

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

**Semi-annual**  
**Monitoring Report**  
(January- June 2013)

Prepared by  
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## Forewords

I am happy to learn that the Ninth **Semi-annual Report** for the period January- June 2013 has been prepared and published. This report has been developed consisting of all investment projects of the sub-sector "Secondary and Higher Education", and is being presented existing status of implementation and impacts. In particular, the report comprises physical and financial progress of achievements including opinions relating to affects, consequences of all projects. The project directors, decision makers, planners and stakeholders can easily realize the exact implementation situations and problems lying with the projects. The planners and decision makers will also be able to take appropriate actions and measures for accelerating the implementations of all schemes.

In conclusion, it is indeed to opine from my own that MEW will continue in preparing monitoring reports uninterruptedly, which could serve as a source of reliable documentations to all concerned. Really, I am grateful to Project Director, SEQAEP and Director, MEW, that their integrated efforts have been providing opportunities to overseeing all consequences and implications of all projects of the DSHE.

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# Executive Summary

**Introduction:** The Sub-sector titled “**Secondary and higher Education**” of the Ministry of Education and Religion Affairs is an important area of all sub-sectors of the Government of Bangladesh. Under this sub-sector, 18 investment projects and 01 PPTA excluding the projects of Bangladesh Scouts has been included into RADP for the fiscal year 2012-13. All projects are aimed at accelerating and promoting education opportunities around the country. It is unprecedented that during the period of the present government, out of the total 30 thousand education institutions, about 30 percent institutions has already been included into development schemes. Besides, all eligible poor students at grades 6-10 from poor families have been providing stipends and tuition subventions including allowances for examination fees. The female students in higher secondary levels and in Bachelor degree pass levels are also awarding incentives in the form of Stipends and tuition subventions all over the country

The above-mentioned investment projects are being providing opportunities for meeting up physical facilities, learning materials and promoting standard of education by providing teacher-training programs and attaching the teachers & students with ICT contents and by establishing ICT laboratories in the education institutions. In addition, through the existing development projects, new schools, colleges have been established in the over populated as well as in the non-school areas and transforming about 350 the existing institutions into Model School and Madrashas. In view of implementing hopes, aspirations and directions of the Education Policy 2010, all investment projects are considered for raising enrollments, ensuring the quality of students and providing balance distribution of education institutions etc between rural and urban area etc.

In ascertaining the development and activities of all programs of the government, it was argued and decided earlier that a wing of the DSHE should be established and following which, the Monitoring and Evaluation Wing was established in 2008 under the framework of SEQAEP. Since establishment, MEW has been shouldering the responsibility in meeting up the internal purposes of DSHE and the World Bank. In near future, this wing is scheduled to be transferred into regular revenue budget.

This Ninth Semi-annual Report has been prepared and produced having active cooperation from all concerned Project Directors, Planning & Development of the DSHE, Stakeholders in the field administration and also from the administrative partners like LGRD, BSK, BANBEIS etc. It is addressed consisting of three Chapters, those are; Chapter-1. Chapter-2 and Chapter- 3 and all are briefly narrated as stated below:

**2. Progress and Achievements of SEQAEP:** The Government took SEQAEP in July 2008 involving an estimated cost of Tk. 118176.30 lakh and against which the World Bank is scheduled to provide an amount of US\$ 130.70 million Equivalent to Tk. 99139.02 lakh. The remaining amount of Tk.19037.28 lakh will be borne by the Government of Bangladesh. At the middle of the project life, the WB mission reviewed the executed tasks and based on the findings, some recommendations were proposed. The Government accepted the recommendations and finally, the project was

revised. The total costs of SEQAEP stand Tk. 122195.65 lakh in the RDPP. It is needed to note that only in two sub-components such as; "Support for English and Mathematics" and "Awarding incentives to students, teachers and institutions" some changes in modalities of implementations and scopes have been occurred in the RDPP. The remaining sub-components are kept unchanged.

However, with the changed modalities and scopes of SEQAEP, executions of these two and other sub-components have been started from approving date of revision of SEQAEP. Since inception, 5 years has already been past. During the past period, about 85 percent progress of achievements is realized following the schedules of the project documents. However, this report has been constituted incorporating information collected from all concerned stakeholders, PIU of SEQAEP and from Planning and Development of the DSHE. In particular, the achievements during the months January- June 2013, cumulative progress up to June 2012, targets and progress of the fiscal year 2012-13 have been spelled out below:

**3. Improving education Quality and Monitoring Teaching – Learning levels (Component no. 1):** The sub-components; (i) Support for English Language and Mathematics Learning and Teaching (ii) Incentive awards to Student, Teachers and Institutions, (iii) Development of the Reading Habits, and (iv) Assessment of Education Quality have been categorized under the major component no.1. All are aimed at improving quality of education in grades 6-10 at the secondary levels.

3.1 In conducting additional classes on **English Language and Mathematics**, 402 institutions have been selected based on set criteria of low performing SEQAEP education institutions. Considering the number of students, 1125 and 1424 sections for grades 6-10 for English and Mathematics are opened in selected institutions and accordingly 440 and 492 Resource Teachers are being involved in teaching English and Mathematics. During the last six months, out of the targeted 300,000 classes, 298,000 classes have already been conducted. 76 and 64 thousands of students have registered for additional classes for the said subjects respectively.

3.2 Under the sub-component-2 **"Awarding Incentives to students, teachers and institutions"**, based on results of annual examinations in the schools, grade-wise best students are being given incentives and simultaneously to teachers and institutions. During the last academic year, 72,259 and 4,543 students have already been awarded incentives based on SSC and JSC public examinations. Details of other incentives to students, teachers and institutions are spelled out the respective item of descriptions.

3.3 Since introduction of the program, **"Developing the Reading Habit"**, 4500 institutions have already been introduced. During the last six months, the remaining scheduled 2781 SEQAEP institutions are in process for introduction. The administrative partner BSK is involved with the program following the provisions of the revised project documents.

3.4 The Sub-component **"Assessment of Education Quality"** is an in-built new program of the project documents of SEQAEP. For the first time among the tiers of secondary education, assessments over the students of grades 9 have already been executed in 2012. The details along with

recommendations has already been published titled LASI-2012. During the last six months, assessments for LASI-2013 over the students of grades 6 and 8 have been initiated through piloting in 30 institutions located in 10 Upazillas. It is needed to mention that total administrative control of this sub-component is vested to MEW in association with SEQAEP and other stakeholders of field administration.

**4. Improving Equitable Access:** This component has been comprising of three sub-components; (i) PMT based Stipend and Tuition to the Poor Boys & Girls (ii) General Stipend and Tuition for girls up to December 2009, and (iii) Improving School facilities. Among three sub-components, two programs are aimed at providing financial assistance to poor learners of secondary education and the third one is to providing water supply including sanitation facilities for boys and girls separately. Brief of sub-components are narrated below:

**4.1 PMT based stipends and tuition subventions** to poor boys and girls in two categories were introduced through PMT method for the first time in Bangladesh. The PMT method is now popularly accepted around 125 SEQAEP Upazillas having administrative supports by the LGRD. During the last six months particularly from January- June 2013, screening of poor boys and girls by adopting PMT method have already been completed and awarding of stipend and tuition subventions in two categories are being completed and in final stage eligible students stands 11 lakh 65 thousand 8 hundred.

**4.2 General Stipend and Tuition** for girls up to December 2009 was a follow up program of the previous project FSSAP-2. This program was ended while PMT based stipends and tuition program was launched.

**4.3 Improving School facilities** is an important program scheduled under SEQAEP. This is also a follow up program to ensuring availability of pure drinking water along with separate sanitation facilities for boys and girls. Under this sub-component, sinking of shallow and deep tube-wells, setting up water tank, rainwater harvesting and construction of twin latrines, water purifier etc. are provisioned in the Project documents. During the period January-June 2013, the targeted items of facilities such as; 285 units of shallow tube-wells, 202 deep tube-wells, 414 twin latrines, 32 units of rain water harvesting, 796 water pumps, 796 water tanks. 1760 water purifiers' and 135 boxes of arsenic test are provided to the targeted institutions.

**4.4 Institutional Capacity strengthening:** The sub-components namely; (i) Project Management (ii) Institutional Capacity Building (iii) School Management Accountability and (iv) Education Awareness and Community Mobilization. These are considered and incorporated into this project, because of ensuring the management accountability, transparent, and aware the community about equitable access of education in the institutions etc. Details of progress during the last six months are narrated below.

Under this sub-component titled **“Project Management”** was taken into the project for executing implementations of SEQAEP scheduled tasks. In the framework of SEQAEP, two units such as SEQAEP Unit and MEW were established since approval of the project documents by the ECNEC. Both units are being executing the vested tasks following the RDPP. Another

important organ namely DPC was also established under the framework of SEQAEP. However, hopes and aspirations following the project provision have yet been achieved by DPC. A few months ago, two consultants have been engaged for DPC to boost up their vested tasks. 40 personnel for SEQAEP and 13 personnel for MEW have been involved in running both the wings respectively. Moreover, a group of local consultants for SEQAEP Unit and one Consultant for MEW are being engaged in view of providing supports to the respective heads.

**5. Institutional Capacity Building** is an important sub-component in view of providing training and orientations to all concerned SEQAEP. Engaging experts from the project personnel, consultants and experts on hiring basis, the schedule of local training and orientations are carried on following the provisions of the project documents. Abroad training for core personnel are also organizing by the SEQAEP.

**5.1 School Management Accountability:** Under the provisions of SEQAEP, SMC, PTA members and USEOs are being offering training to orient them, regarding rules & regulations of the Government for non-government schools and Madrashas and over the interventions of SEQAEP. During the last six months, negligible number of training courses is conducted by SEQAEP under this sub-component.

**5.2 Education Awareness and Community Mobilization:** Local consulting firm PIACT was working as an administrative partner in creating awareness among the parents, and community through Jaree, shree, pala gan and arranging theaters around the schools within SEQAEP Upazillas. The PIACT has ended their contract in October 2012. It is observed that awareness has already been created and in future publicity through loud speakers around the schools areas could meet the purpose by the concerned institutions.

**5.3 Monitoring and Evaluation Wing (MEW):** Together with the assigned tasks, MEW has been executing several types of activities following the time frame of the project documents of SEQAEP and others activities of DSHE. In particular, the MEW has been preparing Semi-annual Monitoring Reports including the ninth report. Among other vested tasks, those are most important in the era of the DSHE that MEW has produced LASI-12 over 300 education institutions of selected 30 SEQAEP Upazillas. MEW is also in touch to execute Annual Education Institution Census executing by BANBEIS. In carrying out monitoring tasks, all core personnel of MEW have been verifying SEQAEP institutions through physical supervisions and producing reports for all concerned. During the last six months from January- June 2013, MEW has been performed the tasks such as eighth Semi-annual monitoring Report and on final stage of publishing the ninth semi-annual report, conducted an orientation session for starting piloting of LASI-2013 and before that the tools developed by ACER for piloting has been examined thoroughly in a 7 day workshop. In addition, the MEW has been providing active supports to SEQAEP Unit to develop papers on additional financing. Furthermore, MEW has been providing continuous feedback to the WB and the Director General, DSHE. More details are narrated in the respective part in chapter-1

**6. Chapter- 2: Stipends and Tuition Subventions Projects:** In 1994, the Government took a nation-wide female stipend program. Initially, the

program was confined to female students of secondary levels. Later on in 2001, the program was expanded up to 11 and 12 grades. In addition, during the fiscal year 2012-13, this program again expanded for Bachelor degree pass levels. As a whole, stipend awarding and tuition subvention program is now in a shape covering all most all grades; its implementations have been carried on through development projects. All of those projects are being implemented the activities by establishing PIUs headed by Project Directors. The projects are scattered in view of providing rates of stipend and tuition subventions, ratio of boys etc. However, the stipend awarding programs are titled; SEQAEP, SESP, HSFSP, SESDP and Degree Pass. In view of screening poor learners at all levels, the method is also scattered. It is to be mentioned that only under the project SEQAEP, Proxy Means Test (PMT) is a new method introduced for the first time in Bangladesh, which is popularly acceptable in SEQAEP Upazillas.

During the last fiscal year, the government has created a Trust Fund program for awarding stipend and tuition subventions all over the country under a regulatory framework. Initially, one-thousand-core taka was deposited to commercial schedule bank as seed money and against which the earnings as interest will be spent for stipend purposes. At the beginning, excluding operation costs of the PIU of the Degree pass levels, the stipends and tuitions subventions are met from the Trust Fund Program. However, details of project wise, brief descriptions are derived in the respective chapter. However, a table comprising five stipend related projects is summed up in a table, where target of the project documents, cumulative progress up to June 2012, target, and achievements during the fiscal year etc. are tabled as stated below:

Title of Projects	DPP/ RDPP Provisions	Cumulative Achievements up to June, 2012		Achievements during the during 2012- 13	
	Boys & girls	Boys	Girls	Boys	Girls
SEQAEP	5400,429	1336,089	2553,144	399,963	703,972
SESDP	1102,125	172,200	516,603	46,688	140,064
SESP	6866,402	547,885	4930,971	138001	1249,545
HSFSP	1938,000	00	1334,000	00	362,000
Degree Pass level	557,571	00	00	00	134,000
<b>Total</b>	<b>158,64,527</b>	<b>2056,174</b>	<b>9334,718</b>	<b>584,652</b>	<b>2589,581</b>
<b>Total of Boys &amp; Girls:</b>	<b>158,64,527</b>	<b>113,90,892</b>		<b>3174,233</b>	

**6.1 Chapter-3; Construction Based Investment Projects for Government and Non-government Education Institutions:** Other than Stipend and tuition subvention related projects, some important projects were also taken by the government. These are mainly for meeting up physical facilities, maintenances of existing facilities, learning materials, furniture, sports opportunities, and ICT contents for teachers in 20,500 institutions, establishment of ICT laboratories including computers & accessories and training to teachers etc of the government and Non-government education institutions. Together with all projects, total number of projects stands 12 and all these are under the disposal of the Director General, DSHE.

The aim and aspirations of all projects are mostly for providing opportunities in view of educational improvement and expansion of education institutions at all levels. Another important project is taken for

introducing the learners with the ICT contents. In addition, TQI-SEP-2 is also important project aimed at providing training to teachers following the newly developed curriculum and syllabi based on New Education Policy-2010. Consisting of all projects, the progress has been tabled showing number of education institutions, number of institutions included into development projects and number of institutions already taken for implementation in this fiscal year 2012-13.

<b>Type of education Institutions</b>	<b>Number of Institutions</b>	<b>Number of institutions planned for implementation in 2012-13</b>	<b>Institutions Already undertaken for implementation in 2012-13</b>
Government Schools	317	00	00
Non-government schools ( PMO included)	18385	5134	3350
<b>Sub-total of schools</b>	<b>18702</b>	<b>5134</b>	<b>3350</b>
Government Colleges	286	85	71
Non-government colleges ( MPO included)	2362	1503	<b>623</b>
<b>Sub-total of colleges</b>	<b>2,612</b>	<b>1584</b>	<b>394</b>
Government Madrashas	03	00	00
Non-government Madrashas (MPO included)	9361	1035	895
<b>Sub-total of Madrashas</b>	<b>9364</b>	<b>1035</b>	<b>895</b>
New schools planned to set up	18	18	18
New colleges planned to set up	06	06	06
<b>Sub-total of planned institutions</b>	<b>24</b>	<b>24</b>	<b>24</b>
<b>Total of Education Institutions</b>		<b>7,777</b>	<b>4663</b>

Source: Planning & Development Wing and On-going development projects under "Secondary & Higher Education" Sub-sector

**7. Concluding Remarks,** The main theme of the Government was aimed at, providing opportunities for physical development including logistic supports for the government and non-government educational institutions. However, work-oriented skill education program has not yet been considered. By this time, the Government has made a planned to reduce the poverty rates from 32 to 15 percent by the year 2021. To achieve this goal only one investment could rapidly reduce the poverty rates, which is introduction of work-oriented skill education program for the dropouts and SSC plucked students in grades 9 and 10 also for the HSC plucked students. This program should be introduced by any means incorporating initiatives under stipend and tuition subventions programs.

During the period of the present Government about 30 percent education institutions among the total, have been scheduled under development projects for providing physical facilities. The physical facilities are being executing with the help of Education Engineering Department. In carrying the approved scheduled of works of the projects, required allocations are yet been provided through ADP and RADP. As a result, all most all projects have been suffering and failing to complete in time. In this respect, the government will have to be cautious.

Bangladesh has a vision for digitalizing the country at all spares of life an even in state activities within 2021. To obtaining the vision, the country should



produce ample numbers of ICT graduates, so that as a follow up program, ICT courses need to be introduced at least in 21 eminent Government colleges at the greater district headquarters. In this regard, it could be mentioned that ICT Laboratories are already been planned to setting up under a development project only for the eminent Government Colleges. Eventually, these colleges could be offered ICT courses at the Bachelor degree levels through appointments of required set of teachers.

Uniform screening method for poor learners known as Proxy Means Test (PMT) for all tiers of education should be introduced following the method of SEQAEP, which is already introduced in 125 Upazillas. About this method, the local level stakeholders involved in education can ensure its acceptability all over the country.

The stipends and tuition subvention rates should be uniform. At present rates of stipend, tuition, subvention and allowances for books and examination fees are being awarding scattered. Moreover, proportion of boys and girls are also awarding in different ratios. These sensitive issues are needed to be justified and uniform.

Under an investment project, 310 high schools at the Upazilla headquarters are being transformed into Model Schools, where there are no Government schools. These schools are renowned and oldest institutions. To ensure a balance distribution of Government schools around the Upazillas of the country, the proposed transformed 310 schools should be taken under Government management through nationalization.

