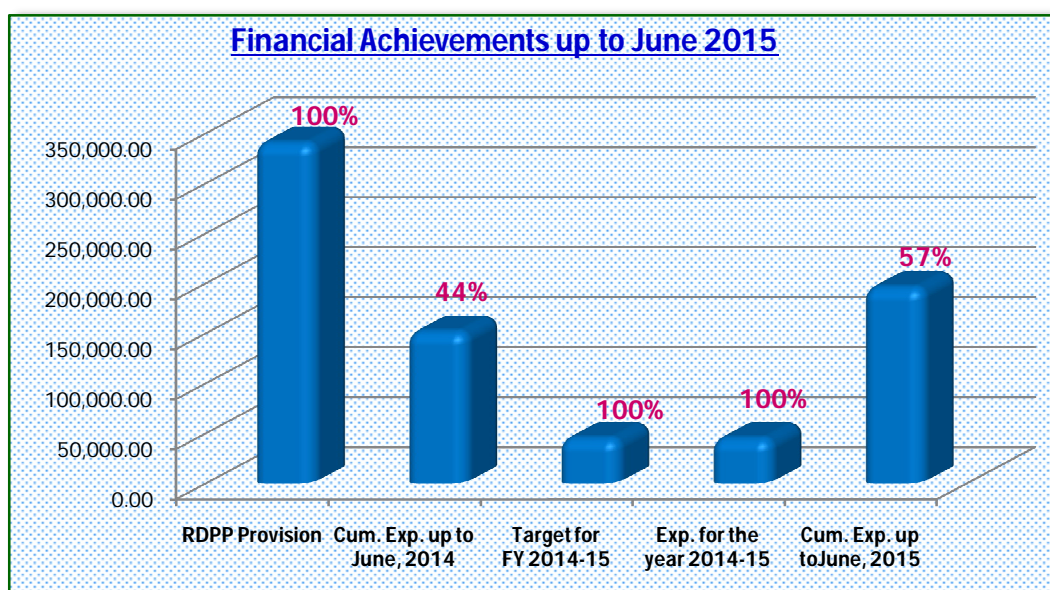
			Target Values (in Academic Years)
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SI.	Intermediate Outcome Indicators	Updates/ Notes	YR1 (2009)	YR2 (2010)	YR3 (2011)	YR4 (2012)	YR5 (2013)	YR6 (2014)
	<b>Component 1</b>							
1	Number of poor students receiving SSC pass award ('000)	MTR: No change AF: target number increased due to additional Upazillas	0	25	28	31	35	57
	<i>Achieved</i>			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
	<i>Achieved</i>			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
	<i>Achieved</i>			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
	<i>Achieved</i>			95	253	562	792	816
5	SSC pass rate in project areas	AF: New IO						
	<i>Achieved</i>		55			81	89	91
	<b>Component 2</b>							
6	Number of eligible poor girls receiving stipend ('000)	MTR: Targets are reset. AF: PMT cut-off redefined	155	318	325	325	325	525
	<i>Achieved</i>		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
	<i>Achieved</i>		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%
	<i>Achieved</i>			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%
	<i>Achieved</i>		90%	90%	93%	96%	97%	96%
	<b>Component 3</b>							
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 M	0	0	0	10	20	25
	<i>Achieved</i>		(84%) <sup>1</sup>	(90%) <sup>1</sup>	(96%) <sup>1</sup>	N/A	39	N/A
	<b>Component 4</b>							
11	Implementation progress of quality, access, and capacity building components are regularly disseminated	MTR: New indicator. (i) PMTA report, (ii) MEW semiannual report, (iii) BANBEIS report, (iv) PMT validation report, and (v) compliance verification report.	Yes	Yes	Yes	Yes	Yes	Yes
	<i>Achieved</i>		No	No	Yes	Partial	Partial	Partial

**2.8 Progress of Achievements of SEQAEP:** In accordance with scheduled provisions of RDPP and Annual Development Program (ADP) for the fiscal year 2014-15, both financial and physical progress of achievements has been ascertained in the following tables.

**Cumulative Financial Achievements up to June 15**  
(In lakh taka)

Components and Sub-components	RDPP Provision	Cumulative Expenditure up to June, 2014	Financial Target for FY 2014-15	Expenditure during the fiscal year 2014-15	Cumulative expenditure up to June 2015
1	2	3	4	5	6(3+5)
<b>1.Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels:</b>					
Support for English Language and Mathematics Learning and Teaching	37,310.97	12,386.80	1700.00	1617.32	14004.12
Incentive Awards to student, teachers and institutions	20,896.03	8,275.12	3225.78	3225.78	11500.90
Developing the Reading Habits	19,003.49	5,908.83	4550.77	4503.86	10412.69
Assessment of Education Quality	1,100.00	-	60.57	52.04	52.04
<b>Sub-total of 1</b>	<b>78,310.49</b>	<b>26,570.75</b>	<b>9537.12</b>	<b>9399.00</b>	<b>35969.75</b>
<b>2. Improving Equitable Access:</b>					
PMT based Stipends to the Poor Boys & Girls.	188,863.94	101,613.29	23890.75	23890.72	125504.01
PMT based Tuition to the Poor Boys & Girls.	15,115.00	6462.18	2474.51	2474.51	8936.90
General Stipend and Tuition for girls 9 up to December 2009)	11,671.77	4166.86	2519.62	2519.62	6686.48
Improving School facilities	7,959.86	2709.45	1572.89	1570.00	4279.45
<b>Sub -total of 2</b>	<b>223,610.57</b>	<b>114,951.78</b>	<b>30457.77</b>	<b>30454.85</b>	<b>145406.84</b>
<b>3. Institutional Capacity strengthening:</b>					
Project Management	10,161.32	2169.68	1923.57	1899.24	4068.92
Institutional Capacity Building	2,064.09	596.07	36.37	35.41	631.48
School Management Accountability	10,765.69	1917.86	684.61	684.61	2602.47
Education Awareness and Community Mobilization	4,647.09	1244.44	397.13	397.13	1641.57
<b>Sub-total of 3</b>	<b>27,638.19</b>	<b>5928.05</b>	<b>3041.68</b>	<b>3016.39</b>	<b>8944.44</b>
<b>4. Monitoring &amp; Evaluation:</b>					
Monitoring	5,162.30	763.86	500.00	459.18	1223.04
Evaluation	177.00	0.00	0.00	0.00	0.00
Bank Service Charges	4,881.45	2859.76	880.00	877.01	3736.77
Cost Escalation / Unallocated	300.00	0.00	0.00	0.00	0.00
<b>Sub-total of 4</b>	<b>10,520.75</b>	<b>3623.62</b>	<b>1380.00</b>	<b>1336.19</b>	<b>4959.81</b>
<b>Total of sub-totals</b>	<b>340,080.00</b>	<b>151074.20</b>	<b>44356.00</b>	<b>44206.43</b>	<b>195280.84</b>



**2.9 Comments:** During the fiscal year 2014-15, BDT 44356.00 was allocated in RADP and against which BDT 44206.43 lakh was spent and that stands at about 100 percent. This is obviously remarkable particularly in foreign aid financing projects of the DSHE.

#### 2.10 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		Progress in % for year 2014-15
			Target	Progress during July-December 2014	
01	02	03	04	05	06
<b>Improving Education Quality and Capacity to Monitoring Teaching- Learning levels:</b>					
<b>Incentive Awards to students, teachers and institutions:</b>					
Incentives to students based on annual exam.	241,000	223,217	84,000	81,550	97%
JSC Examination	66,905	65,573	19,000	31,242	164%
SSC Examination	-	--	-	-	-
PMT SSC/Dakhil; awards	279,000	292,000	68,000	62,000	91%
Institutional achievement Awards	5,787	4,640	1,446	321	22%
<b>Support for English and Mathematics Learning and Teaching:</b>					
Preparation of ACT Manual	-	-	done	5000 copies	100%
Recruitment of ACTs	-	-	-	1380 ACTs	Target not been found from SEQAEP
Training to ACTs	-	-	-	768 ACTs	
Selection of schools in 125 Upazillas	-	-	-	372 schools	
Selection of schools in additional 90 Upazillas	-	-	-	67 schools	

Reparation of learning assessment	Learning materials supplied to selected institutions for ACT& DRH				
Number of additional classes conducted for English	-	-	-	11,328	-
Number of additional classes conducted for Mathematics-	-	-	-	13,584	-
Number of additional classes conducted for science	-	-	-	11,952	-
Developing reading habits	11,000	6,680	2939	2939	9619
Assessment of Education Quality	Sampling for eLearning assessment for nationally representative sample is in process. Sampling is almost completed. National level main survey is planned to conduct within October 2015.				
Improving Equitable Access for the Poor and School Environment:					
PMT Based stipend & tuitions to poor students(Cat-1)	7961,507	5187,924	1425,347	1405,427	98%
PMT Based stipend & tuitions to poor students(Cat-1)	1060,881	1019,540	250,000	250,000	100%
Improving School Facilities					
Wash block	215 units	00	215units	101- running	-
Low cost wash block	700 units	200 units	200 units	200 running	-
Classroom renovation	550 rooms	50 rooms	250 rooms	249 running	-
Shallow tube wells	1020 units	980 units	-	-	-
Deep tube wells	1270 units	1000 units	250 units	250 running	-
Twin latrines	1885 units	1826 units	-	-	-
Rain water harvesting	115 units	69 units	-	-	-
Water pump and tank	2400 units	1476 units	200 units	190 running	
Water treatment					
Arsenic test	1585 kits	645 kits	250 kits	250 kits	100%
Water purifier	1760 units	1365 units	-	-	-
Institutional Capacity Strengthening:					
Project management	As per RDPP, except two posts all posts of regular strength in SEQAEP &MEW have been filled up and rendering their efforts to achieve DLIs and other interventions planned to implement in 2015-15.				
Institutional Capacity building	Local and abroad training for improvement of capacity PIU officers and MEW				
School Management Accountability	Through this program, ICT & Social Audit grants have been distributed t selected institutions				
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 is being involved on hiring basis to conduct awareness activities in 215 SEQAEP Upazillas.				
Monitoring and Evaluation:MEW has been assigned to achieve 3 DLIs. In achieving the same, MEW is keenly involvedto implement the scheduled activities. Details in chapter-3.					

**2.11 Comments:**The above statement and brief of Physical of achievements indicate significant. In particular, the achievements in PMT based stipends to poor learners, incentives to students, teachers, institutions and national level IAA, achievements of DLIs and improving school facilities etc have been carrying out its executions smoothly. MEW expresses that executions of all activities are

undertaken abiding by administrative manual concerned. But at the target level, physical verification should be made frequently.

**2.12 Component-wise Summary Achievements of SEQAEP:** The existing implementation status of all sub-components, cumulative physical progress up to June 2014, target including achievements for the fiscal year have been addressed. In measuring achievements; RDPP provisions, target and achievements for the financial year 2014-15 have been collected in prescribed formats/checklists from the concerned PIU those are formulated by MEW. However, to measure the exact implementation status, a table of data /information along with comments has been inserted against each of all sub-components into elaborations as stated below:

**2.13 Major Component; Improving Education Quality and Capacity to Monitoring Teaching-Learning Levels:** This component was framed incorporating four sub-components; (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. These sub-components were targeted to achieve improvements in quality education. However, based on information received from the PIU, target and achievements including opinion of MEW have been presented below maintaining the discipline sub-components.

