

Development of Secondary Education Through Projects intervention: An assessment

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Executive Summary	
Chapter I Introduction:	
1) SEQAEP Activities	
6. Analysis of Component-Wise Physical Progress of SEQAEP	
7. PMTA Progress	
Chapter 111 Part B Activity Development Projects and Analysis of Development Projects	
1. Target and Achievement	
a) Improving Teachers quality improvement in Secondary Education Project	
b) Secondary Education Sector Development Project	
c) Secondary Education Quality and Access Enhancement Project	
d) Secondary Education Stipend Project	
e) Higher Secondary Female Stipend Project (phase-4)	
f) Establishment of 11 secondary schools and 6 colleges in Dhaka Metropolitan City Project	
g) Establishment of 11 secondary Schools and 6 Colleges in Dhaka Metropolitan City Project	
h) Transformation of non Govt. schools into Model Schools in selected 306 upazila H.Q	
i Life Skill Based Reproductive Health Education for In School Youth and Adolescents through Peer Approach Project	
Chapter 1v:	
a. Monitoring and Evaluation, a) Summary of the field visit of Monitoring and Evaluation wing	
b. Critical issues facing implementation problems c. lesson learned	
. Conclusion	

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Abbreviation :

DSHE- Directorate of Secondary and Higher Education

HQ. Head Quarter, PTA :Parent Teacher association, SEQAEP: Secondary Education Quality and Access Enhancement PrPMT: Proxy Means Testing MED Implementation Monitoring and evaluation Division

TTC: Teachers Training Center. TQI : Teachers Quality Improvement , RHP: Reading Habit Program

MEW: Monitoring and evaluation Wing ,ADP: Annual Development Program

DPP Development Project Proforma., TQI : Teachers Quality Improvement HT :Head Teacher , HT :Head Teacher, SEQAEP: Secondary Education Quality and Access Enhancement PrPMT: Proxy Means Testing

Executive Summary

Education Sector is directed to expand the coverage of stratified system for the improvement of quality of education. Government has recognized that stipends has many dimensions and new innovative initiatives which are effective approach and will meet real needs for the poor. Some data are collected from field levels where

1. Secondary Education Quality and Access Enhancement project (SEQAEP): Secondary Education Quality and Access Enhancement Project is a project of DSHE under the Ministry of Education with financial assistance of World Bank and launched its program in August, 2008. The Project consists of the following components.

Component 1: Improving Education Quality and the Capacity to Monitor Learning Levels:

Sub-component 1.1: Incentive award to students, teachers and institution. The Project completed disbursements of awards as follows: 90,000 best student award, students PMT S.S.C-79,000, S.S.C Teacher incentive award-5,900 awarded, S.S.C institution award- 4,100 awarded, Grade Progression award (GPA)- 155 awarded.

Sub-component 1.2: Support for English and Mathematics learning and Teaching: The project has provided support for the sub component of English Language and Mathematics learning and Teaching as follows: 8000 teachers have been trained, additional classes have been implemented in 1500 institutions covering 1.12 million classes, 9800 HTs and AHTs have participated in 3-day orientation session.

Sub-Component 1.3: Developing reading habit. SEQAEP has selected Bisha Shahitra kendra as a consultant for improving the quality of education. It has started from May 2010 and will be completed in May 2014, targeting to implement book reading activities in 4500 institutions of 122 upazilas. The project achieved 2500 institutions up to June 2011 who implemented reading habit program and enrolled 94,656 students in the first phase (2010) and 284,103 readers in 2nd phase (2011).among them 54% are girls.

Sub-Component 1.4: Assessment of Education Quality. The sub-component aims at measuring the quality learning by administering internationally comparable and national curriculum based numeracy and literacy testing on a sample basis which will be considered representative at national level. According to the Mid Term Review (MTR) conducted in July 2011, the SEQAEP will conduct two learning outcome assessments. One of which was decided to take place in the early of 2012 to establish a base line on learning outcomes in proficiency of Bangla, English and Mathematics for a sample of students in project schools receiving the quality enhancement interventions and a sample of students in a comparable control group. It will be implemented on early students Grade 9 to assess the learning outcomes of Grade 8. The next one is scheduled to be conducted before the closing of the project in 2014.

Component 2: Improving Equitable Access:The objective of the component is to increase access and retention of poor girl and boys and introduce a poverty–targeted stipend program to address large disparities across different groups in secondary school access and quality.