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## Semi-annual Monitoring Report

(January- June 2013)

**8. Background:** The prime responsibility of the Monitoring and Evaluation Wing (MEW) is to introducing and accelerate monitoring tasks of all investment projects included into the Annual Development Programs (ADP) along with some important programs financing under revenue Budget for the Directorate of Secondary and Higher Education. Eighteen investment projects and one PPTA have been included into the RADP of the fiscal year 2012-13. Out of the projects, SEQAEP was undertaken having financial assistances from the GOB and the World Bank. Two other projects, the Government of Bangladesh and Asian development Bank are financing SESDP & TQI-SEP-2.

RADP included projects have been taken by the Government in view of providing training to teachers, infrastructural facilities, opportunities for ICT facilities and financial assistances in the form of stipend and tuition subventions to poor learners at the secondary to degree pass levels. In addition, some other projects are of aimed at setting up of new schools in the overcrowded and in the distanced non-school areas. The other projects of the Sub-sector "Secondary and Higher Education" are entertained for providing classrooms, hostels and administrative facilities along with logistics supports. Another important project is framed and undertaken by the Government, mainly for providing ICT facilities those are; laptops, multimedia, projectors etc. for about 20 thousand 5 thousand schools & colleges around the country. All these projects have been implementing under the disposal of the Director General, DSHE through establishment of PIUs and EED.

This Report has been framed incorporating cumulative physical and financial achievements, errors in executions, misuse of resources and impediments in implementations, numerical representations including comments in each of all projects. Moreover, another important aspect, which is lessons learned over the projects included into this report, those are pointed out carefully.

In preparing this report, information and data have been collected from the stakeholders, PIUs of all projects, PMTA, field level offices, BANBEIS, Planning and Development Wing of the DSHE. Another source of information i. e. MEWs field verifications has been considered into the report. This report mainly represents the period January- June 2013 and narrating DPP/RDPP provision, existing status of all programs etc. have been spelled out. As a whole, this report will help the executing authorities and planners concerned particularly, in preparing the future projects and programs and in executions.

In preparing this report, the Director, MEW requested the concerned project directors along with a common format produced based on scheduled works of the DPP/RDPP. Exact expenditure statements are collected from the Planning & Development wing of the DSHE and PIUs. In developing the write up, field verification reports are given due importance, in view of preparing the existing implementation status, impediments of executions and success

of the program etc. and all these information are normally compiled in a systemic manner and then incorporated into the report.

In view of characteristics of all projects, the ninth report is framed into three Chapters, The chapters are; **Chapter- 1:** Represents SEQAEP; is mostly undertaken in line with the guidelines of the Education Policy 2010. This chapter involves details of progress of achievements of all interventions directly applied for the school towards improvement together with comments of MEW.

Provision of financial assistances for poor learners for secondary to Degree (pass) levels all over the country, is an important direction of the Education Policy-2010. **The Chapter 2;** is consists of five investment projects. In this chapter, overall progress and achievements of stipend and subventions concerned projects including comments of MEW have been pinpointed based on progress realized.

The Government took the remaining 13-investment project those are: included into the RADP in the fiscal year 2012-13 represents **Chapter- 3.** Under this chapter, the projects are described, where progress and achievements of all projects are considered. This chapter is mostly constituted consisting of construction based investment projects of the DSHE and EED. ICT education and some other program approaches have been given due importance for strengthening the capacity of education. In addition, critical issues, lesson learned and concluding remarks over the physical and financial achievements along with the consequences of all projects have been added in this report.

## **Chapter-1: Progress and Achievements on SEQAEP**

**9. Introduction:** The project titled, "Secondary Education Quality and Access Enhancement Project" (SEQAEP) was undertaken by the Government in July 2008 and was launched in August 2008. It was framed consisting of 13 Sub-components under four major components, those are; (i) Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels, (ii) Improving Equitable Access, (iii) Institutional Capacity strengthening and (iv) Monitoring & Evaluation. Among the 13 sub-components, PMT based stipends & tuition subventions for poor students, Support for English & Mathematics in conducting additional classes, incentive awards to the quality students, teachers & institutions and sanitation facilities by providing safe drinking water etc most vital and important. At the middle of the executing period, the project was reviewed by the World Bank and based, on which the project was revised involving an cost of Tk. 122195.65 lakh and scheduled to complete in June 2014 as of the original the DPP,

**9.1 Main objectives of the Project:** In the RDPP, modalities of implementation and scopes of the project have been changed on the sub-component "Support for English & Mathematic" and "incentive awards to students, teachers and institutions". The modalities of implementations of the remaining sub-components are kept same. Keeping the views over the targeted tasks of the major and sub-components, SEQAEP was framed incorporating the following objectives:

(i) Improving the quality of education particularly, the teaching-learning process by arranging additional classes at the secondary level (grades 6-10), developing the reading habit and providing academic performance based incentives;

(ii) Ensuring equitable access by providing stipends and incentives to the poor boys and girls, subvention against tuition fees to the institutions at the rural and semi-rural areas;

(iii) Reducing the rate of dropouts at the secondary level by providing incentives and simultaneously creating awareness among the parents and community people;

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

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

**9.2 Major Components and sub-components:** In the original and also in the RDPP, the opportunities for ensuring equitable access of poor learners at the secondary levels together with some incentive program and conduction of additional classes are being executing under this project. The following major areas and against which 13 sub-components are framed in this scheme. The fact is that all the incorporated programs are being applied for about 7000 secondary level education institutions in 125 Upazillas.

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

**9.3 Assessments through Project Development Objectives:** Since launching of SEQAEP, five years has already been past. During the past period, both physical and financial achievements of all sub-components scheduled under SEQAEP have been thoroughly described incorporating data and information over the executing status. In determining the Project Development Objectives, PMT based stipends and tuition subventions for the poor students and the remaining sub-components are playing significant role in view of ensuring healthy environment of education. However, SEQAEP is being updated based on Project Development Objectives. The progress of

REVISED PROJECT RESULTS FRAMEWORK													
Project Development Objective (PDO):													
To improve the quality of secondary education, systematically monitor learning outcomes, and to increase access and equity in project upazilas													
PDO Level Results Indicators	Core	UOM	Baseline Original Project Start (200x)	Progress To Date (2012)	Cumulative Target Values					Frequency	Data Source/ Methodology	Responsibility for Data Collection	Comments
					2013 <sup>1</sup>	2014	2015	2016	2017				
1. Completion rate in grade 10 (%) in project upazilas	<input type="checkbox"/>	%	20	29(2011)	27	-	34	-		Household survey years	2005 HIES 2010 HIES 2012 EHS 2015 HIES	BBS; MEW	(a) MTR: Target frequency revised; consistency of source introduced (b) MTR: New indicator
(b) Proportion of 16-20 year-old primary completers who have completed grade 10					28	46	38	47	48				
(b) Percent of G6 entrants who have passed SSC exam	<input type="checkbox"/>	Num	187	292	220	300	380	470	485	Annual	SSC Exam Result	DPC from BISE	MTR: New indicator AF: PMT cut-off to be revised
2. Number of students appearing in SSC ('000) in project areas					70	102	140	185	190				
(a) Total students	<input type="checkbox"/>	Process	-	G8	G6 & 8	G6 and G8 Nationally	G6 and G8 Nationally	Twice between 2013-2016	Sample	MEW	MTR: Bangla included; Year of assessment revised AF: to be nationalized in 2015		
(b) Poor													
3. Monitor learning levels in secondary schools (in Bangla, Maths and English)	<input checked="" type="checkbox"/>	Num	0.82	0.87	0.92	0.88	0.89	0.90	0.92	Annual	BANBEIS Annual Census	BANBEIS	MTR: No change AF: Target to be readjusted based on actual progress
4. Gender parity (male-female) in enrollment in grades 6 to 10 increases in project upazilas	<input type="checkbox"/>	%	30	38 (2011)	39	-	41	-	-	Household survey years	2005 HIES 2010 HIES 2012 EHS 2015 HIES	MEW	MTR: Target frequency revised; source has been clarified

<sup>1</sup> AF covers from 2014-2016. Targets for 2013 for all indicators were set by the original PAD and/or updated at MTR in 2011, and they are kept here for indicative purpose.

<sup>2</sup> QAEP will cover additional 45 upazilas from 2015 (total 170 upazilas) and another 45 upazilas from 2016 (total 215 upazilas).

Intermediate Results and Indicators													
Intermediate Results Indicators	Core	Unit of Measurement	Baseline Original Project Start (2008)	Progress To Date (2012)	Target Values					Frequency	Data Source/ Methodology	Responsibility for Data Collection	Comments
					2013	2014	2015	2016	2017				
<b>Intermediate Result 1:</b> To (a) increase education quality through the provision of performance achievement awards to students, teachers and institutions; (b) improve student performance in English Language and Mathematics; (c) establish a program to develop the reading habit in students; and (d) measure systematically learning levels by administering internationally comparable and national curriculum-based numeracy and literacy testing, that raise awareness of policy makers and stakeholders and help them adjust policies and interventions accordingly.													
1. Number of poor students receiving SSC pass award ('000)	<input type="checkbox"/>	Num	-	55	35	57	77	101	105	Yearly MIS report	School forms	SEQAEP Unit	MTR: No change AF: Grade 10 to 11 transition award
2. Number of institutions receiving SSC institution award	<input type="checkbox"/>	Num	-	349	366	1440	1440	1440	1440	Yearly MIS report	School forms	SEQAEP Unit	MTR: Targets for Yr 4 and Yr 5 Updated AF: Institution award nationalized (48)
3. Number of additional classes in Mathematics and English and Science('000)	<input type="checkbox"/>	Num	-	292	220	470	330	660	660	Yearly MIS report	School forms	SEQAEP Unit	MTR: No change AF: New scheme starts in 1000 schools in 2015, in 2000 school in 2016.
4. Number of student members of reading habit program ('000)	<input type="checkbox"/>	Num	-	109	740	740	1015	1310	1310	Yearly MIS report	School forms	SEQAEP Unit	MTR: Updated with number of students AF: Number of registered readers (cumulative)
<b>Intermediate Result 2:</b> To increase access and retention of poor girls and boys; ensure their completion of secondary schooling through provision of stipends and tuition based on pro-poor targeting and educational criteria; and improve school environmental conditions by selectively providing water and sanitation facilities.													
5. Number of eligible poor girls receiving stipend ('000)	<input checked="" type="checkbox"/>	Num	-	517	325	525	575	640	650	Half yearly PMT and MIS report	PMT forms, school forms	PMTA and SEQAEP unit	MTR: Definition of the target population is clarified and targets are reset. AF: PMT cut-off reduced



Intermediate Results and Indicators													
Intermediate Results Indicators	Core	Unit of Measurement	Baseline Original Project Start (2008)	Progress To Date (2012)	Target Values					Frequency	Data Source/ Methodology	Responsibility for Data Collection	Comments
					2013	2014	2015	2016	2017				
6. Number of eligible poor boys receiving stipend ('000)	<input checked="" type="checkbox"/>	Num	-	418	288	410	475	530	550	Half yearly PMT and MIS report	PMT forms, school forms	PMTA and SEQAEP unit	MTR: Definition of the target population is clarified and targets are reset. AF: PMT cut-off redefined
7. % of schools with safe drinking water in project upazilas	<input type="checkbox"/>	%	-	93%	95%	95%	95%	96%	96%	BANBEIS report	Annual census	BANBEIS	AF: No data for schools in 90 new upazilas. Assessment required.
8. % of schools with separate latrines for boys and girls in project upazilas	<input type="checkbox"/>	%	-	96%	98%	98%	98%	99%	99%	BANBEIS report	Annual census	BANBEIS	AF: No data for schools in 90 new upazilas. Assessment required.
Intermediate Result 3: To (a) strengthen the existing structure for managing and implementing the proposed project; (b) develop and strengthen the capacity to implement programs aimed at increasing educational quality, and to deliver financial support to targeted beneficiaries effectively; (c) strengthen accountability at school and upazila level; and (d) raise education awareness amongst stakeholders with focus on education quality, targeting, and accountability.													
9. Proportion of project schools with functional PTA	<input type="checkbox"/>	%	-	N/A	20	25	30	40	50	Yearly MIS report	20% sample institutional survey	MEW	MTR: New indicator. Functional PTA is defined as: (i) PTA is meeting 9 times a year, and (ii) PTA actively participates in community awareness campaigns of promoting PMT.
Intermediate Result 4: To (a) systematically document all project input, process, output, and outcomes; and (b) link project interventions with outcomes.													
10. Implementation of quality, access, and capacity building components are regularly disseminated	<input type="checkbox"/>	Process	-	Partial	Yes	Yes	Yes	Yes	Yes	MEW report	DPC, PMT, BANBEIS data USEO reports	MEW	MTR: New indicator. Key monitoring reports are disseminated according to agreed schedule

**9.4 Assessment of Achievements of SEQAEP:** To ascertain the physical and financial achievements for the period January-June 2013, a table has been framed stating cumulative achievements up to June 2012 and separately targets and achievements for the fiscal year 2012-13. In each of all sub-components, RDPP provisions etc. are also shown in the following tables.

In developing the exact status of SEQAEP, the agencies, stakeholders, and target groups involved have rendered their sincere efforts and co-operation. The first table presents financial achievements and the second presents physical achievements.

**Table no 3.1: Financial Achievements up to June 2012 and target for the fiscal year 2012-13:**

(In lakh Taka)								
Components and Sub-components	RDPP Provision	Cumulative Expenditure up to June, 2012		Financial Target for FY 2012-13		Expenditure Incurred during the period 2012-13		Progress in Percentage in 2012-13
		GOB	RPA	GOB	RPA	GOB	RPA	
<b>1.Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels:</b>								
Support for English Language and Mathematics Learning and Teaching	9776.97	0.00	4993.40	0.00	3129.83	0.00	3129.83	
Incentive Awards to student, teachers and institutions	8149.47	0.00	4719.91	0.00	1242.18	0.00	1242.18	
Developing the Reading Habits	4714.45	0.00	1279.28	0.00	1800.40	0.00	1800.40	
Assessment of Education Quality	621.00	0.00	18.26	0.00	1.96	0.00	1.96	
	<b>23261.89</b>	<b>0.00</b>	<b>11010.85</b>	<b>0.00</b>	<b>6174.37</b>	<b>0.00</b>	<b>6173.97</b>	<b>100%</b>
<b>2. Improving Equitable Access:</b>								
PMT based Stipend and Tuition to the Poor Boys & Girls.	77778.72	6910.91	55243.00	2322.62	17259.94	2318.35	17259.94	
General Stipend and Tuition for girls 9 up to December 2009)	5671.77	1139.00	5378.46	0.00	-	-	-	
Improving School facilities	2343.33	372.64	481.25	245.93	207.50	338.08	239.89	
	<b>85793.82</b>	<b>8422.55</b>	<b>61102.71</b>	<b>2510.83</b>	<b>17206.07</b>	<b>2656.43</b>	<b>17499.83</b>	102.22%

3.InstitutionalsCapacity strengthening:								
Project Management	2909.43	687.08	360.00	446.17	506.26	285.10	283.38	
Institutional Capacity Building	775.89	0.00	160.48	0.00	302.00	0.00	161.81	
School Management Accountability	1920.86	0.00	1013.75	0.00	385.85	0.00	1030.02	
Education Awareness and Community Mobilization	1309.33	0.00	949.85	0.00	400.00	0.00	171.06	
	6915.51	687.08	2484.08	446.17	1594.11	285.10	1646.27	
4. Monitoring & Evaluation:								
Monitoring	802.32	0.00	332.19	0.00	128.97	0.00	179.34	
Evaluation	177.00	0.00	0.00	0.00	24.00	0.00	0.00	
CD/ VAT and Taxes	0.00	28.27	0.00	0.00	0.00	0.00	0.00	
Bank Service Charges	2874.53	1563.89	0.00	543.00	0.00	509.11		
Cost Escalation / Unallocated	2370.58	0.00	0.00	0.00	0.00	0.00	0.00	
	6224.43	1592.16	332.19	543.00	152.97	509.11	179.34	
Total of GOB and RPA	122195.65	11001.79	74929.83	3500.00	25000.00	3450.64	25499.41	99.83%
		85931.85		29000.00		28950.05		
Total un-allocated and Un-spent cost of SEQAEP		Tk. 122195.65 - 114881.90 = Tk.7313.75 lakh ( 94.01% over all financial progress already achieved up to June 2013 )						

**9.5 Comments:** In the fiscal year 2012-13, an amount of Tk. 29000.00 lakh has been provided in the RADP and against which GOB provision is Tk 3500.00 lakh. The remaining amount of Tk. 25500.00 is provided against RPA. In respect of providing allocations against aided project like SEQAEP, the Government is always flexible to meet the requirements placed by the concerned project. The Project Director, SEQAEP in association with his team members has successfully spent 100 percent of allocation provided for this fiscal year. During the period January- June 2013, the Project Director has given instructions to all concerned core officers of SEQAEP to follow the action plan in spending allocations and as a result, 100 percent released allocation is spent. Besides, the Project Director has been conducting monthly meetings together with his core officers including consultants. The proceedings of the meetings are also transmitted to all concerned stakeholders. At this stage, MEW opines that within the remaining life time of the project, the scheduled financial targets should be developed following the provisions of the RDPP and simultaneously, reimbursements of incurred expenditures need to be claimed and in this respect the FMS of SEQAEP will take proper actions. Accordingly, the WB will reimburse the claims already proposed or to be proposed. It is needed to mention that out of total allocation as per RDPP, Tk. 7313.00 lakh only remains unspent or unallocated which is very small to meeting up the cost of fiscal year 2013-14. At this stage, the government should provide required fund in consultation with the WB.