**2.14 Incentive Awards to Students, Teachers and Institutions:** In order to increase quality competition among students, teachers and institutions, this sub-component was scheduled in SEQAEP. From the beginning, this program has been performing properly. During mid-term review, modalities for this program has reformed with a view to ensure the program more effective. During the period July 2014 – June 2015, incentive awards have been provided based on school annual examination, JSC & SSC results. Incorporating RDPP provision of activities, progress achieved up June 2014, target and progress during the fiscal year 2014-15, a table is furnished below:

#### 2.15 Physical Progress of Institutional Achievement Award (IAA)

Activities / Items of Work	RDPP Provision (2013- 17)	Cumula tive progres s up June 2014	Target and Progress for 2014-15	
			Target	Progress during January- June 15
01	02	03	04	05
Grade- 07	57,905	53,520	16,000	17,054
Grade- 08	57,905	52,458	16,000	17,075
Grade- 09	66,905	65,573	36,000	31,242
Grade- 10	58,905	51,666	16,000	16,179
Sub-total of school annual exams.	241,620	223,217	84,000	81,550
JSC Examination	66,905	65,573	19,000	31,242
SSC examination	-	-	-	-

PMT- SSC/Dakhil pass awards	279,000	292,600	68,000	62,066
<b>Sub-total of public exams.</b>	<b>345,905</b>	<b>358,173</b>	<b>87,000</b>	<b>93,308</b>
<b>IAA</b>	<b>5,787</b>	<b>4,640</b>	<b>1,446</b>	<b>321</b>

Source: SEQAEP

**2.16 Comments:** In compliance with the provisions of RDPP, the above table shows that 321 institutions based on performance in academic year 2014 were awarded IAA through ceremonial decoration at the district and Upazilla levels. Simultaneously, 81,550 best students based on annual examinations at the schools and 93,308 students, on JSC, SSC & PMT students in SSC including JSC results were awarded. MEW opines in this respect that through awards and incentives, competitions among the institutions and students, each and every institution has become cautious for improving quality education.

**2.17 “Support for English Language, Mathematics and Science Subjects”:** In implementation process, it has been restructured by the Implementation support Mission of the IDA. During the last fiscal year, its title was named as Additional Class Teachers (ACT) for English, Mathematics and Science subjects. The backward institutions in respect of performances likely the students in JSC and SSC examinations, the institutions have been targeted for conducting Additional classes. During the period from July 2014 to June 2015, ACT was conducted in SEQAEP institutions. Incorporating number of institutions, number of classes conducted in English & Mathematics & science subjects, number ACT recruited, trained and posted etc, a table is furnished below:

2.18 Physical Achievements of Additional Classes

Particulars of Work	RDPP Provision up to 2014	Cumula tive Achieve ments UP TO June 2014	Target and progress of 2014-15		Cumulativ e progress up to June 2015
			Target	Progress during January- June 2015	
01	02	03	04	05	06
Preparation of ACT Manual			-	Published 5000 copies	
Recruitment of ACTs			-	1380 teachers	
Training for ACTs			-	768 ACTs	
Selection of schools for ACT program in 125 Upazillas			-	372 institutions	
Selection of schools in 90 additional Upazillas			-	67 institutions	
Preparation of learning materials	-	-	-	-	
Number of classes			-	11328 classes	



conducted for English					
Number of classes conducted for Mathematics			-	13,584 classes	
Number of classes conducted for science			-	11,952 classes	

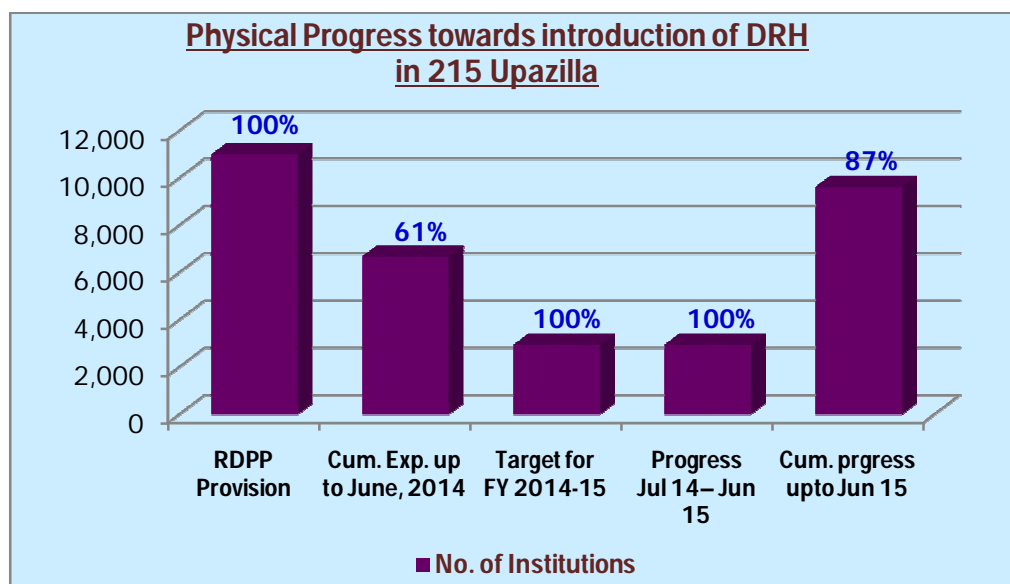
Source: concerned officer of SEQAEP

**2.19 Comments:**, During the period July- December 2014, the PIU was mostly involved with the tasks to develop implementation manual, recruitment of teachers and to orient the teachers on ACT program and simultaneously, during the period January- June 2015, conduction of classes in selected institutions started not by utilizing full capacity. Eventually, number of classes in English, Mathematics and Science are not enough comparing with the provision of RDPP. But providing all inputs, the progress so far achieved is to be considered. In future, the PIU will be more attentive on this sub-component.

**2.20 Developing the Reading Habit (DRH).**Initially Developing Reading Habit program was introduced in about 7000 secondary level education institutions under 125 SEQAEP Upazillas. Later on, additional 90 Upazillas included into SEQAEP and eventually, these Upazillas are considered for DRH program. During the fiscal year 2014-15, instructions as well as administrative manual has already been published and distributed to all institutions of additional Upazillas. The BSK in association with SEQAEP, required personnel for running the program were recruited and procured books for selected schools. However, a table consisting of achievements over implementations has been furnished below:

### 2.21 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 June 2015
			Target	Progress during January-June 2015	
Introduction of DRH	11,000 institutions	6680 institutions	3300 institutions	3054 institutions	9734 institutions
Training for library in-charge	11,000 institutions	-do-	3300 Librarians/ lib. Teacher in charge	3054 institutions	-do-
Supply of selected books	28,16,645	11,98,952	16,12,875	16,25,910	2824,862
Book prize / award provided	53,97,391	697,119	11,55,911	477,811	11,74,930
Enrollment of Book Readers	51,56,200	25,45,521	1000,000	1543,438	4088,959



**2.22 Comments:** Realizing the success of DRH program in 125 Upazillas, its coverage has been extended in additional 90 Upazillas. The efforts realized previously carried out by BSK in additional Upazillas. During the last fiscal year, achievements so far realized are satisfactory. MEW opines that processing of implementation of DRH program in each and every institution in additional Upazillas is obviously gigantic managed and controlled by SEQAEP having intensive administrative supports by BSK.

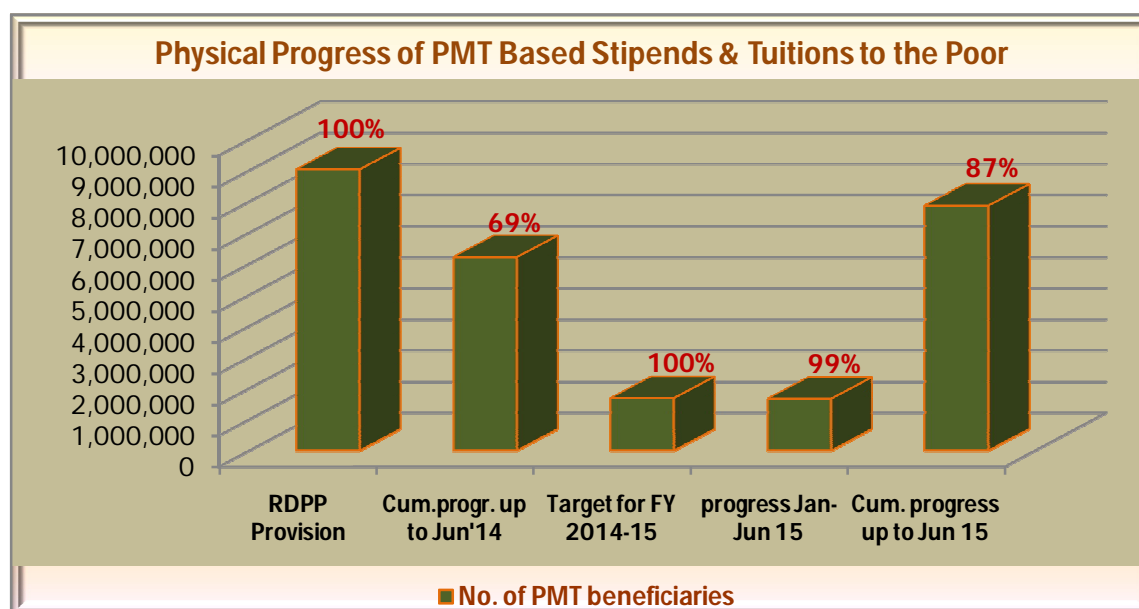
**2.23 Major Component; Improving Equitable Access:** This component was framed consisting of 03 sub-components; (i) PMT based stipends & tuition subventions to poor boys & girls, (ii) General Stipends and Tuition free Facilities and (iii) Improving School Facilities. To ensure equitable participation to create proper environment in SEQAEP institutions, this component was aimed and scheduled in the project. In brief, Progress of achievements as mentioned, the sub-components have been described below:

**2.24 PMT- based Stipend and Tuitions to Poor Boys and Girls:** This sub-component was aimed at to award stipends and tuitions subventions to poor students at the secondary levels through PMT screening method. Among all stipends awarding projects, only under SEQAEP, PMT screening method was introduced having administrative supports from LGED on contract method. In screening poor students, PMT booths are usually operate at the union or at the growth center levels. Based on findings of PMT booths conducted by LGE/PMTA, Award Confirmation Forms normally issued in favour of eligible poor students and based on ACF bank accounts are opened by Agrani Bank Ltd. Then, on completion of opening of bank accounts, instruction of payments are usually issued 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.

#### 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 June 15
			Target	Progress during January-June 15	
01	02	03	04	05	06
<b>Stipends &amp; Tuition under Category- I:</b>					
Boys Student	7961,507	2189511	1425,347	1405,427	-
Girls Student		2998413			
<b>Sub-total of Category -I</b>	<b>7961,507</b>	<b>5187,924</b>	<b>1425,347</b>	<b>1405,427</b>	<b>6593,351</b>
<b>Tuition Facilities under Category-II:</b>					
Girl Students	1060,881	1019,540	250,000	250,000	1269,540
<b>Total (Category. I+II)</b>	<b>9022,388</b>	<b>6207,464</b>	<b>1675,347</b>	<b>1655,427</b>	<b>7862,891</b>



**2.26 Comments:** The target for the fiscal year 2014-15 has been achieved as of planned. Based on eligible poor students, ACFs were issued by LGED/PMTA and based on those ACFs, by adding first and second categories of 1655,427 students have already been awarded stipends and tuitions for the period January- June 2015. This program is now covers 215 Upazillas and eventually general stipend in additional 90 Upazillas is ended in December 2014.

**2.27 Improving School Facilities (ISF):**With a view to provide pure drinking water and sanitation facilities for both boys and girls separately in secondary level institutions, this program was taken in SEQAEP. Since launching to June 2014, most of the education institutions in 125 SEQAEP Upazillas, pure drinking water and sanitation facilities were provided. Following the Additional Financing Agreement, additional 90 Upazillas has been included into SEQAEP and scheduled to provide ISF with more opportunities. As such, wash block, refurbishment of existing classrooms have been scheduled in the revised project documents inclusive of previous schedules of ISF. In specific terms the opportunities are; (i) Construction of Wash Block and 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) 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 January- June 2015 is furnished below:

## 2.28 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 June 15
			Target	Progress during January-June 15	
Wash Block	215 units	00	215	101-ongoing	00
Low cost wash block	700 units	200 units	200 units	200 (on-going)	200 units
Classroom renovation	550 rooms	50 rooms	250 rooms	249-on-going	50 rooms
Shallow tube-wells	1020 units	980 units	-	-	980 units
Deep tube-wells	1270 units	1000 units	250 units	250 units-on-going	1000 units
Twin latrines	1865 units	1826 units	-	-	1826 units
Rain water harvesting	115 units	69 units	-	-	69 units
Water pump and water tank	2400 units	1476 units	200 units	190 (on-going)	1476 units
Water treatment					
Arsenic test	1585 Kits/boxes	645 kits/boxes	250 boxes	250	645 boxes
Water purifier	1760 units	1365 units	-	-	1365 units

**2.29 Comments:** Target of the scheduled items of work of SEQAEP was achieved within 2014. In accordance with the provision of revised target, the activities have targeted for the fiscal year 2014-15, but most of the works are

still on-going as shown in the above table. Hopefully, the on-going implementation will be completed within June 2016. MEW opines that sharing of implementation cost by the school should be confirmed and that will encourage their efforts in future.