Sub-component 2.1: PMT Based Stipends and Tuition to the Poor Boys and Girls. The component achieved/ PMT based stipends up to January 2011 is.10.03 lakh students against target of lakh11.75 students

Sub-component 2.2: General Stipend and Tuition for Girls. Cumulative expenditure up to June 2011 is Tk.6517. 46lakh against the target of Tk7452.00 lakh that exhibits 87% of the total allocation for this component.

Sub-component 2.3: Improving School Facilities. The sub-component is intended to attract and retain girls and boys in schools through ensuring of safe drinking water and sanitation facilities. The component of the project established (up to Dec, 2011) a total number of 1348 twin latrine, 641 deep tube wells and 704 tube wells.

Component 3: Institutional Capacity Strengthening: The objectives of this component are to, (a) strengthen the existing structure for managing and implementing the project, (b) develop and strengthen the capacity to implement programs aimed at increasing educational quality and to deliver financial support to targeted beneficiaries, (c) strengthen accountability at school and upazila level etc.

Sub-Component 3.2: Institutional Capacity Building: The objective of this sub component is to strengthen the capacity of MOE, DSHE and SEQAEP unit, MEW to provide services at central, upazila and community levels.

Sub-component 3.3: School Management Accountability: SEQEP has completed PTA member training program in all institutions for the improvement of education quality and management which relates its transparency and accountability. The project has conducted a comprehensive study on school management Committee.

Sub component 3.4. Education Awareness and Community Mobilization: The objective of this sub-component is to build and increase awareness all key Stakeholders. The project achieved following progress up to December 2011: has provided orientation to PTA Member-Secretaries of 2600 Secondary level education out of 4000, and completed a total number of 800 cluster–wise cultural programs at institution

Component 4: Monitoring and Evaluation:

Monitoring:

Monitoring and Evaluation Wing has been established. M &E wing performs the following tasks:

- The wing monitors and evaluates all the stipend related activities of the projects including SEQAEP and Non-stipend activities of the projects of the DSHE.
- Prepared and published Monitoring Tools and distributed to the concerns.
- Prepared and published the three Semi-annual Monitoring reports on activities of SEQAEP, activities of other Project and on the regular activities of the DSHE etc.

Evaluation: M & E Wing evaluates the implementation of the projects whether they are achieving the targeted goals and objectives.

- Conducted national level workshop on the baseline survey findings and prepared report.
- Conducted two divisional level workshop at Bogra for Rajshahi Division and Rangpur Division another at Sylhet for Chittagong and Sylhet Division.
- performed other works

Evaluation MEW had a series of meetings with W.B SEQAEP and other agencies and organized number of workshops to prepare a framework for the assessment of learning outcome which was started at the end of October, 2011-12.

Improving Teachers Quality Improvement in Secondary Education Project: The objectives of the project are to (a) Improving teaching Quality through organizational development and Capacity Building, (b) Improving teacher training facilities. The Main works have been completed: Civil work- 63 packages (100%), purchase of learning materials-10, 84,870 nos (75%), local Training- 430,649 nos (82%), it provided Research & Studies for 5,659nos(93.18%), Training Grants for 31,517 and IDF 129 (98.49%).

3. Secondary Education Sector Development Project: The project has been providing support to improve the equity of access to secondary education by improving infrastructure, supporting delivery system of education system and providing support to poor students. DSHE has focused on the provision of stipends and tuition for both poor girls and boys

4. Secondary Education Stipend Education Stipend Project: The project has provided tuition fees and stipends to a number of 41.93 lakh students for 2011-12.

5. Higher Secondary Female Stipend Project (phase-4): During period from July 2011-December 2011, a total number of 2.82 lakh girls students have received stipends and tuitions.

6. Transformation of Existing Non-Government Schools into Model Schools in Selected 306 Upazilas Head Quarter: The Project has a provision to improve educational quality of selected non govt. schools through creating physical facilities and teaching learning aids. The project has completed of 33% construction works for Model Schools.

7. Establishment of 11 Secondary Schools and 6 Colleges in Dhaka Metropolitan city project: Land acquisition and land development, Purchasing of computer, furniture , learning materials for 17 institutions are under process. In implementing ADP, during the financial year (2011-12) up to December -2011, the component (project) has spent 26.30% of total allocation.

8. Development of Post Graduate Govt Colleges in District H.Q for improving quality of education .The project provides enhanced physical facilities and learning materials to cope up with increased students of the eminent post graduate colleges H.Q.