#### Physical Targets and Achievements up to December 2012

Components & Sub-components	RDPP Provision	Progress Achieved up to June, 2012	Target for FY 2012-13	Progress Achieved during the months July-2012-June 2013	Progress in percent in 2012-13
<b>1.Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels:</b>					
<b>Support for English Language and Mathematics Learning and Teaching:</b>					
<b>Number of RTs Trained</b>	800	144	656	796	121%
<b>Number of STs Engaged</b>	1400	nil	766	561	73%

Conduction of Additional Classes by RTs & STs	600,000	nil	300,000	298,000	100%
Incentive Awards to student, teachers and institutions	462,261	252,331	111,000	92461	83%
Developing the Reading Habit	6781	4500	2181	Processing going on	
Assessment of Education Quality: During the year, 2012 First Phase Assessment has already been executed among 300 SEQAEP schools in 30 Upazillas and based on which LASI-2012 published. The LASI-13 is being processed and planned to complete within December 2013.					
2. Improving Equitable Access for the Poor and School Environment					
PMT Based Stipends and Tuition to the Poor under Cat-1	5400,429	3937,457	1400,000	1165,821 eligible	100%
PMT Based Stipends and Tuition to the Poor under Cat-2					
Sub-total	5400,429	3937,457	1400,000	1165,821 eligible	100%
Institutional capacity building	Under this item of cost, workshop, training and orientations are being conducted by SEQAEP for the personnel of SEQAEP and stakeholders of field administration following the provision of MTR & RDPP.				
Improving school Facilities	The scheduled works under this component, most of all activities are completed. Only the items were pump, water tank and rainwater harvesting are planned to complete within this fiscal year.				
School Management accountability	Following the RDPP, most of the stakeholders are provided training and orientations over the scheduled activities to learn them about their role in school management concerned to government rules and about the programs related to SEQAEP..				
Education Awareness and Community Mobilization	The PIACT was associated with the awareness activities as per contract signed and its duration has already been ended in October 2012.				
4. Monitoring and Evaluation					
Monitoring	Details of monitoring tasks executed by MEW have been narrated in the respective item of progress. May kindly be seen in respective items of description.				
Evaluation					

**9.6 Comments:** In changing modalities and scopes of different sub-components of the RDPP, the progress of achievements so far obtained during the period January- June 2013 and for this fiscal year is objectively remarkable. At the beginning of the fiscal year, the Project Director along with his associates started to implement the scheduled programs as mentioned earlier. Since beginning of the year, the MEW personnel have started to monitor the executing tasks through field verifications, verifications over telephones with the concerned stakeholders and with the target groups. Eventually, the physical progress during the period July-June 2012-13 has been achieved as of target planned. In maintaining the process of monitoring of all tasks, all personnel of SEQAEP and MEW including consultants should render combined efforts covering all SEQAEP institutions on monthly and yearly basis. As a whole, the cumulative progress of achievements at the end of the project life could be possible to achieve as of target scheduled in the project documents.

**10. Component-wise Summary Statement of Achievements of SEQAEP:** Following the 4 major and 13 sub-components have been carefully considered for assessing the existing status of implementation of SEQAEP. Detailed assessment framework consisting of 13 sub-components is fragmented as of the schedules of RDPP. Required information incorporated into this report has received from the SEQAEP Unit, BANBEIS, PMTA, and



DPC of SEQAEP. In addition, the observation & recommendations over the field visits by the MEW officers made in their reports, those have incorporated into report.

Following the RDPP provisions, the major component “**Improving Education Quality and Capacity to Monitoring Teaching- Learning Levels**” was framed consisting of 4 sub-components, those are; (i) Support for English Language and Mathematics Learning and Teaching (ii) Incentive awards to Student, Teachers and Institutions, (iii) Development of the Reading Habits, and (iv) Assessment of Education Quality. These four sub-components were aimed at achieving quality of education and to realizing the assessments of learning standard in grades 6-10 of the secondary levels. The physical progress and consequences of the said sub-components are briefly narrated in the following tables:

#### 10.1 Physical Achievements on ‘Support for English & Mathematics’ under sub-component no 1.1

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

#### 10.2 Physical Achievements on ‘Support for English & Mathematics’ Program following RDPP

Coverage		Institutions Selected		Number of RTs Selected		Number of RTs joined		Number of institutions visited	
District	Upazillas	Eng.	Math	Eng.	Math	Eng.	Math	SEQAEP	Consultants
37	55	402	402	556	612	440	492	150	60

Items of Work	Target as per RDPP	Cumulative Achievements up to June 2012	Target and Progress of FY 2012-13		Cumulative progress up to June 2013
			Target	Progress during January-June 2013	
Training to RTs on English & Mathematics	800	696	104	472	1168
Training of STs on Mathematics	1400	00	00	00	00
One day refresher on English	1200	537	600	465	1002
Total of training	3400	1233	704	937	2170
<b>Conduction of Additional Classes</b>					
English Language	300,000	42738	180,000	84,940	127,578
Mathematics	300,000	64372	180,000	106,050	170,422
Total of classes conducted	600,000	107110	360,000	190,890	298,000

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

Grades/ Classes	Students Enrolled	Students registered		Sections opened for ACs in SEQAEP schools	
		Eng	Math.	Eng	Math.
6	43768	15320	12800	241	298
7	35603	15320	12800	241	298
8	31664	15320	12800	241	298
9	22921	15320	12800	201	270
10	17678	15320	12800	201	270
Total	151634	76,600	64000	1125	1434

“Support for English & Mathematics” is the most important sub-component under SEQAEP introduced through conduction of additional classes on English Language and Mathematics. Its aim is to improve the low performing 402 institutions among 7000 SEQAEP institutions under 55 Upazillas. In coming years, the number of institutions will be increased. In view of achieving the targets, 298,000 out of 600,000 classes have already been conducted in English & Mathematics. For English and Mathematics, 76,600 and 64,000 students are registered and to teach the students 1125 and 1434 number of sections are opened respectively in selected SEQAEP schools. In addition, the selected teachers RTs are being trained at the beginning and now they are offering one-day refresher training to improve their professional performances.

**10.4 Follow up Training of RTs:** 556 and 512 RTs recruited for conducting additional classes and they have been trained in phases. In the training sessions, opinions of RTs are briefly pointed out, those are; Communication system for their movement is not good, SMC and HTs demanding monetary remuneration, teachers are to come from long distance, Sts & HTs are very much cooperative, in most of the institutions students are not interested to attend the additional classes because of harvesting, parents are not well informed, STs are engaged in coaching elsewhere, and remuneration of RTs are not paid properly and in time etc. These are the problems raised by the teachers. The concerned SEQAEP authority will minimize the problems raised by Resource Teachers.

**10.5 Performances of Consultants involved in English Language and Mathematics:** A team consisting of three Junior Consultants headed by one part-time national consultant has been engaged to assist the Project Director for providing technical assistances for the program of “Additional Classes in English”. It is indeed that the additional classes are being carried on following the changed modalities of strategies and scopes by utilizing the efforts of Resource Teachers of English. The RTs have already been recruited in line with the method through open competitions. The selected RTs were offered training soon after final selection made by SEQAEP and then they posted to their assigned institutions. In performing these steps of activities, the consultants have been rendering effective role under the disposal of the Head teachers.

In line with the said modalities of Additional Classes in English language, the consultants involved in Mathematics have been shouldering their assigned responsibility effectively. For this subject also, a national Consultant on part-time basis, together with three Junior Consultants has

been engaged to provide technical assistances to the Project Director. Since inception of additional classes in Mathematics, Resource Teachers (RTs) were selected through open competition and then the selected teachers were trained at Dhaka. On completion of successful training, they posted to their respective institutions and instructed them to work under the disposal of the Head teachers.

During the period January – June 2013, the consultants in both the subjects; English & Mathematics, they have performed the following tasks following the guidance's and instructions of the Project Director, SEQAEP:

**10.6 Particulars of Work Executed by Consultants for English:** Under the overall supervision of a part-time National Consultant and two junior consultants are involved for conducting additional classes for English Language. During the period from January to June 2013, they have been performed the major tasks. As such they have performed the works; sorting out and verifying the applications , prepared plans for conducting training to resource teachers for English, prepared list of Resource Persons for conducting classes of the training courses, prepared guidelines for conducting training of Resource teachers, inviting the teachers for attending courses over phone, supervision and monitoring the training of six days, prepared reports on the training programs, maintaining regular correspondence with the teachers head teachers and USEOs and planning design and developed training schedules, manual including materials etc. The consultants have also been involved in developing course materials for refresher courses and reports. Moreover, the consultants are used to observe the additional classes conducting by the Resource Teachers through field visits.

**10.7 Particulars of Work Executed by Consultants for Mathematics:** Three Junior consultants headed by one national on part-time basis and have been working for additional classes on Mathematics. During the last six months since January 2013, they have been performed the major tasks. As such they have performed the works, those are; sorting out and verifying the applications , finalized the list of RTs for issuance of appointment and transmitting the same to WB for approval, prepared plans for conducting training to resource teachers for English, prepared list of Resource Persons for conducting classes of the training courses, prepared guidelines for conducting training of Resource teachers, inviting the teachers for attending courses over phone, supervision and monitoring the training of six days, prepared reports on the training programs, maintaining regular correspondence with the teachers head teachers and USEOs and planning design and developed training schedules, manual including materials etc. The consultants have also been involved in developing course materials for refresher courses and preparing reports. Moreover, the consultants are used to observe additional classes through field visits.

**10.8 Particulars of Work Executed by the Consultant for Quality Assurances of Executions of SEQAEP Programs:** A Consultant for the PIU of SEQAEP has been involved to assisting the Project Director, particularly, to look into performances of several works executing in the PIU. Categorically, he has been providing feedbacks to Project Director; those are

mostly transmitting to the WB and MOE. Since his joining, he has already been developed progress of achievements of SEQAEP. In addition, he has been involved in preparing proposal for additional financing. In totality, his rendering efforts are significant and in future, he will be more effective in preparing the project documents together with the core officers of SEQAEP following the upcoming recommendations to be accepted by the Government as well by the World Bank.

**10.9 Recommendations of Field Verifications made by MEW on Additional Classes of English and Mathematics:** The personnel of MEW visited 23 SEQAEP institutions during May 2013 to verify the schedules of interventions. During their visits, they mostly verified the programs; additional classes on English and Mathematics, ISF, PMT based stipend and tuition subvention program and verified 64 institutions, those have allegations, those are; about existence, no students learning, and all those have been receiving all facilities of SEQAEP etc. The individual reports have been summarized following the interventions and communicated to all concerned for necessary actions by the authority of SEQAEP. In the summarized report, the main and vital recommendations are briefed on additional classes as mentioned below:

- \* The Madrasha namely “Amlai Mohammadia Mohila Dakhil Madrasha” situated in the Sharsha Upazilla under Jessore district should be issued instructions for increasing girl students in additional classes;

- \*The suspended additional classes for last two months of “Aysha Osman Girls High School” of Shariakandy Upazilla under Bogra District could be considered for re-opening and in this regard decision might be taken following the request letter of Secondary Education Officer concerned;

- \*The intervention “additional classes” should be stopped and the allocation already provided should be taken back from the institution “B B Chowdury High School” of Baskhali Upazillas under Chittagong District. Details are needed to be seen in the report produced by the concerned verifier;

- \* Considering the number of students attending the additional classes on English language, at least one additional RT needed to be appointed and posted there for conducting the classes smoothly for the Ambari high school of Duarabazar Upazilla under Sunamganj district;

- \* During physical verification, the head teacher of the said school was found absent and at the same time, he suspended the additional classes during summer vacation. The head-teacher might be asked to explain the reasons, why he suspended the additional classes.

- \* The concerned Secondary Education Officer of Jaldhaka Upazilla reported to the verifying officer and accordingly it is recommended in the report that the program of additional classes of “Parchim Gulna Darus-salam Girls Dakhil Madrasha under Nilphmari District should be withdrawn;

- \*Those MPO included teachers are appointed in any School and Madrasahs as RTs; most of them are not sincere in conducting additional classes,

because; that they are mostly busy with their regular duties of their own institutions. In this situation, fresh graduates and if found retired school teacher should be deployed for additional classes.

**10.10 Recommendations of Field Verifications made by SEQAEP personnel on Additional Classes:** During the period January- June 2013, the SEQAEP personnel have executed physical verifications to 60 SEQAEP institutions, those are selected for additional classes on English and Mathematics. On verifying the reports by the visiting officers, three RTs have already been terminated, because of their negligence in conducting additional classes and against 16 institutions, show cause notices have been issued by the Project Directors. These institutions have not been conducting additional classes properly and particularly in accordance with the terms and conditions of the operation manual of additional classes.

**10.11 Comments:** The program 'conduction of additional classes in selected 402 education institutions is an effective one and considered to be the replacement of coaching business. There may be some problems raised by the RTs regarding their personal purposes not against the program. These problems will be solved automatically; while it will be familiar with the normal schooling. It is significant that at the beginning, a total of 76,600 students for English and 64,000 students for Mathematics have been registered. In coming periods, this program will be more effective, if the teachers will be given proper training and instructions for carrying out their responsibilities. However, through physical verifications, class observations by utilizing the experts and head teachers. The additional classes will be attractive. Besides, the SMCs, RTs, STs and PTAs might follow the manual produced for this purpose by SEQAEP. Furthermore, considering the above recommendations, the SEQAEP will take immediate action and measures to resolve the issues rose against the institutions.

**11. Incentive awards to students, teachers and Institutions:** With a view to introducing competition among the students, teachers and institutions within the concerned SEQAEP institutions towards improvement of quality of learners of all grades in secondary levels, "**Incentive awards to students, teachers and Institutions**" have been carried on under SEQAEP. In the RDPP, the design and implementation modalities have been changed like package program concern to students, teacher and institutions. In accordance with the provision of RDPP, incentives are being awarded once in a year based on results of school final in different grades and SSC/ Dakhil Public examinations. During the period January-June 2013, the achievements along with cumulative achievements against this sub-component are framed in the following table:

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

Items of Work	Scheduled Provision as per DPP	Cumulative Progress up to June, 2012	Target for FY 2012-13	Progress achieved during the months july-december 2012	Cumulative Progress up to December, 2012

01	02	03	04	05	06
<b>SSC Incentives Award to Institutions:</b>					
Best Performing Award to Student	249,664	134,202	The strategies and modalities of this sub-component have been changed following MTR. Based on MTR the achievements for the period July – December 2012 and consequences are quantified in the table as mentioned below.		
SSC/ Equivalent Exams (PMT)	137,000	118,131			
Awards to teachers on English	6,850	2,995			
Awards to teachers on Mathematics	6,850	2,986			
Awards to institutions	8,290	4,523			
Grade progression	1,535	155			

Items of Work	Scheduled Provision as per RDPP	Cumulative Progress up to June 2012	Target for Fiscal year 2012-13	Progress achieved during 2012-2013	Cumulative Progress up to June 2013
Awards for Class-7 based on annual exam. of class-6	56,877	33,550	11,500	11431	44,981
Awards for Class-8 based on annual exam. of class-7	56,877	33,550	11,500	11432	44962
Awards for Class-9 based on JSC/ JDC	56,877	33,550	11,500	4543	38993
Awards for Class-10 based on annual exam. of class-9	56,877	33,550	11,500	10795	44255
Awards for SSC/ Dakhil Pass students	234,753	118,131	65,000	72259	190,390
Sub-total	462,261	252,331	111,000	110460	363,581

**11.2 Comments:** In compliance with the provision of the RDPP, the progress so far realized is merely satisfactory. Mostly the incentive program is on the way to achieve the target, but in the remaining project period, only one fiscal year is ahead. In this year, the targeted schedule could be achieved. However, this is a new program introduced in SEQAEP institutions in view of making competition among the students for improving the quality of students in grades 6-10. After completion of the project, this incentive program should be continued.

**12. Developing the Reading Habit:** As an associating partner BSK has been vested the responsibility to implement the Developing Reading Habit (DRH) program which is a scheduled sub-component of SEQAEP. The program is very useful for the students, particularly during leisure of school hours and in houses, they can utilize their time into books. In implementation process, all institutions within 125 SEQAEP Upazillas are scheduled to provide books, develop strategies of readers group and through orientation of stakeholders in the school levels. The performances and activities of this program are framed in a table as noted below.

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

Items of Work	Scheduled Provision as per DPP	Cumulative Progress up to June, 2012	Target for 2012-13	Progress achieved during January-June	Cumulative Progress up to June 2013
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				2013 December, 2012	
01	02	03	04	05	06
Introduction of Reading Habit Program	6781 project Schools	4500 institutions	2181 inst.	00	4500 inst.
Training for library in-charge	6781 schools	4500 inst.	2181	00	
Supply of Appropriate Books	170 in each inst)	170 in each institutions	4481 inst.	2000inst.	6669 institutions
Book Prize/ Award Provided	Based on Criteria	52,803 books in 994 institutions	2484 institutions	216,718 copies of books	1 <sup>st</sup> & 2 <sup>nd</sup> phase completed
Enrollment of Book Readers	1478,100 Readers	940,907 Readers	678,000 Readers	nil	940,907 Readers
Bangla Book Readers	1250,000 Readers	451,159 Readers	382,500 Readers	376,464 Readers	609,503 Readers
English Book Readers of Grade 6-8					
English Book Readers of grades 9-10					
Administrative Associate Administrator	BSK				

**12.2 Comments:** Following the scheduled projection of 'Developing the Reading Habit' Program and on instructions by the Project Director, SEQAEP, since inception, cumulative program up to June 2012 is quit satisfactory. The BSK has completed the targeted 4500 institutions under SEQAEP Upazillas. In the RDPP, number of institutions has already been increased from 4500 to 6781. At this stage, the BSK is being introducing DRH program following the scheduled modality. Hopefully, during the remaining projected period, all institutions under SEQAEP will be completed. This program needs to be introduced all over the country phase by phase. The main reason is that students can utilize their off periods in the library or at home by issuance of books from the institutions.

**13. Sub-component 1.4: Assessment of Education Quality:** With a view to measuring the level of qualities in different grades at the secondary levels particularly, on Bengali, English & Mathematics, this sub-component was scheduled into SEQAEP and was introduced for the first time. In the year 2012, assessment of standard in secondary levels in grades- 8 on Bengali, English Language and Mathematics were conducted in about 8278 secondary institutions in 30 selected SEQAEP Upazillas. The Australian based internationally reported firm ACER was engaged to develop assessment tools in association with SEQAEP, NCTB & MEW of the DSHE. The local experienced firm ADSL was involved to provide administrative supports. However, the first survey was conducted smoothly and successfully and based on which final report including findings was prepared and published. The final report was disseminated by arranging a ceremonial decoration held on 5 April 2013, where all concerned decision makers and stakeholders attended the ceremony. The Hon'ble Minister for education attended the occasion as the Chief Guest.

