

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

# Semi-annual Monitoring Report

(July - December 2015)

Monitoring and Evaluation Wing  
Directorate of Secondary and Higher Education

## Abbreviations

|             |  |
|-------------|--|
| DSHE        | Directorate of Secondary and Higher Education                |
| MOE         | Ministry of Education  |
| MOPA        | Ministry of Public Administration                            |
| MOF         | Ministry of Finance  |
| MEW         | Monitoring and Evaluation Wing                               |
| SEQAEP      | Secondary Education Quality and Access Enhancement project   |
| SESP        | Secondary Education Stipend Project                          |
| SESIP       | Secondary Education Sector Investment Program                |
| HSSP        | Higher Secondary Stipend Project                             |
| ACER        | Australian Counsel for Educational Research                  |
| ADSL        | Advanced Development Studies Limited                         |
| BSK         | Bishaw Shahittya Kendro                                      |
| BANBEIS     | Bangladesh Bureau of Education Information and Statistics    |
| P&D         | Planning and Development                                     |
| BISE        | Board of Intermediate and Secondary Examinations             |
| NAEM        | National Academy for Education Management                    |
| IDP for M&E | Institutional Development Plan for Monitoring and Evaluation |
| FLTC        | Foreign Language Training Centres                            |
| ADP         | Annual Development Program                                   |
| ADB         | Asian Development Bank                                       |
| IDA         | International Development Association                        |
| WB          | World Bank   |
| EED         | Education Engineering Department                             |
| LGED        | Local Government Engineering Department                      |
| PMTA        | Proxy Means Test Administrator                               |
| NCTB        | National Curriculum and Text Book Board                      |
| TQI         | Teaching Quality Improvement                                 |
| DLI         | Disbursement Linked indicator                                |
| TA          | Test Administrator   |
| IAA         | Institution Achievements Award                               |
| SWAP        | Sector-wise Approach Program                                 |
| MOU         | Memorandum of Understanding                                  |
| LASI        | Learning Assessment of Secondary Institutions                |
| FAPAD       | Foreign Aide Project Audit Department                        |
| PMT         | Proxy Means Test   |

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

## **Forewords**

I have come to know that Semi-annual Monitoring Report for the period July-December 2015 is going to be published. Publication of Semi-annual monitoring reports has been carried out by MEW since its establishment in 2008. Through this report, the stakeholders likely the project implementation units, planners, decision makers and beneficiaries may know the achievements, errors in implementation, critical issues and lessons learned etc. I hope, MEW will continue to publish this type of monitoring reports in future which could be documentation for the DSHE.

I am happy with the Director, Mentoring Evaluation Wing and Project Directors of all projects including SEQAEP involved in developing and producing this report.

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## Chapter-1: Executive Summary

**Introduction:** In the fiscal year 2015-16, 13 development projects of the Directorate of Secondary and Higher Education (DSHE) have been included into the Annual Development Program (ADP). All these projects are implementing under the disposal of Director General, DSHE through establishment of Project Implementation Units (PIUs). Among the projects, Secondary Education Quality and Access Enhancement Project (SEQAEP) has been financing by the IDA. Secondary Education Sector Investment Program (SESIP) and Teaching Quality Improvement- Phase-2 (TQI-2) have been financing by the ADB. The other 10 projects are financing from own resources of the Government of Bangladesh.

**1.2 Performing Activities of MEW:** Beginning of establishment, MEW's assignments was mainly to monitor and evaluate the activities of SEQAEP and other development projects of DSHE. Up to December 2015, MEW has already published 13 Semi-annual Monitoring Reports and these are mostly focusing the achievements of development projects. Together with preparation of monitoring reports, MEW has been carrying out some significant monitoring tasks as like as training programs under TQI project, field level administrative structures of DSHE, academic performances in educational institutions, developing the reading habits, ICT program, PMT validation and compliance verifications etc.

**1.3 Structures of Semi-annual Monitoring Report:** Other than Executive Summary, this Monitoring Report is consists of 5 chapters titled. (i) General Issues, (ii) Achievements of MEW, (iii) Achievements of SEQAEP, (iv) Stipend & Tuitions related Projects, and (v) Construction, ICT & Training related Projects.

**1.4 Projects included into the Report:** This report is framed consisting of 13 development projects those are titled: (i) Secondary Education Quality and Access & Enhancement Project (SEQAEP), (ii) Secondary Education Sector Investment Program (SESIP), (iii) Teaching Quality Improvement Project-2 (TQI-2), (iv) Secondary Education Stipend Project- Second Phase (SESP), (v) Higher Secondary Stipend Project (HSSP), (vi) Female Stipend Project for Degree (Pass) and Equivalent Levels, (vii) Development of Post-graduate Government College at the District Headquarters for Improving Quality of Education, (viii) Establishment of 11 Secondary Schools & 06 Colleges in Dhaka City, (ix) Transformation of Existing Non-government Schools into Model Schools in Selected 315 Upazilla Headquarters, (x) Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education, (xi) Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities, (xii) Establishment of

Foreign Language Training Centres-2 (FLTC) and (xiii) Establishment of Autistic Academy at Dhaka.

**1.5 Progress of Achievements and Impacts of Projects:** To ascertain progress of achievements along with implications, it is required to address the projects incorporated into this report. During the period July- December 2015, inputs provided, outputs realized and process of implementations including progress of achievements realized etc have been ventilated into the report and presented below one after another:

**1.6 Secondary Education Quality and Access Enhancement Project (SEQAEP):** This project is aided by the World Bank and now running with additional financing provided in 2014. It is scheduled and framed with 13 sub-components, all those are presented below:

**(i) Support for English Language and Mathematics Learning and Teaching:** As per schedules of approved project documents, this program was taken for conducting additional classes in English Language, Mathematics and Science subjects in the low performing secondary level education institutions. To incorporate additional financing, the scheme was revised and based on terms and conditions of the revised approved project, modality of this sub-component is completely changed and following which ACT has been continuing in low performing 4 hundred education institutions and for the year 2016, 9 hundred institutions have been targeted. As per revised modality of implementation that additional classes have already been merged with regular class routines in selected Upazilla schools..

**(ii) Incentive Awards to student, teachers and institutions:** To create completion among the students for obtaining good results in the school annual examinations and also among PMT beneficiaries in SSC public examination, this program was taken in SEQAEP. During the academic year 2015, 01 lakh 46 thousand 8 best students were awarded incentives based on the results obtained in the school annual examinations in 2014 and among PMT beneficiaries in SSC public examination. In another category as like as Institutions Achievement Awards (IAA) has been providing by SEQAEP. However, based on results of SSC public examination 01 thousand 03 hundred 68 best students have already been awarded for obtaining good results.

**(iii) Developing the Reading Habits:** To develop the reading habits among the learners in secondary level education institutions, this sub-component was taken in SEQAEP. Up to this stage, in about 10 thousand institutions, this program is already introduced having technical and administrative supports from BSK which is the only organization in Bangladesh. Up to June 2015, 40 lakh 92 thousand 4



hundred book readers were registered and during the period especially from July to December 2015, 12 lakh students have been targeted for registration. Hoping that this program will achieve aspirations as scheduled in the project documents.

**(iv) Assessment of Education Quality:** In view to ascertaining quality of education in secondary levels, this program was undertaken in SEQAEP. In 2012 and 2013 two rounds of survey around SEQAEP institutions were completed and in 2015, national level assessments based on systematic sampling were also conducted in 537 education institutions. In this survey about 29 thousand students of grades 6 and 8 took part. Clean data has already developed and sent to ACER for preparing draft final report. Simultaneously equating survey with primary education levels has also been conducted in November 2015.

**(v) PMT based Stipend and Tuitions to Poor Boys & Girls:** To provide financial assistance to poor students for the secondary levels, this sub-component was scheduled in SEQAEP. Since inception of national stipend program, it has been continuing. In implementation process, LGED has been working as administrative partner. They are screening poor students by arranging PMT booth in the union level growth centers under 215 SEQAEP Upazillas. During the period July-December 2015, in second installment about 15 lakh 31 thousand eligible poor students have already been distributed stipends and tuition subventions and that stands 105 percent against the targeted numbers. It is indeed to note that through PMT Validation by MIS recently established at BANBEIS that out of surveyed 10 thousand households/ stipend recipients 39.84 percent beneficiaries are not complied. Eventually, on this particular issue, the administrative partner LGED/ PMTA should have strong attention during PMT booth operation for screening eligible poor students

**(vi) Improving School Facilities:** Under this program, huge numbers of water supply and sanitation facilities have been scheduled in the project documents. Since launching, this has been executing satisfactorily. However, during the period July- December 2015, the tasks known as construction of wash block, setting up of deep & shallow tube wells, supply of water purifier, arsenic test etc have been planned. MEW opines in this respect that most of the targeted items of work have already been completed.

**(vii) Project Management:** Since inception of SEQAEP, it was framed in such a way where both SEQAEP Unit and MEW have been working independently. SEQAEP Unit is assigned to implement the interventions scheduled and MEW is scheduled to implement the sub-component "Assessment of Education Quality" and to monitor & evaluate the interventions of SEQAEP. In both the units required manpower has already been deployed. They are devoted to implement their assigned tasks having assistance from the national level consultants engaged

**(viii) Institutional Capacity Building:** Under this sub-component, capacity building of stakeholders over the modality of implementation of all interventions,

local and foreign training to PIU personnel and stakeholders involved in implementations have been scheduled in the project. During the period July-December 2015, some training program and workshops have been arranged at Dhaka and in the field levels for developing their capacity. In particular, training and workshops were on procurement training to 23 personnel, E-GP training to 23 personnel, training on ICT to 01 thousand 7 hundred 79 teachers, sharing knowledge with concerned organization of Brazil & Philippines, orientation to USEOs and ACTs etc.

**(ix) School Management Accountability:** This is an important sub-component to make the Non-government schools and Madrasha authorities familiar with the identical rules of the Government. Simultaneously, formation of Parent Teachers Association (PTA) is an assigned task of SMC and to create awareness among the community members about the interventions scheduled in SEQAEP. During the last 6 months from July- December 2015, about 8 thousand 2 hundred institutions were given Social Audit incentives for executing the tasks scheduled.

**(x) Education Awareness and Community Mobilization:** To create awareness in the communities about poor students for learning in the schools, quality education and sanitation facilities at the schools and to educate female learners etc, this component was undertaken in SEQAEP. To perform these tasks, 8 thousand 2 hundred institutions were provided incentive allowances for creating awareness.

**1.7 Secondary Education Sector Investment Project (SESIP):** SESIP is a multi-approaches based program and against which comprehensive programs for secondary sector will be developed that could be titled "Sector-wise Approach Program" (SWAP). During implementation of SESIP, Institutional Development Plan for Monitoring and Evaluation (IDP for M&E) is scheduled to be developed. So far progress achieved that IDP for M&E is already developed. Other than this plan, establishment of information hub, repair and renovation of schools, plantation of trees in selected schools, decentralization of MPO system, feasibility for 20 storied building for construction of Shikkha Bhaban, studies for harmonization of stipend and tuition subventions, recruitment of about 1350 personnel for DSHE & field level offices and distribution of stipend and subventions in 54 Upazillas etc have been scheduled under SESIP for implementation.

At this stage, all scheduled activities are in implementation process. A group of local and foreign consultants have been providing technical supports to Sector Program Support Unit (SPSU). During the period July- December 2015, a good numbers of task have already been implemented, those are; recruitment of 312 manpower, deployment of 20 consultants, training & workshops for 30 thousand 3 hundred 89 personnel of stakeholders and achievement of 5 units of DLIs etc. Some other programs are not yet been implemented, but all those items of work will be achieved as per planned in the program documents.

**1.8 Teaching Quality Improvement Project-2 (TQI-2):** It was aimed to provide training to teachers following the updated curriculum and syllabi for the secondary

tiers introduced by NCTB, this scheme have been taken by the Government. Since launching, out of the target of 2 lakh 20 thousand teachers, 17 thousand 5 hundred 30 teachers have already been trained up to June 2015. In the fiscal year 2015-16 about 6 lakh 28 thousand 3 hundred teachers have been targeted and against which about 37 thousand 01 hundred 43 teachers have already been trained during the period July- December 2015. MEW expresses in this regard that at this stage, it is now in track with full speed of implementation. The other inbuilt items of work of the project documents are going on as of schedules documented in the project.

**1.9 Secondary Education Stipend Project-Second Phase (SESP):** This is stipend awarding project exclusively financing by the Government of Bangladesh and covers 218 Upazillas. The remaining Upazillas are covered by the IDA & ADB aided projects. Under this project both male and female students have been providing stipend and tuition subventions. During the months July- December 2015, 13 lakh 11 thousand students have been planned to provide stipends and now waiting for distribution.

**1.10 Higher Secondary Stipend Project (HSSP):** Under this project, higher secondary level both male and female poor students have been providing stipends and tuition subventions. In view of increasing enrollments along with quality of education, this project was taken for all 487 Upazillas. During the period July- December 2015, 5 lakh 75 thousand poor students have been targeted to provide stipend and tuition subventions and against which process is yet been carried for distribution.

**1.11 Female Stipend Project for Degree (Pass) and Equivalent Levels:** This is completely GOB financing project undertaken for providing stipend and tuition subventions to poor learners at the bachelor degree pass levels. A PIU for administrative purposes was established since launching, but allocation of fund has been providing from the trust fund which was opened having direction by the Hon'ble Prime Minister. During the period July- December, planning to provide stipend and tuition subventions is yet been finalized, but for the previous 6 months from January- June 2015 were already awarded.

**1.12 Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education:** It is mostly construction based project for constructing examination halls, hostels for male & female students, science buildings and setting up ICT labs etc in 70 premier Government colleges at the District Headquarters. During the fiscal year 2015-16 it has been planned to complete on-going construction works and during the period July- December 2015, 20 units of constructions are already completed and the remaining incomplete 55 units will be completed by June 2016. MEW opines about this project that construction works are implementing slowly due to insufficient allocation in the ADP.

**1.13 Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City:** With a view to providing increased opportunities

for students and minimizing the pressure of students in the non-school areas of Dhaka city, this project was taken by the Government. This was scheduled to purchase required land for 17 institutions, construction of academic buildings, supply of furniture along with learning materials and deployment of required teaching staffs. Among the items of scheduled tasks, most of the items are now completed. Some of the remaining incomplete items are going on. Hopefully within the tenure of project, rest of the items of work will be completed. However, during the period July-December 2015, 2 academic buildings are completed by 100 percent, setting up of ICT labs and learning materials are nearly to be completed. Hopefully, within the life time of the project all scheduled items of work will be completed.

**1.14 Transformation of Existing Non- government Schools into Model Schools in Selected 315 Upazilla Headquarters:** Under this project, the Government thought that quality of education at the secondary and higher secondary levels in the non-government secondary should be increased. Keeping the view in mind that 315 non-government schools at the upazilla level could be transformed into model schools. Initially these schools would be selected from among the Upazillas where there is no Government school. Hence the project titled “Transformation of Existing Non- government Schools into Model Schools in Selected 315 Upazilla Headquarters” was taken in 2012. Up to December 2015, construction of academic buildings in 230 schools is completed. For other items, supply of furniture, learning materials and computers are mostly supplied and some remaining incomplete tasks will be completed within life time of the project.

**1.15 Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education:** To provide physical and ICT facilities in selected 1500 non-government colleges, this project was taken by the Government. Moreover, it was aimed to create opportunities for increased number of students and to minimize excessive pressure of students in the Government colleges. Since starting of execution particularly, construction of academic buildings, 32 units are already completed and in 120 incomplete units, construction works are going on. For other items of work, such as furniture, computers and training to teachers etc are in process for execution.

**1.16 Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities:** In the divisional headquarters of Barisal, Sylhet and Khulna, 07 Government secondary level education institutions have been scheduled in the project titled “Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities”. On completion of this project increased accommodation will be created for increased students at the secondary levels. Moreover, through these institutions in the said city areas, pressure of students in the existing schools will be minimized. However, in 4 schools, academic buildings have been completed by 60 percent. Hopefully, within the remaining project period, rest of works will be completed. The PIU will take

initiative for supplying furniture and teaching material soon after completion of the said 4 academic buildings.

**1.17 Establishment of Foreign Language Training Centres-11 (FLTC):** Under this project, 31 training centers were scheduled to establish in selected Government college premises for providing language training to young job seekers in abroad. It was thought that jobseekers have been facing obstacle to exchange views with the employers and related persons during job period in different countries. Speaking barrier is one of the main problem particularly in Arabic, English, Japanese, Korean languages etc. To overcome this problem, the Government thought to train the Job seekers particularly for Middle East, Japan, Korea and in European countries. Through this project, 31 training centers were scheduled and out of which 29 Centres are already established in different Government colleges. Since inception, about 5 thousand learners have been trained. It is needed to note that this project is scheduled to complete in December 2015. Its tenure should be increased for continuation of the said training to young potential forces.

**1.18 Establishment of Autistic Academy:** With a view to establishing Autistic Academy at Dhaka, this project was taken by the Government. To implement the scheduled item of work, PIU was also established under the disposal of the Director General, DSHE. Land acquisition, construction of required physical facilities and materials are to be implemented through this project. Up to this period, the Project Director has been trying hard for acquisition of land; hopefully it will be materialized soon.

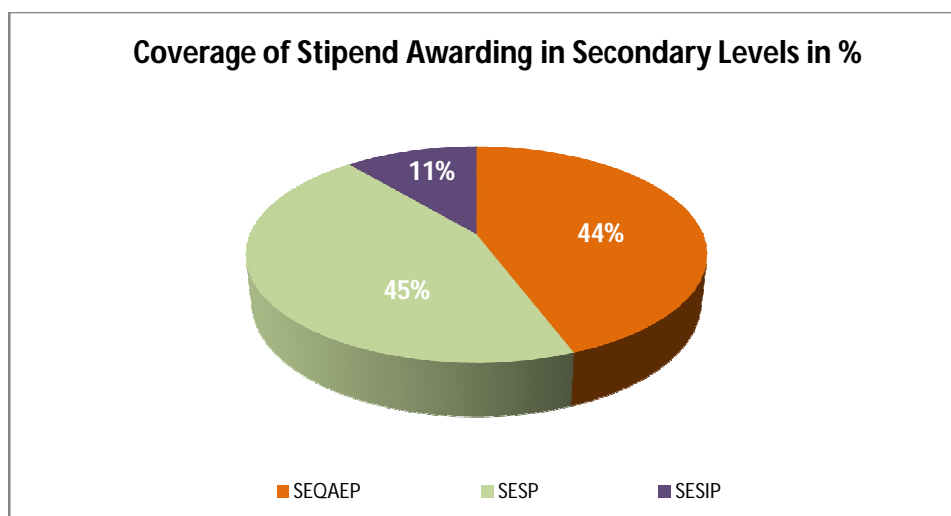
**1.19 Stipend and Tuition Subventions Program:** A national level program for providing stipend and tuition subvention to female students at the secondary levels was taken in 1994. It was introduced with some common compliance; those are; (i) must be un-married up to SSC examination, (ii) must attend the classes at least 75 percent of school year and (iii) must obtain 33 percent marks in school annual examinations. Later on to make the program targeting for poor beneficiaries, some other conditions along with economic conditions of parents and quality of learners were introduced. While ensured success of stipend and tuition subvention program at the secondary levels, the government took two other projects for higher secondary and bachelor degree pass levels. From the beginning of stipend awarding programs, it was confined to female students and now male students were included into these projects though the proportion of male students are marginally poor.