9. Life Skill Based Reproductive Health Education for in School Youth and Adolescents through Peer Approach Project: The amount of the expenditure up to December 2011 stands at 55.33 lakh for 2011-12 which is around 92% of the ADP allocation demonstrates satisfactory progress. The project has performed

the following works: Conduction of life skills sessions, Training Manual/Booklet, consciousness issues and VAW (UNFPA) Awareness on ASRH through formal education program (DSHE). The project has conducted Training for the scouts and guide

. **Overall Performance of the Projects:** It is difficult to assess the component of the project due to lack of time and resources. The performance of projects are found moderately satisfactory as the components of Quality Education, Education Awareness and Mobilization, Equitable Access are being implemented through stipend disbursement, Institutional capacity building of DSHE and improvement of their management and Monitoring and Evaluation capacity.

Chapter I

Introduction:

Monitoring & Evaluation Wing has analyzed the project activities to know the financial and physical progress and the achievements of the project. In particular, the Semi Annual provides of overall progress of the projects. MEW performs appropriate oversight function through periodic monitoring and supervision.

Objectives of Monitoring and Evaluation Wing (MEW): The main objective of the MEW is to build up .

Objectives of M& E Cell

- To monitor and evaluate non stipend activities of the projects of DSHE.
- To monitor and evaluate all routine activities of DSHE.

Scope of this report: This is the Semi Annual Monitoring report of the 3rd year of the project prepared by MEW. The objective of this Report is to publish quarterly progress report of the SEQAEP and other project activities for the management and Policy –Makers. This quarterly progress report contains 4 chapters-This first chapter draws introduction. Chapter11 includes assessment of achievement of project development objectives .Cumulative progress & achievements are discussed in Chapter 3. **Part B Activity Development Projects and Analysis**

Chapter 11 : SEQAEP Activities

The Project (SEQAEP) of DSHE has focused on the provision of stipends and tuition for both poor girls and boys to ensure their retention during the whole cycle of the secondary system and have taken measure to ensure quality of education. The project has covered 122 Upazila. PMTA started its assignment from August 2008 and will continue up to 2013 .PMTA has started 3rd cycle from July 2011. The objective of component is to increase access and retention of poor girls and boys based on pro- poor targeting and educational criteria. PMT provides an alternative targeting scheme through a set of variables that is relatively measured and verified. It evaluates the information relating to nature of household income and consumption pattern of poor families Based on a simulation of PMT Model with respect to different cut-off points.

2. Component wise Physical progress of SEQAEP:

Based on key performance indicators and intermediate MTR findings are discussed some target values are revised and number of intermediate outcome indicators have been limited to improve efficiency of monitoring overall Progress of the project .the Project has reviewed progress as achieved.

Table 1 physical progress of SEQAEP

Sl.	Component/ Activity	Units	Project Target (FY2008-2013)	Cumulative Achievement (FY 2008- Dec 2011)	
				Progress	%
1.1 Incentives					
1.1.1	Best Student Award	Nos.	249,664	90202	36%
1.1.2	Ceremony in Upazila level and other programs	Nos.	605	243	40%
1.1.3	SSC/Dakhil Pass Awards for PMT based students	Nos.	137,000	109988	80%
1.1.4	SSC/Dakhil Pass Awards for English Teachers	Nos.	6,850	2995	44%
1.1.5	SSC/Dakhil Pass Awards for Mathematics Teachers	Nos.	6,850	2986	44%
1.1.6	SSC/Dakhil Pass Awards for Institutions	Nos.	8,290	4148	50%
1.1.7	Grade Progression	Nos.	1,535	155	10%
1.2 Additional Classes : Support for EL & Math learning and teaching					
1.2.1	Additional classes for English	Nos.	2,230,000	549909	25%
1.2.2	Additional classes for Math	Nos.	2,230,000	549108	25%
1.2.3	Classroom observation to EL Teacher	Nos.	81,000	17900	22%
1.2.4	Classroom observation to Math Teacher	Nos.	81,000	17962	22%
1.3 Reading Habits					
1.3.1	Books for reading program	No. of schools	4,500	2500	56%

.3Analysis of Component-Wise Physical Progress :In this Section MEW has assessed that how much of the components have achieved their progress for their activities.

1.1 Best Student Award: Cumulative Physical Progress of the sub-component up to Decememer2011 stood at 90202 numbers, which is 36% of the DPP provision. The progress remained low.