The provision of RDPP of the said assessment program is being processed under the overall supervision of the Director, MEW. NCTB and others concerned contributed in developing and finalizing the test materials for the Second Assessment program on Bengali, English and Mathematics over the students of grades 6 and 8 in 2013. The test instruments hve initially developed by ACER and soon after receiving the tools, a seven daylong workshop was organized by MEW, where experts of NCTB and others concerned present. The developed tools will be utilized for conducting pre-trial in 30 selected institutions located in 10 SEQAEP Upazillas. The schedules of pre-trial is yet been announced.

**14. Improving Equitable Access):** Under this major component, some sub-components such as (i) PMT based stipends & tuition subventions to the poor boys & girls, (ii) General Stipends and Tuition free Facilities and (iii) Improving School Facilities have been scheduled into SEQAEP.

The sub-component PMT based stipends and tuition free subvention facilities to poor learners of grades 6-10 has been newly introduced in 125 SEQAEP institutions. To ensure the equitable access of poor learners at the secondary levels and to retain them in learning process, this program is taken by the Government. In other projects also, this type of stipend awarding projects are being executing under DSHE. However, SEQAEP has been executing this program following the 'Proxy means Test' method for screening the real poor learners. The PMT screening activities has been administering by LGRD through a partnership agreement between SEQAEP and LGRD. Before introducing the PMT based stipend program, "General Stipends Program" was carried on up to June 2010 to avoid gap of processing period of PMT. Another sub-component "Improving school Facilities" was also introduced earlier. To sustain healthy environment for learners, this is a continued program for providing sanitation facilities together with the provision of safe drinking water. These facilities are being providing by executing a partnership deed between community and SEQAEP.

**14.1 PMT based stipends & tuition subventions to the poor boys & girls:** The sub-component "PMT based stipends and tuition subventions to the poor learners" is the most important intervention among all schedules of SEQAEP. In providing stipend and tuition subventions the procedures are being carried out, those are; (i) preparation of ACF based on received applications by the students from PMTA, (ii) disbursement of funds following the ACF received from PMTA, and finally (iii) reconciliation of stipends & tuitions subventions. In performing these tasks, conduction of PMT national workshop, modification of PMT application forms, printing of these forms and distribution of PMT application forms for field levels by PMTA etc. are used to complete. Later on, booth selections at the union levels and operation of booths for ten days etc. are also used to execute under PMT method. On completion of the above tasks, PMT based stipend and tuition subventions are categorized into two category; Category-1 and Category-2. Under category-1, poor both boys and girls and under category-2 only poor girl students are being awarded tuition subventions.

During the period January-June 2013, First installment of stipend and tuition subventions of the academic year 2013 has been prepared incorporating eligible learners of grades 6-10. However, incorporating the received information from the SEQAEP as well as from the PMTA/ LGRD, overall progress including the period January-June 2013 has been framed in a table as shown below:

**14.2 Physical Progress of the Sub-component 2.1: PMT Based Stipends & Tuitions to the Poor**

Items of Work	Scheduled Provision as per R DPP	Cumulative Progress up to June, 2012	Target for Academic year 13	Progress achieved during January- June 2013	Cumulative Progress up to December, 2012
01	02	03	04	05	06
<b>Stipends &amp; Tuition under Category- I:</b>					
Boys Student	4339,548	1320,506	464,865	432,019	1752,525
Girls Student		1851,606	538,829	566,616	2418,222
<b>Sub-total of</b>	<b>4339,548</b>	<b>3,172,112</b>	<b>1003,694</b>	<b>998,635</b>	<b>4170,747</b>



<b>Category -I</b>					
<b>Tuition Facilities under Category-II:</b>					
Girls Students	<b>1060,881</b>	<b>589,159</b>	<b>250,000</b>	<b>176,186</b>	<b>765,345</b>
<b>Total (Category. I+II)</b>	<b>5400,429</b>	<b>3761,271</b>	<b>1175,277</b>	<b>1174,821</b>	<b>4936,092</b>

Out of total provision of 54 lakh, more than 49 lakh 36 thousand poor students have already been awarded stipend and tuition subventions in two categories. In this fiscal year, the targeted poor students could be about 12 lakh, but no provision is yet been provided in the RDPP and as result, no financial provision is made. To meet this crisis, immediate steps needed to be sorted out in consultation with the WB.

**14.3 Comments:** Under the PMT based Stipend & Tuition Program of SEQAEP, LGRD has been associating with the program as an administrative partner. Projections of PMT based poor learners up to June 2013 have been prepared and incorporated into the RDPP, where total projection was made for 5400,429 poor students. Out of the projected poor students, up to December 2012, 4936,092 students are already awarded stipends under both categories. It is needed to note that as per RDPP, provision of PMT has been made only up to June 2013 and for the remaining period of the project; no provision up to June 2014 has been made. Therefore, to provide PMT facilities to poor learners required provision needed to be incorporated. Eventually, further revision of the RDPP for the second time is an utmost priority. Moreover, the required enhanced financial provision will have to be provided in the proposed RDPP for the period coming ahead,

**14.4 Improving School Facilities (ISF):** As a continued program of FSSAP-2, the sub-component titled "Improving School Facilities (ISF) was incorporated into SEQAEP. This program is aimed at ensuring healthy environment in selected SEQAEP institutions of 125 Upazillas. It was mainly framed to provide the facilities; such as construction of twin-latrine, setting up shallow and deep tube-wells, Rain water harvesting, Water pump, Water tank, and Arsenic test etc. In constructing and providing with some interventions, the community has been sharing 10 percent and the remaining costs are being borne by SEQAEP. In view of confirming safe drinking water and sanitation facilities separately for boys and girls in each of all SEQAEP institution, this program has been taken under SEQAEP

At the beginning of the fiscal year, 2012-13, based on RDPP provision schedules of ISF activities were planned following the set terms and conditions of the program, work orders were issued. In the second half of the fiscal year i.e. during January – June 2013, all ordered items of work are supposed to be completed within June 2013. Details of targeted works and progress of achievements are tabled as mentioned below:

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

Items of Work	Scheduled Provision as per DPP	Cumulative Progress up to June, 2012	Target for FY 2012-13	Progress achieved during January- June 2013	Cumulative Progress up to June, 2012
01	02	03	04	05	06
Shallow Tube-well	1020	748	285	285	1002

Deep Tube well	920	730	202		920
Twin Latrine	1865	1465	414	414	1865
Rain Water Harvesting	60	42	40	32	74
Water Pump	2000	Nil	1000	796	796
Water Tank	2000	Nil	1000	796	796
Water purifier	1760	nil	1760	1760	1760
Arsenic Test	650 KITS/ BOXES	520 h=kit/ boxes	130 h-kits	135	655kit/boxes

#### **14.6 Recommendation of Physical Verifications made by MEW**

**Personnel on ISF Program:** The officers of MEW have executed physical verifications to 20 SEQAEP institutions for observing the ISF Program during the last six months since January 2013. All individual reports are consolidated in a summary form , where most pertinent issues are sorted out and noted as recommendations as stated below:

\*The concerned institution will keep the latrines neat and clean regularly along with mug, balti and soap. Moreover, the head of the institutions will be responsible to keep his complex clean. In these respect, instructions needed to be issued by SEQAEP.

\*The Arsenic Test Card must be sighted in a popular place and it is to be maintained by the concerned institutions;

\*Most of the institutions have no users group and in this respect general orders should be issued by SEQAEP;

\*In selecting institutions, required information following the set criteria of ISF program must be observed and examined;

\*On completion SEQAEP, the USEOs are needed to be instructed about ISF program particularly for abiding by the guidelines already communicated to the concerned institutions;

**14.7 Comments:** In view of targeted works of this sub-component shown in the above table, the cumulative progress of achievements up to June 2013 is measured to be excellent. In this fiscal year 2012-13, the planned items of targeted works are mostly achieved. In accordance with the provisions, particularly, the items; shallow tube-wells, Deep Tube wells, Twin latrines, Water purifier Arsenic tests are completed. The other projected items such as; Rain water harvesting, water tank and Water tank are needed to make plan in the next fiscal year 2013-14. Regarding ISF program particularly, among the findings stated in the Annual Education Institutions Census 2012, that about 8 percent institutions have no water supply facilities. What are those institutions should be sorted out from BANBEIS. If this information is found correct, the institutions need to be considered under ISF program. MEW opines that all scheduled item of works of this sub-component are going to be completed within the lifetime of SEQAEP.

**15. Institutional Capacity Strengthening:** It is a major component consisting of 04 sub-components. The sub-components were scheduled; 2.1 Project Management, 2.2 Institutional Capacity Building 3.3 School

## Management Accountability and 3.4 School Awareness and Community Mobilization.

In view of developing and increasing, the capacity in SEQAEP schools and management of stakeholders and to ensuring transparency particularly, in financial aspects, this major component was included into the project. Through this major component the SMCs, MMCs, PTAs, and stakeholders will be empowered to performing credible arrangements of secondary education. To strengthening the school management, some initiatives such as; (i) formation of SMCs, and PTAs, (ii) training to the members of the SMC & MMCs and PTA, (iii) introducing schools to conduct social assessment and mobilization (iv) introducing school information reporting card systems etc. have been undertaken. Under this program, to develop design, training materials, a national level consultant was engaged for providing supports to the Project Director. In June 15, 2013, the contract period of the said Consultant has been ended.

**15.1 Sub-component 3.1: Project Management:** Under the major component "Institutional Capacity Strengthening", two units namely 'SEQAEP Unit' and Monitoring & Evaluation Wing (MEW) were established in the project documents of SEQAEP. SEQAEP Unit is vested to implement the scheduled activities under the sub-components and MEW is vested to monitor and evaluate the executing the tasks of SEQAEP including other projects of the DSHE. In addition, the MEW is assigned to administer the sub-component "Assessment of Education Quality" and 'Annual Education Institutions Census' executing by BANBEIS scheduled under SEQAEP. It is in deed to note that along with monitoring tasks, MEW is devoted to monitor the tasks of SEQAEP with special emphasis.

To execute the scheduled programs of SEQAEP Unit, it was established with 40 posts headed by Project Director, The project director has been assisting by two Deputy Directors, 2 Assistant Directors and a good number of Education Officers. The team of SEQAEP is mostly involved in preparing design, modalities of implementations, training manuals, operation manuals, and conduction of several trainings, orientation sessions and workshops for several sub-components etc. A group of local consultants is also assigned for several outcome areas to assist the Project Director. The consultants are mostly recruited for procurement, financial management, and quality for assurance of proper execution, and conduction of additional classes in English and Mathematics etc. Regarding performances of consultants, it could be noted that their efforts are accountable in achieving the present success of SEQAEP.

Since July 2008, MEW headed by Director was established. Two Deputy Directors, two Assistant Directors and two Project Officers were posted to MEW, mostly responsible to assist the Director. All posts of MEW are scheduled to transfer into the regular revenue budget. In accordance with the decision of the Manpower Committee of the Ministry of Finance and DPP provisions, a proposal has already been initiated to transfer the Setup of MEW into the Regular Revenue Budget. However, the main tasks of this wing are to monitor and evaluate the executions of SEQAEP and other projects of the DSHE. At present, one consultant has been assisting the Director for formulating the process of monitoring and evaluation of SEQAEP including other projects of the

DSHE. Since beginning of MEW, all personnel of MEW are involved in carrying out the responsibility of physical verifications of educational institutions to observe and verify the executing tasks of SEQAEP. They are also collecting information from all concerned and based on which Semi-annual Reports have been producing by MEW and disseminating to all concerned. In each of all published Semi-annual reports, other than scouting all ADP included investment projects are covered. In this report, 19 projects are addressed stating details of progress of achievements and other related aspects of implementations.

At present, some changes have been occurred in different core positions of both SEQAEP Unit and MEW. The present Project Director, SEQAEP is very active towards scheduled implementations having cooperation from his team members in view of performing time-bound programs. At this stage, the scenarios of exact status of SEQAEP are firmly moving towards completion of all schedules of interventions within the lifetime of the project. Regarding MEW, it is now in a shape to establish monitoring and evaluation system covering all development projects of the DSHE.

**15.2 Data Processing Centre under sub-component 3.1:** The DPC of SEQAEP and MEW is now carrying out the vested responsibility as of provisions stated in the DPP. A few months ago, two IT consultants were recruited, at present they are trying hard to make SEQAEP functional as a single source of all information. MEW opines that desirable aspirations have yet been produced by DPC

**15.3 Institutional Capacity Building under the sub-component no 3.2:**In building up the capacities of all personnel, working in the concerned areas of SEQAEP, they should have training to enhance their professional skills. Keeping the view in mind, the sub-component “Institutional Capacity Building” has been inserted into the DPP. Since launching of SEQAEP, good number of training, orientation sessions and workshops were conducted on several issues and interventions applied for schools and also for stakeholders, field level administrations and key persons involved in implementation. During the last six months since January 2013, some training programs have been arranged by SEQAEP particularly, for the RTs of English and Mathematics to make them refresh over their subject, particularly in conducting classes. In view of conducting “Assessment of Education Quality” on 3 July 2013 in selected 10 Upazillas, MEW has arranged an orientation session for concerned head teachers, Upazillas Secondary Education Officers, District Education Officers and Deputy Directors of Zonal Education offices. The SEQAEP officers and other personnel concerned attended the sessions.

**15.4 Sub-component 3.3: School Management and Accountability:** The main objective of School Management and Accountability is to increase and orient the capacity of the SMC and PTA members of non-government secondary education institutions confined to 125 Upazillas. Through this Sub-component m00000rs of the SMC, PTA and Social elites around the school areas, SMC PTA members are scheduled to aware and train them by arranging several programs based on existing rules and regulations of the Government and following these tasks, it will help to make the institutions transparent and accountable. Moreover, awareness in the community and social mobilization over the

importance of education could be established through this program. In the RDPP, there are provisions to orient the SMC & PTA members about modalities of conducting additional classes on English and Mathematics and over the changing scopes, design, and modalities of implementations on other interventions also. In accordance with the provisions of the RDPP, the Project Director has initiated to train the concerned stakeholders having cooperation and assistance of the National consultant involved in for this purposes. To be mentioned that the contract period of the national consultant is ended in 15 June 2013.

Under this sub-component, 1664 Head teachers, Chairpersons of SMCs of SEQAEP schools were trained during the last fiscal year. Further, in September 2012, 500 teachers were trained for improving modalities of additional classes. All these training courses were arranged in view of smooth effective conduction of additional classes. In providing training USEOs, AUSEO and locally available resource persons attended the training courses.

**15.5 Comments:** During the period January- June 2013, no substantial training courses have been conducted for improving the aspects of school management programs. Under this program, further training will be required following enhanced scopes are considered and incorporated into the future revised project documents depends on additional financing by the WB. MEW can opines that comparing SEQAEP and Non-SEQAEP schools, the SMC and PTA SEQAEP institutions are more concerned about school administration relating to improving quality of education and to serve the community in awarding PMT based stipends and tuition subventions.

**15.5 Education Awareness and Community Mobilization under sub-component no 3.4:** To aware the community members and parents of the learners about the importance of education, this sub-component titled "Education awareness and Community Mobilization" was taken under SEQAEP. As per schedules of the project documents, awareness activities were initiated by PIACT on contract out method. Following the contract clauses, the PIACT executed number of tasks such as Sharee, Jaree & Pala Gan, printing of posters and cultural shows etc around the SEQAEP schools in 125 Upazillas and through the assigned activities, the parents and community members have become aware particularly, on PMT based stipend and tuition subventions and other interventions undertaken through SEQAEP. In last October 2012, the contract period with PIACT has already been ended.

**15.6 Comments:** The local firm PIACT was an associating collaborate to aware the parents and community members about the importance of education through several tasks those are popularly acceptable to the society. To be noted that through the performances extended by PIACT, PMT based stipends and other programs performing by SEQAEP are now effectively communicated to the communities. During their performances, the personnel of MEW and SEQAEP physically verified their tasks. After completion of Awareness Program, SEQAEP schools and PTA have been carrying out the responsibilities toward importance of PMT based stipends and other programs scheduled under SEQAEP.

**15.7 Procurement:** The ensure executions of the scheduled sub-components of the project documents, procurement of goods and services could be dependable to all concerned. In SEQAEP, one Procurement Specialist has been working to procure all types of goods and services. One core officer is vested to perform in procurement process. Both the personnel are trying hard to procuring the required goods and services following the schedules of the RDPP.