MEW is assigned to monitor the stipend awarding projects since inception particularly in 2008. To know the findings, sources of financing and as whole achievements of all 5 projects, a table is furnished below:

## 1.20 Physical Achievements of 5 Projects

| Title of project | Source of financing | Target to award in FY 2015-16 | Eligible poor students received for the period July- December 2015 | Coverage of Upazillas |
|------------------|---------------------|-------------------------------|--|-----------------------|
|------------------|---------------------|-------------------------------|--|-----------------------|

|                         |                   |                 |                  |            |
|-------------------------|-------------------|-----------------|------------------|------------|
| SEQAEP                  | IDA & GOB         | 1452,775        | 1531,026         | 215        |
| SESIP                   | ADB & GOB         | 450,000         | Process going on | 54         |
| SESP                    | GOB               | 1311,467        | -do-             | 218        |
| HSSP                    | GOB               | 575,000         | -do-             | 487        |
| Bachelor<br>pass levels | GOB/Trust<br>Fund | 300,170         | -do-             | 487        |
| <b>Total</b>            |                   | <b>4089,412</b> | <b>-</b>         | <b>487</b> |



**1.21 Concluding Remarks:** In preparing half yearly monitoring reports, MEW has been carrying out her assigned responsibility having feedbacks from all Project Directors and valued stakeholders involved. Their feedbacks are usually materialized while monitoring report is published. At this stage, this Semi-annual Monitoring Report for the period July- December 2015 is on the way to publish and for this gigantic task, MEW is thankful to all concerned stakeholders. In future, this trend will be continued with active supports from all stakeholders concerned to DSHE.

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## Chapter -2: General Issues

**Introduction:** To monitor the scheduled interventions/sub-components of SEQAEP and other activities of development projects of the DSHE, MEW was established in 2008. Incorporating progress of achievements of all projects, MEW has been continuously preparing and publishing semi-annual monitoring reports. This report is marked 14th number and represents the period July - December 2015. To make the achievements and implications of all projects clear, this report presents, objectives, financing sources, key performance indicators based on results realized, errors, critical issues, lessons learned and finally concluding remarks. In preparing stage, data on physical and financial achievements of all projects have been collected from all PIUsthroughchecklists. Moreover; minutes of ADP review meetings with the Director General, individual verification reports submitted by the officers of MEW have been consulted. Furthermore, the scheduled time-frame of implementation of all approved projects has also been consulted in the report.

**2.2 Assignments of Monitoring and Evaluation Wing:** Before establishment of MEW, it was thought that all development projects including SEQAEP need to monitor to make the scheduled activities transparent and accountable for the beneficiaries, planners and decision makers. Keeping the idea in mind, the IDA came forward with a project titled "Secondary Education Quality and Access and Enhancement Project" (SEQAEP) in 2008. The Government took SEQAEP and launched in the same year. As scheduled in the project documents, two units namely Project Implementation Unit (PIU) for SEQAEP and MEW headed by Director was established. MEW was also given 2 posts of Deputy Directors, 2 Assistant Directors and logistic supports. So, from the year 2008, MEW has been carrying out the responsibility for monitoring and evaluating the interventions of SEQAEP and other development project of DSHE. But the existing monitoring and evaluation method has not yet been established based on primary data. At this stage, MEW is yet been tried to introduce a compressive modality.

It has been scheduled to institutionalize MEW through transfer into revenue budget. In 2014, proposal was initiated by DSHE and at this stage MOPA has consented over the proposal and now it is lying with MOF. After receiving consent from MOF, 13 posts will be created under revenue budget and then in January 2018, MEW is targeted to establish under revenue budget. MEW is assigned to monitor SEQAEP and other development projects and also to implement the sub-component titles "Assessment of Education Quality". During project life, it is not possible to cover all institutions comprehensively for monitoring purposes. While SEQAEP will be ended, strategies of monitoring and evaluation covering all target levels of education institutions of the country will be introduced by early 2018.

**2.3 Structure of Report:** This report has been structured into 06 chapters titled; (i) Executive Summary of the Report; (ii) General Issues (iii) Progress of Achievements of MEW, (iv) Progress of Achievements of SEQAEP; (v) Stipends & Tuition subventions from Secondary to Degree pass levels; and (vi) Construction, ICT and Training oriented development projects. Each of the chapters have been briefly addressed the key areas on development achievements in tabular form, comments of MEW, critical issues, lessons learned and concluding remarks etc.

**2.4 Objectives and Justifications:** In view of ascertaining progress of achievements, impacts & consequences of all development projects, it is significant to know the objectives and justification of monitoring report. Monitoring process has been usually carried out on inputs provided, outputs achieved and outcomes realized. In another point of view, realization of objectives and justifications of undertaking the projects could be important in conducting monitoring process:

- The efforts provided against scheduled inputs, targeted outputs through development projects/programs those are needed for ensuring transparency and accountable to target groups, beneficiaries and stakeholders;
- The objectives of all projects and programs have been carrying out for improvement of education, the targeted programs must be known to decision makers, executing authorities, institutions and beneficiaries;
- The target of all projects/ programs towards improvements should be known to countrymen that the Government is involved with enhancing educational opportunities;
- Resources for implementing programs/ projects are utilized for productive purposes and all those should be transparent to all concern;
- Development of result based monitoring & evaluation covering major areas of tasks of DSHE has been introduced and following which it will be institutionalized gradually; and
- The above justifications concerned to result based monitoring against key performance indicators of secondary & higher education will make all conversant clear and conscious.

**2.5 Investment Projects of DSHE and its financing:** In the ADP for the fiscal year 2015-16, 13 development projects have been included for enhancing educational opportunities and ensuring equitable access in education. All included projects are approved by ECNEC and titled as stated below. Simultaneously, sources of financing have also been mentioned in the following table. In bearing expenses, most of the projects of DSHE, GOB has been shouldering expenses and only for



three projects, development partners came forward to share financing. In particular, the IDA has been sharing for SEQAEP and ADB for SESIP and TQI-2.

| Serial | Titles of Development Projects   | Financing Sources |
|--------|--|-------------------|
| 01     | Secondary Education Quality and Access & Enhancement Project (SEQAEP)  | IDA & GOB         |
| 02     | Secondary Education Sector Investment Project (SESIP)  | ADB & GOB         |
| 03     | Teaching Quality Improvement Project-2 (TQI-2),  | ADB & GOB         |
| 04     | Secondary Education Stipend Project- Second Phase (SESP)   | GOB               |
| 05     | Higher Secondary Stipend Project (HSSP)  | GOB               |
| 06     | Female Stipend Project for Degree (Pass) and Equivalent Levels   | GOB               |
| 07     | Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education | GOB               |
| 08     | Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City                      | GOB               |
| 09     | Transformation of Existing Non- government Schools into Model Schools in Selected 315 Upazilla Headquarters      | GOB               |
| 10     | Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education,    | GOB               |
| 11     | Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities,              | GOB               |
| 12     | Establishment of Foreign Language Training Centres-11 (FLTC)   | GOB               |
| 13     | Establishment of Autistic Academy  | GOB               |

**2.6Data Collection/Information Methodology:** It is told earlier that based on projects, component-wise checklists, information & data have been collected from the PIUs. Data was also collected from Planning and Development Wing of the DSHE and based on progress of achievements, provision of schedules as stated in the project documents, this half yearly monitoring report has been prepared. During drafting the report, resource allocations and its utilization, minutes of the monthly review meetings headed by Director General, DSHE etc have been consulted. To be noted that all these efforts are ventilated based on secondary data not on primary data from the target levels. In near future, strategic plan for monitoring and evaluation will be introduced and in that plan, information of all education institutions of the entire country could be included.

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## Chapter- 03: Progress of Achievements of MEW

**Introduction:**Monitoring and Evaluation Wing (MEW) has been performing as an independent wing of SEQAEP. Its assigned tasks are; 'Assessment of Education Quality' and the component "Monitoring and Evaluation". In carrying out implementation responsibility, MEW has to follow the schedules of project documents and simultaneously the implementation schedules of Disbursement Linked Indicators (DLIs). Concerned to these schedules, MEW is used to execute the mile stones earmarked in the last Aide-memoire of 13-22 September 2015 between the Government and the IDA.

During the period July- December 2015, MEW has been carrying out implementation of sub-component 'Assessment of Education Quality' through nationally representative sampling' and based on approved framework of LASI-15. In accordance with the provision of framework, piloting was conducted on 19 August 2015. Concerned to assessments, the test items on Bangla, English language and Mathematics as well as questionnaires were developed by Australian based consulting firm 'ACER' who has been working with MEW as a service provider on technical issues. Then the questionnaires were reviewed by local 'Expert Committees' constituted by the Director General, DSHE. Simultaneously, monitoring responsibility has been carrying out through physical verifications at the project locations. PMT Validation and Compliance Verification surveys have also been conducted by using the efforts of MDAs & Supervisors under the exclusive control of MIS established in BANBEIS complex. To materialize these two surveys, a MOU between BANBEIS and DSHE was signed on 22 June 2015 and based on which 60 MDAs and 5 Supervisors were recruited through open competition. Furthermore, Coordinator, Deputy Coordinator and IT Experts were also recruited for MIS earlier.

**3.2**Preparation and publication of Semi-annual Monitoring reports on half yearly basis and publication of Annual Education Institutions Census on yearly basis have been carried out by MEW as continuous assignments since 2008. At this stage this Semi-annual Monitoring Report represents the period July- December 2015. It has been addressed major tasks of SEQAEP and other development projects of DSHE. Considering the findings received through checklists from SEQAEP and other PIUs, this report has been developed. Annual Education Institutions Census represents the academic year 2014 and addressed existing status of all education institutions of 215 Upazillas.

**3.3**Besides the above, MEW has determined some critical issues, lessons learned and concluding remarks based on monitoring process and outputs realized. Moreover, MEW has executed implementation of DLIs and milestones including progress of achievements earmarked in the Aide-memoire of 13-22 September 2015. However,

the above monitoring issues and achievements have been summarized in the following Matrix as mentioned in next pages:

### 3.4 Matrix on Milestones/outputs of the Aide-memoire and other Schedules of MEW

Matrix on Critical Actions and Monthly Milestones of the last Aide-memoire of 13-22 September 2015 and progress of achievements

A.

B.

C. Critical Actions

| Areas                    | Actions  | Progress  | Actions going on/to be taken onward   |
|--------------------------|--|---|---|
| MEW Institutionalization | MEW assigns a focal person to prepare a plan of action and follow up with MOPA and MOF and share the plan with IDA by October 2015   | Director, MEW as a focal point carried out the tasks of Institutionalization of MEW with MOPA.<br>On 29 September 2015, MOPA sent the consent letter to MOE on the proposal of creating the posts of MEW<br>On 15 October, 2015, MOE sent the letter to MOF for the consent of that Ministry to create 13 posts in to revenue budget.<br>As per protocol, this DLI marked for year-2 is achieved. | In continuation of the activities going on focal point will work on to realize the activities earmarked in DLI-2 year 3   |
| M & E Activities         | MEW and BANBEIS share an action plan on PMT Validation and Compliance Verification with IDA By September 2015  | Action plan on PMT Validation & Compliance Verification was prepared in September 2015 by BANBEIS and shared with the WB.   | PMT HHS Validation and Compliance Verification Surveys have been done by MEW/SEQAEP Cell and the draft reports have been shared with MEW. Based on the meeting held on 4 January 2016 with concerned including The WB, MEW, PMTA and MIS cell are reviewing the reports and will be shared with The WB by 11 January. |
| MEW Staffing             | MOE / DSHE ensure appointment of key staffing at MEW with appropriate qualifications and their continuity to sustain and accelerate project M & E activities and request MOE to comply with the financing agreement requirements on staffing | The MOE has posted Professor Harashit Bala as Director.   | -   |

A. Milestones/outputs

| Monthly Milestone      | September-October, 2015  | November -December, 2015  | January-February 2016  |
|------------------------|--|---|--|
| MEW                    | Administer LASI-15 (DLI-1, year-2) with nationally representative sample and submit survey completion report (along with clean data)   | Complete PMT validation and compliance Verification Survey  | Submit action plan to achieve year-3                                   |
| Achieved/ Plan forward | <ul style="list-style-type: none"> <li>➤ As per approved framework of LASI-15, main survey in 527 secondary institutions on English, Mathematics and Bangla of grade 6 and 8 has been conducted on 27 October 2015</li> <li>➤ Vertical equating tests have been conducted on 19 November 2015.</li> <li>➤ Clean data sets of LASI tests, questionnaires and vertical equating tests have already been sent to ACER and WB by December, 2015 for further necessary activities.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Following the action plan, PMT Households Validation in 10000 HHs and Compliance Verification Survey in 2000 secondary institutions have been conducted.</li> <li>➤ MIS cell has submitted the draft data sets (eligibility list) of PMT HHs Validation and Compliance Verification Survey.</li> <li>➤ A meeting was held on 4 January, 2016 among MEW, SEQAEP, BANBEIS and MIS Cell, and other implementation agencies of SEQAEP where some very important decisions have been made.</li> </ul> | Action Plan to achieve the DLI year 3 will be shared with The WB soon. |
| MEW                    | Share draft Semi-annual report for January - June 2015 with SEQAEP and IDA   |   |  |
| Achieved               | Prepared Semi-annual Monitoring Report for the period January-June 2015 has been prepared and shared with the WB & SEQAEP in August 2015   |   |  |
| Year-1 DLIs            | Submit revised withdrawal application(WA)  |   |  |
| Achieved               | Withdrawal Application for an amount of US\$9.00 million has already been submitted to the WB in September 2015  |   |  |

| Monthly Milestone          | September-October, 2015  | November -December, 2015  | January-February 2016  |
|----------------------------|--|---|--|
| MEW/SEQAEP cell at BANBEIS | Finalize manuals (PMT Validation, Compliance Verification and cell operation manual)                                       | Complete two surveys and provide clean data to SEQAEP/PMTA for ACF integration  | Initiate second round of surveys through ICT based platforms(smart phones) |
| Achieved/Plan forward      | Operation Manuals for PMT Validation & Compliance Verification were finalized in October 2015.                             | PMT HHS Validation and Compliance Verification Surveys have been done by MEW/SEQAEP Cell and the draft reports have been shared with MEW. Based on the meeting held on 4 January 2016 with concerned including The WB, MEW, PMTA and MIS cell are reviewing the reports and will be shared with The WB by 11 January. | The preparation of ICT based survey is going on.                           |
| MEW/SEQAEP cell at BANBEIS | Submit action plan for 1st round of validation and Compliance verification surveys   | -   | -  |
| Achieved                   | Action plan submitted for PMT Validation & Compliance verifications  | -   | -  |
| MEW/SEQAEP cell at BANBEIS | Deploy MDA s to the field for above activities   | -   | -  |
| Achieved                   | 60 MDAs and 4 Supervisors were deployed in August 2015 for conduction of PMT Validation & Compliance verification surveys. | -   | -  |
| BANBEIS                    | Complete annual school census  | -   | -  |
| Achieved                   | Annual Institution Censis-2015 has been completed by 11 January, 2016  | -   | -  |

| Indicator   | Year 2 (2015)   | Protocol   | Achievement   | Action plan to achieve DLI  | Evidence to be submitted to IDA  | Progress so far  |
|---|---|--|---|---|--|--|
| DLI1: Learning Assessment carried out nationally.               | Secondary education learning assessment carried out on nationally representative sample   | Nationally representative sample defined as relevant grade to be presented at all BISE                         | The national sample for Learning Assessment of Secondary Institutions (LASI)-2015 drawn representing all BISE along with other strata<br><ul style="list-style-type: none"> <li>▣ The pilot survey (field-test) conducted on 19 August, 2015 in 37 institutions of 9 Upazilas in 8 districts.</li> <li>▣ Clean data of pilot survey shared with the international consulting firm (ACER) for IRT analysis.</li> </ul> | Carry out LASI-2015 with nationally representative sample by October, 2015  | 1. Completion report on 2015 LASI administration<br>2. Clean data of the LASI-2015 test administration (with individual records) | 1. Completion Report of the LASI 2015 administration has already been submitted to The WB<br>2. Clean data sets of tests, questionnaires and vertical equating tests have already been sent to ACER and WB by December, 2015 for further necessary activities.   |
| DLI2: MEW institutionalized and financed through revenue budget | MEW proposal including Job descriptions approved by MOPA and forwarded to MOF   | Copy of the decision endorsed by MOPA forwarded to the Association   | ▣ MEW proposal along with the job description and the organogram of DSHE (incorporating MEW set up) is being processed at MOPA  | MOE assign a focal person to follow-up with MOPA and MOF and share progress with IDA by October 15, 2015                                | 1. Letter from MOPA to MOF with proposal of transferring MEW to revenue budget.<br>2. Copy of the MOPA letter received by MOF    | 1. On 29 September 2015, MOPA sent the consent letter to MOE on the proposal of creating the posts of MEW<br>2. On 15 October, 2015, MOE sent the letter to MOF for the consent of that Ministry to create 13 posts in to revenue budget.                        |
| DLI3: Monitoring and Evaluation surveys conducted as scheduled  | PMT Validation and compliance verification conducted incorporating the approved findings of 2013 PMT validation and compliance survey reports | Submit survey reports and proof of the corrective* action taken based on the respective survey reports to IDA. | Establishment of a functional MEW/SEQAEP Cell at BANBEIS  | Complete the validation survey on 2015 PMT beneficiaries and compliance verification survey on a 2000 institutions by December 31, 2015 | PMT validation & Compliance Verification: Electronic copy of individual records (clean data) sent to SEQAEP/PMTA                 | PMT HHs Validation Survey and Compliance Verification have been done and the draft reports have been shared with MEW. MEW informed SEQAEP, PMTA, The WB and others through a meeting for reviewing the reports. It will be shared with The WB by 11 January 2016 |

**3.5 Assessment of Education Quality:**With a view to implementing“Assessment of Education Quality”through national representative sample, a framework for LASI-15 was developed by MEW and duly approved by MOE in April 2014. Following the time-frame of the approved frame-work, all concern stakeholders were needed to orient particularly on the strategies of execution of assessments and hence an orientation and workshop was organized at Dhaka. Summary report of the same orientation and workshop is as follows:

A day long orientation and workshop was held in the Auditorium of NAEM on 21 October 2015 for the purpose of conducting LASI-15 based on national representative sampling. 55 USEOs, 32 DEOs and Deputy Directors of Zonal offices were present in the workshop. Senior officials of DSHE, SEQAEP, MEW and dignitaries from other organizations of MOE were present in the workshop. In specific terms, the workshop was aimed to train the USEOs, DEOs and officers who will physically verify the assessment surveys. They were learned on the strategies of conduction of surveys by utilizing questionnaires and booklets comprising Bengali, English and mathematics of grades 6 & 8. Moreover, they were oriented about their role and responsibilities for conducting the upcoming national level assessment survey.

**3.6 Inaugural Session:** In the inaugural session, Professor Harashit Bala, Director, MEW welcomed the participants attending the workshop and paid his deep respect to the Honorable Chief Guest Md. Nazrul Islam Khan, Education Secretary and Director General, Directorate of Secondary and Higher Education, Professor Fahima Khatun who presided over the session. He also paid his respect to the Special Guests. Moreover, the Director thanked the Zonal, District and Upazila Education officers attending the workshop. At the last, he congratulated the representatives from the World Bank, Australian based Consulting Firm ‘ACER’ and local consulting firm ADSL. In the welcome address, the Director tried to express the vision and objectives of the workshop through power point. He opined that the upcoming issues of test item survey are to be taken into care. Then the Special Guest Mr. A S Mahamud, Additional Secretary for Development of the Ministry of Education emphasized the importance of assessments in education. After that the Project Director of SEQAEP emphasized the findings of the main survey are to be observed and followed in updating curriculum, distribution of education opportunities and in minimizing gaps of educational differences.