**2.30 Capacity Strengthening:** Under this major area of programs, the sub-components titled as (i) Project Management, (ii) Institutional Capacity Building, (iii) School Management Accountability, and School Awareness and Community Mobilization have been scheduled and all those are aimed at to develop the capacity of the SMCs, MMCs, PTAs, and stakeholders concerned to SEQAEP institutions. From the very beginning, the main activities namely; (i) formation of SMCs, and PTAs, (ii) training to members of SMC & MMCs and PTA, (iii) introducing schools to conduct social assessment and mobilization (iv) introducing school information reporting card systems etc. have been scheduled in SEQAEP. In the revised project documents, these programs are planned to continue following the modality as stated in the project. However, during the last fiscal year, achievements of these planned programs are described below one after another:

**2.31 Project Management:** Through second revision of SEQAEP, two units namely; SEQAEP Unit and MEW were kept unchanged as was established in 2008. But the size of manpower for both the units particularly, 65 posts for SEQAEP Unit and 18 for MEW have been increased and created by MOE. In addition, options for deployment of consultants are kept in both the units. In association with the head of the units, they are performing as like as temporary staffs of the project. During the period January- June 2015, all regular persons and consultants engaged are involved and performing their assigned tasks.

Furthermore, a few administrative partners for ensuring implementations supports in DRH program, LGED for PMT based stipend and tuitions to poor students, and others have been working with SEQAEP. Simultaneously Australian based an international consulting firm "ASCER" for providing technical supports and local administrative partner "ADSL" for "Assessment of Education Quality" program, BANBEIS for performing "Annual Education Institutions Census" and, furthermore, BANBEI have been associated with MEW to perform PMT Validation and Compliance Verification baseline surveys etc. In respect of financing for all scheduled programs assigned to SEQAEP and MEW, the units are empowered to submit withdrawal applications to the IDA for having credit amounts through CONTASA and the Treasury of Bangladesh.

**2.32 Institutional Capacity Building:** Under this sub-component, arrange orientation, training, workshops on the areas for capacity building of the personnel engaged in implementation process for the scheduled sub-components likely to be on additional classes on English, Mathematics and science subjects,

Improving School facilities, PMT based stipend and tuitions to poor learners, Incentive awards to best students, capabilities of SMC, PTA members and acquire transparency etc. During the period January –June 2015, the conducted training /orientation courses are; workshops and orientations on the revised modality of SEQAEP. To be mentioned that administration manuals for implementation of interventions have also been provided to them.

**2.33 Comments:**As per requirements for implementation of all scheduled interventions, the PIU has devoted their sincere efforts and as a result, all required administrative manuals and instructions have already been prepared and published. Following the manuals and instructions, achievements have already realized against the target planned for fiscal year 2014-15.

**2.34 School Management and Accountability:**To enhance capacities of non-government institutions under SEQAEP Upazillas, formation of Parent Teachers Association (PTA) in the concerned SEQAEP schools and Madrashas, SMC/ MMC members, Head Teachers, Assistant Head Teachers and some social elites etc are considered under this sub-component. Through this program, SEQAEP conducted a good number of orientation programs following the identical rules of the Government applicable for the non-government institutions and as a result SEQAEP institutions have become more or less accountable to the society. In the revised documents of SEQAEP, this program has been continuing and will continue up to December 2017. In addition, under this sub-component, ICT Grants and social audit Grants have been scheduled in the revised project documents. During the period January- June 2015 progress of achievements on these two activities are presented in the following table:

### 2.35 Physical progress of School Management and Accountability

Items of Work	RDPP Provision	Cumulative progress Up to June 2014	Target and Progress of 2014-15	
			Target	Progress during January- June 15
ICT Grants	6681 institutions	1867 institutions	9500 institutions	1779 institutions
Social Audit Grants	6681 institutions	6285 institutions	9500 institutions	6018 institutions

**2.36 Comments:** In the additional Financing Agreement, modality of School Management Accountability has changed and with the changing modality ICT grants and Social Audit Grants provided to selected institutions. During the last

fiscal year 2014-15, target against ICT and Social Audit Grants have not been achieved and in this regard, MEW expresses that in digitization of SEQAEP institutions and in making the institutions transparent, these programs are very important to realize hopes and aspirations.

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**2.37 Education Awareness and Community Mobilization:**The sub-component titled "Education Awareness and Community Mobilization" was scheduled into SEQAEP to aware the community. The parents and community members should have awareness on PMT based stipend and tuition subventions, additional classes, Incentive Awards, Assessment of Education Quality and Non-government School Management. MEW opines that education awareness program should be resumed soon in additional 90 Upazillas.

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## Chapter-3 Monitoring and Evaluation Wing

**Introduction:** Since establishment of MEW, it was assigned to carry monitoring and evaluations over the interventions of SEQAEP and other development projects of DSHE. At this stage, MEW has already been executed and achieved the vested responsibility such as; two rounds of Assessment of Education Quality on English and mathematics in 125 SEQAEP Upazillas, DLI for the Zero year, DLIs for year-1, two rounds of impact evaluation, two rounds of compliance verification baseline surveys and now working on the DLIs for the year-2. Other than the DLIs, annual education institution census reports on yearly basis are also published. Furthermore, MEW has already published 11 Monitoring Reports on half yearly basis incorporating progress of achievements of SEQAEP and other development projects of DSHE. The twelfth & thirteenth semi-annual reports are prepared and waiting to publish having opinion from IDA. However, all those reports are prepared by providing special emphasis on physical achievements, impacts, critical issues, lessons learned including some recommendations etc.

During the months January- June 2015, MEW has performed the scheduled tasks marked as DLIs and milestones as stated in the last Aide-memoire between the Government of Bangladesh and Implementation Support Mission of the WB during 15-26 February 2015. In a simplified way, all the performed tasks and to be performed could be looked into the following matrix which is framed in line with the milestones of the Aide-memoire,

### 3.1 Matrix on Progress of Milestones during January- June 2015

Activities/ Indicators As per Aide-memoire	Progress	Constraints	Remarks
MOE to form a core group specifically for monitoring and evaluation, chaired by Secretary, MOE and MEW Director as member secretary (share composition and TOR for the core – group with IDA)	The core group was formed by MOE in June 2015 headed by Secretary, MOE	-	First meeting of the core group was held during first week of June 2015 and decided to establish a data flow system by using website or by Smart Mobile
SEQAEP forward documentation on 2014 incentives, school grants, general stipends and tuition to MEW for DLI withdrawal application (the documentation includes reconciliation statement from Agrani Bank, ACF from PMTA and disbursement data from USEOs)	Proven documents of utilized EEP fund from SEQAEP, Agrani Bank, PMTA and USEOs on incentives, school grants, general stipends and tuitions subventions were received and based on which withdrawal application for USD12.00 million submitted and got approval from IDA.	-	Withdrawal application in WB-system has already been submitted on 29 July 2015
DSHE to include "MEW in the ADP allocation for FY 2015-16 with a separate economic code to ensure RPA authorization	In March, 2015 proposal including justification was submitted to MOE for separate provision in	MOE not yet been agreed with the proposal	Initiatives could be taken in next fiscal year



	ADP		
SEQAEP forward documentation on 2015 incentives, school grants, general stipends and tuition to MEW for DLI withdrawal application (the documentation includes reconciliation statement from Agrani Bank, ACF from PMTA and disbursement data from USEOs)		Request letter to SEQAEP will be issued in October 2015	
Sign MOU with BANBEIS for compliance verification and PMT validation exercises	MOU signed between BANBEIS & DSHE on 22 June 2015	MIS located at BANBEIS has not yet been established	Instruments for PMT Validation and compliances have not yet been updated
Complete deployment of international consulting firm for LASI-2015	Contract with ACER for LASI -15 was signed on 28 June 2015		
Complete IE baseline survey on ACT and DRH sub-components	Clean data on IE and compliance verification were sent to WB for drafting report in June 2015	-	Waiting for draft report from WB
Complete selection of data collectors and deploy at MIS Cell at BANBEIS	Process for recruitment of MDA & Supervisors are being completed	appointed MDA and Supervisors are scheduled to issue within 1 <sup>st</sup> week of August 2015	-
Complete deployment of vacant positions (Senior M&E Consultant , Learning assessment specialist and Procurement Specialist)	.		Regarding deployment of positions for these areas, we have realized that at this stage, existing two consultants can serve our purposes. No additional consultants are needed
MOE Organize a tripartite meeting of chief of accounts (MOE), Director ,MEW and Project Director, SEQAEP to strengthen the agreed mechanism	-	-	Upon agreed mechanism, tripartite meeting could be arranged while will be required
Include 2015 LASI activity in ADSLs existing contract	New contract is mostly finalized and waiting for signature	-	ADSL asked to submit financial proposal based on nationally representative sampling
Complete Impact Evaluation baseline survey report and share with IDA	IDA was requested to prepare IE baseline survey report	-	MEW has been waiting for report
<b>Withdrawal application for DLI values :</b>			
Ensure that the DLI payment is deposited to treasury account	The value Zero DLI amounting to USD 7.00 million was deposited to treasury in March =====		

Submit additional documents, as per IDA review/comments, to complete the DLI achievement verification process for Year-1	As per protocols, all relevant documents submitted to WB for approval 01 January 2015	-	Withdrawal application in WB system submitted on 29 July 2015
Submit financial achievement report against DLIs as per mission recommendation	Met all requirements of financial achievements as per recommendation of the mission	Depends on Chennai office, WB, India	-do-
Ensure that the approved DLI payment amount is deposited treasury Account	The value of Zero- DLI amounting to USD 7.00 million was deposited to treasury in march 14		Already informed IDA earlier
Submit action plan to achieve year-2 DLIs	Action plan is already developed		Execution of tasks as per action plan depends on BANBEIS & MOPA
Share process of status on year-2 DLIs achievements	On every step of processing, Shares\nd with IDA on achievement of DLI-2	-	Process of implementation of DLI-2 is yet been initiated
<b>Procurement of MEW</b>			
Expedite updating of procurement plan through SEPA by March2, 2015	Procurement plan was updated through SEPA	-	-
SEQAEP and MEW will follow IDA F&C toolkit for shopping and national competing bidding	In procurement process, F&C toolkit for shopping and national competitive bidding has already been followed.	-	-
Expedite updating of procurement plan	Yes, procurement plan is updated	-	-
Expedite MEW procurement activities, with support from procurement consultant at SEQAEP	Having supports from the consultant of SEQAEP, procurement of goods and services have been processing	-	-
<b>Assessment of Education Quality on national representative sample</b>			
Preparation of framework for national representative sample basis	Prepared framework for nationally representative sample and got it approved by MOE in April 2015		
Deployment of International consulting firm for LASI-15	Contract signed on 28 June 2015 with Australian based ACER		
Preparation of operation manual for LASI-15	Prepared and shared with IDA on June 2015		
Training on capacity building for 5 days on LASI-15	Training on capacity building conducted for 5 days with effect in June 2015		
Preparation of test items on Bangla, English & Mathematics for Grades 6 and 8	Test items are being developed by ACER		
25 percent of contract value for ACER	On 29 June 2015, 25 percent of contract value has already been paid to ACER		
<b>PMT Validation through Mobile Monitoring Method</b>			