During the fiscal year 2012-13, huge goods and services have been planned to procure under SEQAEP, those are of measuring good number of packages. As such the packages are; services for Internal Audits, PMT Validation, compliance Verifications over the interventions at the institutions, SMC Training Firm, Technical Specialist on English & Mathematics for Additional Classes, Customized Tally Software's, Senior Consultant for Monitoring, IT Consultants for DPC and Evaluation Wing, Impact Study on Additional Classes, Impact study on Incentives and Local Firm for Education Quality Assessment Program, etc. In addition, procurement of Vehicle, Computer and Accessories, Awarding Books for the students, Printing of Certificates, Program Books and kits for Arsenic test etc. are also planned for procurement. A detailed statement of procuring goods and services are furnished in the following table:

	Item of Services & Goods	Initiating Month/ Year	Existing Status
1	Services for Internal Audits	July,2012	Completed
2	PMT Validation	August, 2012	Evaluation Along with recommendation sent to WB for comments
3	Compliance Verification	August, 2012	Completed
4	SMC Training Firm	September, 2012	Completed
5	Senior IT Consultant	September, 2012	Completed
6	Junior IT Consultant	September, 2012	Completed
7	Additional Class Technical Specialist for Maths.	October, 2012	Completed
8	Addl. Class Jr. Mgr. consultant for English	October, 2012	Completed
9	Addl. Class Jr. Mgr. consultant for Eng.	October, 2012	Completed
10	Addl. Class Jr. Mgr. consultant for Math.	October, 2012	Completed
11	Additional class Jr. Implementation Consultant for English-1	October, 2012	Completed
12	Additional class Jr. Implementation Consultant for English-2	October, 2012	Completed
13	Additional class Jr. Implementation Consultant for Math-1	October, 2012	Completed
14	Additional class Jr. Implementation Consultant for Math-2	October, 2012	Completed
15	Consultant for Quality Assurance	October, 2012	Completed
16	Computer & Accessories for SEQAEP	October, 2012	Completed
17	Senior Consultant for MEW	August 2012	Completed
18	Consultants for effectiveness study on additional classes	November 2012	Completed
19	Consultants for effectiveness study on incentive program	November 2012	Completed
20	Assessment of Education Quality (G-6 & G-8)	November 2012	Evaluation along with recommendation sent to WB for Comments
21	Printing of Certificates	November, 2012	Completed
22	<b>Arsenic tests/ kits</b>	August, 2012	Completed
23	<b>Awarding Books</b>	October 2012	Completed
24	Printing of books	October 2012	Completed
25	Customized tally software	November, 2012	Completed
26	<b>Cross-country Vehicle</b>	October, 2012	Completed
27	Financial management Specialist	February, 2012	Completed
28	Procurement specialist	February, 2012	Completed
29	Furniture for 125 USEOs	December, 2012	Completed

30	Air cooler, Fax machine for SEQAEP office	December, 2012	Completed
31	Environment Specialist	December 2012	completed
32	Junior EACM Consultant	February 2012	completed

**15.8 Comments:** In order to meet the requirements of executing tasks concerned to sub-components of SEQAEP, the above-mentioned 32 packages of goods and services started processing since July 2012. Out of 32 packages, two items is yet been completed. Hopefully, these two items will be completed soon. Regarding procurement, it can be opined that procurement processing and execution of several steps are difficult, because of involvements of many stakeholders and evaluation always needed to be cleaned and transparent. MEW opines that the personnel involved in procurement, successfully executed and completed all the planned items of goods and services.

**15.9 Financial Management:** To perform the financial tasks of SEQAEP, 1 Specialist and 1 core officer namely Accounts Officer are assigned to perform all types financing activities. In particular, they are responsible to prepare expenditure statement having statement from CONTASA relating to RPA and financing of GOB etc. Simultaneously, they are responsible to claim reimbursement from the WB against incurred costs of RPA portion. Moreover, they are providing feedbacks to the WB and others concerned on monthly, half-yearly and yearly basis. In fact, the finance section is involved in executing the tasks as like as preparation of development Programs, demanding fund both from GOB and from the World Bank, disbursement of fund to concerned stakeholders, reconciliation of fund with the CONTASA, Internal & External Audits, and coordination with the MOE, DSHE, MOF, Agrani Bank, IMED, WB and Planning Commission etc. In this fiscal year 2012-13 Tk. 29000.00 lakh has been allocated in the RADP. Out of this allocation about 100 percent costs has already been spent.

**Comments:** Having instructions by the Project Director, the FMS and Accounts Officer concerned has been performing regularly the assigned tasks. During the period of January- June 2013, the finance section has timely produced expenditure statements and submitted to all concerned. Regarding performances, MEW can express great satisfaction over the activities of financial managements of SEQAEP.

**16. Monitoring & Evaluation:** In view of monitoring and evaluating the executing activities of SEQAEP and activities of other projects of the DSHE, two sub-components namely monitoring and evaluation was incorporated into the approved project documents. Earlier no monitoring and evaluation system was introduced for DSHE. Its main tasks are to ensure systemic documentation of all project inputs, process, output and outcomes and to establish integrated relation with all project interventions and with the projected outputs & outcomes scheduled in each of all projects. In carrying out the assigned tasks, training, workshops, several meetings and orientation sessions including physical verification in project locations need to execute by MEW. In addition, the MEW, has been vested the responsibility to work as focal point of monitoring of additional classes on English & Mathematics.

Since establishment of MEW, some notable works has already been executed. As such, the works are; publication of eight Semi-annual Monitoring Reports,

huge numbers of monitoring reports through Physical Verification at the project locations. Through these works, problems, errors, miss-use of resources and impediments in carrying executions of several scheduled works etc. are being indicating in the reports and basing the reports, stakeholders, PIUs of the DSHE of all projects and decision makers at the DSHE and Ministry of Education have become cautious in taking further actions. Other than the above tasks, the MEW is also responsible to administer and oversee the Annual Education Institution Census executing by BANBEIS in SEQAEP Upazillas and Assessment of Education Quality by engaging an internationally reported Consulting firm ACER and a local firm ADSL.

In 2012, having technical supports from Australian based ACER firm, MEW has already completed the gigantic tasks of Assessment of Education Quality among SEQAEP Institutions and published the report titled "LASI-2012". As a follow up of the said program, in this year 2013, conduction of pre-test survey, to verify the developed test materials on Bengali, English and Mathematics for the learners of grades 6 and 8. To disseminate, modalities of conducting pre-test survey among the 30 institutions of 10 selected Upazillas, a workshop is scheduled to be arranged. In developing the test materials, ACER is involved with the tasks and local firm ADSL has already been contracted to provide administrative supports at the selected 30 schools. Annual Education Institutions Census-2012 among SEQAEP Upazillas has also been published by BANBEIS and in this respect; MEW is directly administered in executing the census and overseeing the scenarios at the grassroots. Other than these tasks, MEW has vested to verify all other executing tasks of tasks. In meeting up monitoring purposes, all personnel of MEW have been verifying the on-going tasks of other interventions adopted under SEQAEP through field visits. The visiting personnel have producing reports and transmitting to all concerned to SEQAEP and others.

**16.1 Physical Verifications made by MEW and SEQAEP:** The project Director, SEQAEP has received allegations particularly, against 121 institutions regarding their existence and academic functions. Soon after receiving the allegations, the Project Director has suspended all types' activities including allocations providing for SEQAEP interventions. Simultaneously, he requested the Director, MEW to verify 64 institutions and to report. The MEW personnel have physically verified all of the requested institutions. Then all individual reports have produced their individual reports and then all reports summarized. In the summary report, only four institutions have been found functioning and the remaining 60 institutions are not carrying out normal academic activities. However, based on the findings, the Project Director has communicated the summary report before the project Director, SEQAEP. Out of 121 institutions, SEQAEP Officers have verified the rest of the institutions. Those institutions have no existence or not functioning, the reasons are of different natures; such as, no appellation by the Government, damaged by flood, no student enrolled, no physical existence, no teachers exist etc. However, the following four institutions are recommended by the Director, MEW to withdraw the suspended orders. Hopefully, these institutions will again be given all sorts facilities under different interventions by the Project director, SEQAEP.



**16.2 Annual Education Institution Census- 2012:** Under intensive involvements of BANBEIS by signing contract with SEQAEP, the “Annual Education Institution Census- 2012” has been published February 2013. The findings of the said census have been briefly pointed out below:

\* It is mentioned in the report that 6923 institutions have been surveyed and out of which 23 institutions are found academically closed and 6844 and 56 institutions have been running under private and Government management respectively;

\* Among all surveyed institutions, 2290 institutions are found Madrashas and the remaining institutions are schools under General Education Stream. Furthermore, against the surveyed schools 858 and 161 institutions are of Junior and Higher Secondary levels respectively;

\*It is reported that out of all institutions of 4412 schools and 2246 Madrashas have Parent-Teachers Associations (PTA). From this finding, it could be measured that still 242 institutions have no PTAs;

In the SEQAEP Upazillas, it is reported that total number of enrollments in SEQAEP institutions stands 2.32 million and against which female students are 1.24 million. The figures are fragmented in such way that the secondary level students are 1.60 million, junior secondary level 0.158 million and higher secondary level 0.08 million. By adding all figures girls participation in Madrasha stream is highest that stands 54.90 percent and school education stands 53 percent.

\*The report indicates that 45.85 percent in both sexes and 37.08 percent girls have been completed the secondary tiers. The completion rate of girls is still significantly lower;

\* It is found in the report that 54.15 percent in both sexes and separately 42.81 percent boys and 62.92 percent girls are dropouts within the tiers of secondary levels. This is also alarming for all concerned that a significant number of girls are being dropped out at the secondary tiers;

\* It is reported that in both school and madrasha institutions, about 91.23 percent of SEQAEP institutions have water supply facilities and for separately 96.61 percent for secondary schools;

\* Out of all SEQAEP institutions, it is mentioned in the report that 4051 schools and 448 Madrashas have been contracted under Developing Reading Habit program. The Brac has also been conducting DRH program in 916 schools and 138 Madrashas; and

\*In accordance with statement made in the census report that 320 schools and 62 Madrashas have signed agreement with SEQAEP in conducting additional classes on English and Mathematics.

**16.3 Sub-component 1.4: Assessment of Education Quality:** The Monitoring and Evaluation wing is the assigned administering authority of the sub-component. It is because that this sub-component is of mainly evaluation

nature. In the Secondary Education tiers, assessment of education quality has already been conducted over the students of grade-8 in selected 8278 institutions within the SEQAEP institutions on Bengali, English and Mathematics in 2012. The detailed report of the said assessment is published titled "LASI-212". The report indicated many findings that, level of educational standard is more or less considered up to the mark. But the level the students of grade-9 of madrasa education is significantly poor which is an alarming issue to all concerned particularly, for the decision makers concerned to education.

In accordance with the provision of the project documents, the same nature for measurement of standard of students is scheduled to be conducted in 2013. Following the provision, initiative has already been taken to conduct second time survey over the learners of grades 6 and 8 of SEQAEP institutions. The required test materials have already developed by Australian based renowned consulting firm ACER and these are thoroughly examined in a 07-day workshop, where NCTB experts on Bengali, English and Mathematics attended. The MEW and SEQAEP personnel were also attended the workshop and all concerned have rendered their effective efforts. An orientation session for concerned stakeholders of institution levels, Upazilla Secondary Education Officers, District education officers and Deputy Directors of the Zonal offices is scheduled to be arranged in coming July 2013,

**16.4 Additional Classes on English and Mathematics:** In pursuance of the provision of the RDPP, the selected 402 schools and Madrasahs are involved in conducting additional classes for English and Mathematics. The program has been executing and administering by SEQAEP. In view of ensuring smooth conduction of additional classes, the MEW is vested the responsibility to monitoring supports. The USEOs concerned are designated to work as Monitoring Officer. During the period January- June 2013, the MEW officers have been overseeing and verifying the institutions involved in conducting additional classes. On physical verifications, the officers are producing reports and transmitting the same to all concerned including SEQAEP for taking necessary actions.

The USEOs and AUSEOs have been involved in collecting and sending information of additional classes before the Director, MEW. The MEW personnel are usually processing the received information and sending a checklist to Project Director, SEQAEP. Based on the checklists, SEQAEP has been disbursing the remuneration of RTs, HTs and STs and if required appropriate actions are taking by the Project Director. To be mentioned that standard format was developed by MEW for incorporating data of additional classes, an orientation sessions were arranged at Dhaka and based on which the USEOs have been sending the primary data on additional classes.

**17. Critical Issues over the Executing Activities under SEQAEP:** The MEW has been assigned to prepare and publish Semi-annual reports twice in each of all years of SEQAEP. After completion of SEQAEP, publication of Semi-annual reports will continue, if MEW is transferred to regular revenue budget. In preparing this report, particularly, in ascertaining the consequences of the existing implementing works of all interventions of SEQAEP and other project activities of the DSHE, all received information has been examined thoroughly

and cautiously. Based on calculations and observations of all executed tasks, the following critical issues are produced for the decision maker, planners and stakeholders for future actions:

17.1 SEQAEP is scheduled to be completed in June 2014. As per projected allocation for this sub-component “PMT based stipends and tuition subventions” is more or less finished, because of increased learners have already been awarded stipends. In meeting up the required allocation for the upcoming fiscal years, allocation for this sub-component needed to be enhanced and in this respect, initiatives should urgently be taken by SEQAEP.

17.2 In 2012, “Learning Assessment of SEQAEP Institutions” (LASI-2012) has already been published and disseminated through workshop held in Dhaka on 03 July 2013, where all concerned personnel of MOE, DSHE and Stakeholders attended. For the first time, the in-built sub-component “Learning Assessment of Education Quality” of SEQAEP has been conducted within SEQAEP institutions in 125 Upazillas under the administrative control of MEW in association with active support and active cooperation of the Project Director, SEQAEP. This assessment has been covered only 125 SEQAEP Upazillas and not other Upazillas of Bangladesh considered. The decision makers should have comparative knowledge over the standard of secondary education learners between SEQAEP Upazillas and other Upazillas of the country.

17.3 Regarding scheduled training, workshops, and seminars for the stakeholders in the field administration under SEQAEP, there should be linkages and collaboration between SEQAEP and MEW. As a result, resource utilization will be fruitful and effective. In another sense, all personnel of SEQAEP will in close touch regarding implementing scenarios of all interventions

17.4 The DPC is at present with full of strength as per provision of the RDPP. At present the DPC personnel should be established as ‘Data Center of SEQAEP’ and in doing so, necessary initiatives need to be ensured by the concerned authority. Furthermore, the DPC should be provided such required facilities including manpower, and based on which data processing of all stipends applicants could be possible as was executed earlier.

17.5 To ensure smooth and congenial atmospheres in MEW, logistics such as printers etc. need to be provided possibly at an early period. It is to be mentioned that the consultant involved in MEW has yet been provided printers also for other officers, and

17.6 In accordance with the provision of RDPP, conduction additional classes in English and Mathematics in selected institutions have been undertaken for avoiding coaching business within or outside the institutions. Those teachers are being conducting additional classes, they are fresh from the university and colleges, if the Teachers are given assurances to provide MPOs and then they will be more responsible in rendering their efforts.

17.7 On request of the Project Director, SEQAEP, the MEW personnel visited 64 SEQAEP institutions during the last six months since January 2013, those have

allegations based about their existence. The report of all officers has been summarized, where the findings are of different types. The major and most significant finding is that 60 institutions have no academic functions. In this particular issue, Annual Education Institutions Census of 2012 conducted by BANBEIS needed to be verified. On the other hand, only four institutions are found functioning following the government rules and hence recommended by the verified officers to withdraw their suspended orders issued by SEQAEP. The particulars of the said four institutions are noted earlier.

### **18. Lesson Learned over the Assessments of the Project:**

The performances of all sub-components have been narrated stating financial and physical progress including reports of field visits and comments. Observing and verifying the consequences and impacts of all interventions and practicalities in the SEQAEP institutions, some lessons are learned, those are as follows;

18.1 The intervention support for English and Mathematics are undertaken for the selected 402 SEQAEP institutions, the students are learning through additional classes during the period before or after school hours. If this programs are telecast from a best school through electronic media, the concerned parents and students will be more attractive for additional classes, consequently every community will mean that additional are only alternative arrangement of coaching business.

18.2 The Developing the Reading Habit program is an effective and creative for all categories of learners of the community, particularly, the students are being inspired to read several types of books for gathering knowledge. The program should be popularized in arranging ceremonial type of programs in the Upazillas or in the districts headquarters. Through these arrangements, messages; specifically, to avoid bad practices by young learners and students, development of reading habit program is the only effective investment for generating good citizens; and

18.3 In screening the poor students at the secondary to tertiary levels, PMT based stipend and tuition subventions program is very effective though this has some limitations. In other projects also, this method should be adopted to make the it uniform. Through this method, aspirations and guidelines of the New Education Policy 2010 could be realized. In addition, through this program particularly, at the secondary level Category-1 and Category-2 should be considered into one category and as result, equal opportunity will be available for both boys and girls.

18.4 Among the SEQAEP institutions, it is understood that SSC passing students are gradually increasing, but those are plucked and dropouts, they should have some opportunities to be engaged in any type of income generating activities. In SEQAEP, the authority concerned should consider to incorporate work-oriented Sports courses for them in line with the programs of the Ministry of Youths and Sports.

18.5 Earlier, DPC of FSSAP-1 and 2 executed data processing for stipend and tuition subventions of the eligible learners. To get quick disposal of stipend related issues, DPC should have capability and in line with this view, the

project authority needed to provide them supports along with required skilled labor.

#### **19. Concluding Remarks:**

19.1 In the year 2012-13 particularly, during the months January-June 2013, the performances of SEQAEP, concerning to consequences, impacts and limitations, the progress in respect of physical and financial aspects so far realized, is quite satisfactory. Considering the existing scenarios of SEQAEP, specifically for the sub-component PMT based stipend and tuition subventions, immediate arrangement need to be taken with the WB for additional financing.

19.2 In preparing this Semi-annual Report, information have been collected by utilizing a prescribed format for the period January-June 2013 from all concerned Project Directors of DSHE. The received information consists of both physical & financial provision, cumulative progress and progress during the period January- June 2013. The findings of several verification reports made by MEW have also been y observed carefully. Moreover, the reports of administrative partners involved with SEQAEP have been considered. Summarizing all the reports received and based on which this ninth Semi-annual Report has been prepared and published.

19.3 The Monitoring & Evaluation Wing is the vested authority under the disposal of the Director general, DSHE to producing Semi-annual Reports along with some administrative responsibility particularly, the sub-component "Assessment of Education Quality" and Annual Education Institutions of SEQAEP Upazillas. This report could be useful documents for concerned planners, decision makers and implementing agency etc.