**3.7** After the deliberations of valued Special Guests, the Honorable Chief Guest, Md. Nazrul Islam Khan delivered his speech. At the outset, he welcomed the participants and guests attending the workshop and opined the importance of assessment of educational quality. He expressed his happiness that for the first time in Bangladesh assessments at the secondary levels are in place through sampling and in future, assessment will be given more emphasis. In his address, the following important instructions and advices were given by the chair:

- (i) Education in Bangladesh has been improving in all respects. The upcoming assessment based on nationally representative sample basis in grades 6 and 8 at the secondary levels is as a part of improvement ;



- (ii) During working session, every presentation by the speakers should be in black & white inclusive of full contents and with clear indication of the vision;
- (iii) The Upazila secondary Education Officers must know to open and use websites and internet;
- (iv) The officers who will physically verify the education institutions, will ask the head of institutions to keep the school campus clean and the students should have vegetable habits;
- (v) Among development projects, the project directors should sit together to verify their efforts of scheduled activities and as a result duplication of programs and tasks will be avoided;
- (vi) Performance of students will have to be assessed during conduction of classes by teachers and in maintaining management by head of institutions;
- (vii) While assessments will be in right track and effective, examinations for certification in several grades could be withdrawn by the Government;
- (viii) By using websites, teaching methods could be converted likely to be a Google classes;
- (ix) For ascertaining annual performances of education institutions and students, appraisal meetings at the Zonal or in Divisional levels could be arranged. In these meetings the honorable Minister and Secretary may attend; and
- (x) At last the Secretary and Chairperson declared opening of the workshop and opined that this workshop for assessment will make success.

At the end of the opening session, the chair thanked the participants, project directors, dignitaries and organizers of MEW for successful arrangement of the workshop. In her concluding remarks, she realized the previously conducted assessments and viewed that those were confined to SEQAEP schools. But now it is our satisfaction that this assessment survey is to be held on 27 October 2015 covering the entire country through representative sample.

**3.8 Working Session:** In the second session, Professor Harashit Bala, Director, MEW presided over the session. Among the speakers, Mr. S M Kamal Uddin Hyder, Deputy Director of MEW presented his deliberations which are mostly on existing structure of MEW, objectives and about performing tasks. He also informed the house that to conduct PMT Validation and Compliance Verification on the compliances of SEQAEP, 60 Mobile Monitoring Analysts and 05 Supervisors were recruited and they are now working in BANBEIS. Furthermore, Mr. Kamal informed that a MEW-MIS Cell is also established to meet the monitoring purposes of MEW.

Just after the deliberations of Mr. Kamal Hyder, Mr. Shamim Ahsan khan, Assistant Director of MEW addressed the house particularly, on the findings of the public report-2013. In his speech, using power point, he tried to inform the house about the level of standard and level of secondary education and importance of learning assessment. In his speech, differences of standard and level between

madrasha and school education categorically in Bengali, English and Mathematics were sighted. He also mentioned that in 2012 and 2013 assessments were conducted only among the SEQAEP institutions. In 2015; we are on the way to conduct learning assessment all over the country based on nationally representative sample. So this national level assessment will give us overall quality levels of secondary education concerned to opportunities provided.

Dr. Ramij Uddin Ahmed, Consultant, The World Bank delivered speech particularly on the sampling method applied in selecting Districts, Upazillas, institutions and students and schools and madrasahs for LASI-2015. Then Dr. Lutfar Rahman representative of local consulting firm "ADSL" spoke on the roles of them towards conduction of LASI-15.

Then Dr. Mahbuba Islam, Deputy Director of MEW addressed the house. In her presentation, power point presentation was used. The presentation was mainly comprised with the strategies of conducting upcoming learning assessment; her presentation was with following findings/messages:

- The upcoming education learning assessment named as Learning Assessment of Secondary Institutions-2015 (LASI-2015) is scheduled to be held on 27 October 2015 through nationally representative sample institutions on Bengali, English and Mathematics;
- In sampling process within the entire country, out of 64 districts 32 districts were selected and among the selected districts 55 Upazillas were selected. These selected Upazillas have been represented the entire country. Within 55 Upazillas, 527 secondary level education institutions were selected for conduction of test item survey in grades 6 and 8. She mentioned that about 32 thousand students will take seat in test item survey;
- The learners of grades 6 and 8 were also selected where 30 students in each grade will take seat in survey-test. The subject teachers of Bengali, English and Mathematics and head teachers concerned will have to be surveyed through questionnaires and in this process, USEOs will be surveyed;
- The head teachers will help the Test Administrators (TA) for conduction of surveys assigned who will be nominated by the concerned USEOs from among the non-government college teachers;
- In an instruction sheet already given to you all, where duties and responsibilities of USEOs, head teachers are clearly narrated;
- To orient the selected TAs and head teachers, an orientation session will have to be arranged by the concerned USEOs in his office complex on 26 October 2015;
- In each Upazilla, two supervisors will be nominated by local consulting firm ADSL for carrying booklets and questionnaires. They will keep all survey tools to USEOs and having active support from the USEOs they will distribute the survey tools to TAs; and
- On completion of survey, the TAs will come back to USEO office and handover the surveyed tools to the Supervisors and then they will submit all used and un-used tools to ADSL.

- So far remembered, the findings and summary of presentation of Dr. Mahbuba is inserted into this summary report. At the end, she thanked the house for giving passions hearing.

**3.9Open discussion and Concluding Session:** Open discussion session was held under the control and guidance of the chair Professor Harashit Bala. In this session, USEOs asked some important questions about time-frame of orientation to be held on 26 October 2015 in Upazilas, remuneration of TAs and overall role of USEOs and DEOs etc. All questions were replied by the personnel of MEW. Finally, the chair emphasized the importance of workshop and concluded the session with thanks and respect to the house.

**3.10**In execution process of LASI-15, the following important tasks were performed following the schedules and time-frame of the approved Frame-work.

**(i) Deployment of International Consulting Firm:**With a view to receive technical supports for executing LASI-15, an advertisement in the form of EOI was made in the Daily Newspapers during the month November 2015. In response, a good number of international firms submitted technical proposals. The received proposals were evaluated and then asked those firms to submit financial proposal. At the last the financial proposal from Australian Counsel for Educational Research (ACER) was accepted at an estimated amount of US\$ 3 lakh 11 thousand 3 hundred 21 only.

**(ii)Deployment of Local Consulting Firm:** In view of getting field level administrative supports, the firm Associates for Development ServicesLtd (ADSL) was asked to submit both technical and financial proposals. Both the proposals were evaluated by the Evaluation committee. Finally, at an estimated cost of Tk. 2 cores 42 lakh 7 thousand 3 hundred 47 only, agreement was signed on 16 August 2015. It is needed to note that, this firm was selected as a single source as it is well experienced in this area. Furthermore, As a follow up program, another survey namely "Vertical Equity Survey for LASI-15" by ADSL at an estimated cost of taka 16 lakh 81 thousand 76 taka only was conducted.

**(iii) Updating Test Items on Bangla, English, and Mathematics:**The Test Items on Bangla, English and Mathematics for the students of grades 6 & 8 were developed by ACER. Later on these were reviewed and updated through Expert Committee constituted earlier by Director General, DSHE and then piloted on 19 August 2015 in 37 institutions of 9 Upazillas under 8 Districts. The findings of piloting were incorporated into the draft Test Items and then finalized.

**(iv) Selection of Upazillas, Schools for Main Survey:** Based on systematic sampling, 527 Schools under 55 Upazillas were selected for main surveyby MEW. In each of the selectedschools, 30 students from each grade/class were selected for main survey.

**(v)Deployment Test Administrators for Piloting and Main Survey:**The USEOs of selected/sampled Upazillas were given responsibility toselectTAs for piloting and main survey from among the non-government college teachersof the concerned

Upazillas. In selecting test administrators, the ADSL extended their cooperation to MEW and against which they were given some remuneration.

**(vi) Training to Test Administrators and Supervisors:** Soon after completion of selection of Supervisors, the ADSL arranged orientation sessions at Dhaka to educate them on the objectives and modalities of piloting and main survey planned. Before the scheduled date of piloting and main survey, the USEOs also arranged orientation for selected Test Administrators/non-government college teachers. On completion of orientations, both representative of ADSL and USEOs distributed survey materials to Supervisors and TAs respectively. The MEW personnel attended the orientation sessions and worked as resource persons in both the training programs arranged at Dhaka and in Upazillas respectively.

**(vii) Conduction of Main Survey:** The main survey for LASI-15 was conducted on 19 October 2015 in 537 schools & madrasahs of 55 Upazillas. In the main survey, 32 thousand 2 hundred 20 students were projected and out of which more than 28 thousand learners of grade 6 & 8 took part. The main survey was conducted by Test Administrators. The total conducting tasks were monitored and supervised by Supervisors deployed by ADSL. Simultaneously, officers from SEQAEP and MEW monitored and supervised at the field level. In totality, Education Quality Assessment in grade 6 and 8 on Bangla, English and Mathematics on nationally representative sample basis was conducted smoothly and properly within the time-frame scheduled in the project documents as well as in the past aide-memoir.

**(viii) Data Entry and processing:** On successful completion of main survey, ADSL collected all filled up questionnaires/test items of Bangla, English and Mathematics and then completed data entry and processing. Finally, Clean Data along with completion report of the main survey for LASI- 15 was submitted to Director, MEW.

**(ix) Clean data for ACER, and Preparation of Final Report:** The Clean Data received by MEW from ADSL for LASI-15 was sent to ACER in December 2015 for drafting report. While the report will be received, it will be reviewed by arranging meetings of expert committee and then it will be printed. At the last the said report to be known as public report will be disseminated by arranging national and regional level workshops.

**3.11 Institutionalization of MEW through Transfer into Revenue Budget:** The proposal for institutionalization of MEW through transfer into Revenue Budget was initiated by MEW and submitted the same to MOE for sending the same to MOPA in 2014. The MOPA issued queries twice in 2014 and 2015 respectively over the proposal. Both the queries were met incorporating revised organogram of DSHE including setup of MEW and job description of all posts. At the last, Implementation Support Mission of the IDA of 13-22 September 2015 met the Secretary, MOPA on 22 September 2015 and it was agreed that within October 2015, consent of MOPA on the proposal will be given. Finally following the decision of the meeting on 22 September 2015, consent letter for creating 13 posts from

MOPA was issued to MOE on 29 September 2015 which was forwarded to MOF on 15 October 2015.

It is indeed to note that 05 posts particularly 01 post of Deputy Director, 01 post of Programmer, 01 post of Accounts officer, 01 post of Accountant and 01 post of Driver have not been permitted by MOPA to create under revenue budget. Based on the consent letter, the MOE has requested the MOF to provide clearance to create 13 posts under revenue budget. Simultaneously, a fresh proposal to create left out posts such as; 01 posts of Deputy Director, 01 post of Programmer and 01 post of Driver were forwarded to MOE for sending the same to MOPA on 21 December 2015. In fact, as per schedules in the project documents as well as Aide-memoire of 13-22 September 2015 DLI-2 marked for the year 2015 is achieved within the period targeted.

**3.12 PMT Validation:** The PMT Validation survey is scheduled to be conducted in 10 thousand households by MIS Cell. During the period July- December 2015, Validation work was already completed as of target planned. Before undertaking the tasks, it was fragmented into different items likely to be; (i) development of questionnaires and its finalization for conducting household surveys; (ii) development of software based on questionnaires; (iii) distribution of areas/ districts among the MDAs; (iv) training to MDAs and stakeholders, (v) develop time schedules for conduction of households survey; (vi) conduction of household surveys and submit to MIS; (vii) Data entry and processing; (viii) Data analysis and report preparation; and (ix) corrective actions based on findings and recommendation etc. All these fragmented tasks have already been completed. In December 2015, clean data on PMT Validation was received from MIS Cell. The major tasks as mentioned above on PMT Validation survey are follows:

**3.13 Deployment of MDAs and Supervisors:** In accordance with the terms and conditions of MOU signed on 22 July 2015 between the Director General, DSHE and Director, BANBEIS, 60 Mobile Data Analyst and 5 Supervisors were recruited through contract out method. On completion of all process, they were appointed and placed under the disposal of the Director, BANBEIS through issuance of Government orders.

**3.14 Development of Questionnaires and its Finalization for Household Surveys:** Based on previously developed questionnaires, MEW updated the questionnaires by utilizing the efforts of MEW, MIS and BANBEIS personnel through workshop in BANBEIS. The updated questionnaires were piloted by utilizing the efforts of MDAs. Incorporating the findings, the questionnaires were again reviewed and then finalized and at the last required number of questionnaires were printed.

**3.15 Posting of MDAs in different Districts including Upazillas:** BANBEIS assigned the MDAs and Supervisors among the performing Districts and Upazillas. For validation of PMT households, they were given fixed number of households'

location-wise in the rural areas. Following the list of households, the MDAs have surveyed the targeted households in October- December 2015. Then the filled up questionnaires were sent to MIS through Courier services.

**3.16 Development of Software Based on Questionnaires:** With a view to sort out result based outputs to be utilized during evaluation, key parameters/areas of questionnaires were determined and then software was developed by Grameen phone through outsourcing method. In developing stages, MIS personnel were keenly associated with the tasks. On finalization of software, Grameen phone submitted the same to BANBEIS.

**3.17 Training to MDAs and Stakeholders:** Soon after receiving the list of MDAs and Supervisors, the BANBEIS posted to MDAs and Supervisors in different district and Upazillas along list of Upazilla-wise households for validation.

**3.18 Development of Work Plan for PMT Validation:** MEW and BANBEIS jointly updated the questionnaires for PMT Validation which is developed earlier by MEW. The MIS has utilized the updated work plan for PMT validation.

**3.19 Conduction of Household Surveys:** During November to December 2015, MIS conducted PMT validation in 10 thousand households of 215 of SEQAEP Upazillas. On completion of survey, the MDAs have again sent all filled up questionnaires to MIS through courier services for processing. It is needed to note that during validation in the field levels, the Supervisors physically verified the implementing tasks by MDAs. In Data entry processing, MIS engaged some data entry operators for doing entry of all filled up questionnaires received from MDAs. On completion of data entry work, the MIS people processed and developed clean data and based on which draft report is being prepared by MIS.

**3.20 Data Analysis and Report Preparation:** The received data was analyzed following key parameters determined earlier by MIS and based on the guidelines of BANBEIS. Then they developed Clean Data of household validation survey and submitted to MEW for clarification. However, the findings on received clean data, along with limitations have been presented below:

#### **Findings:**

- (i) As per plan targeted, 10 thousand households were scheduled to survey among stipend beneficiaries of SEQAEP 215 Upazillas;
- (ii) Out of the surveyed households, 9 thousand 9 hundred 77 were surveyed by utilizing the efforts of MDAs and the remaining 23 households were not surveyed;
- (iii) Among the surveyed households 6 thousand 2 households/ students beneficiaries were found eligible and that stands 60.16 percent. The remaining 3 thousand 9 hundred 76 households/ students beneficiaries were found non-eligible /non-compliance and that stands 39.84 percent. It is to be noted that non-compliance rating is too high and this could be argued with the SEQAEP Unit; and



(iv) Among the surveyed households/ students' beneficiaries, 72 students were found disabled, 94 indigenous and dropouts' 86 students. MEW has been working with the findings of PMT Validation survey for necessary actions.

**3.21 Compliance Verification:** This program is already completed simultaneously with PMT validation as was targeted in 2 thousand SEQAEP institutions. Following the fragmented schedules of PMT Validation, compliance verification was also divided into different schedules. During implementation of all scheduled tasks, all steps were observed and executed carefully and sincerely. While survey was going on, the performances were physically verified by MEW & MIS officials. Now, report preparation is progressing. However, the major findings on compliance verification in 1,993 education institutions are as follows:

(i) As per planned target, 2 thousand education institutions among SEQAEP institutions were scheduled to survey within November-December 2015 in 215 Upazillas and out of which 1993 education institutions were surveyed;

(ii) On PMT based stipend and tuition subventions, out of surveyed institutions 1081 institutions were found complied and 8 hundred 57 institutions found non-complied;

(iii) Over Additional class teachers (ACT), out of surveyed institutions only 54 were found complied and remaining 01 thousand 9 hundred 39 institutions found non-complied;

(iv) Over the program School Management Committee and Parent Association, 01 thousand 06 hundred 56 institutions were found complied and 03 hundred 37 institutions found non-compliance;

(v) In the Education Awareness and Community Mobilization Program, only 04 hundred 70 institutions were found complied and the remaining institutions found non-complied;

(vi) On the program ICT, only 03 hundred 31 institutions found complied and the remaining 1 thousand 6 hundred 62 institutions found non-compliance;

(vii) On the "Improving School Facilities" Program, 01 thousand 07 hundred 92 institutions were found complied and the remaining 02 hundred 01 institutions found non-complied;

(viii) On the Institutional Achievements Award program, only 02 hundred institutions were found complied and the remaining 1 thousand 7 hundred 93 institutions found not-complied;

(ix) Over the surveyed institutions the program PMT SSC (equivalents) Pass Award, 01 thousand 07 hundred 11 institutions were found complied and the remaining 02 hundred 82 institutions found non-compliance;

(X) On the Best Student Award program, 01 thousand 08 hundred 69 institutions were found complied and 01 hundred 24 institutions found non-compliance; and

(xi) On the program Developing the Reading Habits, 01 thousand 01 hundred 26 institutions were found complied and the remaining 08 hundred 62 institutions found non-compliance.

### **3.22 Limitations of PMT Validation and Compliance Verification Surveys**

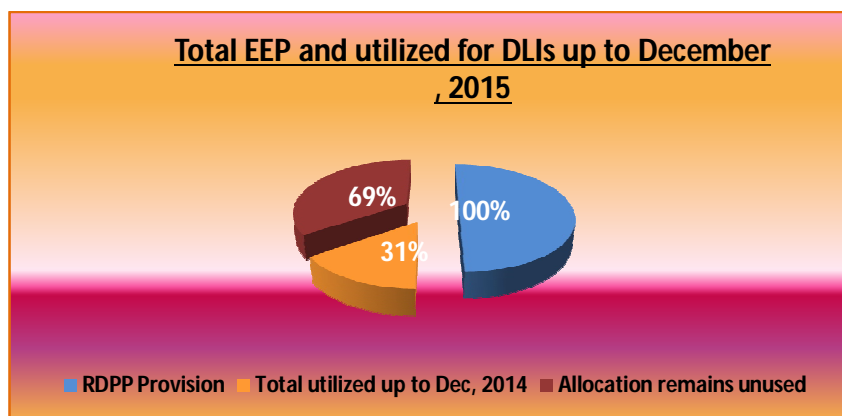
- (ii) **Time constraint:** The survey was conducted within one and a half month (during November to mid- December, 2015). The MDAs had to visit at least 1 Institution and 6 PMT household in each day. So, if they failed to collect data from any sample, that particular sample was little possibility to visit there twice.
- (iii) **JSC Exam and PSC Exam:** The exams were held at the time of the survey. Some of the institutions were used as center for those exams and the Institution Head were also engaged in exam duty. In this context MDAs felt problem to collect data of Compliance Verification.
- (iv) **Identification of PMT households:** These events also restrained the PMT validation. Students of class VI were not present in the schools which were used for Exam center. So, to find out the PMT households of those students in the locality without their help made the data collection long-winded. This incident led the MDAs to do malfeasance in data collection.
- (v) **Data quality:** During the survey only quantitative data were collected through pre-set questionnaire/checklists provided by the authority. It was not possible to investigate further in-depth to the issues/challenges those were surfaced during the survey.
- (vi) **Delay in Deployment of MDAs:** MEW completed MO enlistment in phased manner. Thereafter, MOs were deployed in 5 batches in 60 districts. As a result, the survey in 125 Upazilas could not be completed within the stipulated time-frame (30 November, 2015). It is to be mentioned here that the number of MDAs was lower than that of surveyed districts. So, no MDA was deployed in Laxmipur district. However, 4 MDAs were deployed there on 15 November, 2015 as an additional responsibility.
- (vii) **Reporting Period:** During the survey it is found difficult to collect data of the previous year. The different reporting period for different components/section make puzzlement during data collection.