1.1.2. Ceremony in Upazila Level and Other Programs: During 2008-December 2011.Cumulative Progress of this item was 40% of the total target that demonstrates low progress.

1.1.3. S.S.C/ Dakhil Pass Awards for PMT Based Students: This achieved the highest progress, 80% of the total provision that seems satisfactory.

1.1.4. SSC/ Dakhil Pass Awards for English Teachers: The cumulative Physical Progress of item up to December 2011 was 44% of the total target which is noticeable.

1.1.5. SS.C/Dakhil Pass Awards for Mathematics Teachers: It achieved 44% of the planned progress which shows good performance.

1.1.6. SSC/Dakhil Pass Awards for Institutions: The items contribution was 50% which is compared to other item found satisfactory.

Grade Progression The item of the component has recorded an overall achievement of only 10% of the total target. The progress however remains low in terms of physical Progress.

1.2. Additional Classes: Support for EL & Math Learning and Teaching:

1.2.1 Additional Classes for English: Sub-components contribution was 25% of the planned progress which exhibits poor performance

1.2.2 Additional Classes for Math: Total progress up to December 2011 in relation to total target for the item is 25% which shows poor performance .The item of the sub component up to December 2011 is 22% of the planned target.

1.2.4. Classroom observation to EL Teacher: Cumulative progress of the sub-component up to Dec.2011 is 22% of the total target

1.2.5. Classroom observation to EL Math: Cumulative Progress of the sub-component up to December 2011 in comparison to project target is 22% that seems to be remaining low regarding the target.

1.3 Reading Habits sub-component

1.3.1. Books for reading Program: The Sub component result shows that it achieved 56% of the total target that seems satisfactory. The result shows above activities emphasize that in order to achieve the objectives of the all Sub -components need to be accelerated.

4.PMTA Progress .The SEQAEP has entered into a participation agreement with Local Government Engineering Department to serve as the PMT Administrator to implement PMT- related activities in 122 upazila in two phases. The objective of PMT sub-component is to select poor boys and girls and will support stipends and tuition in 122 upazillas. The implementation of the stipend program will achieve gender parity in access to secondary school. The communities will be able to raise their adequate awareness that poor students will be selected. PMT Progress is shown in table ii

Table ii. Summary or PMT progress/achievement

	2009 (Phase 1)	2010 (Both Phase)	2011	2012 remarks
1. Enrolments	1189734	1482990	624957(Grade-5)	651055 (Grade-5)
% female in enrolments	54%	67%	55%	56%
2. Applicants	776,358	1149938	496056	492520
Females	446252	641834	275631	276843
Indigenous population (IP)	8474	5979	3325	4461
3. Category 1(stipends and tuition)				
Draft eligible students	392,524	525976	336679	312340
Draft IP eligible students	5691	5966	3325	4461
ACF awardees (1 st semester)	348,519	Old student = 280781 New student = 525976 Total = 806757	Old student = 618279 New student = 275979 Total = 894258	Not yet Done
Actual awardees	348519	Old student = 280781 New student = 525976 Total = 806757	Old student = 618279 New student = 275979 Total = 894258	Not yet Done
Actual IP awardees	5691	IP Old student = 4384 IP New student = 5966 Total IP = 10350	IP Old student = 3983 IP New student = 3325 Total IP = 7308	Not yet Done
ACF awardees (2 nd semester)	331,758	847482	861317	Not yet Done
Actual	331,758	847482	861317	Not yet Done

awardees				
Actual IP awardees	5299	5900	3296	Not yet Done
4. Category II (tuition only)				
Draft eligible students	129,387	194572	48464	72216
ACF awardees (1 st semester)	108,813	Old student = 82019 New student = 167279 Total = 249298	Old student = 174278 New student = 34496 Total = 208774	Not yet Done
Actual awardees	108,813	Old student = 82019 New student = 167279 Total = 249298	Old student = 174278 New student = 34496 Total = 208774	Not yet Done
ACF awardees (2 nd semester) Actual awardees	103,067 103,067	248335 248335	200231 200231	Not yet Done
5. Appeals Applicants Successful appeals	82,151 58,639	23685 15543	9804 5259	Not yet Done
6. Validation sample size Inclusion error rate Exclusion rate	9,350 24% 35%	45145 21.57% %		
7. SSC appearances in SEQAEP institutions Females PMT Beneficiaries				
8. SSC pass rate Females PMT Beneficiaries				

Source: PMTA/SEQAEP Unit: In this Section the Project has reviewed physical progress based on the information of monthly and Quarterly report prepared by SEQAEP unit and PMTA, LGEd

The progress and the success of the project directly depend on need based and timely procurement. The project faces some problems. The procurement of goods and services has been delayed. Therefore the activities of some sub-components have not been started and in some cases delayed.