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

**20. Introduction:** The Ministry of Education took a Nation-wide Stipend and Tuition Subventions Program and introduced the same for poor girl students at the secondary levels in 1994. This program was initially, to take the girl students into the education institutions; those were not enrolled in grade 6 because of poverty of their parents. At that time, the participation of girl, students at the secondary levels were significantly poor compared to boys' students. In taking the nation-wide program under different projects, the ratio of female participation has increased up to 53 percent in 2013. Following the success of female stipend program, the government took further decisions to provide stipends to poor boys together with girls. Later on in 2001, at the higher secondary levels, the poor female students were also provided stipends and tuition subventions and again in this year, the government has introduced the same program for poor female students at the Bachelor Degree pass levels. It is argued that this program is very important particularly, the stipend-awarding programs are the most vital investment for educating the nation and this program cannot be compared with any other investment programs.

In awarding stipend and tuition programs particularly, in the fiscal year 2012-13, five investments projects including SEQAEP are being executing. Among these projects, the World Bank and Asian Development Bank have been funding two projects namely SEQAEP and SESDP respectively. The Government of Bangladesh is being financing the remaining three projects. Among GOB, financing projects one project is taken for providing stipends to poor female learners at degree levels by utilizing the trust fund, which is established following the desire of the Honorable Prime Minister of the present government.

Besides, some other important investment projects are being executing under DSHE and Education Engineering Department. Together with all projects included into the RADP for the fiscal year 2012-2013, brief of progress of achievements are summarized in a table as stated below. This table is furnished to oversee the achievements at a glance. It is needed to mention that all these projects are being executing by the DSHE with the help of Project Implementation Units. The EED is vested the executing authority to implement five investment projects, those are mostly construction oriented.

The PIUs are constituted under the leadership of Project Directors. The project Directors have also been provided required supporting executives and staffs including logistics. The tasks of all projects executing through PIUs are being monitoring and evaluating by the Monitoring and evaluation Wing of the DSHE and based on all received information from all stakeholders and PIUs, Semi-annual Monitoring Report has been prepared and published for all concerned of the Government. However, during the period July- December 2013, the financial progress of achievements together with all investment projects of the Sub-sector except the projects related to scouting, a table is framed incorporating DPP/RDPP provision, cumulative progress up to June

2012, target of the fiscal year and achievement during the present fiscal year. All information of all projects is received from the PIUs, Planning and Development Wing of the DSHE:

### 20.1 Financial Achievements Up to June 2013:

(In lakh Taka)

Name of Projects		Total DPP/ RDPP Provision	Cumulative Expenditure up to June, 12	Target/ Allocation for 2012-13	Financial Year 2012-13	
					Expenditure Incurred	Progress %
1	Secondary Education Quality and Access Enhancement Project (SEQAEP)	122195.00	86581.85	29000.00	28950.05	99.83
2	Secondary Education Sector Development Project (SESDP)	79333.00	57892.70	12840.00	12839.95	100
3	Secondary Education Stipend Project (SESP)	120578.00	91425.22	24632.00	24632.00	100
4	Higher Secondary Female Stipend Project (HSFSP-4)	58875.00	30395.00	10680.00	10672.73	100
5	Female Stipend Project For degree (Pass) & Equivalent Level	34296.00	1.00	157.00	157.00	100
6	Transformation of Existing 306 Non- government Schools into Model Schools in Selected Upazilla Headquarters	46577.00	7511.86	3000.00	3000.00	100
7	Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education	65512.00	3708.37	5284.50	5247.54	99.30
8	Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City:	43500.00	793.36	6490.00	5990.51	92.30
9	ICT for Education in Secondary and Higher Secondary level Project	30565.00	509.74	13370.00	13361.69	99.94
10	Development of Selected Non-government Colleges along with ICT facilities for Improving Quality of Education (1500 colleges)	238770.00	0.00	255.00	237.72	93.22
11	Teaching Quality Improvement-11 for Secondary education Project	46400.00	0.00	344.00	137.00	39.83
12	Establishment of 7 Government Secondary Schools in Sylhet, Barisal and Khulna metropolitan City	15200.00	0.00	17.50	17.02	97.28
13	Establishment of Foreign Language Training centers	1329.00	0.00	50.00	48.62	97.24
14	Construction of Academic Buildings in Selected Non-government Secondary Schools ( 2 <sup>nd</sup> Revised)	89532.00	78586.00	5680.00	5678.37	99.97
15	Development of Physical Infrastructures in Selected Non-government Secondary Schools	211880.44	17019.00	20527.00	20521.22	99.97
16	Construction of Academic Building in Selected Non-government Madrasahs	73824.00	3999.00	7175.00	7173.64	99.90
17	Development of Sheik Hasina High School and College, Gopalganj	1382.00	1.00	776.00	771.00	99.40
18	Development of Mohammadpur Central college, Lalmatia Mohila College and Agargaon Taltola Government School and College	2762.00	0.00	1.00	1.00	100
19	Policy Advisory Technical Assistance to Design and Develop the Secondary Education Sector Development Project	600.00	0.00	571.00	400.00	70.05
<b>Total</b>		<b>1283110.44</b>	<b>378424.10</b>	<b>140850.00</b>	<b>139837.06</b>	<b>99.28</b>

**20.1 Comments on financial Progress:** In this fiscal year 2012-13, DSHE and EED has been executing 18 investment projects and 01 PPTA, those are included into the RADP OF 2012-13 and all are approved by the ECNEC. The cumulative progress and target and achievements of the fiscal year 2012-13 have been shown, where for the above 19 projects, the targeted allocation is Tk. 1408,50.00 lakh and out of which Tk. 1398,37.06 lakh has already been spent. It is significant to note that in the era of the

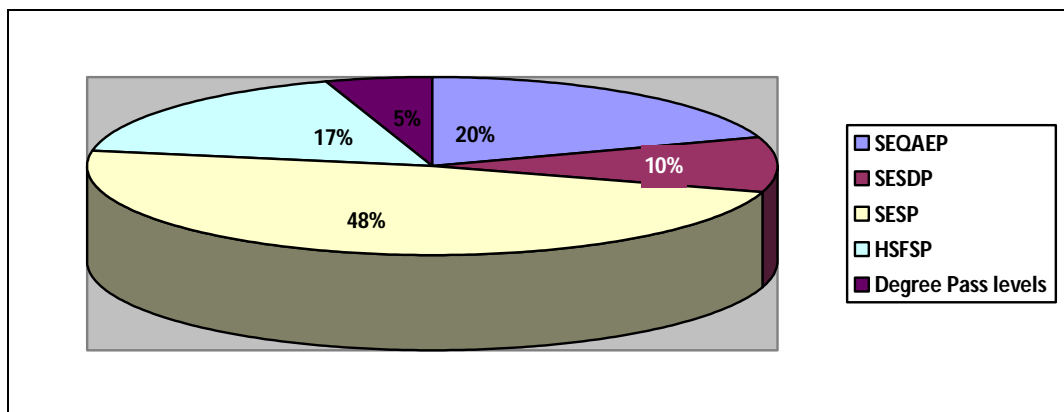
DSHE, about 100 percent financial progress has been realized in this fiscal year.

**20.2 Progress of Stipend Providing Projects:** Since 1994, the stipend awarding programs for poor female learners at the secondary levels has been successfully carried over by the Government. Following the success, It has been extended up to Degree pass levels. Subsequently, poor boys student is being provided the financial assistances at the secondary levels, though the proportion is insignificant. In near future, the government is being preparing for all poor students. Keeping the views in mind, that government has already established a Trust Fund Program. In this fiscal year, 1-lakh 34 thousand female students for the Degree Pass levels have already been awarded stipends and tuition subventions around the country. However, the existing stipends and tuition subventions based projects are; (i) Secondary Education Quality and Access Enhancement Project (SEQAEP); (ii) Secondary Education Sector Development Project (SESDP); (iii) Secondary Education Stipend Project (SESP); (iv) Higher Secondary Female Stipend Project (HSFSP); and (v) Female Stipend Project for degree ( Pass) & Equivalent Levels.

Only two of the above, the WB and ADB have been financing SEQAEP in 125 Upazillas and SESDP in 53 Upazillas respectively. The remaining three projects are being financed by GOB. Like previous years, the physical achievements are also targeted in this fiscal year 2012-13 to award stipends and tuitions subventions along with examination fees for SSC candidates at grades 10. During the period January- June 2013, the progress of achievements is about 3174,233 students. It is needed to mention that all eligible students at grades 10, 11, 12 and Degree pass levels are already been provided book allowances and examination fees. Incorporating stipend related all information of all stipend programs; a table is framed as stated below:

Title of Projects	DPP/ RDPP Provisions	Cumulative Achievements up to June, 2012		Achievements during the during 2012- 13	
	Boys & girls	Boys	Girls	Boys	Girls
SEQAEP	5400,429	1336,089	2553,144	399,963	703,972
SESDP	1102,125	172,200	516,603	46,688	140,064
SESP	6866,402	547,885	4930,971	138001	1249,545
HSFSP	1938,000	00	1334,000	00	362,000
Degree Pass level	557,571	00	00	00	134,000
<b>Total</b>	<b>158,64,527</b>	<b>2056,174</b>	<b>9334,718</b>	<b>584,652</b>	<b>2589,581</b>
<b>Total of Boys &amp; Girls:</b>	<b>158,64,527</b>	<b>113,90,892</b>		<b>3174,233</b>	





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

**20.3 Comments:** To be an eligible student, four criteria such as poor, 75 percent attendance, 45 percent marks and in case of female student must be unmarried are to fulfill. But in screening poor students, the methods applied in different projects are scattered. Under the WB financing project SEQAEP, Proxy Means Test (PMT) has been applied in sorting out poor students in 125 Upazillas. But in the remaining Upazillas, the methods are different. MEW opines that, an identical method for all stipend related projects might be applied. In this respect, PMT is popularly acceptable method in 125 Upazillas and under this method appeal systems are available, in case of any deviation in screening poor students, Furthermore, MEW opines, through these projects, enrollments are continuously increasing in grades 6-12 and female students will also be increased in future in degree pass levels.

In addition, MEW feels that, stipend and tuition subvention data are composing by engaging data firm on contract out method and for this purpose huge expenditures of the government are incurred. To reduce the size of expenditures, one unit of DPC headed by programmer is proposed to be established under the disposal of DG, DSHE for serving data composing of all stipend projects. Subsequently, size of expenditure will be minimized.

**21. Secondary Education Sector Development Project (SESDP):** SESDP is a multi-dimensional approach based on investment project financing by the Asian Development Bank. Its present status is on the way of completion by June 2013. In fact, SESDP is comprised with the programs, those are; office accommodations in the zonal & district levels offices and also in the NAEM, establishment of 66 secondary schools in remote areas, and transformation of existing 35 Madrashas into model Madrashas, introduction of ICT courses in 20 Government schools at the greater district headquarters etc. In addition, another important component is; Training on Creative Question (CQ) and School Based Assessment (SBA) at the secondary level education institutions all over the country and for this purpose, academic supervision has been considered in SESDP. In support of all the scheduled programs about 8570 posts for the concerned stakeholders have been created and following the recruitment rules of the government all of those posts are filled up under development budget etc. Abroad training and conduction of studies on MQA, EMIS, Curriculum, Examination reforms etc are being provided due importance in this project. Another important component of this project is to

provide stipends and tuition subventions to poor boys and girls at the secondary levels in 53 Upazillas. This is a carried over program from SESIP implemented earlier.

SESDP was planned involving an estimated cost of Tk.79333.10 lakh under GOB & ADB financing. In this fiscal year 2012-13, the targeted works are scheduled mainly to complete a few items of incomplete works. The component 'stipend and tuition subventions' is a continuous program and after completion of this program its provision will be sustained by any means. Incorporating the provisions of the project documents, progress of achievements up to June 2012 along with target and achievements of the fiscal year, a table has been framed as stated below:

### 21.1 Physical Achievements Table:

Items of Work	DPP Provision	Achievements up June, 2012	Target for 2012-13	Progress during 2012-13
Manpower Academic Supervision in Zonal, district & Upazilla levels	860 ( officer 744+ staff 116)	860 (officer 744+ staff 116)	NA	NA
Studies on Curriculum, Management of education institutions etc.	10 consolidated study as per RDPP	06 studies Completed	Targeted to complete the others	progressing
Teachers Training ( local)	612,180 persons	432,589 teachers + officers	Training conducting as per schedules	
Training in abroad	125 persons	154 persons		
ICT Course Introduction	20 Govt. schools	ICT Introduced in 20 schools	Not applicable	
Stipends for poor students	1102,125 recipients	882,207	200,000	182,159
Civil works in different institutions	650 units	Completed about 90%	100% of the remaining packages	20%
Establishment of High Schools in remote areas	66 Schools	64 Completed	2 schools	In process
Introduction of ICT Courses	20 schools at Greater district headquarters	20 completed		
Establishment of Model Madrashas	35 Madrashas	31 Completed	Progressing in 04 Madrashas	progressing

**21.2 Comments:** Inclusive of extended period of SESDP, the project is scheduled to complete in December 2013. During the executed period, all most all targeted programs and activities are on the way of completion. Probably, a few items of activities could be unfinished those are negligible in the eye of planners. It is vitally and objectively important to carry the programs already introduced through this project and might be carried on in future programs of the Government. Otherwise, all these introduced programs will be treated unproductive. In particular, the introduced important programs such as; introduction of School based Assessment Program, revision of curriculum, examination reforms, transformation of Madrasha institutions into Model Madrashas, establishment of new schools in remote areas around the country; and decentralization of MPO processing for privately managed education institutions covers 98 percent of education in educating the nation. Furthermore, introduction of ICT education in selected government education institutions at the district headquarters.

The questions are now lying with the MOE that the introduced programs following aims and objectives of The Education Policy 2010 will be sustained or will be stopped. In this regard, Mew's opinion that all the programs as stated above should be considered high with priority in view of ensuring implementation of the directives of Education Policy. The other program

'distribution of stipend and tuition subventions' for the poor learners in grades 6 to bachelor degree pass levels as a part of our national program might be sustained in any means.

**22. Secondary Education Stipend Project (SESP):** This project titled "Secondary Education Stipend Project" was started in 2009 involving an estimated cost of Tk. 68793.00 lakh, and scheduled to complete in June 2012. In view of continuation of stipends and tuition subventions, its tenure has been extended up to June 2013. In the Semi-annual Monitoring Report published in July 2012, indicated the progress of achievements of this project was remarkable. However, following the provisions of RDPP, the modalities of distributing stipends and tuition subventions are being kept unchanged. In distribution process 30 percent girls and 10 percent, boys are planned to provide stipends & tuition subventions to the poor boys & girls of grades 6-10 in 305 Upazillas.

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

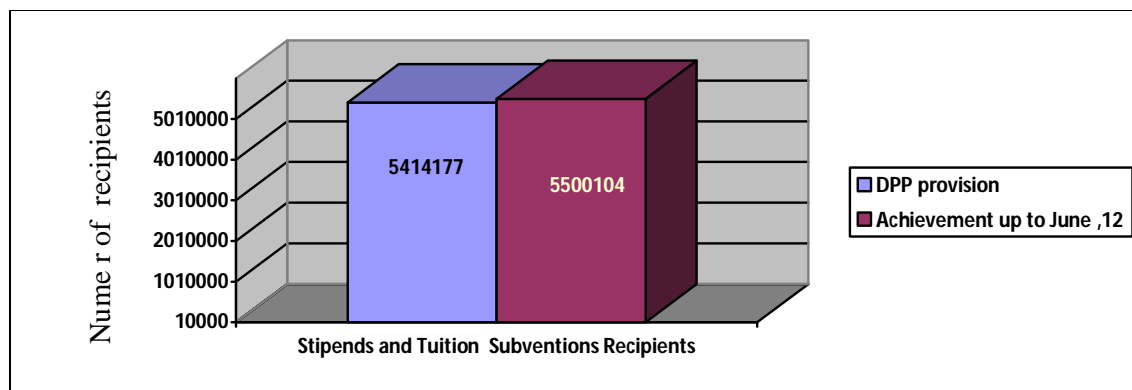
The scheduled rates of stipends, tuition subventions, examination fees etc. are shown in the table marked, where RDPP provision, cumulative progress up to June 2012, target and achievements of this fiscal year 2012-13 etc. have been shown.

(In lakh taka)

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

Items of Work	RDPP Provision	Cumulative Achievements up to June 2012	Target and Achievement of the Fiscal year 2012-13		Cumulative Achievements up to December, 2013
			Planned Target	Progress during the months January- June	

				<b>2013</b>	
<b>Stipends to poor students</b>	<b>6866,402</b>	<b>5478,856</b>	<b>1387,546</b>	<b>1380,015</b>	<b>6858,871 students</b>
<b>Tuition subventions</b>	<b>6866,402</b>	<b>5478,856</b>	<b>1387,546</b>	<b>1380,015</b>	<b>6858,871 students</b>



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

**22.1 Comments:** The **Secondary Education Stipend Project (SESP)** was planned to complete in June 2013 and accordingly it is ended. Through this project, 6858,871 students have been awarded stipends and tuition subventions to poor girls and boys @ 40 and 10 percent respectively at secondary levels. Since 1994, this project had been carried on in the name of different titled projects, those are completely under GOB financing. To be mentioned that under these projects 305 Upazillas has been covered under the nation-wide Stipend and tuitions Program since 1994. At this moment, the SESP is ended, but stipends need to be continued. Keeping the view in mind, the government is being considering the stipend program into a program approach and following which ADB and GOB financing "BAN-SESIP" project, which is to be launched from January 2014. Under the proposed program, 305 Upazilla are considered. MEW opines in this respect, in any program or project or by utilizing Trust Fund Program, stipend and tuition subventions might be continued incorporating skills development approaches. Through this type of program, the dropouts and SSC pass graduates those have no such quality for obtaining higher education; will be involved in choosing their career.

**23. Higher Secondary Female Stipend Project (HSFSP-4):** In view of providing stipends and tuition subventions to poor girl students of grades 11 and 12, the HSFSP-4 involving an estimated cost of Tk. 58875.39 was launched in 2008. It was also planned to complete in June 2014 for providing stipend and tuition subventions to poor girl students. In fact, this project was a carried over program of the Government for continuing financial assistances in the form of stipends, tuition subventions, allowances for purchase of books in grades 11 and examination fees for grades 12 to eligible poor female learners. However, it is a continued program to provide stipend and tuitions to the female learners and hence its contents are mainly 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 table below indicated that the students have been providing the rates of stipends and tuition subventions, examination fees for HSC candidates, assistance for purchasing books at grades 11 etc. are being furnished in the following table.