**3.23 Existing Status of Eligible Expenditure Program (EEP):** Up to December 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 2950.102 million will be utilized for Year-2 based on proven expenditure evidences and IBASs. However, a table of total EEP allocation, expenditure and unutilized amount has 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 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  |                                 | 0.00                             | 1.478  | 1.478                                     | 883.005                    |  |
|  | Social audit                                      | 884.483                         | 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>            |  |



**3.24 Comments:** It is a vital issue that only US\$ 7.00 million was received by Bangladesh Treasury against Zero DLI marked for the 2013. The remaining claimed amount of US\$ 12.00 million for DLI-1 for the year 2014 was submitted in January 2015, but no disbursement is yet been made by the WB.

**3.25 Submission of Withdrawal Application:** On completion of implementations of scheduled DLIs marked for the year 2014, withdrawal application amounting to US\$12.00 million against 3 fragmented DLIs for year-1 was submitted to the WB along with physical and financial progress on 01 January 2015. Later on, having suggestion from the WB in September 2015 during mission, fresh proposal for US\$

9.00 million was submitted to WB on 22 September 2015. At this stage all formalities are completed, but reimbursement has not yet been made.

**3.26 Semi-annual Monitoring Report:** Preparation of Semi-annual Monitoring Report for the period January - June 2015 is completed and shared with the WB & SEQAEP and other concerned stakeholders in August 2015.

**3.27 Annual Education Institution Census 2014:** Following the provisions of SEQAEP, BANBEIS has been assigned to conduct Annual Education Institutions Census in SEQAEP Upazillas in every academic year since 2008 and even in revised project documents in 2014; the said provision was carried out. Based on the provisions Director General, DSHE has signed MOU with the Director, BANBEIS. As per provision of the MOU, BANBEIS has conducted survey for 2014 and based on survey findings clean data and then prepared report of “Annual Education Institution Census -2014”. Details of all interventions planned under SEQAEP have spelled out. However, major findings of Annual education Institutions Census-2014 are as follows:

(i) A total of 10 thousand 2 hundred 64 education institutions were surveyed in SEQAEP Upazillas. Academic activities in 72 education institutions were found closed. Out of the total institutions, 10 thousand 01 hundred 53 education institutions are run under private management and 01 hundred 11 institutions are under public management. As a whole, 98.92 percent of the surveyed institutions are under private and 1.08 percent public management;

(ii) It is found that out of the total surveyed education institutions 6 thousand 9 hundred 48 institutions are under general stream of school education and the remaining 3 thousand 3 hundred 16 institutions are under Madrasha stream and that stand 67.69 percent & 32.31 percent respectively;

(iii) Among the surveyed institutions under general stream 5 thousand 6 hundred 57 institutions are of secondary level followed by junior secondary level and 9 hundred 80 institutions are of junior secondary level that stand 81.42 percent and 14.11 percent respectively;

(iv) Out of total surveyed madrasha institutions, 03 thousand 3 hundred 16 institutions have been offering Dhakil to Kamil and 2 thousand 4 hundred 37 institutions are offering Dhakil courses and further 4 hundred 92 institutions are of Alim and 3 hundred 36 institutions are of Fazil and 51 madrasahs are Kamil madrasahs;

(v) Through this survey, it has appeared that 2 thousand 2 hundred 43 education institutions are located in Dhaka Division, Khulna and Rangpur Divisions- 01 thousand 6 hundred 4, Rajshahi division- 01 thousand 4 hundred 92, Chittagong- 01 thousand 3 hundred 1, Barisal- 01 thousand 2 hundred 59 and lowest number of institutions are in Sylhet division which is 6 hundred 61;

(vi) Out of the total surveyed institutions 8 thousand 9 hundred 10 institutions are located in rural areas and 01 thousand 3 hundred 54 institutions are in urban areas that stand 86.81 & 13.19 percent respectively;

(vii) In case of schools 5 thousand 9 hundred 46 are located in rural areas and 01 thousand 2 in urban areas that stand 85.38 & 14.42 percent respectively; and

(vii) In case of madrasa education institutions are different. The locations of 2 thousand 9 hundred 64 are in rural areas and only 3 hundred 52 madrasahs are in urban areas that stand 89.38 & 10.62 percent respectively.

**3.28 Mitigation of Audit Observation for Fiscal Year 2014-15:** In fact except a few, no major observations rose by FAPAD in the audit report of the fiscal year 2014-15. Some minor observations particularly, some expenditures were made by SEQAEP but observations recorded against MEW and some expenditures were recorded as observations for MEW, all those are mitigated. Considering the audit report, it can be opined that all expenditures were made in accordance with the rules concerned to foreign aids.

**3.29 Operation Manual for PMT Validation and Compliance Verification:** Soon after establishment of MIS cell, the personnel of MIS has prepared Manual for PMT Validation and Compliance verification and in developing these tasks, MEW and BANBEIS have extended cooperation. At this stage, based on time-frame of manual, both the PMT and Compliance Verification reports are on the way to complete.

**3.30 Deployment of MDA:** As per MOU between DSHE & BANBEIS, MEW completed all formalities to deploy Mobile Data Analyst and Supervisors in July 2015. The selected MDAs & Supervisors were placed to BANBEIS for posting in July 2015. Then confirming joining of MDAs and Supervisors, they were posted and trained them in September 2015. The MDAs were given orientation on the objectives of PMT Validation and Compliance Verification, methods to filling up questionnaires, distribution of households for PMT Validation and institutions for compliance verifications and how to send filled up questionnaires to MIS etc. On completion of training to MDAs and Supervisors, they were posted with assignments.

**3.31 Physical Verification:** During survey period July- December 2015, MEW personnel physically verified the interventions such as; (i) Institutions Achievement awards (IAA), (ii) Improving school facilities (ISF), (iii) Developing the reading habits (DRH), (IV) Annual Education Institutions Census, PMT Household Validations and (v) Compliance verification of intervention of SEQAEP. The finding and recommendations of all individual reports were forwarded to SEQAEP and other concerned stakeholders for necessary actions.

### **3.32 Lessons learned:**

\*MEW thinks that ICT, Social grants, PMT based stipend and tuition to poor

students, social awareness and community mobilization etc should be re-scheduled in implementation process. These programs at a larger scale are found not complied. So, on these programs, measures might be taken for minimizing the differences between complied and not complied. If it is neglected, all these activities could be objectively unproductive; and

\*If implementation is not carried out in proper ways, the implementing authority may take proper initiative for realizing the objectives as scheduled in the project. Through PMT Validation surveys, the administrative partner may request to screen 100 percent poor eligible learners properly with strong determination; and in case of compliance verification surveys, the interventions other than PMT Validation , the PIU may give more attention to make all these programs productive. If necessary, the concerned authority may change its existing modality of implementation.

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## Chapter-4:Progress of Achievements of SEQAEP

**Background:** With a view to introducing monitoring and evaluation, the tasks of all development and non-development projects of DSHE, MEW was established in 2008. Initially, this wing was confined to monitor the sub-components scheduled under SEQAEP. At present, MEW has been expanded its coverage in monitoring and evaluating of development and non-development activities of DSHE. In carrying out the assigned responsibility, MEW has already prepared and published 13 Semi-annual Monitoring Reports and those were disseminated to concerned stakeholders, decision makers and planners etc. This report is to be marked 14th report. In preparing progress of achievements of SEQAEP; the issues such as; financing sources, utilization of allocations, implementation status and comparison with the scheduled sub-components of SEQAEP, opinions of MEW on achieved progress, inputs provided, outputs realized etc have been presented in the report. Moreover, this report provides; critical issues, lessons learned and concluding remarks etc.

SEQAEP was scheduled to complete in June 2014. Realizing the success of SEQAEP, the IDA has agreed to continue its tenure up to December 2017. To meet the cost of extended period, the IDA has again given credit amount of US\$ 265.00 million and hence for this purpose a financing agreement was signed on 26 February 2014. The Government of Bangladesh also shared BDT 133.38 million as matching fund. To incorporate the additional financing by IDA & GOB, the project documents were revised and got it approved by ECNEC. Through revision, major changes have been occurred those are; (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 MDAs and Supervisors, (v) conduction of PMT Validation and Compliance verification surveys by MIS instead of contract out method, (vi) introduction of ICT Grants in selected SEQAEP institutions, (vii) refurbishment of classrooms in selected SEQAEP institutions etc. The remaining inbuilt sub-components are unchanged.

**4.2 Structures of this Chapter:** This chapter has been framed incorporating the aspects; (i) main objectives of SEQAEP, (ii) major and sub-components of SEQAEP, (iii) Result Framework and Monitoring Updated Key Performance, (iv) Updated Intermediate Outcome Indicators, (v) Cumulative Financial Achievements up to December 2015, (vi) major and sub-components-wise achievements etc.

**4.3 Main Objectives of SEQAEP:** In view of realizing improvements of education at the secondary levels, the following 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.

**4.4 Major Component and sub-components:** The project SEQAEP was framed with a view to realizing equitable access and strengthening quality of education at the secondary levels by introducing (i) Incentives to students, teachers and institution, (ii) PMT based stipends and tuitions subventions to poor students, (iii) additional class teachers for English, Mathematics and Science subjects, (iv) Developing Reading Habits, (v) improving school facilities, (vi) assessment of education quality, (vii) project management, (viii) social awareness & community mobilization, and (ix) annual education institution census. Simultaneously, MEW was incorporated into the scheme for realizing implementation of all components and sub-components and based on which the activities will be transparent and accountable. Initially, 125 Upazillas and later on realizing the success, more 90 Upazillas were included into SEQAEP. As a whole, 215 Upazillas have been included into SEQAEP. In future, further enhancement of Upazillas may be occurred. However, in order to realize the above mentioned activities, the following major and sub-components have been scheduled into SEQAEP.

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

**4.5 Assessments on Project Development Objectives:** Usually achievements are measured in monitoring process which is based on inputs provided, outputs realized and on the scheduled provisions of DPP. In monitoring process impacts are also determined. 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 below:

#### 4.7 Updated Key Performance indicator (KPI)

| SI       | Project outcome indicators  | Updates/ notes  | Baseline (2008) | TARGET Values (in academic Year) |      |             |                         |                                       |                                       |
|----------|---|---|-----------------|----------------------------------|------|-------------|-------------------------|---------------------------------------|---------------------------------------|
|          |   |   |                 | YR-1                             | YR-2 | YR-3        | YR-4                    | YR-5                                  | YR-6                                  |
| 01       | Competition rate in grade 10(5) in project Upazillas                                    | -   | -               | -                                | -    | -           | -                       | -                                     | -                                     |
|          | (a) Proportion of 16-20 years old primary completers who have completed SSC exam.       | (a) MTR target frequency revised  | 20              | -                                | -    | 23          | -                       | 27                                    | -                                     |
| Achieved |   |   | -               | -                                | -    | 29          | -                       | 71.75                                 | 72.49                                 |
|          | (b) Percent of G-6 entrants who have passed SSC exam.                                   | (b) MTR new indicator   | 28              | 30                               | 32   | 34          | 36                      | 38                                    | 47                                    |
| Achieved |   |   | -               | 30                               | 39   | 39          | 46                      | 51.50                                 | 50                                    |
| 02       | Number of students appearing SSC exam in (000) (a) total students                       | MTR: New indicator AF: Definition of poor revised according to new PMT cut off.                   | 187             | 190                              | 195  | 200         | 210                     | 220                                   | 300                                   |
| Achieved |   |   | -               | 187                              | 243  | 262         | 292                     | 284                                   | 411                                   |
|          | (b) poor  |   | -               | -                                | -    | -           | 68                      | 70                                    | 102                                   |
| Achieved |   |   | -               | -                                | -    | 66          | 97                      | 80                                    | 126                                   |
| 03       | Monitor learning levels in secondary schools (in Bangla, mathematic and English)        | MTR Bangla included: Year of assessment revised AF: National sampling started 2015                | -               | -                                | -    | -           | -                       | -                                     | -                                     |
| Achieved |   |   | -               | -                                | -    | preparation | 1st round G-8 completed | 2 <sup>ND</sup> round G 6&8 completed | Final report published & disseminated |
| 04       | Gender parity (male-female) in enrollment in grades 6-10 increases in project Upazillas | MTR: No change AF: Target to be readjusted based on actual progress and addition of new Upazillas | 0.92            | 0.83                             | 0.84 | 0.86        | 0.89                    | 0.92                                  | 0.88                                  |
| Achieved |   |   | -               | 0.81                             | 0.83 | 0.84        | 0.87                    | 0.85                                  | 0.94                                  |
| 05       | Percentage of share of poor children in secondary schools (%) in project areas          | MTR: Target frequency revised AF: No change   | 30              | -                                | -    | 34          | -                       | 39                                    | 36                                    |
| Achieved |   |   | -               | -                                | -    | 38          | -                       | 47.18                                 | 37                                    |
| 06       | Total number of direct beneficiary students (% of female)                               | AF: Introduced as per core indicator requirement.   | 2200 (2008)     | -                                | -    | -           | -                       | 2224 (54%)                            | 2228                                  |
| Achieved |   |   | -               | -                                | -    | -           | 2200 (54%)              | 2355 (54%)                            | 2415 (56%)                            |

Source- Annual Education Institutions Census-2014

## 4.6 Updated Intermediate Outcomes Indicators (unit single)

| SI no.   | Intermediate outcome indicator   | MTR Revision  | TRI- (2009) | TRI- (2010) | TRI- (2011)   | TRI- (2012) | TRI (2013) | TRI (2014) |
|----------|--|---|-------------|-------------|---------------|-------------|------------|------------|
| 01       | Number of poor students receiving SSC pass awards(000)   | MTR no. change AF: target number increased due to additional Upazillas  | 0           | 25          | 28            | 31          | 35         | 57         |
| Achieved |  | 0   | 45          | 46          | 55            | 60          | 74         |            |
| 02       | Number of institutions receiving institution awards (000)  | MTR-targets updated AF: institutional award nationalized  |             |             |               |             |            |            |
| Achieved |  | 0   | 1600        | 1600        | 366           | 366         | 1440       |            |
| 03       | Number of additional classes in Math, Eng. & science (000)   | MTR no change AF: AC: In additional Upazillas and science subjects added  | 0           | 500         | 730           | 240         | 220        | 100        |
| Achieved |  | 0   | 411         | 714         | 109           | 412         | 433        |            |
| 04       | Number of students of reading habit program (000)  | MTR updated AF: Target increased due to additional Upazillas  |             |             |               |             |            |            |
| Achieved |  | 0   | 95          | 253         | 562           | 792         | 810        |            |
| 05       | SSC pass rate in project areas   | AF: New 10  | -           | -           | -             | -           | -          | -          |
| Achieved |  | 55  | -           | -           | 89            | 81          | 91         |            |
| 06       | Component -2 Number eligible poor girls receiving stipends (ooo)                                     | MTR targets are reset AF:PMT cut off redefined  | 155         | 318         | 325           | 325         | 325        | 525        |
| Achieved |  | 232   | 488         | 489         | 517           | 562         | 558        |            |
| 07       | Number of eligible poor boys receiving stipends (ooo)  | MTR targets are re-set AF: PMT cut off redefined  | 127         | 271         | 288           | 288         | 288        | 410        |
| Achieved |  | 168   | 256         | 357         | 418           | 430         | 451        |            |
| 08       | % of schools with safe water in project Upazillas  | MTR : modified to measure % of schools formula: number of schools with tube-wells or deep tube-wells- less arsenic contaminated wells divided by number of schools            | -           | -           | 86            | 93          | 95         | 95         |
| Achieved |  | -   | 78          | 92          | 93            | 99          | 95         |            |
| 09       | % of schools with separate latrines for boys & girls in project Upazillas                            | MTR: Modified to measure % of schools   |             |             |               | 95          | 98         | 98         |
| Achieved |  | 90  | 90          | 93          | 96            | 97.25       | 98.38      |            |
| 10       | Proportion of project schools with functional PTA  | MTR: new indicator. Functional PTA is defined as (i) PTA is meeting 9 times in a year and (ii) PTA is actively participates in community awareness campaigns of promoting PMT | 0           | 0           | 0             | 10          | 20         | 25         |
| Achieved |  | 84%   | 90%         | 96%         | Not available | 39          | 46         |            |
| 11       | Implementation progress of quality, access & capacity building components are regularly disseminated | MTR: new indicator key. defined as (i) PMTA report (ii) MEW semi-annual report, (iii) BANBEIS report (iv) PMT validation report and (v) compliance verification report.       | Yes         | Yes         | Yes           | Yes         | Yes        |            |
| Achieved |  | no  | no          | Yes         | Yes           | Yes         | Yes        |            |

Source- Annual Education Institutions Census-2014



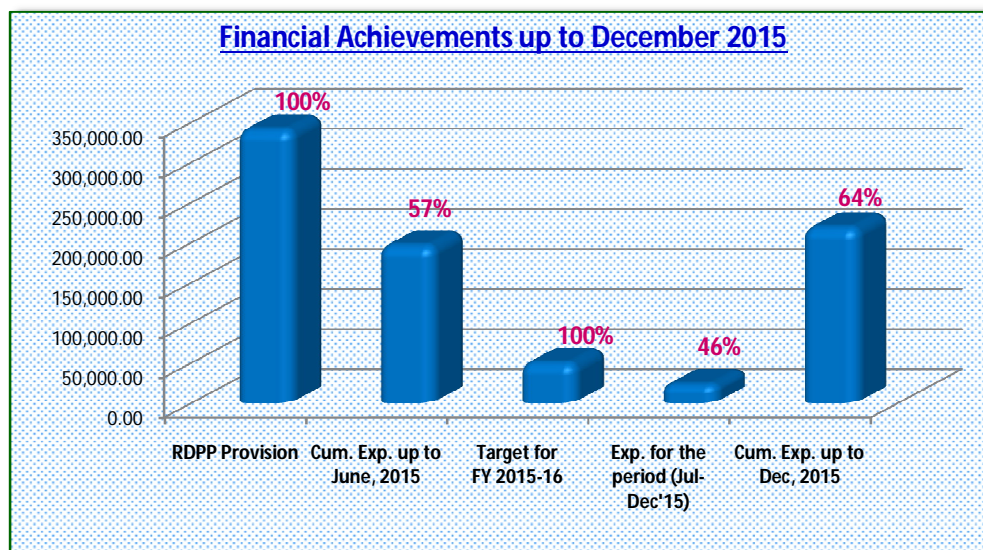
**4.8 Progress of Achievements of SEQAEP:** Other than revised (i) Result Framework and Monitoring Updated Key Performance Indicator (ii) Updated Intermediate Outcome Indicators, physical and financial progress up to December 2015 based on ADP allocation have also been measured in the following table:

## 4.9 Financial Achievements up to December 2015

(In lakh taka)

| Components and Sub-components  | RDPP Provision    | Cumulative Expenditure up to June, 2015 | Financial Target for FY 2015-16 | Expenditure during July-December 2015 | Cumulative expenditure up to DECEMBER 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         | 14004.12                                | 5451.40                         | 935.43                                | 14939.55                                   |
| Incentive Awards to student, teachers and institutions                                     | 20,896.03         | 11500.90                                | 3452.29                         | 1109.98                               | 12610.88                                   |
| Developing the Reading Habits  | 19,003.49         | 10412.69                                | 3734.37                         | 729.91                                | 11142.26                                   |
| Assessment of Education Quality  | 1100.00           | 52.04                                   | 357.00                          | 323.44                                | 375.48                                     |
| <b>Sub-total of 1</b>  | <b>78,310.49</b>  | <b>35969.75</b>                         | <b>12995.06</b>                 | <b>3098.76</b>                        | <b>39068.17</b>                            |
| <b>2. Improving Equitable Access:</b>  |                   |   |                                 |                                       |  |
| PMT based Stipends to the Poor Boys & Girls.   | 203,978.94        | 134440.91                               | 27165.42                        | 17094.02                              | 151534.93                                  |
| General Stipend and Tuition for girls 9 up to December 2009)                               | 11,671.77         | 6686.48                                 | 00                              | 00                                    | 6686.48                                    |
| Improving School facilities  | 7,959.86          | 4279.45                                 | 806.00                          | 339.10                                | 4618.55                                    |
| <b>Sub -total of 2</b>   | <b>223,610.57</b> | <b>145406.84</b>                        | <b>27971.42</b>                 | <b>17433.12</b>                       | <b>162839.96</b>                           |
| <b>3. Institutional Capacity strengthening:</b>  |                   |   |                                 |                                       |  |
| Project Management   | 10161.32          | 4068.92                                 | 1958.20                         | 923.97                                | 4990.90                                    |
| Institutional Capacity Building  | 2064.09           | 631.48                                  | 390.00                          | 13.41                                 | 4292.87                                    |
| School Management Accountability   | 10765.69          | 2602.47                                 | 2955.40                         | 00                                    | 00   |
| Education Awareness and Community Mobilization   | 4647.09           | 1641.57                                 | 921.92                          | 00                                    | 00   |
| <b>Sub-total of 3</b>  | <b>27,638.19</b>  | <b>8944.44</b>                          | <b>6225.52</b>                  | <b>937.38</b>                         | <b>9283.77</b>                             |
| <b>4. Monitoring &amp; Evaluation:</b>   |                   |   |                                 |                                       |  |
| Monitoring   | 5162.30           | 1223.04                                 | 1008.00                         | 257.06                                | 1480.01                                    |
| Evaluation   | 177.00            | 0.00                                    | 00                              | 00                                    | 00   |
| Bank Service Charges   | 4881.45           | 3736.77                                 | 800.00                          | 657.39                                | 4394.16                                    |
| Cost Escalation / Unallocated  | 300.00            | 0.00                                    | 00                              | 00                                    | 00   |
| <b>Sub-total of 4</b>  | <b>10520.75</b>   | <b>4959.81</b>                          | <b>1808</b>                     | <b>914.45</b>                         | <b>5874.17</b>                             |
| <b>Total of sub-totals</b>   | <b>340080.00</b>  | <b>195364.00</b>                        | <b>49000.00</b>                 | <b>22383.71</b>                       | <b>217747.71</b>                           |

Source SEQAEP



**4.10 Comments:** In the ADP for the fiscal year 2015-16, Tk. 490.00 cores has been allocated for SEQAEP and against which Tk. 224.00 cores has already been spent. This is significant comparing with other projects particularly for the period July-December 2015. However the amount so far spent could be appreciated.

#### 2.11 Physical Achievements up to December 2014

| Components & sub-components   | RDPP Provision  | Cumulative progress up to June 2015 | Target & achievements for the fiscal year 2015-16 |                                    | Progress in % for year 2015-16 |
|---|---|-------------------------------------|---|------------------------------------|--------------------------------|
|   |   |                                     | Target  | Progress during July-December 2015 |                                |
| 01  | 02  | 03                                  | 04  | 05                                 | 06                             |
| Improving Education Quality and Capacity to Monitoring Teaching- Learning levels: |   |                                     |   |                                    |                                |
| Incentive Awards to students, teachers and institutions:                          |   |                                     |   |                                    |                                |
| Incentives to students based on annual exam.                                      | 267,522   | 305,709                             | 43,004  | 83,494                             | %                              |
| SSC Examination   | 347,000   | 355,114                             | 68,000  | 62,514-                            | 91.93                          |
| Institutional achievement Awards  | 5,787   | 1368                                | 934   | 434                                | %                              |
| Support for English and Mathematics Learning and Teaching:                        |   |                                     |   |                                    |                                |
| ACTs deployed   | 1200  | 1234                                | 3000  |                                    |                                |
| Training to ACTs  | 1200  | 768                                 | -   | 120                                |                                |
| Selection of schools in 125 Upazillas   | 372   | 337                                 | 855   | 753                                |                                |
| Selection of schools in additional 90 Upazillas                                   | 67  | 64                                  | 145   | 143                                |                                |
| Number of additional classes conducted for English, math & science                | 95,450 classes  |                                     |   |                                    |                                |
| Developing reading habits in 125 Upazillas  | 6700  | 6,680                               |   |                                    | 6680                           |
| DRH in 90 Upzillas  | 4300  | 3054                                |   |                                    | 3054                           |
| Enrollment of book readers  | 5456,200  | 4092,493                            | 1200,000  |                                    | 4092,493                       |
| Assessment of Education Quality   | Based on approved framework national level learning assessment in 55 Upazilas are completed on 27 October 2015 and now waiting for public report. |                                     |   |                                    |                                |

| <b>Improving Equitable Access for the Poor and School Environment:</b> |   |            |          |          |      |
|--|---|------------|----------|----------|------|
| PMT Based stipend & tuitions to poor students(Cat-1& 2)                | 7961,507  | 6733,686   | 1452,775 | 1531,026 |      |
| <b>Improving School Facilities</b>                                     |   |            |          |          |      |
| Wash block   | 215 units   | 101        | 114      | 51       | -    |
| Low cost wash block  | 600 units   | 398        | 200      | 200      | -    |
| Classroom renovation   | 500 rooms   | 300        | 200      | 200      | -    |
| Shallow tube wells   | 1020 units  | 980        | -        | -        | -    |
| Deep tube wells  | 1520 units  | 1232       | 250      | 248      | -    |
| Twin latrines  | 1865 units  | 1826       | -        | -        | -    |
| Rain water harvesting  | 115 units   | 69         | -        | -        | -    |
| Water pump and tank  | 2400 units  | 1672       | 200      | 112      |      |
| Water treatment  |   |            |          |          |      |
| Arsenic test   | 905 kits  | 655 kits   | 250 kits | 250 kits | 100% |
| Water purifier   | 1760 units  | 1365 units | -        | -        | -    |
| <b>Institutional Capacity Strengthening:</b>                           |   |            |          |          |      |
| Project management   | Both SEQAEP and MEW have already been established and working properly and smoothly   |            |          |          |      |
| <b>Institutional Capacity building</b>                                 | Local and abroad training for improvement of capacity PIU officers and MEW have been executing.   |            |          |          |      |
| <b>School Management Accountability</b>                                | Through this program, ICT & Social Audit grants have been distributed to selected institutions  |            |          |          |      |
| <b>Education Awareness and Community Mobilization</b>                  | After launching the project, 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, awareness program has been carried out by the institutions concerned. |            |          |          |      |

Source- SEQAEP

**4.12 Comments:**Based on achievements of sub-components as stated in the above table.Physical achievements so far realized, the above table has been framed. MEW opines regarding physical achievementsduring the period July- December areseemed to be highly satisfactory.

**4.13Component-wise Summary Achievements of SEQAEP:** To ascertain the achievements of all interventions of SEQAEP;RDPP provisions, cumulative progress up June 2015, target and achievements during the period July- December 2015of the financial year 2015-16 etc 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 information/data along with comments has been presented belowagainst each of all sub-components:

**4.14 Major Component; Improving Education Quality and Capacity to Monitoring Teaching-Learning Levels:** Under this major component, 4sub-components;(i) Incentive Awards to Student, Teachers and Institutions(ii) Support for English Language and Mathematics Learning and Teaching, (iii) Developing the Reading Habits, and (iv) Assessment of Education Quality have been incorporated. In view of achieving improvements forquality ofeducation, MEW has measured the progress of achievements based on inputs provided; outputs realized at the institution levels.However, the received information and data from SEQAEP are presented below in tabular form and also in languages.

**4.15 Incentive Awards to Students, Teachers and Institutions:** To enhance competitions among the students, teachers and institutions for achieving quality in education, this sub-component was introduced during inception of additional financing. Its execution modality has been changed. During the period July – December 2015, incentive awards have been provided based on the results of school annual examination and SSC Public examinations on yearly basis. However, in the

following table, RDPP provision, cumulative progress, target for the fiscal year 2015-16 and progress achieved during July- December 2015 etc have been inserted:

#### 4.16 Incentives Awarded based on School Annual Examination, Public Exam. and PMT Beneficiaries

| Activities / Items of Work        | RDPP Provision (2013-17) | Cumulative progress up June 2015 | Target and Progress for 2015-16 |                                    | Achievements in % in 2015 |
|-----------------------------------|--------------------------|----------------------------------|---------------------------------|------------------------------------|---------------------------|
|                                   |                          |                                  | Target                          | Progress during July- December- 15 |                           |
| 01                                | 02                       | 03                               | 04                              | 05                                 |                           |
| Grade- 07                         | 65,905                   | 71030                            | 8000                            | 17,510                             | 218.87                    |
| Grade- 08                         | 65,905                   | 68,984                           | 8000                            | 17,526                             | 219.07                    |
| Grade- 09                         | 68,805                   | 97,391                           | 19,000                          | 31,818                             | 167.46                    |
| Grade- 10                         | 66,905                   | 68,301                           | 8000                            | 16,635                             | 207.93                    |
| <b>Sub-total of school exams.</b> | <b>267,522</b>           | <b>305,709</b>                   | <b>43,004</b>                   | <b>83,494</b>                      | -                         |
| PMT- SSC/Dakhil pass awards       | 347,000                  | 355,114                          | 68,000                          | 62,514                             | 91.93                     |
| <b>Sub-total of public exams.</b> | <b>347,000</b>           | <b>355,114</b>                   | <b>68,000</b>                   | <b>62,514</b>                      | <b>91.93</b>              |
| <b>Total of sub-totals</b>        | <b>614,522</b>           | <b>660,823</b>                   | <b>111,004</b>                  | <b>146,008</b>                     | -                         |

Source: SEQAEP

**4.17 Comments:** The above table shows that based on school annual examinations in 2015, 83 thousand 4 hundred 94 best students have already been awarded incentives. On the other hand based on SSC/ Dhakil public examination, 62 thousand 5 hundred 14 students were awarded in the academic year 2015. MEW opines in this respect that achievements based on school annual and public examinations are significant and satisfactory.

**4.18 “Support for English Language, Mathematics and Science Subjects”:** This program was scheduled in 2008 to enhance quality of low performing students as well as schools and in SSC examinations categorically in English, Mathematics and Science Subjects. ACT program have been continued following the restructured modality introduced in 2014. During the period from July –December 2015, ACT was conducted in SEQAEP institutions. Incorporating number of institutions, number of classes conducted in English & Mathematics & Science Subjects, number of teachers recruited, trained and posted etc, a table is furnished below:

| Particulars of Work                         | RDPP Provision | Cumulative Achievements up to June 2015 | Target and progress of 2015-16 |                                     |
|---|----------------|---|--------------------------------|-------------------------------------|
|   |                |   | Target                         | Progress during July- December 2015 |
| Number of ACT deployed                      | 1200           | 1234                                    | 3000                           | 2627                                |
| Number of ACT trained                       | 1200           | 768                                     | -                              | 120                                 |
| Number of schools selected in 125 Upazillas | 372            | 337                                     | 855                            | 753                                 |
| Number of schools selected in 90 Upazillas  | 67             | 64                                      | 145                            | 143                                 |

Source: concerned officer of SEQAEP

Note Number of schools selected for 2015- 439; Number of schools participated in ACT- 397; Number of schools selected for 2016-1000; Number of institutions participated in ACT program- 900; Total additional classes conducted- 95, 450

**4.19 Comments:** The ACT program for taking additional classes on English, Mathematics and Science subjects have been conducting since inception of SEQAEP. During middle of the project, its modality has been changed. Based on changing modality, additional teachers were recruited and conducted additional classes. In July 2014 again its modality has changed. However, following the terms and conditions, ACT has been introduced and still it is continuing. During January- December 2015, 95 thousand 4 hundred 50 classes have already been conducted in 439 schools. MEW opines on this program that low performing institutions particularly in English, Mathematics and Science subjects should be increased among SEQAEP schools and categorically, more emphasis are needed in additional 90 Upazillas.

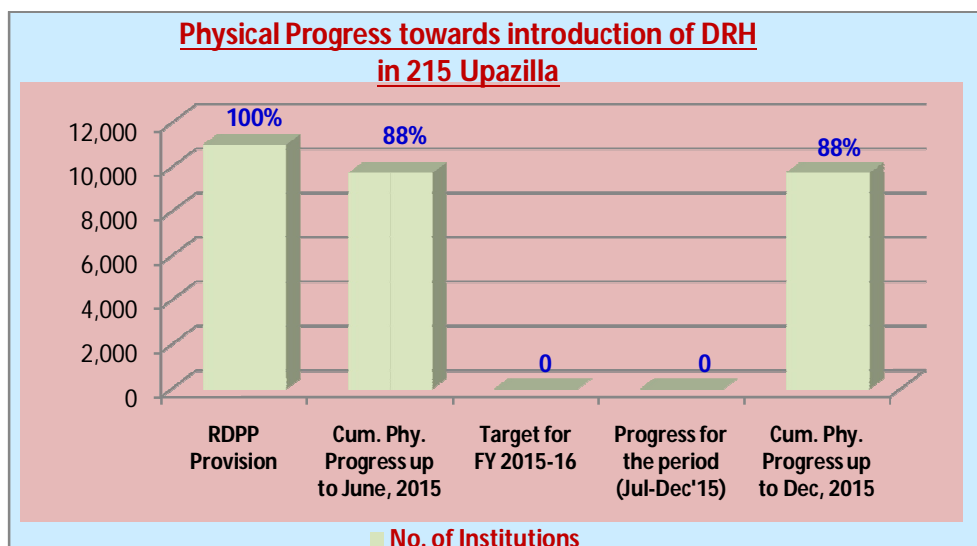
**4.20 Developing the Reading Habit (DRH).** At the beginning in 2008, developing the reading habits (DRH) program was introduced in about 6,680 secondary level education institutions under 125 SEQAEP Upazillas. Later on, additional 90 Upazillas included into SEQAEP and eventually, all institutions of 215 Upazillas were included into SEQAEP. During the fiscal year 2015-16, an operation manual was already published and distributed to all institutions in SEQAEP Upazillas. Following the operation plan, SEQAEP in association with BSK, required personnel for running the program were recruited and procured books for selected schools. However, a table consisting of achievements over the implementations has been furnished below:

#### 4.21 Physical Progress of Developing the Reading Habits

| Items of Work                                 | Provision as per RDPP | Cumulative Progress up to June 2015 | Target and progress of 2015-16 |                                    | Cumulative progress up to December 2015 |
|---|-----------------------|-------------------------------------|--------------------------------|------------------------------------|---|
|   |                       |                                     | Target                         | Progress during July-December 2015 |   |
| Introduction of DRH in original 125 Upazillas | 6700 institutions     | 6680 institutions                   | Not applicable                 |                                    | 6680 institutions                       |
| Introduction of DRH in 90 Upazillas           | 4300 institutions     | 3054 institutions                   | Not applicable                 |                                    | 3054 institutions                       |
| Training for library in charge                | 6781 persons          | 6660 persons                        | No plan                        |                                    | 6669 persons                            |
| Book prize awards                             | 54,56,200             | 11,74,930                           | 12,87,770                      | 487,070                            | 1662,000                                |
| Enrollment of Book Readers                    | 5456,200 readers      | 40,92,493 readers                   | 12,00,000 readers              | Due in January 2016                | 40,92,493 readers                       |
| Bangla readers                                |                       |                                     |                                |                                    |   |
| English readers                               |                       |                                     |                                |                                    |   |

Source- BSK





**4.22 Comments:** The BSK is an administrative partner who has already been introduced Developing the Reading Habits program in 9 thousand 7 hundred 34 schools that stands 100 percent and eventually no other institutions are left for DRH. At this stage, the BSK has been supplying books to the institutions introduced DRH for enhancing readers. As a whole, MEW may opine that BSK has been devoted with the program as a vision that will be objectively productive for the nation.

**4.23 Major Component-Improving Equitable Access:** This component was involved with three sub-components; (i) PMT based stipends & tuition subventions to poor boys & girls, (ii) General Stipends & Tuition free Facilities and (iii) Improving School Facilities. For realizing equal opportunities of PMT based stipends to poor learners and proper environment of sanitary facilities in SEQAEP institutions, this component was framed. In brief, Progress of achievements of the above sub-components has been presented below:

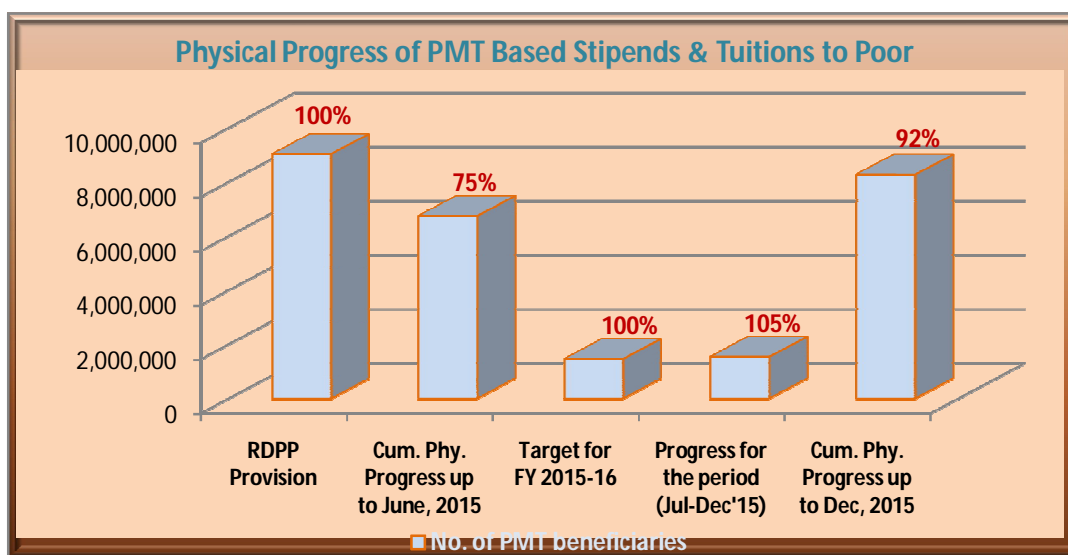
**4.24 PMT- based Stipend and Tuitions to Poor Boys and Girls:** PMT based stipend and tuitions subventions to poor students at the secondary levels was scheduled in SEQAEP in 2008. It was aimed mainly to provide financial assistance to poor students for taking them into the schools and also with a view to reducing dropouts. Furthermore, ensure equitable participation of learners.