Updating of instruments for PMT validation	Already updated and given to BANBEIS		
Deployment of MDA and Supervisors by BANBEIS	In recruiting 60 MDA and 5 supervisors, selections are nearly completed		
Training to MDA and supervisors on the instruments of PMT validation and other concern issues	-		BANBEIS will develop training modules
Develop time schedules in consultation with SEQAEP & BANBEIS for validation	-		The schedules not yet been given by BANBEIS
Conduct validation at the target levels of PMT based stipends to poor learners	-		Conduction process will be carried by BANBEIS
	-		
<b>Compliance Verification through Mobile Monitoring Method</b>			
Updating of instruments for compliance verification survey	-		BANBEIS will develop training modules
Deployment of MDA and Supervisors by BANBEIS	-		Recruitments are nearly completed by MEW
Training to MDA and Supervisors on the instruments of Compliance verification	-		The schedules not yet been given by BANBEIS
Development of time schedules for conduction of compliance verification base line survey	-		The time schedules will be develop byBANBEIS
Conduct verification survey at institutional levels	-		Conduction process will be carried by BANBEIS
<b>Financial Progress Reports:</b>			
Quarterly Progress Report	Quarterly progress reports covering the period January- March and April- June 2015 were prepared and sent to WD, Dhaka office.	-	-
Preparation of Revised ADP	Prepared RADP and forwarded to SEQAEP for inclusion into RADP for 2014-15	Separate Economic Code in the RADP is not yet been ensured	Separate economic Code in RADP for MEW could be in next fiscal year
Annual Education Institutions Census-2014	Comments on the draft census report -14 isgiven to BANBEIS		Final report is not yet been given
<b>Semi-annual Report for the period July - December 2014 and January -June 2015</b>			
Draft of Semi -annual report for the period July- December	On preparation of draft shared with IDA		Waiting for comments fromIDA
Draft of semi-annual report for January- June 2015	Information is being collected from PIUs and other stakeholders	-	Within August, 15 will be completed
Details are in next pages			

## 3.2 Progress of Achievements for the Period January- June 2015

**Introduction:**in this Semi-annual Monitoring Report, MEW's performances the period January- June 2015 have been presented in a separate chapter. It is important that MEW has been keenly devoted to implement only the assigned monitoring tasks over the on-going interventions of SEQAEP and simultaneously other investment projects of the DSHE. Realizing its position and importance, this chapter is framed and incorporated into this report. Moreover considering implementation of DLIs including achievements of milestones marked in Aide-memoire of February 2015, incorporation of separate chapter could be justified before the stakeholders. However, the performances so far realized are described below:

**3.3 Formation of Core-group for Monitoring and Evaluation:** In compliance with the milestones stated in the Aide-memoire agreed between the Government of Bangladesh and Implementation Support Mission of the WB during 15-26 February 2015, a core-group headed by secretary, MOE for ensuring execution of tasks involved in monitoring and evaluation tasks of the DSHE was already constituted by MOE in June 2015 where, Director, MEW is designated as Member-secretary. Soon after formation, its first meeting was held in first week of June 2015 at the conference room of DSHE. In that meeting the following decisions were taken:

- (i) For MIS Cell located at BANBEIS, 60 Monitoring Data Analyst (MDA) and 05 Supervisors will be recruited for collecting information and they will be under the disposal of MEW, DSHE; and
- (ii) In the training modules, it might be included that after completion of training, the MDA and Supervisors will open websites for every institution.

Incorporating the above decisions, MOU was prepared and signed on 22 June 2015 between Director General, DSHE and Director, BANBEIS.

**3.4 Submission of Withdrawal Application for DLIs Year-1:** Three DLIs for year-1 (2014) i.e (i) "development of framework of national representative sample for assessment of education quality"; (ii) "institutionalization of MEW through transfer into revenue budget"; and (iii) "conduction of PMT Validation & Compliance verification". These 03 DLIs were executed and achieved by MEW within the scheduled time-frame and simultaneously proven documents of reconciled expenditure evidences against Eligible Expenditure Programs (EEP) were collected from Agrani Bank Ltd & SEQAEP. IBAS from the office of the accounts of MOE. Based on all relevant documents, IUFR was prepared and withdrawal application was submitted to IDA on 01 January 2015. The IDA has given us consent to

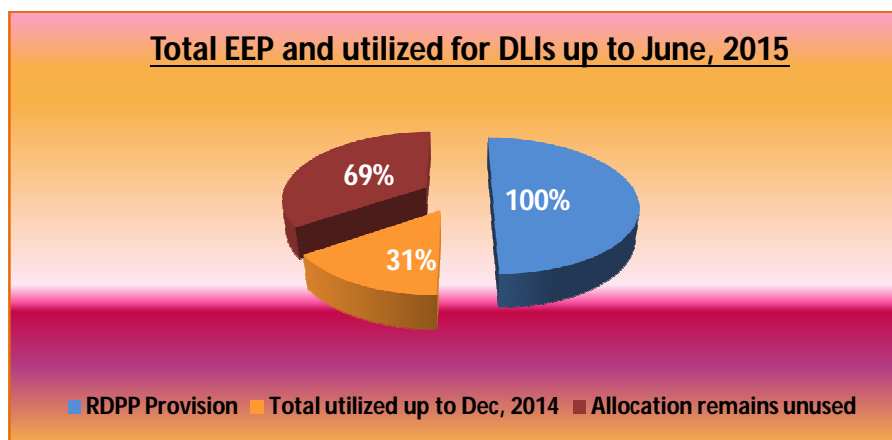
submit withdrawal application following their Systems and submitted on 26 July 2015 for USD 12.00million.

**3.5 Disbursement of value of Zero -DLI:** On completion of execution of tasks marked as Zero-DLI of the base 2013, withdrawal application along with relevant documents were submitted to the IDA for reimbursement of USD 7.00million and was dully provided to the treasury of Bangladesh on 24 March 2015. In this regard, acknowledgement letter was issued by Bangladesh Bank and that was received in MEW.

**3.6 Existing Status of EEP:** Up to June 2015, BDT 1644.740 million was already utilized from the EEP allocation of BDT 4594.842 million. This amount was utilized for submitting withdrawal application against Zero DLI & DLI for year-1. The remaining unutilized amount of BDT 2950.102million will be utilized for Year-2 and 3 based on proven expenditure evidences and IBASs. However, a table of total EEP allocation, expenditure utilized and unutilized amount have been shown below:

(In Tk. Million)

SI. No.	Items/ Components for EEP	Provision of allocation in RDPP	Allocation utilized for Zero-DLI	Allocation utilized for DLI-1,2&3 for year-1	Total utilized Amount up to December 2014	Allocation remains un-used	Remarks
01	02	03	04	05	06	07	08
<b>1. Improving Education Quality and Capacity to Monitoring Learning Levels</b>							
1.1	Incentives awards to students, teachers and institutions	1265.083	0.00	304.981	304.981	960.102	
<b>2. Improving education quality and capacity to monitoring learning levels</b>							
2.1	Tuition for PMT Beneficiaries	1511.500	222.457	404.613	627.07	884.43	
2.2	General Stipends	600.000	453.271	226.896	680.167	- 80.167	BDT 80.167 mil. utilized beyond budget provision
<b>3. Institutional Capacity Strengthening</b>							
3.1	ICT Grants	884.483	0.00	1.478	1.478	883.005	
	Social audit		0.00	31.044	31.044		
3.1	Education Awareness and Community Mobilization	333.776	0.00			302.732	
<b>Grand Total</b>		<b>4594.842</b>	<b>675.728</b>	<b>969.012</b>	<b>1644.740</b>	<b>2950.102</b>	



**3.7 Execution of DLIs earmarked for Year-2:** During the period January-December 2015, three DLIs such as; (i) secondary education learning assessment carried out on nationally representative sample, (ii) MEW proposal including Job descriptions and revised organogram of DSHE approved by MOPA and forwarded to MOF, (iii) PMT Validation and Compliance survey conducted incorporating the approved findings of 2013 PMT validation and compliance verification survey reports have been assigned for achievements by MEW. Since January 2015, series of tasks for achievements of the above DLIs have been initiated as stated below:

**DLI on Education Learning Assessment:** To achieve this DLI, deployment of international consulting firm for development of test items and determine nationally representative samples and to get administrative supports from a local consulting firm, initiatives have already been taken. Abiding by IDA and GOB formalities concerned to procurement of services, contract with Australian based consulting firm ACER has already been signed on 28 June 2015. Following the terms and conditions, 25 percent of the contract price has already paid to ACER.

Simultaneously, as per milestone stated in the immediate last Aide-memoire, local consulting firm ADSL was asked to submit technical and financial proposals. Accordingly, they submitted proposals and to evaluate the same, Proposal Evaluation Committee set in two meetings. The committee recommended to award the contract to ADSL provided that contract might be executed in line with time line of ACER. It is now in line to sign.

**DLI on Institutionalization of MEW:** In carrying out the process of institutionalization of MEW through transfer into Revenue budget, final proposal along with revised organogram including MEW setup has already been sent to MOE in May 2015. The proposal is being processed for signing the organogram by the Secretary, MOE. Hopefully, it will be signed and approved by the secretary soon.

**DLI on conduction of PMT Validation and Compliance Verification Survey:** To achieve this DLI, it is to be mentioned that as per milestone of the last Aide-

memoire that these two surveys will be executed by BANBEIS through establishment MIS. In survey process, MDA and Supervisors will be recruited by MEW and then they will be deployed by BANBEIS. Facing huge administrative hassles, for establishment of MIS and recruitment of MDA & Supervisors, MOU between Director General, DSHE and Director, BANBEIS was signed on 22 June 2015.

**3.8 Impact Evaluation Survey on ACT & DRH:** Clean data OF IE main survey was sent to IDA in June 2015 for preparing the draft report. To be noted that as per TOR, it was assigned that IDA will prepare report on IE. But the report is not yet been received from IDA. In this respect, IDA will please expedite to prepare the said report soon.

**3.9 Preparation and Publication of Semi-annual Monitoring Reports:** The Semi-annual Report represents the period July- December 2014 was prepared and shared with IDA for comments in March 2015, but it has not yet been received, So that its publication is delayed. Another Semi-annual report represents the period January- June 2015 is being initiated. It is indeed to note that based on the project/ sub-component-wise checklists developed by MEW has already requested the concerned PIUs and Project Directors for filling it up and to send back to Director, MEW. They are sending information through checklists on progress of achievements and status. Hopefully, this report will be shared with IDA in the last week of August 2015. Then both the reports for the period July- December 2014 and January- June 2015 will be published at a time.

**3.10 Physical Verifications by MEW:** During the period January –June 2015, MEW personnel visited SEQAEP institutions to observe implementation process, inputs provided and outputs realized impacts over the interventions. During their visit, they have submitted reports incorporating their individual recommendations. Then the received reports are summarized and forwarded to Project Director, SEQAEP for administrative actions and measures. However, incorporating the important findings and recommendations of the summarized reports are spelled out below:

**3.11 Recommendations and findings of summarized verification reports by 8 Officers of MEW on Improving School Facilities (ISF):**

- (i) After construction of improved wash block, All ISF based facilities should be taken into frequent monitoring mechanism. The institutions Dhirgonj high School situated at Haripur Upazilla and Madhar Dorgah Saltusha Fazil Madrasha under khanshama Upazilla of Dinajpur district could be permitted for issuance of work orders with allocations for construction of Wash block;

- (ii) Instead of selected Chagoldha Union Adiluddin Sharonik Secondary School; "Sreepur Madhusudan Secondary School could be permitted for issuance of improved Wash block. Another recommendation is; at least 2 institutions could be selected through USEO, not only 01 from the Upazilla Therokhada under Khulna district.
- (iii) The institution namely "Khoksha Darul Ulum Dhakil Madrasha" under Khoksha Upazilla of Kustia district could be taken under SEQAEP for issuance of work orders to construct improved wash block. After construction of wash blocks, all institutions with wash blocks could be visited again.
- (iv) The institution namely "Shisupalli Model Secondary School" under Harinakunda Upazilla of Jhenaidaha district could be taken under SEQAEP for issuance of work orders to construct improved wash block.
- (v) The institution namely "Shekharkhil Islamia Dakhil Madrasha" under Bashkhali Upazilla of Chittagong district could be taken under SEQAEP for issuance of work orders to construct improved wash block and on construction of Wash blocks, all these could be under monitoring process.
- (vi) The institution namely "Shahid brigadier Khaled Mosharof Girls High School" under Islampur Upazilla of Jamalpur district could be taken under SEQAEP for issuance of work orders to construct improved wash block and on construction of Wash blocks, all these could be under monitoring process.
- (vii) The institution namely "Barahar school and College" under Ullahpara Upazilla of Serajgonj district could be taken under SEQAEP for issuance of work orders to construct improved wash block and on construction of Wash blocks, all these could be under monitoring process.
- (viii) The institution namely "Ghuimari high School" under Matiranga Upazilla of Khagrachari district could be taken under SEQAEP for issuance of work orders to construct improved wash block and on construction of Wash blocks, all these could be under monitoring process.
- (ix) The institution namely "Baurbag Hawor Dhakil Madrasha" under Goshirhat Upazilla of Sylhet district could be taken under SEQAEP for issuance of work orders to construct improved wash block and on



construction of Wash blocks, all these could be under monitoring process.