### 23.1 Rate of Stipends & Incentives

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

The table shows that the provision of rates of stipends, tuition subventions and allowances are shown. The table indicates cumulative achievements up to June 2012, target and achievements for the fiscal year 2012-13 as marked below:

### 23.2 Physical progress achieved up to December, 2012

Items of Work	Provision as per DPP	Cumulative Progress up to June 2012	Target & Achievements during 2012-13	
			Target	Achievements
Stipends and Tuition Subventions for Female students for Grades 11& 12	19.38 lakh	13.34 lakh	3.87lakh	3.75 lakh

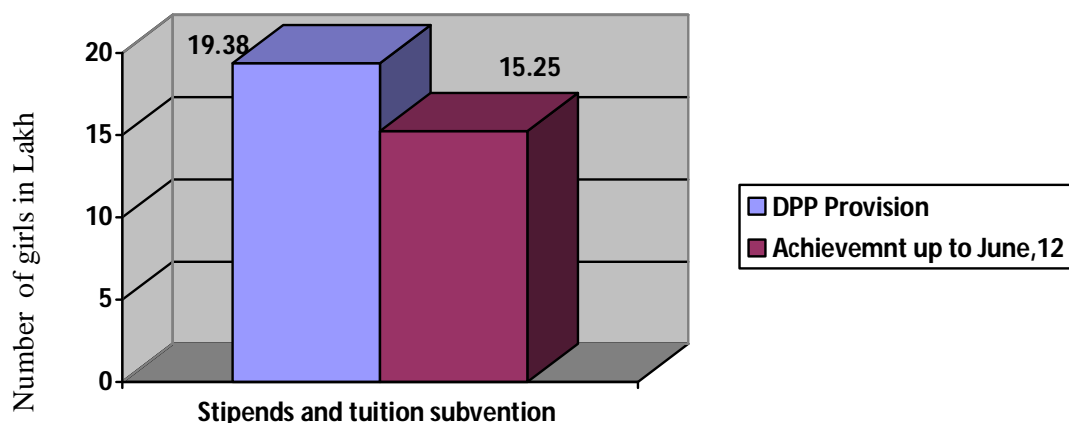


Chart - 9 shows the physical progress (red-marked) up to June 2012

**23.3 Comments:** Though this is a continued program of the Government of Bangladesh, the SSC pass female learners have been enjoying the opportunities to get them admitted into the next higher classes particularly in grades 11 and 12 and eventually the participation of female learners will be increased. Regarding the achievements, it is to be opined that this project has been continuously achieving the targets as per scheduled in the RDPP. On the other hand, MEW can opine that together with other stipend programs, which self-employment opportunities need to be generated and in this regard, the government will think over the program. Furthermore, the screening method of poor girls should be more transparent in the eye of the community, stakeholders and to the planners.

**24. Female Stipend Project for Degree (Pass) and Equivalent Level:** The PIU of the project titled “Female Stipend Project for Degree (Pass) and Equivalent Levels” was launched in January 2012 and scheduled to complete in June 2016. At the beginning, the Project Director in association with the executives and staffs involved in the PIU performed the primary activities, those are; collection of information about the female learners at the Bachelor Degree pass levels around the country. Then they sorted out the eligible female students following the compliances stated in the approved project documents. However, the project was constituted incorporating the main component i.e. distribution of stipends and tuition subvention to poor female higher education seekers. Together with stipends, the eligible learners are also scheduled to provide allowances for purchase of books and examination fees for public examination appearing female students. It is needed to mention that the estimated cost of the project is Tk. 34296.00 lakh.

This project was aimed at creating possibilities for poor female HSC passed and eager to learn in tertiary/higher education levels. In the project documents, some areas particularly the bils, hawor, bawor, monga, coastal and the hilly areas of Bangladesh will be 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. Following the set compliances of selecting eligible female learners, 1-lakh 34 thousand students are determined eligible for awarding stipends including other allowances in this academic year 2012-13. The Hon’ble Prime Minister of the Government of Bangladesh has kindly attended in an inaugural ceremony and awarded stipend distributions programs to degree pass level female students for the first time in the country.

The project is being considered to realize the objectives, those are; to ensure, enrollment and retaining the parity of female students, employment and income generation, small family and birth control, poverty alleviation, equality and empowerment and as whole socio-cultural development in the country

Items of work	Target as DPP	Cumulative Achievement up to June, 12	Target and Achievement of the fiscal year 2012-13		Cumulative progress up to June 2013
			Target for 2012-13	Progress in during, 2012-13	
Stipends to females students	557,571	0.00	133,726	133,726	133,726

**24.1 Comments:** It was a desire of The Hon'ble, Prime Minister Sheik Hasina, that a '**Trust Fund**' needed to be created under a Regulatory Framework for providing stipend and tuition subventions to poor learners at the secondary to higher education levels. In reality, the trust fund program was established observing all formalities of the Government. Initially the government as seed money deposited one--thousand-core taka in a Commercial Bank. Upon the interest against this seed money, for the first time, Tk. 7515.00 lakh is utilized for providing stipends and tuition subventions to poor learners at Degree pass levels, which could be considered as a milestone in educational development of the country. In this aspect, MEW opines that able citizens, companies and any sort of established organizations will come forward in view providing donations in the said trust fund, and eventually it will source of educating the nation.

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### **Chapter-3: Construction Oriented Investment Projects for Government and Non-government Education Institutions, ICT and Training to Teachers:**

**25. Introduction:** Consisting of construction oriented, training to teachers, training to administrative set up of the PIUs, DSHE, & MOE, introduction of ICT courses, opportunities for educational institutions and facilities to creating foreign languages etc. this chapter has been framed. In addition, some other construction-based projects for government and non-government education institutions, executing by the Education Engineering Department are also inserted into this chapter. As a whole, 12 investment projects are presented in this chapter.

In view of accelerating and enhancement of educational improvements at all levels, the government took the said number of development projects. In particular, through these projects some new approaches such as; introduction of ICT contents to teachers, computers & accessories and training to teachers, provision of examination centers for arranging examinations in view of keeping the classes uninterrupted, ensure implementation of newly revised curriculum, opportunities for ICT education in the education institutions and establishment of model schools at the Upazilla headquarters where there are no Government schools etc.. Besides, two projects are being taken to create educational opportunities where there are no schools and colleges and in the overcrowded localities in the city corporation areas. To see the existing development volumes at glance, especially in providing accommodation facilities for the education institutions around the country are to be seen in the table mentioned below:

Type of education Institutions	Number of Institutions	Number of institutions planned for implementation in 2012-13	Institutions Already undertaken for implementation in 2012-13	% of institutions Undertaken for development
Government Schools	317	00	00	00%
Non-government schools ( PMO included)	18385	5134	3350	28%
<b>Sub-total of schools</b>	<b>18702</b>	<b>5134</b>	<b>3350</b>	<b>27.45%</b>
Government Colleges	286	84	58	29.37%
Non-government colleges ( MPO included)	2361	1500	00	64%
<b>Sub-total of colleges</b>	<b>2,612</b>	<b>1584</b>	<b>58</b>	<b>61%</b>
Government Madrashas	03	00	00	00%
Non-government Madrashas (MPO included)	9361	1035	895	16.39%
<b>Sub-total of Madrashas</b>	<b>9364</b>	<b>1035</b>	<b>895</b>	<b>11.05%</b>
New schools planned to set up	18	18	18	100%
New colleges planned to set up	06	06	06	100%
<b>Sub-total of planned institutions</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>100%</b>
<b>Total of Education Institutions</b>	<b>30,702</b>	<b>7,777</b>	<b>4,327</b>	<b>25.33%</b>

Source: Planning & Development Wing and On-going development projects under "Secondary & Higher Education" Sub-sector

The education institutions are also shown in above table that could be seen in a chart marked below.



**26. Progress of Achievements (Project wise):** During the last fiscal year 2012-13, the above-mentioned investment projects are narrated in detail, where, existing status of all projects are being addressed for planners, decision makers and implementing personnel of the PIUs and stakeholders along with elites, the progress so far achieved could be realized through this monitoring report. However, in each of all projects are described incorporating implications, consequences, and impacts along with existing status. The readers of this report will communicate the messages over the progress of



achievements achieved and subsequently the schedules of provisions of the project documents are presented as stated below.

**27. Development of Post- graduate Government College at the District Headquarters for Improving Quality of Education:** The government took this project in August 2010 and planned to complete in December 2013. Its cost has been scheduled Tk.65512.00 lakh and against which 70 eminent post- graduate government colleges situated at the district headquarters included into the project. The project was aimed at achieving the objectives as mentioned below:

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

The project was mainly scheduled the components, such as; construction of examination halls, hostels for boys and girls, establishment ICT laboratories, furniture, logistic supports for smooth administration, science equipments and training of teachers in line with the curriculum etc. In the detailed presentation, cumulative progress of achievements up to June 2012 and progress achieved during the fiscal year 2012-13 and percentage of progress and target and achievements of the fiscal year etc have been spelled out in the following table.

### 27.1 Physical Target and Progress in 2012-13:

Main Items of Work	Provision as per DPP	Cumulative Progress up to June 2012	Target & Progress achieved in FY-2012-13	
			Target- 2012-13	Progress during July- December 2012
Training to teachers	5600	Training modules are being developed by the training wing of the DSHE		
Construction of Academic buildings	43 units	45 % progress in 01 unit	100% in 43 units	45% in 01 units
Construction of Examination Halls	69 units	17 % in 57 units	90% in 57 units	20 % in 57 units
Construction of Multipurpose buildings	01 unit	nil	nil	nil
Construction hostel buildings	74 units	Work orders issued for 08 units	80% in 8 units	15 % in 8 units
Construction Administrative buildings	19 units	50% in 01 unit	50 % in 01 unit	35% in 01 unit
Construction library building	02 units	nil	nil	nil
Construction of Auditorium	01 unit	nil	nil	nil
Construction of Super Quarters	06 units	Nil	nil	nil
Construction vertical Extensions	32 units	70 % in 32 units	30% in 32 units	30% in 32 units
Establishment of 70 units of	22 sets in each	nil	nil	nil

ICT Lab.				
Furniture for 70 colleges	70 colleges	00	nil	nil
Books & learning Materials	70 Colleges	00	nil	nil
Science Equipments	70 Colleges	nil	nil	nil
Office Equipments	70 colleges	Work orders issued to successful bidder	100 %Supply	100 % supplied to 70 institutions

The above table shows; cumulative physical progress up to June 2012, targets and achievements during the fiscal year 2012-13. Specifically, construction works undertaken for 57 units of examination halls, 01 unit of science buildings, 8 units of hostels, 01 unit of administrative buildings etc. In an average 20 percent physical progress have already been achieved over the on-going civil works. Office equipments including photocopiers have also been supplied to scheduled 70 colleges

**27.2 Comments:** Up to June 2013, progress of implementation compared to schedules of the project documents are seems to be poor, because of negligible allocation provided in the ADPs since launching. The Project Director in cooperation with his team members and sincere cooperation from the EED has been trying hard to perform his efforts. However, required allocations are not providing and as a result, the EED cannot meet the bills claimed by the contractors. The progress so far achieved, in an average could be at least 20 percent against the works undertaken. In this respect, MEW opines that allocation should be provided following schedules of the project documents, failing which achievements will be delayed and eventually within the scheduled period the project will not be completed.

**28. Transformation of Existing Non- government Schools into Model Schools in Selected 310 Upazilla Headquarters:** In 2008, the Government took the project titled "Transformation of Existing Non- government Schools into Model Schools in Selected 306 Upazilla Headquarters" for transforming selected Non-government Secondary Schools into Model Schools at the Upazilla headquarters; where there are no Government schools. Due to some policy crisis with the present Government, the implementation of the project was started after two years since approval. In fact, it was started in 2011. Since establishment of the PIU, civil works in 100 schools including some vital components such as; setting up Computer Labs in 100 schools and supply of science equipments in 230 schools etc were initiated. Since then, PWD rate schedules were increased for civil works, because of high prices of construction materials. Following the rate schedules, the DPP was revised and then the Project Director along with his office personnel took all out efforts to implement the project schedules with a view to complete within the period spelt out in the project documents.

The progress of achievements over the initiated works at the beginning period was quite satisfactory. At this moment, implementations of scheduled components are in sound track, if fund flow in the ADP, provides required amount of allocation. It is in deed to note that EED is the vested authority to implement the civil work components. So far, information received from the personnel of MEW and others concerned, quality of works, and progress achieved is remarkable. Regarding other supplied goods and materials, some

questions arose, but the contractors involved mitigated all those in making replacements and it was possible only because of strong administrative actions by the Project Director.

It is needed to mention that the project was approved involving an estimated cost of Tk. 46577.00 lakh and scheduled to complete in June 20014. With the scheduled plan, the project was constituted both in the original and RDPP to realize the objectives as stated below:

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

Since beginning of implementation of the scheduled components, progress of achievements up to June 2013 so far realized from the PIU and others involved, a table for progress of achievements has been prepared, where provision of RDPP, cumulative progress up June 2012 and progress during the last fiscal year have been incorporated. Based on the tabled information, comments of MEW are also opined for all concerned.

**28.1 Physical Progress up to June, 2012:**

Items of Work	Provision as per RDPP	Cumulative Progress up to June, 2012	Target in FY 2012-13	Progress Achieved during Jan-June, 2013
Construction of Physical Facilities of identical buildings	8-10 Classroom Accommodation in each of all schools	100 percent completed in 99 units	211 units will be tendered.	tenders are process by EED
Procurement of Computers and accessories	ICT Lab in 310 Schools (10 set of computers in each)	10 set computer Supplied in each of 100 schools	100 percent supplied to 100 schools. Further tenders are in process 50 schools	Tenders are in process
Procurement of Science Equipment	Science Equipments for 310 schools	Supplied to 230 schools	80 Schools	In process
Procurement of Sports	Sports Goods for 310	nil	310 set of sports	Tenders are in initial

Items of Work	Provision as per RDPP	Cumulative Progress up to June, 2012	Target in FY 2012-13	Progress Achieved during Jan-June, 2013
Goods	Schools		goods	stage
Classroom construction through Vertical extension on the existing buildings	64 Schools as per DPP	nil	64 schools	Tenders are in initial stage by EED
Up-gradation up 12 Classes	306 schools	nil	nil	nil
Change in Management	306 Schools	nil	nil	Nil

**28.2 Comments:** The above table shows, cumulative achievements of all items of work up to June 2012, progress and targets achieved during the last fiscal year 2012-13. The targets, so far planned and progress of achievements is quite satisfactory. Regarding execution of the remaining scheduled works, initiatives already been taken by the PIU. The civil work components are in process for preparing tender schedules by EED and targeted to achieve at least 40 percent in 211 units of schools. Most important and considerable issue is to provide required allocation in the ADP by the government to meeting up arrear bills of all initiated tasks by PIU and EED. Soon after completion of civil and other scheduled works, the project director should start processing of up gradation of all schools up to 12 classes along with formation of special committee. Regarding 310 schools, all schools should be taken under Government management and eventually, balance distribution of Government schools among the Upazillas will be ensured

## **29. Establishment of 11 Secondary Schools & 06 Colleges (Government) in Dhaka Metropolitan City:**

In view of minimizing the excessive pressure of learners in the Capital of Dhaka particularly, in the non-institution and over populated areas, the Government took this project to establish eleven secondary schools and six colleges under Government management. Soon after setting up the PIU headed by Project Director initiated to get required land in association the Deputy Commissioner, Dhaka and very successfully they got all lands for all institutions. The project is targeted to complete within June 2014 by spending Tk. 43500.00 lakh. The EED is given the responsibility to execute civil work components following the schedules of the project documents. The remaining components were planned to execute by the PIU under the overall supervision of the Director General, DSHE.

The project was aimed at realizing the objectives as stated in the approved project documents; those are noted below:

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

Regarding progress of achievements up to June 2013, the PIU is keen to render their efforts and in this respect, a table of information has been formulated based on the received from the Project Director, Planning Wing and MEW of the DSHE. To ascertain the progress of achievements, cumulative progress up to June 2012 and progress during the fiscal year 2012-13 has been separately shown in the following table:.

### 29.1 Physical Target and Progress in 2011-12

Main Items of Work	Provision as per DPP	Cumulative Progress up to June, 2012	Target & Progress achieved in FY- 2012-13	
			Target for 2012-13	Progress during the months January- June 2013
Land purchase/ Acquire	17 institution	Selected sites for 15 institutions in different parts of the city	land for 01 institution	completed the target
Construction of Academic & Administrative Buildings	17 institution	60 % progress in 3 and 20% in 5 institutions	100% progress in 3 and 50% in 5 institutions	Civil works completed 92 & 40 percent in 3 & 5 institutions.
Furniture including learning materials and logistics supports for 02 institutions has been completed up to June 2013. The remaining institutions are being planned.				
* It is noted that in 02 institutions started functioning and out of two 01 college started academic functioning from July 2013 and the other one school started admission processing.				

**29.2 Comments:** Since starting of execution of scheduled works, the progress so far realized, is not so poor. In view of allocation in the RADP is seems to be so poor. The EED is needed to be careful to accelerate the executing works and at the same time necessary efforts should be provided by all concerned.

**30. Construction of Academic Building in Selected Non-government Madrasahs:** Among the streams of education, Madrasa education has been contributing a significant role in educating the nation. Together with the general education stream, Madrasa education has given due importance in providing physical facilities. In view of comparing between General and Madrasa stream, 1000 Madrasahs has been included into the project titled "Construction of Academic Building in Selected Non-government Madrasahs". The major objectives of this project are as follows:

- (i) Creation of congenital environment by providing Academic Buildings in selected Non-government Madrasahs inclusive of required furniture, sanitation and safe drinking water;
- (ii) Ensure the academic buildings in the coastal areas could be used as shelter during cyclone, flood, tidal bore and strong wind etc;
- (iii) Ensure balanced distribution of educational opportunities such as classroom, library, computer lab etc compared to secondary schools & colleges; and

- (iv) Ensure sanitation and pure drinking water facilities in the selected Madrasahs included into the project.