In selecting poor students, LGED has been determining poverty concerned parents' information through prescribed forms by arranging PMT booth in rural areas of SEQAEP Upazilla at the Union levels. Based on findings of PMT booths conducted, 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, two categories of stipends/ assistance are; namely category-1 for boys and girls and Category-2 for girl students only have been awarded to eligible poor students respectively.

#### 4.25 Stipends & Tuitions to the Poor

| Items of Work | Provision in RDPP | Cumulative Progress up to June 2015 | Target and progress of 2015-16 |                       | Progress achieved in % |
|---------------|-------------------|-------------------------------------|--------------------------------|-----------------------|------------------------|
|               |                   |                                     | Target                         | Progress during July- |                        |

|  |                 |                  |                  | December<br>2015 |      |
|--|-----------------|------------------|------------------|------------------|------|
| 01   | 02              | 03               | 04               | 05               | 06   |
| <b>Stipends &amp; Tuition under Category- I:</b> |                 |                  |                  |                  |      |
| Boys Student                                     | 7961,507        | 284,0304         | 1452775          | 15,31,026        | -    |
| Girls Student                                    |                 | 389,3382         |                  |                  |      |
| <b>Sub-total of<br/>Category -I</b>              | <b>7961,507</b> | <b>67,33,686</b> | <b>14,52,775</b> | 15,31,026        | 105% |



#### 4.26 Comments:

- The above table and chart show that more than the target in the academic year 2015, eligible poor students have already been distributed stipends and that stands about 105 percent.
- Through PMT Validation by MIS recently established at BANBEIS that out of surveyed 10 thousand households/ stipend recipients 39.84 percent beneficiaries are found not complied; and
- The administrative partner LGED should have strong attention during PMT booth operation forscreening eligible poor students.

**4.27 Improving School Facilities (ISF):** To ensure sanitation facilities for boys and girls separately in SEQAEP institutions, a program titled "Improving School Facilities"(ISF) was scheduled. Moreover, this program was aimed to provide pure drinking water in secondary level institutions. Since inception of SEQAEP, sanitation facilities along with pure drinking water, most of the education institutions in 125 SEQAEP Upazillas were recovered. Later on in 2014, SEQAEP started to provide sanitation facilities in the education institutions of 90 Upazillas included during additional financing. It is required to note that in additional financing more sanitation facilities, such as; wash block, refurbishment of existing classrooms have been scheduled in the revised project documents. 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 of classrooms etc have been included in SEQAEP. During



the period July – December 2015, a table of physical achievements is furnished as stated below:

#### 4.28 Physical progress of Improving School Facilities

| Items of Work             | RDPP Provision | Cumulative progress Up to June 2015 | Target and Progress of 2015-16 |                                 | Cumulative progress up to December 2015 |
|---------------------------|----------------|-------------------------------------|--------------------------------|---------------------------------|---|
|                           |                |                                     | Target                         | Progress during July- Dec. 2015 |   |
| Wash Block                | 215 units      | 101                                 | 114                            | 51                              | 152                                     |
| Low cost wash block       | 600            | 398                                 | 200                            | 200                             | 598                                     |
| Classroom renovation      | 500            | 300                                 | 200                            | 200                             | 500                                     |
| Shallow tube-wells        | 1020           | 980                                 | -                              | -                               | 980                                     |
| Deep tube-wells           | 1520           | 1232                                | 250                            | 248                             | 1480                                    |
| Twin latrines             | 1865           | 1826                                | -                              | -                               | 1826                                    |
| Rain water harvesting     | 115            | 69                                  | -                              | -                               | 69                                      |
| Water pump and water tank | 2400           | 1672                                | 200                            | 112                             | 1784                                    |
| S-WATER treatment         | 500(100 Ins)   | 130                                 | 200                            | -                               | 130                                     |
| Arsenic test              | 905 kits       | 655 kits                            | 250 kits                       | 250 kits                        | 905 kits                                |
| Water purifier            | 1760 units     | 1365                                | -                              | -                               | 1365                                    |

Source- SEQAEP

**4.29 Comments:** During the period July- December 2015, progress so far achieved against this sub-component is significant as it was desired. At this stage more attention could be given for the additional 90 Upazillas

**4.30 Institutional Capacity Strengthening:** This component consists of 04 sub-components those are titled (i) Project Management, (ii) Institutional Capacity Building, (iii) School Management Accountability, and (iv) Awareness and Community Mobilization. All these were viewed to realize strengthening of capacities of SMCs, MMCs, PTAs, and stakeholders concerned to SEQAEP institutions. In specific terms, from inception of SEQAEP, the activities are scheduled and have been performed those are; (i) formation of PTAs, (ii) training to members of SMC & MMCs and PTA, (iii) introducing schools to conduct social awareness and mobilization (iv) introducing school information reporting card systems etc. During the last 6 months (July- December 2015) achievements so far realized are as follows:

**4.31 Project Management:** As per RDPP, SEQAEP and MEW were established. During revision of project documents in 2014, size of manpower for both the units particularly, 65 posts for SEQAEP Unit and 18 for MEW have been increased and created by Ministry of Education. Furthermore, some provisions are kept to deploy consultants for both the units. Having advice and instructions by the Project Directors and Director, the consultants, officers and staffs are assigned to perform their assigned responsibilities. During the period July- December 2015, all core persons and consultants deployed have been performing properly.

To take administrative and technical supports from some consulting firms' (national & international) and semi-autonomous bodies of the Government organizations have been engaged with SEQAEP and MEW. In particular, LGED for PMT based stipends and tuitions subvention, BSK for Developing the Reading Habits, ADSL for LASI-15 and ACER for Assessment of Education Quality -2015, BANBEIS for performing "Annual Education Institutions Census" and, furthermore, BANBEIS have been

associated with MEW to perform PMT Validation and Compliance Verification baseline surveys etc. Both the units are assigned to submit withdrawal applications to the IDA for having credit amounts through CONTASA and Treasury of Bangladesh respectively.

**4.32 Institutional Capacity Building:** To develop institutional capacity concerned to interventions of SEQAEP and MEW, this sub-component was incorporated into the scheme. During the period July- December 2015, orientation, workshops have been arranged as stated below:

| Fiscal year | Particulars of training and workshops          | Target for the fiscal year 2015-16 | Achievements during the 2015-16       | Remarks |
|-------------|--|------------------------------------|---------------------------------------|---------|
| 2015-16     | Procurement                                    | 23 personnel                       | 10 personnel                          |         |
| -do-        | E-GP   | 23 Personnel                       | 04 personnel                          |         |
| -do-        | English language at British council            | -                                  | -                                     | -       |
| -do-        | Basic training on computer skill               | ICT grants for 1779 institutions   | Already provided to 1779 institutions |         |
| -do-        | PMT experience sharing with Brazil             | 15 personnel                       | -                                     | -       |
| -do-        | Experience sharing with Philippine             | 40 Personnel                       | -                                     | -       |
| -do-        | Experience sharing with Mexico                 | -                                  | -                                     | -       |
| -do-        | USEOs orientation                              | 215 USEOs                          | 215 USEOs                             | -       |
| -do-        | Result agreement                               | 215 USEOs                          | 215 USEOs                             | -       |
| -do-        | ACT Orientation                                | 4500 teachers                      | 150 teachers                          | -       |
| -do-        | PMT national orientation for USEOs & engineers | 430 USEOs                          | 430 USEOs                             | -       |

Source- SEQAEP

**4.33 Comments:** Under this sub-component, a good number of training and workshops have already been arranged. Through this sub-component, PIU can realize:

\* Officers are now skilled in performing day to day assigned tasks; and.

\* Through compliance verification survey, it is studied that most of the institutions found not-complied for ICT Grants already provided.

**4.34 School Management and Accountability:** Under this sub-component some activities; such as; formation of Parent Teachers Association (PTA) in the concerned SEQAEP schools and Madrashes, training to SMC/ MMC members, Head Teachers, Assistant Head Teachers and some social elites etc are considered for developing their capacities. Up to completion of SEQAEP, the stakeholders will be given orientation and training in the areas concerned to interventions. In addition, under this sub-component, ICT Grants and social audit Grants have been scheduled in the revised project documents. During the period July- December 2015, progress of achievements for Social audit purposes are presented in the following table:

| Items of Work | RDPP Provision | Cumulative progress Up to June 2015 | Target and Progress of 2015-16 |                               |
|---------------|----------------|-------------------------------------|--------------------------------|-------------------------------|
|               |                |                                     | Target                         | Progress during December 2015 |
| Social Audit  | 9,500          | 6018                                | 9500                           | 8200                          |

|        |              |              |              |              |
|--------|--------------|--------------|--------------|--------------|
| Grants | institutions | institutions | institutions | institutions |
|--------|--------------|--------------|--------------|--------------|

**4.35 Comments:** In the additional Financing Agreement, modality of School Management Accountability has already been changed and with the changing modality Social Audit Grants provided to selected institutions. During the last 6 months (July- December 2015) grants for Social Audit have provided to 8 thousand 2 hundred institutions. As of target planned, achievements are satisfactory.

**4.36 Education Awareness and Community Mobilization:** "Education Awareness and Community Mobilization" is an inbuilt sub-component of SEQAEP which was scheduled in 2008. 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 committees. During the fiscal year 2015-16, 9 thousand 5 hundred institutions have been targeted for creating awareness and against which 8 thousand 2 hundred institutions have already provided grants.

#### **4.37 Critical issues on PMT and Compliance Verifications Survey:**

Having direct assistance by the Director of BANBEIS and Director of MEW, PMT validation and compliance verification surveys have already been conducted in 10 thousand households and 2 thousand secondary education institutions respectively by MIS during November - December 2015. These two surveys are important to verify with the scheduled objectives and outputs. However, MEW opines in this respect that the following issues could be considered as critical issues:

(i) In view of the scheduled ICT grants provided to selected institutions for generating ICT education, it could be objectively productive, but through compliance verification survey, out of 1993 surveyed institutions, only 331 found complied and the remaining 1662 institutions found not complied;

(ii) Similarly in ACT program, out of the surveyed institutions, only 54 education institutions found complied and the remaining 1939 institutions found not complied;

(iii) In social audit program, only 736 education institutions are found complied and the remaining 1257 found not complied;

(iv) In PMT based stipend and tuitions to poor students program, out of 1993 surveyed institutions, only 1080 institutions are found complied and the remaining 857 found not complied; and

(v) In case of "Developing the Reading Habits" program, out of surveyed institutions 1126 are complied and the remaining 867 institutions found not complied;

(vi) Through PMT Validation survey, it is found that 39.84 percent of households/beneficiaries are found not complied which is undesirable in the eye of stakeholders and program managers and executors; and

(ix) Towards institutionalization of MEW, out of the scheduled 18 posts, 13 posts have been consented by MOPA and for the rest 03 posts second time proposal have already been submitted to MOPA for having consent. To be noted that 13 posts are quite insufficient to perform monitoring and evaluation of development and non-

development activities while MEW will be institutionalized under revenue budget.

## **Chapter -5: Stipends for Secondary to Degree Pass Levels**

**Introduction:** In 1994, A Nation-wide Female Stipend Program was started in 1994. It was viewed and targeted to enhance participation of female students in the secondary level education institutions from 16 to 50 percent and to keep them unmarried up to 18 years or up to SSC examination including other two compliances. Initially, the World Bank came forward with a project namely "Female Secondary School Assistance Project" (FSSAP) to provide financial assistance to poor female students in 118 Upazilla level secondary level education institutions. Then the Asian Development Bank (ADB) gave consent to include 53 Upazillas into the on-going project "Secondary Education Sector Development Project" (SESDP). The NORD also shared with the National-wide Female Stipend Program with 18 Upazillas in taking "Female Education Stipend Project" (FESP). Comprising 298 Upazillas, the Government of Bangladesh took another project titled "Female Secondary Stipend Project" (FSSP). However, in totality 4 development projects were taken under the Nation-wide female Stipend Program. Gradually, participation of female students enhanced up to 50 or more than 50 percent. Realizing the success in female education, the government then extended the coverage's of 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 on targeting basis.

At present 03 projects for secondary, 01 for higher secondary and 01 for degree pass levels have been implementing under the disposal of Director General, DSHE. Among 3 projects, SEQAEP has been financing for 215 Upazillas by the IDA, SESIP for 54 Upazillas by ADB and SESP for 218 Upazillas by spending own resources of the Government of Bangladesh. Eventually, 5 development projects have been undertaken for secondary to degree pass levels.

**5.2 Progress of achievements on Stipend Projects:** In view of implementing Stipend concerned projects undertaken by the Government of Bangladesh, 5 PIUs were established headed by Project Directors these are under the disposal of the Director General, DSHE. Following the DPP/ RDPP provisions, target to provide stipends and tuition subventions have been scheduled for the fiscal year 2015-16. During the period July- December 2015, progress of all 5 projects is briefly addressed below:

**5.3 Secondary Education Quality and Access Enhancement Project (SEQAEP):** SEQAEP was scheduled to implement 13 sub-components under 03 major components and among the sub-components, PMT based stipends and subventions to poor students for secondary levels have been carried out since 2008 and against which eligible poor students are awarding stipend and tuitions in two categories. Under Category-1, stipend including tuitions for both male & female students and in Category-2, only tuitions for the female students has been awarding. To screen eligible poor students, Local Government Rural Engineering Department (LGRED) named as PMTA has been vested to work through arrangement of PMT booths at the union level growth canters or at the school campus during October- November in every academic year.

Based on percentile through PMT Booths, eligible students have been screened for issuance of Award confirmation Form (ACF). During the period July- December 2015 second installment of stipends and tuitions were provided in December 2015. A table is framed below where RDPP provision, cumulative progress up June 2015, target for the academic year 2015 and progress realized during the months July- December 2015 could be seen.

#### 5.4 physical progress of Stipends & Tuitions to the Poor

| Items of Work                                    | Scheduled Provision as per RDPP | Cumulative Progress up to June 2015 | Target and progress of 2015-16 |                                    | Progress achieved in % |
|--|---------------------------------|-------------------------------------|--------------------------------|------------------------------------|------------------------|
|  |                                 |                                     | Target                         | Progress during July-December 2015 |                        |
| 01   | 02                              | 03                                  | 04                             | 05                                 | 06                     |
| <b>Stipends &amp; Tuition under Category- I:</b> |                                 |                                     |                                |                                    |                        |
| Boys Student                                     | 7961,507                        | 284,0304                            | 1452775                        | 15,31,026                          | -                      |
| Girls Student                                    |                                 | 389,3382                            |                                |                                    |                        |
| <b>Sub-total of Category -I</b>                  | <b>7961,507</b>                 | <b>67,33,686</b>                    | <b>14,52,775</b>               | 15,31,026                          | 105%                   |

Source: SEQAEP unit

**5.5 Comments:** Based on findings through PMT booth at the union/ growth Centres, eligible poor students for the fiscal year 2014-15 and hence a total of 15 lakh 31 thousand 26 students in 215 SEQAEP Upazillas have already been awarded stipend and tuitions in category-1 & 2. It is a satisfaction to all concerned stakeholders that the eligible students have received stipends and tuitions soon at the ending of December 2015.

**5.6 Secondary Education Sector Investment Project (SESIP):** The Government of Bangladesh took a multi-dimensional approach based project titled "Secondary Education sector Approach Program" (SESIP) which has been financed by GOB & ADB. The program is framed based on Disbursement Linked Indicators (DLI). Among all programs in SESIP, stipend and tuition subventions are an in-built program in 54 Upazillas for the poor learners of secondary level education institutions. During the period July- December 2015, poor learners have been processed for awarding stipend and tuitions and concerned to this program achievements are presented in the following table:

#### 5.7 Physical progress of Achievements on Stipends and tuition subventions

(In lakh)

| Items of Work        | Project provision | Cumulative progress up to June 2015 | Target and progress of 2015-16 |                                    | Cumulative Progress up to December 2015 |
|----------------------|-------------------|-------------------------------------|--------------------------------|------------------------------------|---|
|                      |                   |                                     | Target                         | Progress during July-December 2015 |   |
| 01                   | 02                | 03                                  | 04                             | 05                                 | 06                                      |
| Stipend and tuitions | 14.00             | 7.31                                | 4.50                           | On-going                           | 7.31                                    |

Source- SESIP

**5.8 Comments:** During the period January- June 15, eligible students of 54 Upazillas, 4 lakh students have been planned to award stipend and tuition subventions. The SPSU/PIU will expedite the matter to provide stipend within

January 2016, otherwise, the eligible poor students will suffer to meet their educational expenses. It could be needed to note that, a study is scheduled to harmonize the stipends for the entire country and that could be applied for the country in 2018, MEW hopes that the study is needed to conduct hurriedly.

**5.9 Secondary Education Stipend Project- Second Phase (SESP):** With a view to continue stipend and tuition subventions for the poor learners at the secondary levels of 218 Upazillas, a project titled Project titled "Secondary Education Stipend Project (Second Phase)" was taken by the Government in 2014. The scheme is scheduled to provide stipends, tuition subventions to eligible students. To ascertain the progress of achievements, two tables have been constituted incorporating rates of stipend & tuitions and physical progress of achievements respectively. The second table at item number 5.11 shows RDPP provisions, cumulative progress up to June 2015, target for academic year 2015-16 and progress during July-December 2015.

#### 5.10 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       | -                      |
| 10     | 150             | 20                       | 150                                  | 170       | 750                    |

#### 5.11 Physical Progress of Achievements of SESP (Second Phase)

(In lakh)

| Items of Work                    | Project provision | Cumulative progress up to June 2015 | Target and progress of 2015-16 |                                     | Cumulative Progress up to December 2015 |
|----------------------------------|-------------------|-------------------------------------|--------------------------------|-------------------------------------|---|
|                                  |                   |                                     | Target                         | Progress during July- December 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                       |                                     |   |
| <b>Total</b>                     | 4340,956          | 00                                  | 1311,467                       |                                     |   |

Source- SESP

**5.12 Comments:** 13 lakh 11 thousand students have been targeted to award stipend and tuition subventions for the academic year 2015. But still first installment for the months January- June 2015 and second installment for the



months July- December 2015 have not yet been provided. So far informed, at this stage, transfer of stipend amount into the bank accounts of eligible students is being processed by the commercial banks involved. Hopefully within a couple of months, distributions will be completed. MEW opines in this respect, the PIU may expedite the matter at an early period.

**5.13 Higher Secondary Stipend Project (HSSP):** In view of providing stipends and tuition subventions to poor eligible students at 11 & 12 grade students in 487 Upazillas, the project titled “Higher Secondary Stipend Project” (HSSP) was taken earlier and got it approved by the ECNEC. As per schedules of DPP, 17 lakh 28 thousand students of the country were targeted to award stipend and tuitions to poor learners. However, the project was framed 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.