- (x) The institution namely "Bre-pathuria Bilateral High School" under Gurudaspur Upazilla of Natore district could be taken under SEQAEP for issuance of work orders to construct improved wash block and on construction of Wash blocks, all these could be under monitoring process.
- (xi) The institution namely "Morjal Balika high School" under Raipura Upazilla of Norshindhi district could be taken under SEQAEP for issuance of work orders to construct improved wash block and on construction of Wash blocks, all these could be under monitoring process.
- (xii) The institution namely "Nilmonigonj Secondary School" under Sadar Upazilla of Chuadanga district could be taken under SEQAEP for issuance of work orders to construct improved wash block and on completion of construction, all these could be under monitoring process.
- (xiii) The institution namely "Sirajpur High School" under Companigonj Upazilla of Noakhali district could be taken under SEQAEP for issuance of work orders to construct improved wash block and on construction of Wash blocks, all these could be under monitoring process.
- (xiv) The institution namely "Chandaikona Multi-lateral High School" under Raigonj Upazilla of Serajgonj district could be taken under SEQAEP for issuance of work orders to construct improved wash block and on completion of construction of Wash blocks, all these could be under monitoring process.
- (xv) The institution namely "Bamoi Model School" under Lakhai Upazilla of Habigonj district could be considered for issuance of work orders along with payments of remaining proportion for construction of improved wash block. In these institution 170 poor students of grades 6 have been dropped for getting stipends and tuition subventions, these are needed reconsideration.
- (xvi) The institution namely "Sreepur M C Model high School" under Sreepur Upazilla of Magura district could be taken under SEQAEP for issuance of work orders to construct improved wash block.

- (xvii) The institution namely “Bhanur N H High School” under Baliadangi Upazilla of Baliadangi Upazilla of Thakurgaon district could be taken under SEQAEP for issuance of work orders to construct improved wash block.
- (xviii) The institution namely “Farrakh N I School and college” under Birol Upazilla of Dinajpur district could be taken under SEQAEP for issuance of work orders to construct improved wash block.

**3.12 Director, MEW and his supporting officers physically visited 21 Upazillas for observing IAA program. Based on findings, they made some recommendations as stated below:**

- (i) Three institutions under Panchari Upazilla of Khagrachari District have already awarded IAA, but following the criteria of SEQAEP, these institutes are not competent to have this award, because, they failed to constitute SMC/ MMC after the academic year 2014. Moreover, they have violated the criteria towards distribution of awarding amount. In this respect, the institutions of the said Upazillas could be asked for explanation.
- (ii) The institution Puzagaon high school under same Upazilla violated to distribute awarding amount. They have given Tk.3000.00 to PTA members instead of Tk.7000.00. The remaining amount of TK.4000.00 was distributed among the teachers. In this respect also, the concerned school could be asked for explanation.
- (iii) In achieving quality education the staffs have contributions indirectly; recognizing their efforts they should be awarded.
- (iv) Those institutions did not constitute PTA, but they have been awarded IAA. So these institutions could be ordered for formation of PTA.
- (v) In presence of all institution heads and Upazilla level dignitaries/ elites could be present during handing over the cheques of IAA. With these efforts, more and effective competition towards quality of education will be ensured.

**3.13 Recommendation on ACT Program:** MEW officers physically observed the ACT program at hatiya of Noakhali district, Atrai of Noagaon district during the period January- June 2015. Their individual reports were summarized, where the following recommendations found as stated below:

- (i) During ACT program at the selected institutions, frequent supervision should be made by District Education and Upazilla Secondary Education Officers.
- (ii) The institutions namely; GS High School, Barakalipur Al-haz Dakhil Madrasha, Hatkalupara Dakhil Madrasha, Bhopara High School, Shalia High School, Bidhakalipur Daodia Alia Madrasha under Atrai Upazilla could be deployed ACT on science, Mathematics, & Science, English, Science, English, Mathematics & science respectively.,

**3.14 Proposal for Separate Economic Code in ADP:** To overcome the administrative hassles to get RPA authorization from MOF, a proposal has already been forwarded to MOE for providing separate Economic code through printing of MEW's name in the RADP or in the ADP for the fiscal year 2015-16. In getting authorization, 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 has already requested to propose for separate provision of MEW's name though printing separately in the ADP. The proposal has not yet been considered by MOE.

**3.15 Milestones of Aide-memoire:** Agreed decisions in the Aide-memoire by the Support Implementation Mission of February 2015, it has been mentioned that MIS will be established in the BANBEIS building including logistics and manpower for introducing Mobile Monitoring System (MMS). In implementation process, MOU between Director General, DSHE and Director, BANBEIS was signed on 22 June 2015. As per terms and conditions of the MOU, logistic and required ICT experts for MIS will be bought by BANBEIS. Mobile Monitoring Analyst (MDA) and Supervisors will be recruited by MEW. Up to June 2015, so far information received, BANBEIS has initiated to deploy ICT experts and to buy logistics for MIS. Following recruitment rules of the GOB, MEW has mostly completed recruitments of MDA and Supervisors. During last week of July 2015, 60 MDA and 06 Supervisors will be appointed and they will be placed to BANBEIS for posting.

**3.16 Deployment of Individual Consultants:** To engage local consultants for the areas of financial management, monitoring and evaluation and procurements, EOI were published in local newspapers in December 2014. In response, proposals for the positions financial management specialist, senior monitoring and evaluation consultant, monitoring and evaluation consultant (junior) and procurements were received and evaluated by the Proposal Evaluation Committee (PEC). Among the recommendations, the IDA has given consent to fill up the positions for Financial Management Specialist, Monitoring and Evaluation consultant (Junior). Based on consent, contract with MS Sonya Mowla as Financial Management Specialist and Mr. Tofail Ahmed Bhuya as Monitoring and Evaluation consultant (Junior) signed for one year and now

both the persons have been working. Regarding other positions, it was realized that most of the scheduled goods are already finished, so this position for procurement is not needed. Regarding learning assessment specialist will not be needed, because, the tasks needed for this area will be met by engaging international consulting firm and local administrative firm 'ADSL', So for this area, no consultant will be required. For the remaining senior M & E Consultant will not also be needed, because, experts for management of MIS have been scheduled to establish. Here the volume of tasks has become reduced, so, junior existing consultant for this area is enough to carry the scheduled monitoring and evaluation activities. Explaining these thoughts, IDA has already informed.

**3.17 Annual Education Institutions Survey:** Census report for the academic year 2014 was scheduled to submit in April 2015; BANBEIS has not been yet submitted. In this respect, a request letter is sent to BANBEIS.

**3.18 Concluding Remarks:** In conclusion, it can be pointed out that during the period January- June, MEW has performed perfectly the milestones as marked in the aide-memoire of February 2015. categorically, the milestones are; signing of MOU between DSHE and BANBEIS for implementing Mobile Monitoring Mechanism & Annual Education Institution Census in 215 Upazillas, Contract with the international firm "ACER" and processing of local consulting firm "ADSL" for implementation of assessment of quality education on nationally representative sample basis, dissemination of public report of LASI-13, recruitment of MDA & Supervisors, preparation of Semi-annual monitoring report for the July- December 2014, DLIs marked against the period January- June 2015, deployment of two consultants and submission of withdrawal application to IDA for an amount of USD 12.00 million against the value of DLIs- Year-1 for reimbursement. However, MEW observes the critical issues and lessons learned could be as follows:

### **3.19 Critical issues:**

- In preparing half yearly monitoring reports, cumulative progress of achievements up to a certain period cannot be measured, because the total targets are not available in the project documents. In most of the interventions, total target of achievements are projected only for the period of additional financing of SEQAEP;
- In releasing RPA allocations from the Ministry of Finance, MEW has been facing administrative hassles among the SEQAEP, Planning & development Wing of the DSHE and MOE for preparing prescribed formats and signing the same. Moreover these formats are not applicable to sign by Director, MEW though separate CONTASA was opened in favor of Director, MEW;

- To implement the DLIs marked against year-2. As such, PMT validation and Compliance verifications baseline surveys could be implemented through MIS scheduled to be established under the disposal of Director, BANBEIS. But purposes and targets have been scheduled to achieve by MEW, here administrative hassles could arise in implementation process as well as in achieving the targets; and
- Under DRH program huge allocations have been spending for increasing reading habits among the learners. MEW observes that books supplied from SEQAEP have not been kept safely and properly. Eventually, it is urgently necessary to provide one pucca library room including logistics for each of all SEQAEP institutions where no library is found.

### **3.20 Lessons learned:**

In implementation process of "Assessment of Education Quality" by MEW, deployment of local consulting firm has been deploying for having local administrative supports. In fact, local level non-government college teachers have been working as test administrators for both piloting and main survey having guidance from the USEOs. The local firm has been providing remunerations for Test administrators. The local firm has also carrying materials for both pilot & main survey up to targeted levels. These two tasks could also be vested to USEOs on instructions by MEW. So, for conducting education learning assessment, the provision of deployment of local consulting firm could be reviewed in future and consequently huge resources could be saved.

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## **Chapter-4**

### **Stipends to Poor Students for Secondary to Degree (Pass) Levels**

**Introduction:** The Nation-wide Female Stipend Program was started in 1994 and it was aimed and viewed to take the girls into schools for enhancing female enrollment and to keep them un-married up to 18 years or up to SSC examination. The program was consists of 04 projects, initially the IDA came forward with a project titled FSSAP to provide financial assistance to poor students in 118 Upazillas. Following the same modality and compliances, Asian Development Bank in 53 Upazillas & NORAD in 18 Upazillas participated with the government and provided stipends and tuitions for the secondary levels. The remaining 298 Upazillas were covered by the Government of Bangladesh by spending from own resources. At present, female participation in secondary levels has been increased up to desired level. Realizing the success in female education, the government gradually extended the coverage's the said program from higher secondary to degree pass levels. Simultaneously, male learners at the secondary, higher secondary and in degree pass levels have been considered for awarding stipends and tuition subventions.

At this stage, 03 development projects for secondary, 01 for higher secondary and 01 project for degree pass levels have been implementing under the disposal of DSHE. Among these 3 projects, SEQAEP have been financing by IDA for providing stipends and tuitions to poor education seekers in 215 Upazillas, SESIP in 54 Upazillas by ADB and SESP in 218 Upazillas by spending own resources by the Government of Bangladesh. Together with the said levels, 5 development projects have been implementing for realizing the said target.

**4.2 Progress of achievements on Stipend Projects:** About 1 core 45 lakh 24 thousand poor students from secondary to degree pass levels have been targeted to provide stipends and tuitions in each of the fiscal years and under these projects, about 5 thousand 4 hundred 27 lakh cores and 36 lakh taka has been targeted to spend. For these Projects, Project Implementation Units (PIU) were established under the exclusive control of Director General, DSHE. Targets in the project documents of 5 projects, brief of progress in each of the projects are described below:

**4.3 Secondary Education Quality and Access Enhancement Project (SEQAEP):** Through SEQAEP, three major areas have been determined for improvement of secondary education. In these areas, "Improving Education Quality and Capacity to Monitoring Teaching-Learning Levels" is the most important area and among the three areas, PMT based stipends to poor students for secondary levels were carried since 2008. Under this sub-

component, the eligible poor students have been awarded stipend and tuition subventions in two categories in SEQAEP institutions of 215 Upazillas. In category-1, stipend and tuition subventions to both male & female learners and in category-2, only tuition subventions to girl students have been awarded. In determining eligible students, Local Government Rural Engineering Department (LGRED) named as PMTA has been assigned to work through arrangement of PMT booths at the union levels during October- November in every academic year.