Chapter 111

Part B Activity Development Projects and Analysis

DSHE has taken number of development Projects included in the Annual Development Program. The Projects are being implemented with following objectives:

- a) Improve quality of Secondary Education
- b) Expand excess Secondary Education
- c) Ensure Gender Parity in Secondary Education
- d) Increase enrolment, attendance and completion rates of Secondary Schools

The activities of following Projects are narrated below:

A) Name of the project. Teaching Quality Improvement in Secondary Education Project

Objectives of the Project: To see improved overall quality of the secondary education system, especially with regard to teachers' competence and capacity to foster a resource of well educated young individuals who can contribute to sustainable and prosperous development of the nation.

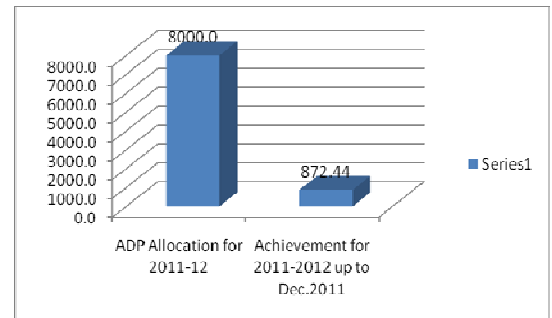
Implementation Period

Cost of the Project 64447.27

1. Financial progress for 2011-12 up to December /2011 A) Financial Achievement

ADP Allocation for 2011-12	Achievement for 2011-2012 up to Dec.2011
8000.00	872.44

Fig bar chart for



Observation : The expenditure presented above have been calculated using Monthly Progress r

Report of IMED (P& D DSHE) from July 2011-December 2011. The amount of Expenditure up to December/2011 stood at 472.44 lakh which is around 11% of the total allocation for 2011-12 and demonstrates slow rate compared to allocation. The project has achieved success regarding stipend and tuition Program During July 2011-Decm-2011.

b. Name of the Project : Secondary Education Sector Development Project

Objective of the project

- a) To improve the efficiency by strengthening the management, accountability and transparency system at all levels and in every sphere of activity in secondary education;

b) To enhance the quality of secondary education by improving the curriculum, student assessment and school performance.

Implementation Period

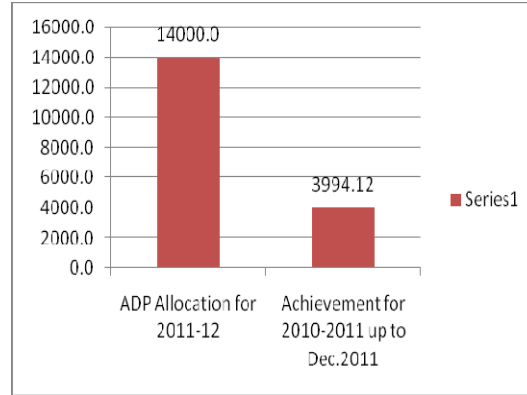
Cost of the Project

TFinancial Achievement

Fig- Bar chart : Financial achievement

Tk in lakh

ADP Allocation for 2011-12	Achievement for 2010-2011 up to Dec.2011
14000.00	3994.12



Observation : During the period from July to December 2011, the expenditure of the project is insignificant compared to allocation for 2011-12 EO-02 Training local 587200 Achieved around 1.60.000 nos, training, the project has a provision of grant, innovation & development Fund: for 32000 nos research . The project provided a total number of 27,000 scholars who initiated research. The project has provided stipends to a good number of girls (30 %) and (boys %) of poor families from 53 upazilas

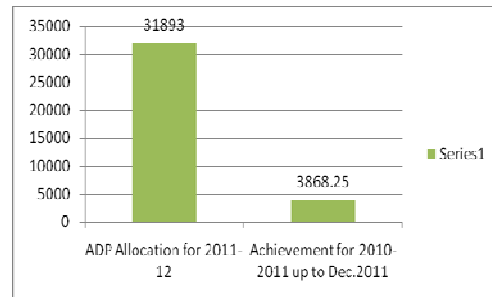
c) Name of the Project; Secondary Education Quality Project and Access enhancement Project