The scheduled rates of stipends and tuition subventions including examination & book allowances for grades 11 and 12 are as follows:

#### 5.14 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         |

#### 5.15 Physical Progress of Achievements up to December 2014

(Figures in lakh)

| Items of Work       | Project provision | Cumulative progress up to June 2015 | Target and progress of 2015-16 |                                     | Cumulative Progress to December 2015 |
|---------------------|-------------------|-------------------------------------|--------------------------------|-------------------------------------|--------------------------------------|
|                     |                   |                                     | Target                         | Progress during July- December 2015 |                                      |
| 01                  | 02                | 03                                  | 04                             | 05                                  | 06                                   |
| Stipends for female |                   | 4.04                                |                                | -                                   | 4.04                                 |



|                                       |              |             |             |          |             |
|---------------------------------------|--------------|-------------|-------------|----------|-------------|
| students                              | 17.28        |             |             |          |             |
| Stipends for male students            |              | 0.97        | 5.75        | -        | 0.97        |
| Sub-total of stipends                 | 17.28        | 5.01        | 5.75        | -        | 5.01        |
| Tuitions to female students           |              | 4.04        |             | -        | 4.04        |
| Tuitions to male students             | 17.28        | 0.97        | 5.75        | -        | 0.97        |
| Sub-total of tuitions                 | 17.28        | 5.01        | 5.75        | -        | 5.01        |
| <b>Total of stipends and tuitions</b> | <b>17.28</b> | <b>5.01</b> | <b>5.75</b> | <b>-</b> | <b>5.01</b> |

**5.16 Comments:** Against the target of 5 lakh 75 thousand students, first installment for the period January- June 2015 was provided to 5 lakh 01 thousand, but second installment for the period July- December 2015 has not yet been provided. The PIU should take immediate measure to award second installment of stipends to eligible students.

**5.17 Female Stipend Project for Degree (Pass) and Equivalent Level:** Realizing the increased female participation in HSC levels, the Government took the project titled "Female Stipend Project for Degree (Pass) and Equivalent Levels" in 2012. Under this project, initially, only female students were awarded stipend and tuition subventions. Book allowances and examination fees were also provided through this project. In the last fiscal year, it was decided to include male students for awarding stipend and tuitions subventions. To incorporate male students, the project documents were revised and got it approved by ECNEC. However, the project was scheduled and aimed at with the following objectives:

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

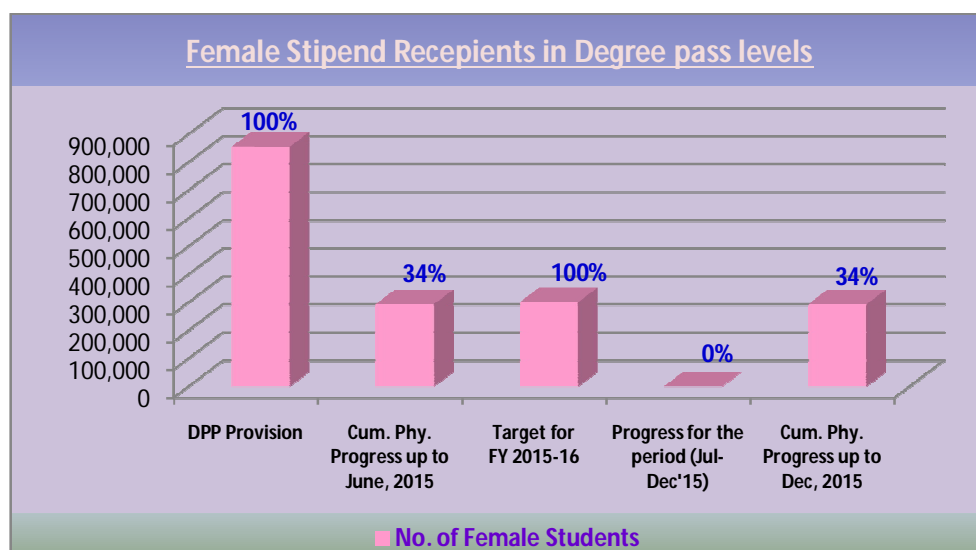
In order to ascertain progress of achievements in the form of cumulative achievements up to June 2015, target for fiscal year 2015-16 and progress during July- December 2015 have been framed in the following table. Simultaneously, RDPP provisions against every item of scheduled activities have also been shown in the said table:

### 5.18 Physical Progress of Achievements

| Items of work | Target As per DPP | Cumulative Achievement up to June, 15 | Target and Achievements of the fiscal year 2015-16 |                                      | Cumulative achievements up to December 2015 |
|---------------|-------------------|---------------------------------------|--|--------------------------------------|---|
|               |                   |                                       | Target   | Progress during months July-December |   |
|               |                   |                                       |  |                                      |   |

|                              |                |                |                |           |                |
|------------------------------|----------------|----------------|----------------|-----------|----------------|
|                              |                |                |                | 2015      |                |
| Stipends for female students | 701,001        | 278,212        | 225,127        | 00        | 278,212        |
| Stipends for male students   | 153,525        | 14,677         | 75,043         | 00        | 14,677         |
| <b>Sub-total of stipends</b> | <b>854,526</b> | <b>292,889</b> | <b>300,170</b> | <b>00</b> | <b>292,889</b> |
| Tuitions for female students | 701,001        | 278,212        | 225,127        | 00        | 278,212        |
| Tuitions for male students   | 153,525        | 14,677         | 75,043         | 00        | 14,677         |
| <b>Sub-total of tuitions</b> | <b>854,526</b> | <b>292,889</b> | <b>300,170</b> | <b>00</b> | <b>292,889</b> |
| Total of stipend & tuitions  | <b>854,526</b> | <b>292,889</b> | <b>300,170</b> | <b>00</b> | <b>292,889</b> |

Source- PIU of degree pass level stipend



#### 5.19 Comments:

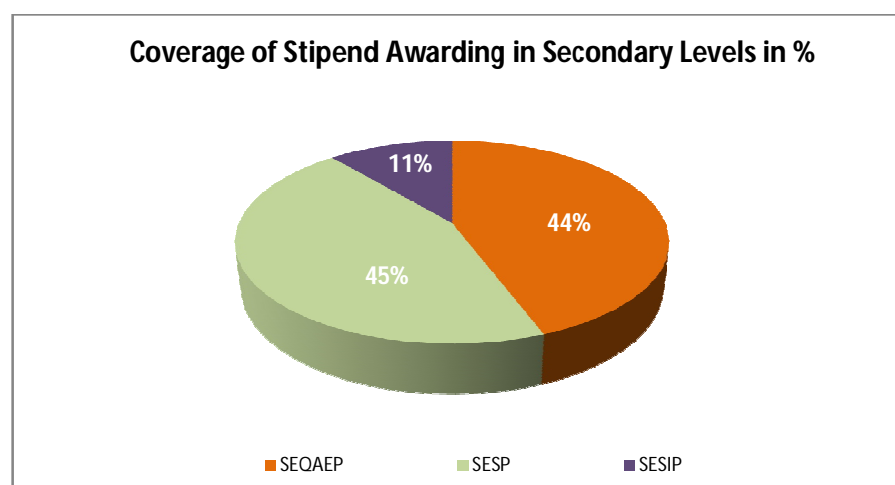
- As a mandatory scheme, the Government took this project in 2012 to provide financial assistance to poor female students at the degree pass levels. It would belike other stipend projects taken for secondary and higher secondary levels. In 2015, it has been decided to provide assistance to the poor male learners at the same levels. To incorporate the male students along with their cost projections, the scheme has been revised.
- Following the terms and conditions of the revised scheme, stipends and tuition subventions have been awarded for the period July 14 to June 2015. But the students have not yet been awarded for the period July- December 2015. Hopefully, the PIU will provide the said stipends to the eligible students very soon

**5.20 Progress of Achievements of Stipend and Tuition Subventions:** A national level program for providing stipend and tuition subvention to female students at the secondary levels was undertaken in 1994. It was introduced with some compliance; those are; (i) must be un-married up to SSC examination, (ii) must attend the classes at least 75 percent of school days of the academic year and (iii) must obtain 33 percent marks in school annual examinations. Later on to make the program targeting on

quality aspects at the beneficiaries levels some other conditions including economic conditions of parents were introduced. While success of stipend and tuition subvention programs at the secondary levels, the government took two other projects for higher secondary and bachelor degree pass levels. From the beginning of all stipend awarding projects, it was confined to female students and now male students are included into these projects though the proportion is marginally poor.

MEW is assigned to monitor the stipend awarding projects since inception in 2008. To know the findings, sources of financing and as whole achievements of all 5 projects, a table has been formulated below:

| Title of project       | Source of financing | Target to award in FY 2015-16 | Eligible poor students received for the period July- December 2015 | Coverage of Upazillas |
|------------------------|---------------------|-------------------------------|--|-----------------------|
| SEQAEP                 | IDA & GOB           | 1452,775                      | 1531,026   | 215                   |
| SESIP                  | ADB & GOB           | 450,000                       | Process going on   | 54                    |
| SESP                   | GOB                 | 1311,467                      | -do-   | 218                   |
| Sub-total of secondary | -                   | 3214,242                      | -  | -                     |
| HSSP                   | GOB                 | 575,000                       | -do-   | 487                   |
| Bachelor pass levels   | GOB/ Trust Fund     | 300,170                       | -do-   | 487                   |
| <b>Total</b>           |                     | <b>4089,412</b>               | <b>-</b>   | <b>487</b>            |



**5.21 Comments:** The stipend program is very important in the eye of national spirit. These projects are mainly continuing to provide financial assistance to poor learners and to improve quality of education. Stipends should be distributed within the academic year particularly in December. MEW opines regarding stipend and tuition subventions as mentioned below:

- In Bangladesh, Stipend and tuition subventions program has already enriched the participation rates in secondary, higher secondary and degree pass levels which is unprecedented in the developing countries of the world;

- Except SEQAEP, no other projects have distributed stipends within December 2015.
- Compliances followed in 5 projects are different though the vision for all the projects are same; and
- Considering geographical location like coastal, flooding , hawor, bawor, plain and hilly areas , the compliances should be harmonized and uniform for all secondary to degree pass level projects.

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## **Chapter- 6:**

### **Construction, ICT&Teachers Training Projects**

**Introduction:** Other than the IDA, ADB and Stipend related projects, 7 development projects have been undertaken by the Government and those are mainly viewed to provide opportunities in the areas of educational development. The areas likely to be (i) enhancement of accommodation for existing education institutions, (ii) establishment new schools, colleges & autistic academy, (iii) repair and renovation of existing structures, (iv) generation of ICT education, (v) training to teachers, and (vi) supply of learning materials etc.

Most of the ADP included projects are financed by the Government of Bangladesh and only 03 projects namely (i) Secondary Education Sector Investment Project (SESIP), Teaching Quality Improvement-2(TQI-2) and Secondary Education Quality and Access Enhancement Project (SEQAEP) are financed jointly by GOB & ADB & the WB respectively. The Director General, DSHE have been controlling both GOB and donor aided projects by establishing PIUs. On behalf of the Director General, Planning and Development Wing has been taking care of and overseeing all the projects of DSHE. In fact through these projects, the Government has been trying to meet the requirements of both Government and non-government education institutions depends on the priorities determined in the 7th five year plan.

**6.2 Progress of Achievements:** In this chapter, 07 development projects are mainly considered for measuring progress of achievements and partially, target of the fiscal year 2015-16 including the period July- December 2015 along with implications. Moreover, concluding remarks based on achievements realized have been carefully opined into this chapter. To know the details, project-wise elaborations are spelled out below:

**6.3 Secondary Education Sector Investment Program (SESIP):** The Government of Bangladesh took this project pertaining multi-dimensional approaches. It is a credit financing project by the Asian Development Bank confined to Disbursement linked Indicators (DLI). The project is scheduled to develop program based approaches and in future, these programs will be followed for equitable access and quality of education. However, the SESIP is framed with 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

SESIP is completely a different type of project in charter compared with other projects of the DSHE. It is framed in such a way where Sector Program Support Unit (SPSU) is headed by the Director General, DSHE. Other required positions are also incorporated and among them Joint Program Director is an important position for sharing overall responsibility of implementation. Besides, for the field level administration and implementation of the scheduled activities, about 13 hundred new positions have already been created with a view to re-structuring the overall secondary education sector.

At this stage, all scheduled activities are in implementation process. A group of local and foreign consultants have been providing technical supports to PIU. During the period July- December 2015, a good numbers of tasks have already been achieved. As such; recruitment of 312 manpower, deployment of 20 consultants, training & workshops for 30 thousand 3 hundred 89 personnel of stakeholders and achievement of 5 units of DLIs etc have already been completed. Some other programs are yet been implemented, but all those on-going items will be achieved as per plan scheduled in the program documents.

#### 6.4 Physical progress of SESIP

| Title of Projects                          | DPP/RDPP Provision | Cumulative achievements up to June15 | Target & Progress for the year 2015-16 |                                     |
|--|--------------------|--------------------------------------|--|-------------------------------------|
|  |                    |                                      | Target                                 | Progress during July- December 2015 |
| Appointment of officers and staffs for PIU | 38 posts           | 14 posts                             | 24                                     | 38 posts                            |
| Appointments for stakeholders              | 1267 posts         | 902 posts                            | 365 posts                              | 274 posts                           |

|                                     |                  |  |                                   |                 |
|-------------------------------------|------------------|--|-----------------------------------|-----------------|
| Deployment of consultants           | 27 positions     | 02 positions                           | 25 positions                      | 20 positions    |
| Repair & renovation of institutions | 640 institutions | 00                                     | 640 institutions                  | On-going        |
| Establishment of information hub    | 640 institutions | 00                                     | 640                               | On-going        |
| Plantation of trees in schools      | 100 institutions | 00                                     | 100 institutions                  | -               |
| Development of SWAP                 | SESPF- approved  | -                                      | Preparation SEPF                  | SESPF- approved |
| Decentralization of MPOs            | -                | Decentralization is completed in Zones | Modification of software going on | On-going        |
| Introduction reading habit program  | 300 institutions | 00                                     | 300                               | On-going        |
| Civil work                          | 100 institutions | 00                                     | 100                               | On-going        |
| Conduction of studies               | -                | -                                      | 05                                | On-going        |
| Training and workshops              | 76,31,90,569     | 9129,327                               | 2100,168                          | 30,389          |
| Achievement of DLIs                 | 11 DLIs          | 10                                     | 06                                | 05              |
| Reimbursement of DLI values         | US\$275million   | US\$100 million                        | US\$54 million                    | US\$ 44 million |

**Source- SESIP**

**6.5 Comments:** SESIP is vitally important and potential to develop future plan of secondary sector education. MEW opines on this project that:

- \* Most of the items of work scheduled in the project documents are taken for implementation and progressing hurriedly;
- \* The rest of the items scheduled are not yet been processed those are needed for implementation as soon as possible;
- \* It is a pleasure that IDP for M & E is already prepared and at the same time MPOs is decentralized at the Zonal levels. It is also a pleasure that out of the projected DLIs US\$ 144 million has already been achieved; and
- \* As of target planned, progress of achievements so far realized is significant and appreciated.

**6.6 Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City:** Under this project, it has been scheduled to establish 11 Government Secondary Schools and 6 Colleges in non-school areas of the Dhaka City. In establishing new education institutions, it is really a challenging component to have required land for the proposed institutions. Other than land, infrastructures, furniture, learning materials and deployment of teaching and non-teaching staffs etc. has also been scheduled in the project documents. To enhance project cost, the project documents were revised and got it approved by ECNEC.

The Government took this project in 2011 and scheduled to complete in June 2014. As per revised project documents its implementation period is extended up to June 2016. At present, its implementation is nearly to be desired level. To know the implementation status, a table for progress of achievements is framed where cumulative achievements up to June 2015, target for the fiscal year 2015-16 and progress for the months July- December 2015 could be seen below.

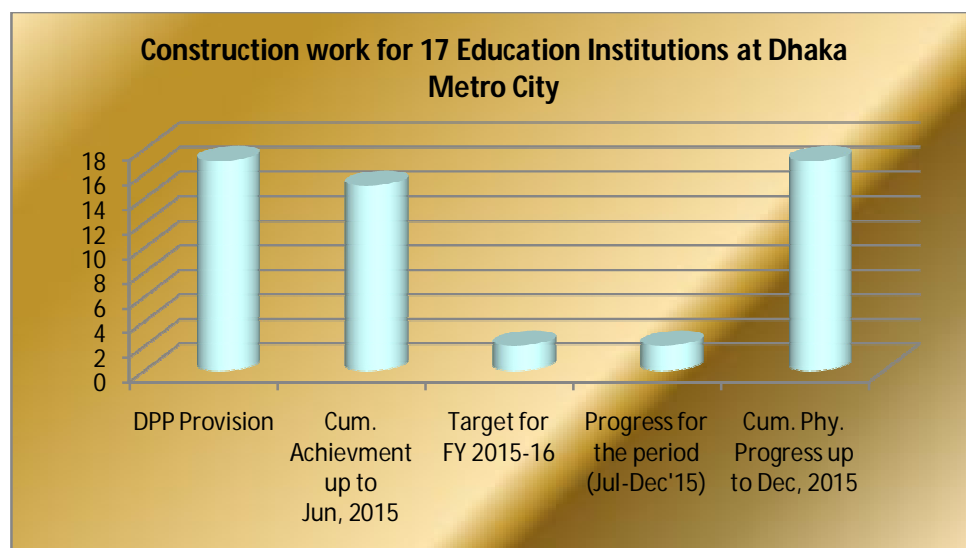
## 6. 7 Physical Progress of Achievements

| Particulars of work | Target as per DPP | Cumulative achievements up to June 2015 | Target and progress for the fiscal year 2015-16 |                            |
|---------------------|-------------------|---|---|----------------------------|
|                     |                   |   | Target  | Progress during the months |



|   |                 |                 |                 | July-<br>December<br>2015     |
|---|-----------------|-----------------|-----------------|-------------------------------|
| 01  | 02              | 03              | 04              | 05                            |
| Purchase of land  | 17 institutions | 15 institutions | 2 institutions  | 02 schools                    |
| Number of schools to be established                             | 11 schools      | 09 schools      | 02 schools      | 100%                          |
| Number of colleges to be established                            | 06 colleges     | 03 colleges     | 03 colleges     | 33%                           |
| Number of labs provided in proposed schools & colleges ICT labs | 17 institutions | -               | 14 institutions | 14 institutions<br>In process |
| Learning materials  | 17 institutions | 12 institutions | 02 institutions | 02 in process                 |
| Sports goods  | 17 institutions | 12 institutions | 02 institutions | 02- in process                |

Source- PIU



**6.8 Comments:** The project was scheduled to establish 11 Government Secondary Schools and 6 Colleges in the non-school areas of Dhaka City. The above table and chart show that:

\*Up to June 2015, 09 schools and 03 colleges have already completed its structural work along with furniture respectively;

\* In 02 schools, construction works are mostly completed and in 01 College 33 percent of civil works are completed.

\*Setting up of 12ICT labs are in process of procurement, hopefully within short period 12 labs will be established and others are in process;

\*It was a challenge to get land in the Dhaka City areas, but the PIU hasacquired all required land for the proposed institutions having positive supports by the Deputy Commissioner, Dhaka; and

\* The Project Implementation Unit has been carryingout the vested responsibility successfully. MEW hopes that within the scheduled time-frame, the project would be completed.