During the fiscal year 2014-15, based on findings of all booths, eligible students have been selected and in favour of them ACFs were issued. First installment of stipend and tuition subventions were awarded for the months July- December 2014 and second installment for months January- June 2015 have also been awarded. A table focusing total physical target of RDPP, cumulative achievements up to June 2014, target for fiscal year 2014-15 and achievements during the months January- June 2015 are pointed out below:

**Physical Progress of Stipends & Tuitions to the Poor**

Items of Work	Scheduled Provision as per RAPP	Cumulative Progress up to June 2014	Target and progress of 2014-15		Cumulative Progress up to June 15
			Target	Progress during January-June 15	
01	02	03	04	05	06
<b>Stipends &amp; Tuition under Category- I:</b>					
Boys Student	7961,507	2189511	1425,347	1405,427	-
Girls Student		2998413			
<b>Sub-total of Category -I</b>	<b>7961,507</b>	<b>5187,924</b>	<b>1425,347</b>	1405,427	6593,351
<b>Tuition Facilities under Category-II:</b>					
Girl Students	1060,881	1019,540	250,000	250,000	1269,540
<b>Total (Category. I+II)</b>	<b>9022,388</b>	<b>6207,464</b>	<b>1675,347</b>	<b>1655,427</b>	<b>7862,891</b>

Source: SEQAEP unit

**4.5 Comments:** based on PMT booth at the union/ growth Centres, eligible students have been determined for the fiscal year 2014-15 and hence a total of **1655,427** students in 215 SEQAEP Upazillas have already been awarded stipend and tuitions in category-1 & 2. It is a satisfaction to all concerned that the eligible students have received stipends and tuitions subventions soon after ending of June 2015.

**4.6 Secondary Education Sector Investment Project (SESIP):** SESIP is a multidimensional approach based program taken by the Government of Bangladesh. All scheduled programs have been framed on DLI basis. On achieving the fragmented DLIs, the ADB has been reimbursing the value of DLIs based on withdrawal applications. Among the scheduled programs, stipend and tuitions subventions to poor students in 54 Upazillas is an important program

which has been continuing since 1994. Under this program particularly, the achievements have been presented in the following table:

#### 4.7 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 June 15
			Target	Progress during January- June 154	
01	02	03	04	05	06
Stipend tuitions	14.00	2.36	3.32	2.39	4.75

**4.8 Comments:** During the period January- June 15, eligible students of 54 Upazillas have already been awarded stipend and tuition subventions in time which is determined based on compliances. Under this program, a study is scheduled to harmonize the stipends for the entire country and that would be applied for the country. MEW opines that all 15 stipend oriented projects should be with uniform modality and compliances.

**4.9 Secondary Education Stipend Project- Second Phase (SESP):** On completion of first phase, "Secondary Education Stipend Project (Second Phase) was taken by the Government in view of continuing stipend and tuitions to poor students in 218 Upazillas and targeted to provide financial assistances to 45 lakh learners. The rates of stipends, tuitions, book allowances and examination fees to eligible students have been scheduled as stated in the following table. This project is completely borne by utilizing Government resources. To ascertain the physical progress of achievements, another table is also furnished below:

#### 4.10 Rates of Stipends, Tuition Fees, Book Allowances and Examination Fees

(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	-



Grades	Monthly (Rates)	Monthly subvention rates	Total (Stipend & Tuition subvention)		SSC & Dakhil exam. fee
		Non-govt.	Govt.	Non-govt.	
10	150	20	150	170	750

**4.11 Physical Progress of Achievements of SESP (Second Phase)**  
(In lakh)

Items of Work	Project provision	Cumulative progress up to June 2014	Target and progress of 2014-15		Cumulative Progress up to December 2015
			Target	Progress during January- June 2015	
01	02	03	04	05	06
Stipends for boy Students	934,696	00	282,385	Not yet been awarded	Not Applicable
Stipends for girl Students	3406,260	00	1029,082		
<b>Sub-total of stipends</b>	4340,956	00	1311,467		
Tuition fees for boy Students	934,696	00	282,385		
Tuition fees for girl Students	3406,260	00	1029,082		
<b>Sub-total of tuition fees</b>	4340,956	00	1311,467		
Total	4340,956	00	1311,467		

**4.12 Comments:** On completion of first phase of SESP, the Government took a new project titled '**Secondary Education Stipend Project- (Second Phase) for continuing stipend**' and tuitions to poor students in 218 Upazillas like other stipend programs of the Government. The project is framed for 3 years and scheduled to complete in 2017. The above table shows that about 13 lakh 11 thousand students have been targeted to award stipend and tuition during the period January –June 2015. But in processing i.e. screening eligible students in compliance with the set criteria and opening of bank accounts in the name of eligible students have nearly to be completed. At this stage, transfer of stipend awarding amount into the accounts is being processed by the commercial banks involved. Hopefully within a couple of month, distributions will be completed. As a whole, the PIU of SESP is being succeeded in shouldering the whole responsibility to award stipends and tuitions within August 2015.

**4.13 Higher Secondary Stipend Project (HSSP):** To continue awarding stipends and tuitions to higher secondary level poor students, this project was reconstituted incorporating all 487 Upazillas and targeted to provide 17 lakh 28 thousand students in all 487 Upazillas of the country. The project was reformulated with 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.

As per reformulated DPP, the scheduled rates for stipends and tuition subventions along with exam. & book allowances for grades 11 and 12 are as follows:

#### 4.14 Rate of Stipend & Allowances for exam and books

Grade	Groups	Stipend per month	Tuition fees per month	Books	HSC Exam, fees
11	Science	175.00	50.00	700.00	-
	Others	125.00	20.00	600.00	-
12	Science	175.00	50.00	-	900.00
	Others	125.00	20.00		600.00

#### 4.15 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 June 2015
			Target	Progress during January-June 2015	
01	02	03	04	05	06
Stipends for female students in higher secondary levels	17.28	-	5.48	4.04	4.04
Stipends for male students in higher secondary levels				0.97	0.97
<b>Sub-total of female students</b>	<b>17.28</b>		<b>5.48</b>	<b>5.01</b>	<b>5.01</b>
Tuitions for female students	17.28		5.48	4.04	4.04

Tuitions for male students		-		0.97	0.97
<b>Sub-total of male students</b>	17.28	-	-	5.01	5.01
<b>Total of stipends and tuitions</b>	<b>17.28</b>	-	-	<b>5.01</b>	<b>5.01</b>

**4.16 Comments:** Covering all Upazillas of the country, two installments for the period July- December 2014 and January- June 2015, stipends and tuitions subventions including book allowances and examination fees were provided to 5 lakh 01 thousand students. To be mentioned that stipends were awarded based on the criteria followed under previous project. Having instructions by the Hon'ble Prime Minister, male students have been included into this program and hence 5.01 lakh eligible students were awarded.

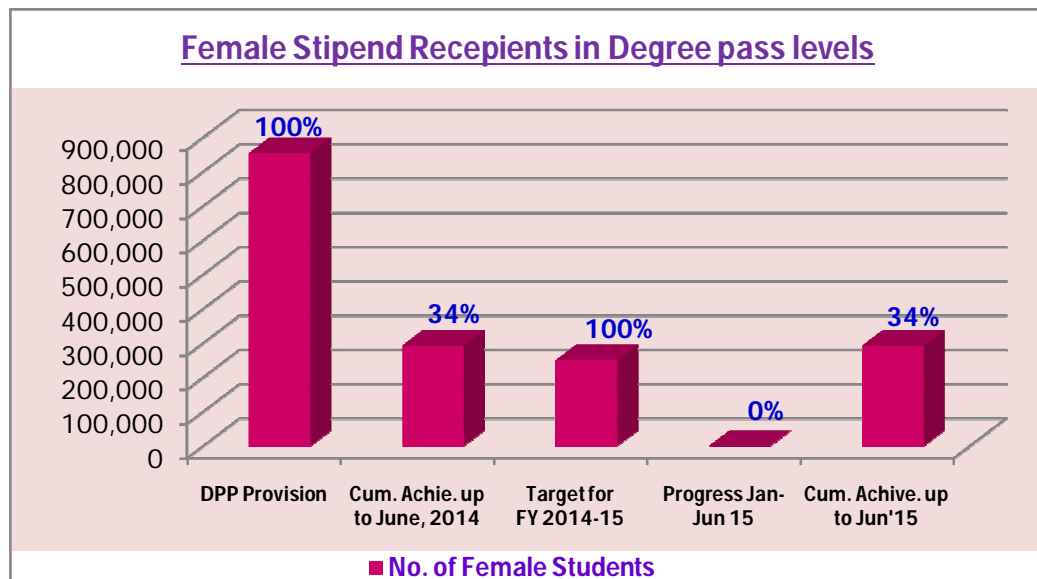
**4.17 Female Stipend Project for Degree (Pass) and Equivalent Level:** The project titled "Female Stipend Project for Degree (Pass) and Equivalent Levels" was launched in 2012 and continuously carrying out stipend and tuitions for poor female students. But beginning from January 2015 male students have been included into this project. The project documents were revised incorporating male students and got it approved by the ECNEC. The aims and objectives of the reformulated project are as follows:

- To create possibilities for poor female HSC passed and eager to learn in tertiary/higher education levels;
- Some areas particularly the bills, hawor, bawor, monga, coastal and the hilly areas of Bangladesh will cover 100 percent female students to get stipends and tuition subventions.
- The students of the remaining areas around the country will get 40 percent coverage.
- 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.

In measuring achievements, cumulative achievements up to June 2014, target for fiscal year 2014-15 and progress during January- June 2015 have been spelled out in the following table:

### Physical Progress of Achievements

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 June 2015
			Target	Progress during months January- June 2015	
Stipends for female students	701,001	278,212	187, 575	00	278,212
Stipends for male students	153,525	14,677	62,525	00	14,677
<b>Sub-total of stipends</b>	<b>854,526</b>	<b>292,889</b>	<b>250,100</b>	<b>00</b>	<b>292,889</b>
Tuitions for female students	701,001	278,212	187, 575	00	278,212
Tuitions for male students	153,525	14,677	62,525	00	14,677
<b>Sub-total of tuitions</b>	<b>854,526</b>	<b>292,889</b>	<b>250,100</b>	<b>00</b>	<b>292,889</b>
Total of stipend & tuitions	<b>854,526</b>	<b>292,889</b>	<b>250,100</b>	<b>00</b>	<b>292,889</b>

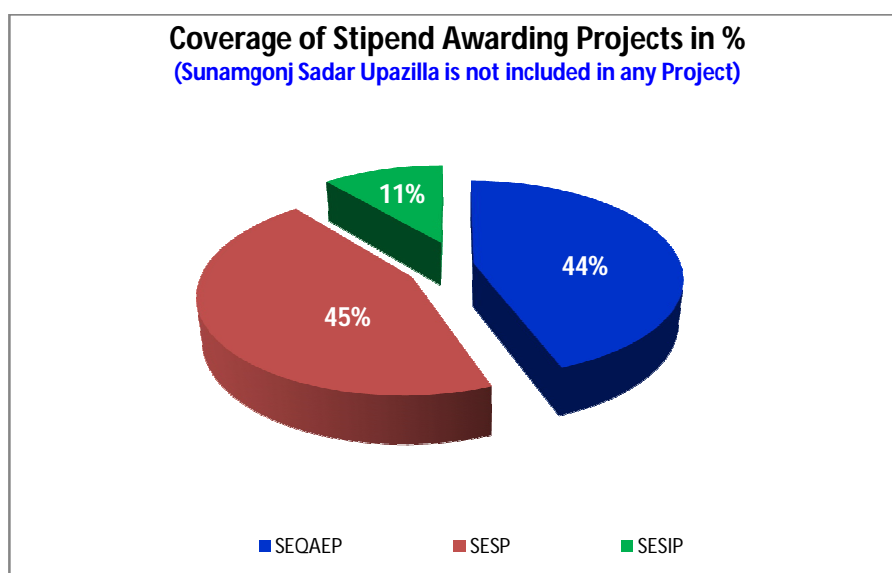


**4.19 Comments:** In carrying out instructions by the Hon'ble prime Minister, this project was taken and started in 2012. Since its beginning, only poor degree pass level female students were projected to award stipend and tuitions. Again in 2015, the Prime Minister instructed to include poor male students of degree pass levels. In determining the proportion and coverage of students, initially based on criteria, eligible students will have to be sorted out and among the eligible students 75 percent female students will be awarded stipend and tuitions and 25 percent male students will have to be awarded. Following these instructions, the project documents were revised and were approved by ECNEC. Regarding distribution of stipend and tuitions for the month of January

– June 2015, list of eligible students are determined, but required fund has not yet been received from Trust fund. The project director informed that on availability of fund, probably in December 2015, stipends and tuitions could be distributed.

**4.20 Progress of Achievements of all Stipend Projects:** A table incorporating progress of achievements of 05 projects have been furnished below and showing project-wise, cumulative achievements up to June 2014, target planned for the fiscal year 2014-15 and progress during the months January- June 2015 etc.