The project is planned to complete in June 2014 by spending an estimated Tk. 73824.00 lakh from own resources of the Government of Bangladesh. The Education Engineering Department of the Ministry of Education has been given the responsibility to execute the project under over all supervision of The Chief Engineer. Regarding progress of achievements so far achieve, is quite satisfactory. In specific terms, during the fiscal year 2012-13, it has been planned to complete 415 units of academic buildings, but **132 units** are being completed, the target is not fulfilled, because of the fact that the required allocation has not yet been provided in the ADP. Details of progress fragmented in the following table:

Item of works	Physical Target as per DPP	Cumulative Progress up to June 2012	Target for 2012-13	Achievements during 2012-13
Academic Building for Accommodation of classrooms	1000 units	80 % progress in 260 units	415 units	on an average 73 % in 415 unit achieved
Furniture	1000 Madrasahs	280 Madrasahs	415 units	-do-

**30.1 Comments:** The progress up to June 2013 so far achieved is quite satisfactory. The targeted plan in this fiscal year could be achieved, if required allocation is made in the ADP. Regarding progress so far achieved, and over the on-going works, continuous physical supervision is needed to be maintain for ensuring quality of construction works. In this respect, MEW has been trying to introduce a uniform system of monitoring through physical verification.

**31. Development of Physical Infrastructure in Selected Non-government Secondary Schools:** To minimize the gap of differences between government & Non-government and urban & rural schools, the Government took this project at an estimated cost of Tk. 211480.44 lakh. The project has been scheduled to complete in June 2014. It was constituted incorporating the provision of 3000 units' academic buildings along with required furniture. The project has been executing by the Education Engineering Department under the control of the Chief Engineer. However, the project was aimed at, with the following objectives:

- (i) Ensure balance distribution of physical facilities between the schools located in the urban & rural areas and also to minimize the huge gap of standard of education among the secondary schools all over the country;
- (ii) Ensure accommodation of increasing trend of students along with furniture and learning materials following the existing curriculum & syllabi; and

(iii) Ensure quality education by providing required facilities in the underserved /under developed areas.

The Education Engineering Department is the implementing authority of this project. Up to June 2013, about 1380 units of academic buildings have tendered and against which about 40 progresses have already been achieved in 1159 units of academic buildings. During the fiscal year 2012-13, about 221 units of the same buildings have been issued work orders and against which about 50 percent progress is achieved. In order to meet the bills of contractors, allocation amounting to Tk. 257.00 lakh is still pending and in the next fiscal year, enhanced allocation should be provided, if it is planned to complete the project in scheduled period.

### 31.1 Progress of Physical Achievements up to June 2013:

Items of Costs	Physical Target as per DPP	Cumulative progress up to June, 2012	Target and progress in fiscal year 2012-13		progress in percentage in fiscal year 2012-13
			Target	Progress during July-December, 2012	
Academic Buildings with 4 storied foundation	3000 Units of	Work orders issued for 1025 units and progress achieved 40 %. 4 completed	100% in 1380 units	In process of tendering	40 % achieved
furniture	3000 schools	nil	nil	nil	nil

**31.2 Comments:** All most all units of academic buildings have been tendered and against which about 40 percent progress is achieved. The achieved progress indicates the progress of achievement is quite satisfactory. It is needed to mention that 459 units of buildings are completed. The remaining tendered units will be completed within the coming fiscal years, if fund flow is made as per requirement. Through this project, rural based schools now started to enjoy pucca classroom accommodation. Further to be mentioned that the Education Policy-2010 emphasized the importance to provide accommodation facilities for rural schools and hence this scheme is very useful.

**32. Development of Sheik Hasina Girl's High School and College at Gopalganj:** To promote female education at the secondary and higher secondary levels in the Gopalganj District, this project titled "Development of Sheik Hasina Girl's High School and College at Gopalganj" has been undertaken by the Government. The project was constituted incorporating the facilities; construction of academic, administrative, 100-bedded hostel and 01 unit of residential building for principal & hostel superintendent etc. Its estimated cost is Tk. 1382.00 lakh and scheduled to complete within the fiscal year 2013-14. The EED is responsible to implement the project under the supervision of the Chief Engineer. Regarding progress, this can be noted that construction of all units is on the way of completion, Hopefully, it will be completed within December, 2013.

**33. Construction of Academic Buildings in Selected Non-government Secondary Schools (2<sup>nd</sup> revised):** To provide classroom accommodation in the selected 2134 Non-government secondary schools, this project was taken by the Government. The project was framed incorporating 2134 units of buildings in

the selected schools including necessary furniture. Its estimated cost is Tk. 89532.00 lakh and is scheduled to complete in June 2013. Up to June 2012, total progress was achieved 98 percent. The remaining scheduled works are planned to complete in June 2014. The EED is vested the responsibility to execute and on the way to complete the project successfully. However, on completion of this project, the schools have been enjoying improved classroom accommodation facilities.

**33.1 Comments:** The non-government schools are managed and controlled under private management through SMC. Exclusively, the scheme has been implementing by the Education Engineering Department under the over all supervision of the Chief Engineer. Recently, Project Director has been deployed for this project to complete within the scheduled period of the project documents. At this moment, the Project Director should take initiatives to prepare the completion report.

**34. Development of Selected Non-government Colleges along with ICT Facilities for Improving Quality of Education:** The project titled “Development of Selected Non-government Colleges along with ICT Facilities for improving Quality Education” has been undertaken in this fiscal year 2012-13. The project was approved by the ECNEC on 18.09.12 involving an estimated cost of Tk. 238770.00 lakh, which is the largest single project for development of Non-government of colleges. The project has recently started its implementation under the disposal of the Director General, DSHE by establishing a PIU headed by Project Director. Its lifetime has been scheduled to complete in June 2017.

With a view to creating opportunities for classroom accommodation and ICT education facilities in selected 1500 Non-government colleges, this scheme has been undertaken. In framing the project, some important directives are considered those are; to provide accommodation for classrooms including furniture, learning materials and ICT education facilities. These facilities will help to reduce the gap of government and Non-government and urban and rural colleges. In addition, the Government emphasized the importance of their requirements in meeting up the excessive pressure of SSC passes student. It is to be noted that all most all the colleges are established having community supports and initiatives. However, it has been framed incorporating the objectives as mentioned below:

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

During the period of January- June 2013, the Project Director including his core members are deployed by the Government. They are now heavily involved with



the preliminary works for setting up the PIU and simultaneously performing the regulatory tasks in providing supports to the EED for initiating civil works.

Items of Work	Target as per DPP	Cumulative progress up to June 2012	Target and progress of fiscal year 2012-13		Cumulative achievement up to December, 2012
			Target	Progress during January- June 2013	
Training of teachers	4500 teachers	Only the component "Construction of Academic Buildings" in selected 1500 colleges and out of which soil test for constructing the proposed buildings is being completed by EED. No other works are being executed by the PIU.			
Computer & Accessories	1500 colleges				
Civil works	1500 colleges				
Furniture	1500 colleges				

**34.1 Comments:** During the last fiscal year 2012-13, the PIU headed by Project Director has been established and provided them office accommodation in the sixth floor of Second block of Sikkha Babhan, Dhaka. Regarding progress, it can be mentioned that as per provision of the project documents, the EED has already been executing soil test for the proposed buildings in 620 colleges. For this project also, the MEW has been preparing schedules for physical verification to overseeing and observe the quality of executions.

**35. Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities:** In accordance with the commitments made by the Hon'ble Prime Minister, Sheikh Hasina, the Government took this project titled "Establishment of 07 Government Secondary Schools in Sylhet, Barisal and Khulna Metropolitan Cities". The project has been prepared involving an estimated cost of TK.15200.00 lakh and targeted to complete in June 2014. In view of excessive pressure of secondary levels learners in the divisional cities particularly, in Sylhet, Barisal and Khulna, seven government schools will be set up. During the last fiscal year 2012-13, the sites for setting up schools are being selected having sincere cooperation of the concerned Deputy Commissioners. The EED is authorized to implement civil work components through issuance of instructions and guidance by the project Director and Director General. At the initiating stage, the Project Director has been observing the sites of project locations through physical verifications and considering the findings and based on which providing feedbacks to EED for starting tenders as early as possible

The size of the project may be too small; but its importance will create opportunities to learn the learners at the secondary level and will ensure quality of education in the cities. In minimizing the excessive pressure of students along with all primary passed students, the learners will get opportunities to learn in the well-established government schools. However, this project has been framed with the following objectives:

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

To realize the major objectives of this project, the project documents have been constituted incorporating the provisions and against which the achievements so far realized is placed in a table as mentioned below:.

Items of Work	DPP Provi	Cumulative progress up to June 20	Target and progress in the fiscal year 2012-13	Progress up to June 2013
Land Acquisition	9 Acres	nil	The PIU is being preparing schedules of undertaking works following the Project documents. Initially, they are visiting the project locations particularly, the acquired lands in three metropo cities	
Academic building	7 units	nil		
Quarter for HM	7 units	nil		
Boundary walls	7 packages	nil		
Internal road	7 packages	nil		
Land Development	7 packages	nil		
Computer and accessories	10 sets in each of 7 schools	nil		
Furniture	7 schools	nil		
Science equipment	7 schools	nil		
Office equipment	7 schools	nil		
Books and learning materials	7 schools	nil		

**35.1 Comments:** Other than establishment of PIU and selection of project locations along with sites, no other visible development have been made under this project. However, since establishment of PIU, the preparatory steps for initiating the scheduled works, the progress so far achieved is satisfactory. Like other construction-oriented projects, the MEW will form a team of two members to verifying project locations to observe the quality of construction works. The findings will be inserted into the Semi-annual Reports coming ahead. In order to maintain the scheduled year-wise implementations, required allocation should be provided in ADPs.

**36. ICT for Education in Secondary and Higher Secondary Level Project:** The Government took this project in 2011 at an estimated cost of Tk. 30565.34 lakh and scheduled to complete in 2013. The DSHE is the executing agency with the help of establishing a PIU. Soon after approval of the project documents, the PIU was established headed by Project Director. The provisions of the project are; supplying Laptop, Multimedia Projector (MMP), Speaker and Internet Modem etc for the selected 20500 schools and colleges around the country. In addition, provision of training to 20500 teachers of all selected institutions is also scheduled in the project documents. However, the project was constituted to achieving the following objectives:

- (i) Establishment one Multimedia Classroom for all schools in the first phase;
- (ii) Transformation of all classrooms into Multimedia in the second phase; and

- (iii) Establishment of computer labs in each of all secondary schools in the third phase.

Since launching, progress of achievements up to June 2013 so far realized is quite satisfactory. Categorically, among the scheduled components of the project documents, 16,500 Laptops, 20,500 Speakers, 13,500 Modem with SIMs, and 11,500 Multi-media projectors have already been supplied to selected institutions. The scheduled materials will be supplied in the next fiscal year 2013-14. It is significant that most of scheduled ICT materials are bought during the fiscal year 2012-13. Incorporating the above supplied materials along the provision of the project documents, a table has been framed as stated below:

Items of work	DPP Provision	Cumulative progress up to June 2012	Target during 2012-13	Achievement during 2012-13
Training to teachers on Digital contents	20,500	6105	14,395	10,395
Supply of Laptops	20,500	nil	20,500	16,500
Supply of Speakers	20,500	Nil	20,500	20,500
Supply of Internet Modem & SIM	20,500	Nil	20,500	13,500
Multi-media Projector	20,500	nil	20,500	11,500

**36.1 Comments:** To accelerate the process of digitalization of Bangladesh, this project could be an effective investment. Through this project, thousands of teachers and millions of learners will be able to learn about the contents on ICT education. The students will also enjoy the opportunities of quality education through ICT materials. MEW opines that the project was targeted to complete in June 2013. However, required allocation has not been provided and hence its tenure needs to be extended for further one fiscal year.

**37. Teaching Quality Improvement -11 (TQI-11) in Secondary Education Project:** The project titled "TQI-2" was taken by the Government at the beginning of fiscal year 2012-13 involving an estimated cost of Tk.64600.00 lakh and scheduled to complete in June 2017. Out of the proposed cost, Asian Development Bank (ADB) will finance Tk. 53240.54 lakh under credit financing. The project was framed incorporating aims and aspirations of the Education Policy 2010. In particular, implementation of revised curriculum, teacher development by providing training to teachers for the secondary schools is the main theme of this project. However, it has been constituted with the following objectives:

- (i) to support the National Teacher Education Council (NTEC) for developing competencies, training programs and set the standards for training providers;
- (ii) to provide support for teacher registration and certification authority (NTRCA) for ensuring quality teacher registration towards quality teachers of Non-government secondary schools and Madrashas;
- (iii)

- (iv) to help the training providers including TTCs (Government & Non-government), higher secondary teacher training institutes and concerned universities to provide high quality training;
- (v) to strengthen the monitoring capacity of the DSHE for teacher performance monitoring;
- (vi) to enhance pre-service and in-service teachers training programs including continuing professional development for up grading teachers professional knowledge and skills;
- (vii) to support inclusive education by increasing the proportion of female teachers in education institutions and female members in SMCs;
- (viii) to ensure professional competence of teachers, trainers and concerned education officials;
- (ix) to enhance project management and effective monitoring reporting on progress in line with project goals; and
- (x) 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.

During the last fiscal year particularly, from January – June 2013, the PIU of TQI-SEP has been established under the overall supervision of the Director General, DSHE. The PIU, at this moment has been in touch with preparing the programs of several training and orientation programs. At an early period, they will initiate the scheduled program following the project documents. However, up to June 2013, the achievement so far realized is tabled below:

Items of work	Physical target as per DPP	Cumulative Achievements up to June, 12	target achievements for the fiscal year 2012-13		Cumulative Achievements during July-December, 12
			Target	Achievements during July-December, 12	
Manpower	53 POSTS	Since July, the PIU is established. At this stage all personnel of the PIU is keenly devoted to prepare implementation schedules of the approved documents.			
supply and Services	lump sum				
repair and maintenance	lump sum				
Grants in aides	lump sum				
Acquisition of assets	lump sum				
Acquisition of land	lump sum				
Civil works	51 units				

**37.1 Comments:** In pursuance of the Education Policy-2010, this project has been taken as a follow up of the previously implemented TQI-SEP-1. On completion of TQI—SEP-2, all teachers of schools and Madrashas will be familiar with the revised curriculum and Syllabi. MEW opines that through this teacher development project, the hopes, aspiration and directions of the Government could be realized.

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

Bangladesh is an over populated country. Now a days, it has been understood to all corners that skilled labor is demanded everywhere in the world. Realizing the importance of skilled labor, the Government has been generating skilled labors by providing skill education to un-skilled persons under the exclusive control of the Ministry of Youths and Sports. Besides, the Ministry of Education has been providing technical education by establishing Technical schools and colleges under public and private management. All these efforts are being taken to create skilled labor for utilizing them inside and outside the country. However, in view of mitigating the language problem, the Government has been keenly involved to provide training to educated and ill-education persons on foreign languages and keeping the view in mind, the said project titled "Establishment of Foreign Language Training Centers-11" was taken involving an estimated cost of Tk.1329.00 lakh. During the fiscal year 2012-13, the PIU has bought some legalistic supports for creating scopes to performing day-to-day works. In the next fiscal year, 2013-14, setting up of language training centers will be initiated.

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

Each tranche can support a next reform step and support full institutionalization of earlier reforms;

It ensures commitment for the long term reforms, especially since unit cost per student will increase to ensure minimum quality standards; and

It allows discrete projects to join the Sector Wide Approaches (SWAP) at their discretion, given the phased ADB financing.

The PPTA is scheduled to be completed in December 2013 involving an estimated cost of Tk.600.00 lakh equivalent to US\$ 0.75 million. Regarding progress of achievements, it can be mentioned that up to June 2013, the PPTA team has already prepared the draft FAM. Based on the FAM, DPP for Secondary Education Sector Investment Program (SESIP) has been developed and the same is transmitted to the MOE and MOF.

**40. Concluding Remarks:** The main theme of the Government was aimed at providing opportunities for providing physical development including logistic supports for the government and non-government educational institutions. But work-oriented skill education program has not yet been considered particularly for dropouts and those have no such quality for higher education. By this time, the Government has made a plan to reduce the poverty rates from 32 to 15 percent by the year 2021. To achieve this goal, skill education program could rapidly help to reduce the poverty rates and in this respect, work-oriented skill education program for the dropouts and SSC plucked students in grades 9 and 10 also for the HSC plucked students could be considered at an early period.

40.1 During the period of the present Government about 30 percent education institutions among the total, have been scheduled under development projects for providing physical facilities. The physical facilities are being executing with the help of Education Engineering Department. In carrying the approved schedules of works of the projects, required allocations are yet been provided through ADP. As a result, all most all projects have been suffering and failing to complete the projects in time. In this respect, the government will have to be cautious.

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

40.3 Uniform screening method for poor learners known as Proxy Means Test (PMT for all tiers of education should be introduced following the method of SEQAEP, which is already introduced in 125 Upazillas. About this method, the local level stakeholders involved in education can ensure its acceptability all over the country.

40.4 The stipends and tuition subvention rates should be uniform. At present rates of stipend, tuition, subvention and allowances for books and examination fees are being awarding scattered. Moreover, proportion of boys and girls are also awarding in different ratios. All the issues are needed to be justified and uniform.

40.5 Under an investment project, 310 high schools at the Upazilla headquarters are being transformed into Model Schools, where there are no Government schools. These schools are renowned and oldest institutions. To ensuring balance distribution of Government schools around the Upazillas of the country, the transformed 310 schools should be taken under Government management through nationalization.

**===== End=====**