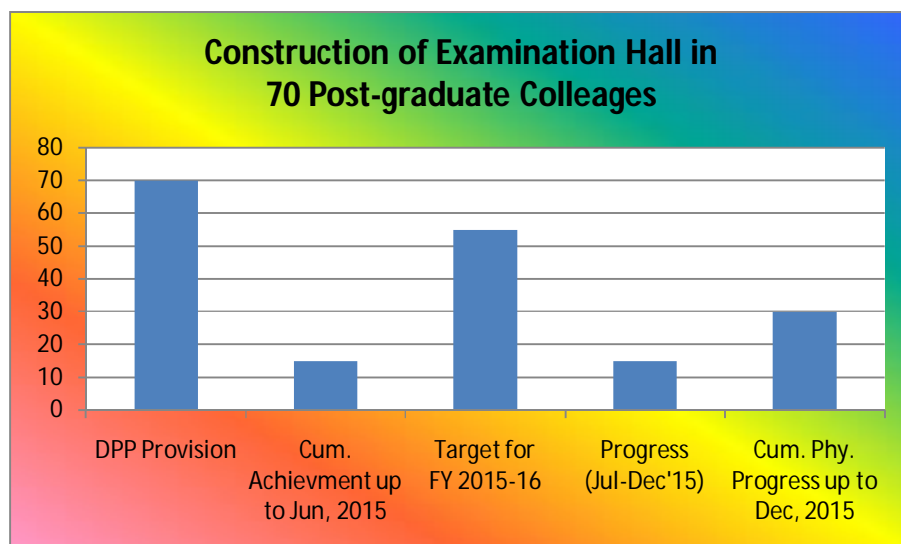
**6.9 Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education:** The Government took this project in 2010 for providing examination centers, hostels for boys and girls, administrative blocks, ICT labs and teaching materials etc for the selected 70 premier Government colleges of the district headquarters. Moreover, this scheme was taken mainly to focus construction of examination centers for resolving long lasting interruption of classes. In addition, keeping the idea to provide ICT labs in the selected premier Government colleges, this project was taken by the Government. Another theme is reflected in the project documents that through this project enhanced students will get opportunities to enjoy higher education in the district levels.

From the beginning of the project, progress of achievements so far realized have been shown in the following table where item-wise DPP provision, cumulative progress up to June 2015, target for the fiscal 2015-16 and progress during July-December 2015 are to be seen.

#### 6.10 Physical Progress of Achievements

| Particulars of work   | Target as per DPP | Cumulative achievements up to June 2015 | Target and progress for the fiscal year 2015-16 |   | Cumulative progress up to Dec 2015 |
|---|-------------------|---|---|---|------------------------------------|
|   |                   |   | Target  | Progress during the months Jul 15- Dec 2015 |                                    |
| 01  | 02                | 03                                      | 04  | 05  | 06                                 |
| Teacher Training  | 4000              | Training modules prepared               | 4000 teacher                                    | 00  | 00                                 |
| Construction of academic buildings (science+ commerce + academic) | 43 units          | 01 unit                                 | 43 units for tender                             | 00  | 00                                 |
| Construction of examination Centres                               | 70 units          | 15 units                                | 55 units for tender                             | 15 units on-going                           | 43%                                |
| Construction of hostels   | 74 units          | 03 units                                | 71 units under construction                     | 02 units                                    | 07%                                |
| Construction of administrative building                           | 19 units          | 01 unit                                 | 18 units in process                             | -   | 01 unit                            |
| Construction of auditorium (Eden College)                         | 01                | -                                       | -   | -   | -                                  |
| Construction library building                                     | 02 units          | -                                       | -   | -   | -                                  |
| Construction super quarters                                       | 06 units          | -                                       | -   | -   | -                                  |
| furniture   | 70 colleges       | 01                                      | 69 colleges -in process-                        | -   | -                                  |
| Books and reference materials                                     | 70 colleges       | -                                       | -   | -   | -                                  |
| ICT Labs  | 70 units          | -                                       | -   | -   | -                                  |
| Office equipment  | 70 colleges       | 70 colleges                             | -   | -   | 100%                               |

Source- PIU



**6.11Comments:** Since launching of the project, progress so far achieved is merely satisfactory. Most of the items scheduled in the projects documents are in process for construction and only one item of office equipment is completed. MEW opines in this respect that incomplete constructions works need to be completed within time-frame contracted with contractors.

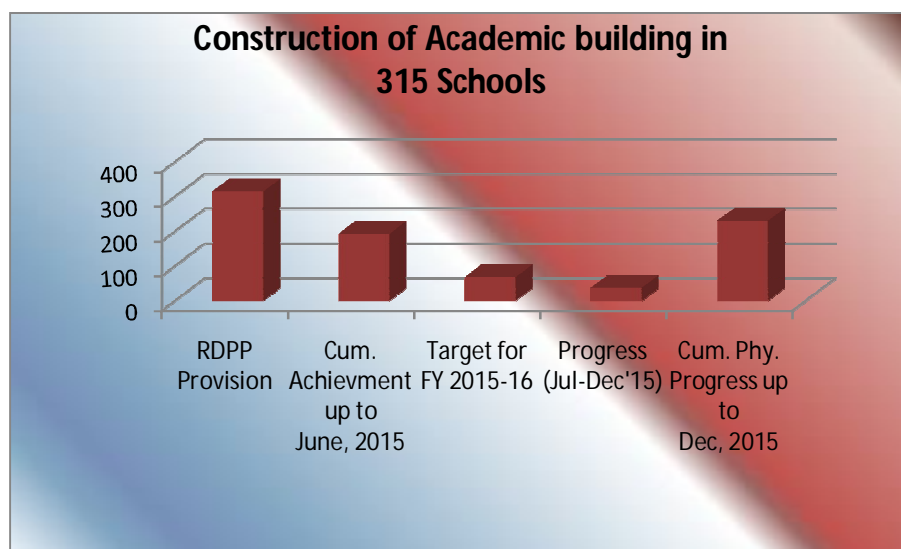
**6.12 Transformation of Existing Non- government Schools into Model Schools in Selected 315 Upazilla Headquarters:** In 2012, this project titled "Transformation of Existing Non- government Schools into Model Schools in Selected 315 Upazilla Headquarters" the Government took this project and it was aimed to transform 315 selected non-government secondary schools into model schools. It was also aimed that the selected schools will be located where there is no government school exists in the Upazilla headquarters. During the period July – December 2015, progress of implementing schedules are framed in a table placed below. Other information will be available likely to be cumulative progress up June 2015, target for the fiscal year 2015-16 and total provision of the project documents.

### 6.13 Physical Progress of Achievements

| Items of Costs | RDPP Provision | Cumulative progress up to June 2015 | Target and Progress of the fiscal year 2015-16 |  | Cumulative progress up to December 2015 |
|----------------|----------------|-------------------------------------|--|--|---|
|                |                |                                     | Target   | Progress during the months July- December 2015 |   |
|                |                |                                     |  |  |   |

| 01  | 02          | 03          | 04          | 05       | 06          |
|---|-------------|-------------|-------------|----------|-------------|
| Construction of Academic buildings                    | 315 units   | 193 units   | 68 units    | 37 units | 230 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         |

Source- PIU



#### 6.14 Comments:

\*Out of 315 academic buildings, 230 buildings have already been completed up to December 2015.

\*Furniture and setting up computer labs are done partially but rest of the items of scheduled tasks are already processed for procurement;

\* Hopefully, within the tenure of the project, all incomplete items of work will be completed within the time-frame, failing which project will be needed further extension.

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**6.15 Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education:** A project titled "Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education" was taken by the Government in 2013 and it was aimed to provide

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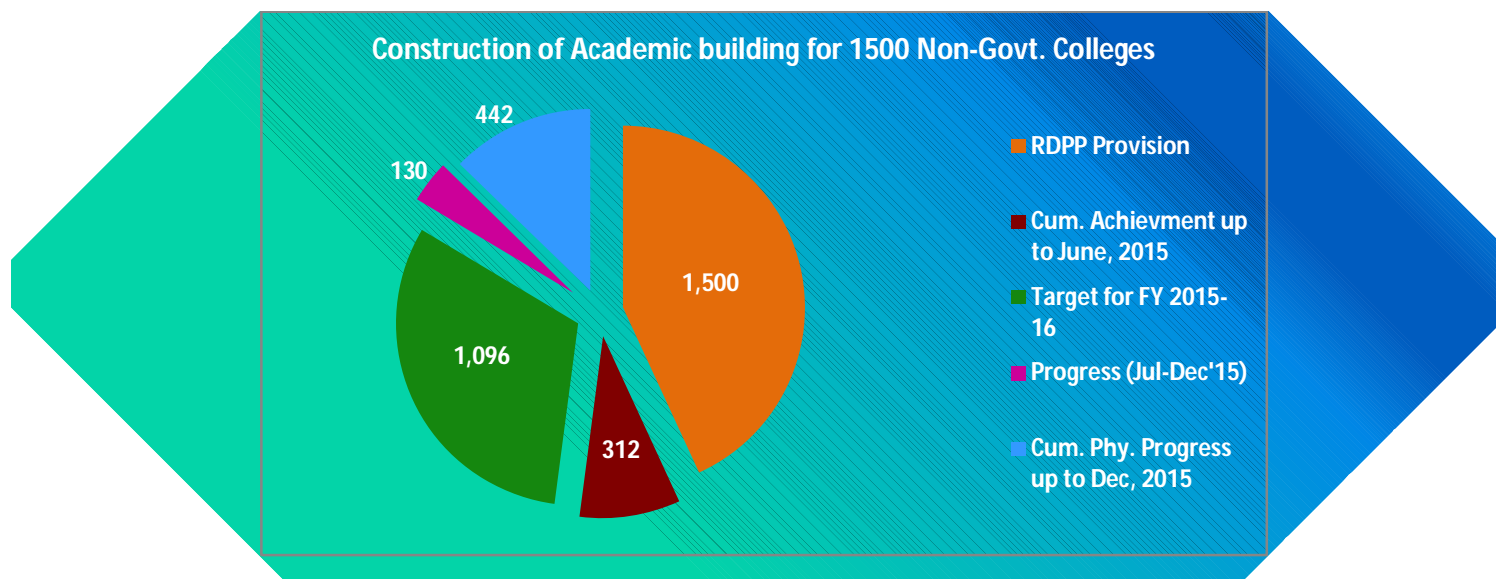
academic facilities in selected 1500 non-government colleges along with ICT facilities. The project is scheduled to complete in 2017.

The Education Engineering Department (EED) has been assigned to implement civil works and other items scheduled will be implemented by the PIU. To know the exact implementation status of the project, a table of information is framed below where item-wise RDPP provision, cumulative achievements up to June 2015, target for the fiscal year 2015-16 and progress of 6 months from July to December 2015 has been reflected.

### 6.16 Physical Progress of Achievements

| Items of Costs                                      | RDPP Provision | Cumulative progress up to June 2015  | Target and Progress of the fiscal year 2015-16 |   |
|---|----------------|--|--|---|
|   |                |  | Target   | Progress during the months July-December 2015                               |
| 01  | 02             | 03   | 04   | 05  |
| Construction of New Academic Units                  | 1244 units     | (A) 100% completed in 286 colleges.<br>(B) construction going on in 969 colleges | In 1096 units of academic buildings            | (a)100% completed 126 colleges<br>(b) construction going on in 969 colleges |
| Construction of Academic Units (Vertical extension) | 156 ts         | (a) 100% completed in 26 colleges<br>(b) Construction going on in 130 colleges   | 126 lges                                       | (a)100% colleges in 06 colleges<br>(b)construction going on in 120          |
| Furniture   | 1500 colleges  | 40 colleges  | 200 colleges                                   | -   |
| ICT Labs with computers                             | 1500 ICT Labs  |  | 50 colleges-                                   |   |
| Training of teachers on ICT                         | 4500 teachers  | 924 science teachers   | 900 science teachers                           | -   |

Source- PIU



**6.17 Comments:** The project was mainly taken for providing academic buildings in 1500 non-government colleges and for setting up 1500 units' of computer labs (01 in each college). So far progress achieved the findings and comments will be as follows;

\* Up to December 2015, out of 1244 units of new academic buildings 412 units are completed and in the remaining scheduled colleges, construction works are going on;

\* The colleges are scheduled for vertical extension, 32 units are completed and the remaining vertical extension works are under construction.

\* The item for setting up of computer labs and furniture should have quick step to supply in the colleges where construction works are completed; and

\* It seems that construction for academic buildings so far completed is satisfactory.

**6.18 Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities:** With a view to minimizing the pressure of students as well as creating increased educational opportunities in the city areas of Sylhet, Barisal, Khulna, this scheme was undertaken by the Government of Bangladesh. Keeping the view in mind, 07 schools are scheduled to establish in the said cities. Following the provision of project documents, a PIU headed by Project Director was already established. However, since inception, so far progress achieved are presented in a table placed below:

| Particulars of work    | Target as per DPP | Cumulative achievements up to June 2015 | Target and progress for the fiscal year 2015-16 |  | Cumulative progress up to December 2015 |
|------------------------|-------------------|---|---|--|---|
|                        |                   |   | Target  | Progress during the months July- December 2015 |   |
| 01                     | 02                | 03                                      | 04  | 05   | 06                                      |
| Land acquisition       | For 07 schools    | Land already acquired for 7 schools     | Not applicable                                  |  |   |
| Number of schools      | 07 schools        | Not applicable                          |   |  |   |
| Construction completed | 07 schools        | -                                       | -   | -  | none                                    |
| Construction           | 07 schools        | 60% completed                           | 100% in   | 80% in 03                                      | 70% in                                  |

| incomplete                     |            | in<br>4 schools | 3 schools | schools | 4 schools |
|--------------------------------|------------|-----------------|-----------|---------|-----------|
| Construction not started       | 07 schools | 03 schools      | -         | -       | -         |
| Learning materials             | 07 schools | -               | -         | -       | -         |
| furniture                      | 07 schools | -               | -         | -       | -         |
| Teaching & non-teaching staffs | 07 schools | -               | -         | -       | --        |

### 6.19 Comments:

\* Having active cooperation by the Deputy Commissioners concerned, the PIU has acquired required land for all 07 schools.

\* Regarding construction works, out of 07 units, 70 percent progress has already completed in 4 schools and in the remaining 3 schools construction has not yet been started.

\* The other items scheduled in the project documents are yet been processed. To complete the project within the targeted time-frame, the PIU should take initiatives.

**6.20 Teaching Quality Improvement in Secondary Education (TQI-2):** In the year 2012, having credit from the Asian Development Bank (ADB) and on grant assistance, the Government took this project. It was aimed to continue "Teacher Training Program" initiated through previous the project titled TQI-1 already completed. In addition, this project was aimed to train the teachers on curriculum already updated NCTB. In fact the project was undertaken with the following specific objectives as stated below:

- for providing support the National Teacher Education Council (NTEC) for developing competencies, training programs and set the standards for training providers;
- 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;
- to help the training providers including TTCs (Government & Non-government), higher secondary teacher training institutes and concerned universities to provide high quality training;
- to strengthen the monitoring capacity of the DSHE for teacher performance monitoring;
- to enhance pre-service and in-service teachers training programs including continuing professional development for up grading teachers professional knowledge and skills;
- to support inclusive education by increasing the proportion of female teachers in education institutions and female members in SMCs;



- to ensure professional competence of teachers, trainers and concerned education officials;
- to enhance project management and effective monitoring reporting on progress in line with project goals; and
- 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.

In measuring physical achievements against scheduled items of work, DPP provision, cumulative achievements, target for fiscal year 2015-16 and progress during the months July- December 2015 etc have been inserted into the following table:

#### 6.21 Physical Progress of Achievements

| Particulars of work                          | Target as per DPP   | Cumulative achievements up to June 2015 | Target and progress for the fiscal year 2015-16                    |  |
|--|---|---|--|--|
|  |   |   | Target   | Progress during the months July-December 2015                        |
| 01   | 02  | 03                                      | 04   | 05   |
| Studies and research                         | Teaearch-7 and by BANBEIS- 03   | Workshops -15                           | Workshops -55  | Workshops -41  |
| Local training to teachers                   | 220,000 teachers  | 17530 teachers                          | 628,322 teachers   | 37,143 teachers  |
| Overseas Training                            | 215 persons   |   | 91 persons   | 00   |
| International consultants                    | 212 PM  | 11 PM                                   | Individual-11pm, teachermc-18pm and traininarangement-72pm         | Teachermc-3.77pm,traininarangement-13.04                             |
| National Consultant                          | 490 PM  | 6 PM                                    | Teacher edu. Manag. .consultant-0pm and training arrangement-72 pm | Teacher edu. Manag. .consultant—80pm, and training arrangement-72 pm |
| Teacher Incentives                           | 1500  | -                                       | -  | -  |
| Partnership grants& Grants for of excellence | TTC & Varsity-32PM, it- co-partnership-04pm & center of excellence-03 | -                                       | -  | -  |
| Civil works                                  | 51 CCS  | -                                       | 31 Packages  | -  |

Source- PIU

#### 6.22 Comments: Since launching of the project;

\*Overall progress of achievements particularly in teacher training program as shown in the above table is satisfactory; and

\* Side by side some item of work has been planned, but no achievement is realized and for this purpose the PIU should be taken into care.

**6.23 Establishment of Foreign Language Training Centres-11 (FLTC):** Under this project, 31 training centers were scheduled to establish in selected Government college premises for providing language training to job seekers in abroad. It was thought that jobseekers have been facing obstacle to exchange views with the employers and related persons during job period in different countries. Speaking barrier is one of the main problem particularly in Arabic, English, Japanese, Korean languages etc. To overcome this problem, the Government thought to train the Job seekers particularly in Arabic, Japanese, and Korean and in English languages. After getting training they may go outside the country for jobs. Through this project, 31 training centers were scheduled and against which 29 Centres are established in different Government colleges. Since inception about 5 thousand learners are trained. This project is scheduled to complete in December 2015.

#### 6.24 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 | 31 Centres           | 29 Centres                              | 3 Centres                                       | Courses are running                           | 29 Centres                          |

#### 6.25 Comments:

\* More than 5 thousand learners have already received training on foreign languages and among them a good number of trained working forces went abroad and they are earning foreign exchanges.

\* This project is scheduled to complete in December 2015. MEW opines that its tenure shall be extended for about at least 5 years as it helps to earn foreign currencies directly.

\* MEW also feels this project need to be evaluated for determining the outputs and outcomes.

**6.26 Establishment of Autistic Academy:** The Government took a project titled "Establishment of Autistic Academy" in 2013 for establishing an Autistic Academy at Dhaka and targeted to complete in 2017. The project was viewed for facilitating training to autistic children and to create awareness for making the autistic children productive. In specific terms, 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

A PIU headed by Project Director was established in 2013. But for establishment of Autistic Academy at Dhaka, 2 acres of land, civil works, furniture, and logistics for Autistic Academy etc have been scheduled in the project documents. Up to this stage no land has yet been acquired. Eventually major items of work are not processed for implementation.

**6.27 Comments:** The Project Director has been spending her sincere efforts; hopefully, she will expedite her strong determination to have required land soon.

**6.28 Concluding Remarks:**

\* To develop monitoring reports; the concerned officers of all projects should have attention to provide information within a short period as it is a binding to produce report and to share with the donor agency; and

\* In developing this report, the personnel of SEQAEP and Project Directors have extended their extensive cooperation by providing information / data concerned to interventions and other projects of DSHE respectively. MEW's personnel are thankful to all of them with gratitude and honour. We hope their sincere cooperation will remain continue in future.

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