Title of Projects	DPP/RDPF Provision	Cumulative achievement up to June 2014 (in lakh)	Target & Progress for the year 2014-15 (in lakh)		Cumulative Progress up to June 2015	Coverage of Upazillas
			Target	Progress during Jan-June 15		
<b>SEQAEP</b>	<b>90.23,</b>	<b>62.07</b>	<b>14.25</b>	<b>14.05</b>	<b>65.93</b>	215 Upazilla
SESP	43.40	00	13.15	Not yet been awarded -	00	218 Upazilla
SESIP	14.00	2.36	3.32	2.39	4.75	54 Upazilla
<b>Sub-total of Secondary Education</b>	<b>147.63</b>	<b>64.43</b>	<b>30.72</b>	<b>16.44</b>	<b>70.68</b>	<b>487 Upazilla</b>
HSSP	17.28	00	5.48	5.01	5.48	487 Upazilla
Stipends for Degree Pass levels	8.54	2.93	2.50	Not yet been awarded	2.93	487 Upazilla
Total of stipends	173.45	-	38.70	21.45	-	487 Upazillas



**4.20 Comments:** Under the exclusive supervision of Director General, DSHE, 05 development projects in this regard have been implementing. During the period January-June 2015, 38 lakh 70 thousand students are targeted and out of which, 21 lakh 45 thousand eligible students have been already awarded stipends. Out of targeted students only under two project,

about 15 lakh eligible students will be awarded soon. MEW opines in this respect that PIU of SESP and degree pass project should be more attentive in awarding process of stipend & tuitions.

## **Construction Oriented Work, ICT & Teachers Education Based Development Projects**

**Introduction:** Some on-going projects have been incorporated into this chapter, those are concerned to provide opportunities particularly, infrastructural facilities, establishment new schools, colleges & autistic academy, expansion of existing facilities, repair, renovation, generation of ICT education, training to teachers, and supply learning materials etc. Among those, two projects namely SESIP and TQI-2 have been financed by GOB and ADB jointly. The others are implementing through utilization of Government resources. So all these projects are exclusively controlled and supervised by Director General, DSHE 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 and guidance following the approved provisions of project documents. However, the projects are considered to enhance quality of education and subsequently for ensuring equitable access to education.

**5.2 Progress of Achievements:** In measuring progress of achievements of the projects inserted into this chapter, physical target of major components in the concerned DPPs, cumulative progress up to June 2014, target for the fiscal year 2014-15 and achievements during the months January- June 2015 and comments etc have been spelled out. Concerned PIUs have supplied achievement data on major components to MEW. However, brief of achievements of all projects have been described below identically one after another:

**4.2 Secondary Education Sector Investment Program (SESIP):** SESIP is a multi-approach based program was taken by the Government of Bangladesh having credit financing by the Asian Development Bank. The credit is conditional in view of achieving fragmented DLIs into tranches and was aimed to realize the following objectives:

- 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

At the beginning, a Program Support Unit was established headed by the Director General, DSHE who has been designated as Program Director. The support unit consists of with other positions such as; Joint Program Director, Deputy Directors and Assistant Directors. At the field level, huge number of class one posts were created. At this stage, most of the created posts are filled up on deputation and by direct method. In respect of progress of scheduled activities, the PIU and field level stakeholders have started implementation on the assigned tasks having instructions from the executing unit. During the fiscal year 2014-15, progress so far achieved is presented in the following table as shown below:

### 5.3 Physical progress of SESIP

Title of Projects	DPP/RDPP Provision	Cumulative achievements up to June 2014 (in lakh)	Target & Progress for the year 2014-15	
			Target	Progress during Jan-June 15
Appointment of officers and staffs for PIU	38 posts	14 posts	24	38 posts
Appointments for stakeholders	1267 posts	79 posts	1191	902 posts
Deployment of consultants	27 positions	02 positions	27	35 positions
Repair & renovation of institutions	100 institutions	00	00	00
Establishment of information hub	640 institutions	00	00	00
Plantation of trees in schools	100 institutions	00	00	00
Development of SWAP	-	-	Preparation SEPF	Prepared draft
Decentralization of MPOs	-	-	Develop software	Software developed & circulated
Introduction reading habit program	300 institutions	00	00	00
Civil work	100 institutions	00	00	00



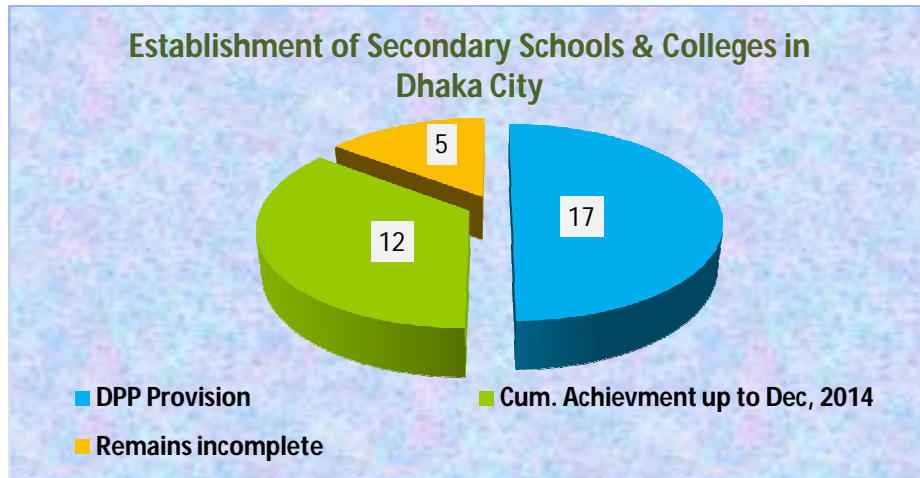
Conduction of studies	-	00		
Training and workshops	76,31,90,569	101,587	07	9129327
Achievement of DLIs	16 DLIs	09	210000168	07
Reimbursement of DLI values	90 DLIs	56	44	44

**5.4 Comments:** In accordance with the provisions of program documents of SESIP, most of the posts and positions for Implementation Support Unit and Stakeholders Units have already been established, but the scheduled target of programs as per provisions of the project has yet been initiated. Now, the implementation support unit should expedite implementation of all scheduled tasks for meeting up the desired levels within the scheduled period. MEW opines regarding M & E tasks on development and non-development activities of DSHE that the existing steps for institutionalization of MEW have already taken by DSHE should be incorporated into SWAP through SESIP.

**5.5 Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City:** At an estimated cost of Tk. 43500.00 lakh, The Government took this project in 2011 and targeted to complete in June 2014. It was scheduled to establish 11 Government schools and 6 government colleges in the non-school areas of the capital city Dhaka. On completion of these educational institutions, increased and excess students at the secondary and higher secondary levels will enjoy educational opportunities.

#### 5.6 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		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	15 institutions	2 institutions	-	15 institutions
New schools	11 schools	04 schools completed	5 schools	04 schools	04 schools completed
New colleges	06 colleges	03 colleges	-	-	01 college completed
ICT labs	17 institutions	07 institutions	5 schools institutions	-	-
Learning materials	17 institutions	07 institutions	6 institutions	05 institutions	05 institutions
Sports goods	17 institutions	07 institutions	6 institutions	05 institutions	05 institutions



**5.7 Comments:** Out of the scheduled 17 institutions, civil works of 05 institutions have already completed. Establishment of ICT labs, supply of learning materials and furniture of completed institutions are also completed. In the remaining institutions, civil works in 12 institutions are going on and land acquisition for 2 institutions is in process. The DPP is revised incorporating civil works rate schedules of PWD and got it approved by ECNEC. The scheduled period is extended through revision. In view of progress as shown in the above table, it seems that existing status in view of progress is to be ascertained as satisfactory. Within the revised time-frame, the project might be completed and in this respect PIU's devotion to work is needed.

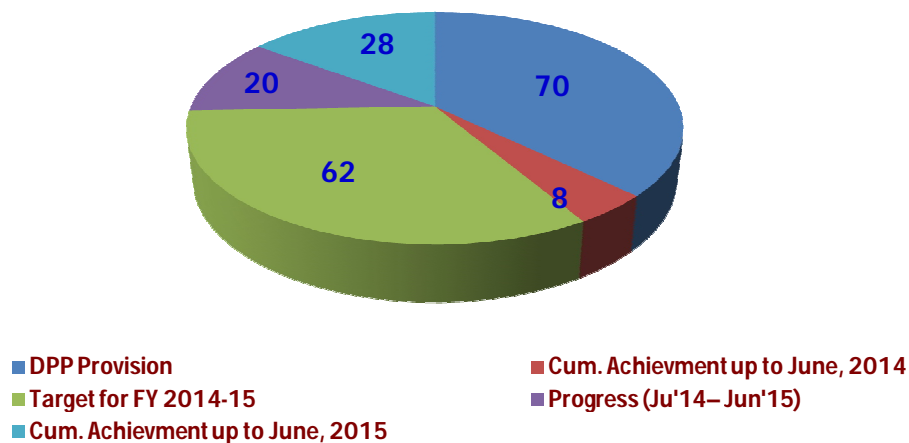
**5.8 Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education:** To enhance physical facilities mainly focusing examination centers, hostels for boys and girls, administrative blocks, ICT labs and teaching materials etc in selected 70 premier Government colleges at the district headquarters, this project was taken by the Government in 2010. It was aimed to minimize pressure of students in the tertiary levels. Simultaneously, it was also thought that construction of examination centers could resolve interruption of classes and with this idea, schedules of examination centers have been incorporated into the project documents. Furthermore, ICT lab is a priority of education and hence, placement ICT labs have been scheduled in the project.

Since beginning, achievements so far ascertained in fragmented manner likely to be; DPP provision, cumulative progress up to June 2014, target in fiscal 2014-15 and progress during January- June 2015 etc have been reflected in a table noted below.

## 5.9 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		Cumulative progress up to June 15
			Target	Progress during the months Jul 14- June 2015	
01	02	03	04	05	06
Teacher training	400 teachers	Training modules is in preparation			
Academic buildings	43 units	01 complete			
Examination centers	70 units	8 units (60%)	62 units	28 units (100%)	36 units completed
Hostel buildings	74 units	08 units (50%)	17 units (100%)	06 units (100%)	14 units completed
Construction of administrative buildings	19 units	01 unit	-	-	01 unit completed
Auditorium	01 unit	-	-	-	-
Purchase of books	70 colleges	-	-	-	-
Furniture	-do-	-	-	-	-
Office equipment	-do-	-	-	-	-

### Construction of Examination Hall in 70 Post-graduate College



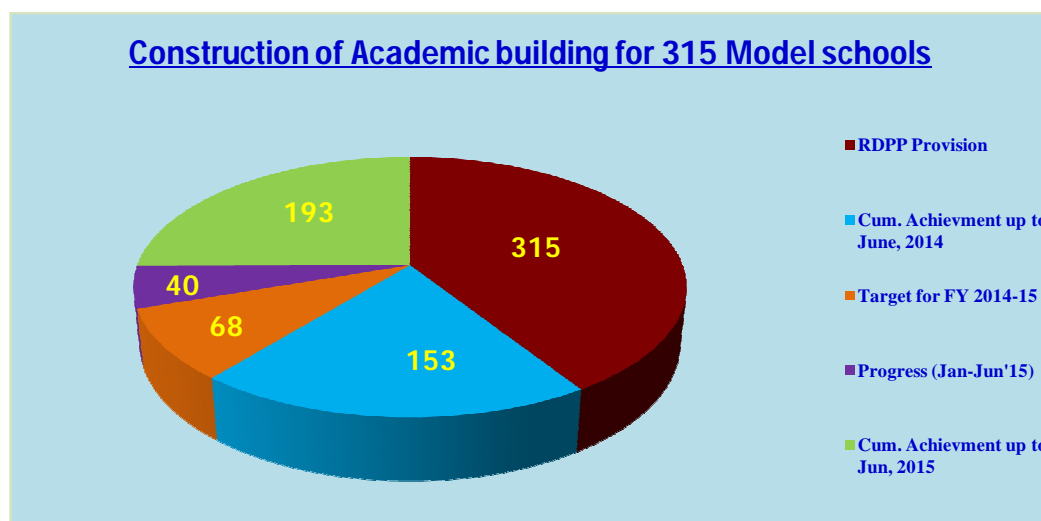
**5.10 Comments:** During the period beginning to June 2015, out of scheduled facilities only 01 unit of academic building, 06 units of hostels, 28 units of examination centers and 01 unit of administrative block are completed. The table shows that all scheduled civil work components are progressing and targeted to complete within the contract period agreed with the contractors. Other than civil works, establishment of ICT labs and procurement of learning materials will be provided soon after completion of civil works. Ascertaining the progress presented in the table, MEW opines that compared to scheduled provision of project documents, progresses so far realized is not significant. In this respect, PIU should expedite the progress as planned in the project.

Simultaneously, PIU and EED concerned personnel should physically verify the project locations for maintaining quality of civil works.

**5.11 Transformation of Existing Non- government Schools into Model Schools in Selected 310 Upazilla Headquarters:** The Government took this project titled in August 2008, but its implementation was delayed and started in 2012. It was aimed to transform 315 selected non-government secondary schools into model schools where there are no Government schools along with up-gradation up to higher secondary levels. Following the said theme, 315 non-government schools one from each Upazilla headquarters have been selected. During the period progress so far achieved is significant in this project. A table of achievements covering major components are presented below:

### 5.12 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 June 15
			Target	Progress during the months January-June 15	
01	02	03	04	05	06
Construction of Academic buildings	315 units	153 units	68 units	40 units	193 units
Establishment of Computer Labs	315 labs	150 labs	150 labs	-	150 labs
Supply of Furniture	315 schools	100 schools	100 schools	-	100 schools
Up gradation of Schools into higher secondary schools	315 schools	nil	nil	nil	nil



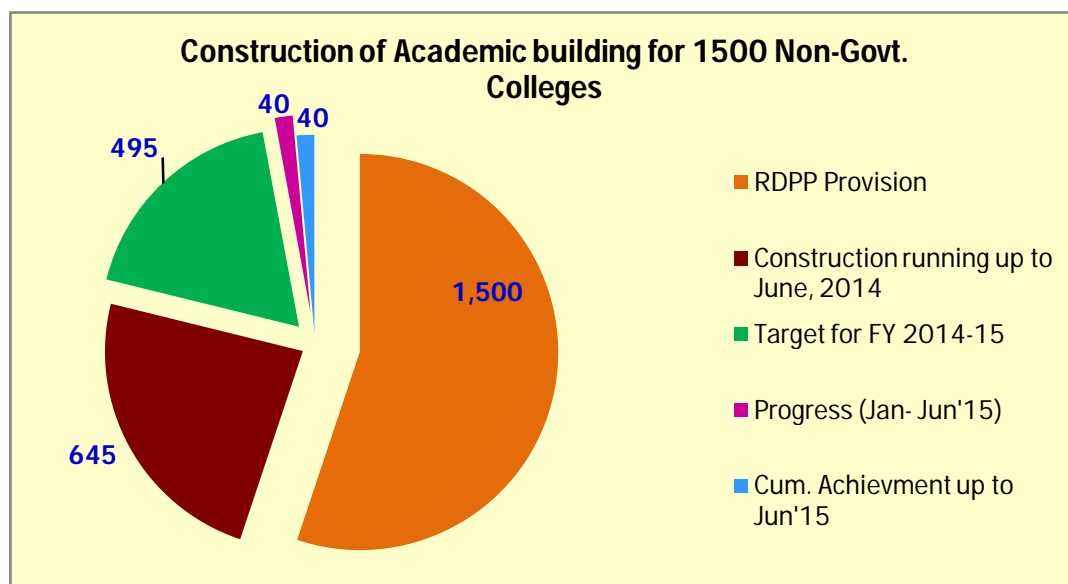
**5.13 Comments:** The above mentioned table and chart show that during the fiscal year 2014-15, out of 68 targeted academic buildings, 40 units have been completed. The other works particularly, setting up of computer Labs, supply of furniture are scheduled to complete within 2015-16. On completion of academic buildings, furniture and computers including accessories will be supplied by the PIU. Regarding up-gradation of these model schools, initiative could be taken, if government agrees to provide MPOs for the teachers needed, the PIU can instruct the schools for up-gradation up to 12 classes. As a whole, MEW opines on its implementation status as shown above.

**5.14 Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education:** Through this scheme, it has been planned to provide physical facilities for classroom accommodation, ICT labs, furniture and learning materials to selected 1500 non-government colleges. The project is targeted to spend Tk. 238770.00 and scheduled to complete in December 2017. The EED has been vested to implement civil work components and the other components will be implemented by the PIU already established under the disposal of DG, DSHE. Since beginning, initiatives for implementing the scheduled components have been taken by PIU. To ascertain progress of achievement, a table of information received from the PIU has been framed as stated below:

### 5.15 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 June 2015
			Target	Progress during the months January- June 2015	
01	02	03	04	05	06
Construction of New Academic Units	1344 units	575 units running (Work undertaken)	447 units running	40 units	40 units completed
Construction of Academic Units (Vertical extension)	156 units	70 units running (Work undertaken)	48 units running		
Furniture	1500 colleges	-	40 colleges	40 colleges	40 colleges
Learning Materials	1500 colleges	-	-	-	-

ICT Labs with computers	1500 ICT Labs	-	-	-	-
Training of teachers on ICT	4500 teachers	934 science teachers	930 science teachers	-	934 science teachers



**5.16 Comments:** In measuring implementation status of this project, it can be opined that out of 1500 units of academic buildings, ICT Labs and others, the progress so far realized is satisfactory. In respect of number of colleges included into this project, it is big project, but the scheduled components are not so complicated to implement. But only difficult task to make frequent supervision at the project locations for ensuring quality of civil works. MEW again expressing that frequent monitoring should be ensured quality of civil works particularly, in those institutions are under construction.

**5.17 Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities:** To increase educational opportunities along with ICT facilities at the secondary levels in Sylhet, Barisal and Khulna Metropolitan Cities, Government took this project titled “Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities” in 2012. Seven Government secondary schools have been scheduled to establish and targeted to complete in 2014 at an estimated cost of BDT 15200.00 lakh. Education Engineering Department has

been assigned to implement civil work components and others are used to implement by the PIU. At this stage, it is realized that some more schools are needed to establish under this scheme and keeping with this end, project documents are being revised. Hopefully, within a short period, the revised version will be approved by the appropriate authority. However, during the period January- June 2015, progress so far achieved are presented in the following table:

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 7 schools	-		
Construction structures	07 schools	Started in 04 schools	Scheduled to complete 4 schools	continuing	
Furniture	On completion of civil works, furniture, learning materials, sports goods and other required equipment will be provided. Proposal for creation of posts of teachers and staffs under revenue budget will be sent to MOE..				
Learning materials					
Sports Goods					
Establishment of computer labs					
Manpower for schools					

**5.18 Comments:** Concerned Deputy Commissioners have given their sincere efforts for acquisition of land at the respective district headquarter and in this regard, the project Director's role is significant. The EED has started civil works in 4 schools and in the remaining 3 schools implementation schedules are being prepared. The PIU should visit schools sites frequently to verify quality of constructions and the EED should keep close involvement in maintaining quality of work as of schedules ordered.

**5.19 ICT for Education in Secondary and Higher Secondary Level Project:** The Government took this project titled "ICT for Education in Secondary and Higher Secondary Level Project" in 2011. It was aimed at for generating ICT education in secondary and higher secondary level institutions. As per project documents, it was planned to supply Laptops, Multimedia Projector (MMP), Speaker and Internet Modem etc for the selected 23,333 schools and colleges. To orient the teachers, a provision was kept to train 25,631 teachers of all selected institutions. The Project was completed in June 2015. So far achievements realized, the PIU has successfully implemented all

the scheduled tasks. At this stage, all secondary and higher secondary level education institutions of Bangladesh have been enjoying multi-media classes in teaching-learning process.

**5.20 Teaching Quality Improvement in Secondary Education (TQI-2):** To continue the teachers training program, this project titled “**Teaching Quality Improvement in Secondary Education (TQI-2)**” was taken by Government in 2012 and targeted to complete in 2017 at an estimated cost of BDT 64600.00 lakh. This project is aimed to achieve the following main objectives;

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

To measure the physical achievements of major items of scheduled work, a table has been framed below. In particular, the table presents DPP provisions, cumulative achievements, target of the fiscal year 2014-15 and progress during the months January- June 2015 etc.

### **5.21 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 July14- June 2015
01	02	03	04	05
TOT for 03 days	1800 teachers	1188 teachers	1112 teachers	77
Need identification for CPD- 11-12 grades	1200 teachers	-	800 teachers	472
6 days training to TOT - 800	800 teachers	-	800 teachers	9635
14 days CPD training	55,000 teachers	10,623 teachers	12,960 teachers	1761teachers
Subject based CPD training	40,200 teachers	3369 teachers	1600 teachers	10,516 teachers
5 days CPD, tot in service& 24 days in service training ETC.	LS	LS	9420 teachers	300 HTs
21 days training to Teachers	1000 HTs	2350 HTs	4320 HTs	1860 HTs
3 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	11552 members
Capacity building for DSHE& DIA personnel	500	-		96
3 months training -		-		420
EMIS/ STIS	900	-	720 members	-
B-ed Curriculum Dissemination	600	-		-
<b>Total</b>	<b>220,000</b>	<b>17,530</b>	<b>43,222</b>	<b>37,143</b>

**5.22 Comments:** The overall progress of achievements during the financial year 2014-2015 shown in the above table is satisfactory. The trend of the training programs already achieved, should be continued in the remaining period of the project.

### **5.23 Establishment of Foreign Language Training Centres-11 (FLTC-11):**

Among the available resources of Bangladesh, manpower resources are the most important one. Bangladesh has huge manpower resources and that could be exchanged at a cheaper rate. In manpower exporting process, one significant problem is to speak in foreign languages. To overcome this problem, the Government decided to establish 'Foreign Language Training Centers' in Government Colleges at different districts of the country. By this time, a good number of centers have already been established and these are involved in teaching- learning process for speaking and understandings of foreign languages.

During the period since inception to June 2015, progress of achievements so far realized has been tabled below:

#### 5.24 Physical progress of achievements up to June 2015

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 June 2015
			Target	Progress during the months January- June 2015	
01	02	03	04	05	06
Establishment of Training Centres	30 Centres	12 Centres	12 Centres	Courses are running	12 Centres
Manpower for Centres	150 posts	60 posts	90 posts		60 posts

**5.25 Comments:** Since beginning of implementation, more than 2 thousand learners have already received training on foreign languages and among them most of the trained persons went abroad and earning foreign currencies. After establishment of all centers, the PIU will be capable to train the learners with full capacity. MEW opines regarding in this regard that this investment is obviously to be treated as productive.

**5.26 Establishment of Autistic Academy:** In 2013, the government took a project titled “Establishment of Autistic Academy” for establishing an Autistic Academy at Dhaka and targeted to complete in 2017. It is aimed to facilitate training to autistic children and to create awareness for making the autistic children productive. In specific term, its objectives are as follows:

- (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

Under this project; acquisition of 2 acres of land is scheduled to acquire at Dhaka. Inclusive of physical structures, 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, vehicles are scheduled in the project documents. Up to June 2105, PIU headed by a Project Director is established. Among other

scheduled components, the Project Director has been trying hard to get land from Health Department. Soon after getting land, civil work for setting up physical structures will be initiated by EED. At this stage, progress so far achieved is not yet been ascertained.

**5.27 Comments:** Since launching of the project, more than one year has already been passed, required 2.00 acres of land for the proposed Autistic academy has not yet been handed over to MOE. The Project Director has been spending her efforts, but the outcome is not yet been materialized.

**5.28 Critical issues:**

(a) The persons concerned to produce progress reports in each of the projects; they should give them realization about the importance of monitoring reports. In this respect, necessary instructions should be circulated by DSHE. Another important aspect is that, soon after publication of semi-annual reports, dissemination of reports through workshops together with decision makers, implementing heads and beneficiaries could be arranged.

(b) Realizing the existing status of implementation on civil work components of all projects have been implementing by the Education Engineering Department (EED). It is being accelerated the assigned work based on schedules/ planned following the time-frame of the contract with the contractors. The beneficiaries have no technical knowhow to ascertain quality of civil works. MEW realizes that each of the executing work needs to verify frequently for ensuring quality. MEW may try, but its manpower strength is poor. All concerned of the DSHE should have knowledge to check the civil works and in this regard, an orientation session could be arranged.

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