Objectives of the Project :Improving the quality of education particularly, the teaching-learning process by arranging additional classes at the secondary level (grade 6-10), developing reading 1 reading habits and providing academic performance based incentives. b) Ensuring equitable access by providing stipend and incentives to the poor boys and girls, subvention against tuition fees to institutions at the rural and semi-urban

Table: Financial achievement Tk. in Lakh

ADP Allocation for 2011-12	Achievement for 2010-2011 up to Dec.2011
31893.00	3868.25

Bar Char



Observation: The project contributed 12% of the allocation (2011-12) during July-December 2011. The project may undertake training program in abroad at various level. The Authority can share it with the concerned before selecting of various discipline/Subjects. The Management may take initiative to an increased fund utilization through addressing procurement and sub component of school environment, institutional capacity Building.

d) Name of the project: Secondary Education Stipend project

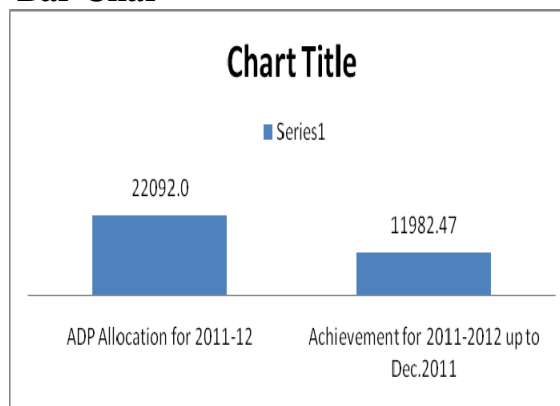
Objectives of the project:

- To increase the enrollment of boys and girls in secondary level institutions through continued financial assistance with the aim of expanding boy's and girl's education
- To improve the quality of secondary education
- To reduce the population growth by motivating the stipend recipients (boys and girls) to refrain from marriage till the completion of Secondary School certificate Examination/ Dakil Examination
- To increase the involvement of men and women in socioeconomic development activities
- To increase self employment to alleviate the poverty.
- To render special assistance to the disable learners .
- To establish Upazilla Secondary Education Offices for the newly included upazillas and strengthen 305 selected upazillas Secondary Education offices by official equipments and accessories

Table: Financial Achievement

ADP Allocation for 2011-12	Achievement for 2011-2012 up to Dec.2011
22092.00	11982.47

Bar Char



Observation: The project has provision of Vehicles 591, Equipment; 130, Furniture-87 achieved – vehicles 305 (51.61%), furniture-52 (59.77%) of total target. During July to December 2011, the expenditure of the Project is 11982.47 lakh which represents around 51% of the allocation for 2011-12 and demonstrates remarkable fund utilization for distribution of stipends to boys and Girls.

the main component of the project achieved the success as follows .

	component	total physical	Total cost	cum up to june 2011		target for 2011-12		up to dec /2011 for 2011-12	
				fin	physi	financial	physical	fin	physical
5931	Tuition Free	54.14 Lakh	9638.14	3575.72	18.61,1 (34.37%)	2309.15	13.12 lakh	2413.66	11.68Lakh Student (21.00%)
5963	Stipend	54.14 Lakh	55723.86	10104.81	18.61,1 (34.37%)	18610.75	13.12 lakh	17786.34	11.68akh Student (21.00%)

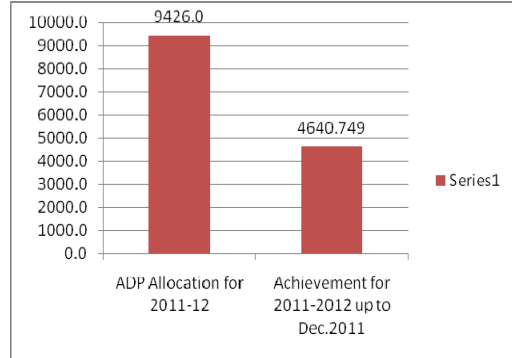
E)Name of the project: Higher Secondary female stipend project.

Objectives of the project: To encourage SSC pass the female student from poor families (40% of the total enrolled female students) to continue their study to higher Secondary level (grade 11 and 12 grade).

Table: Financial Achievement (Tk in lakh)

ADP Allocation for 2011-12	Achievement for 2011-2012 up to Dec.2011
9426.00	4640.749

Bar Chart Financial Achievement



- a) grant in aid /Stipend 19.38lakh(girls)
- b) tuition subsidy(19.38 lakh girls)
- c)subsidy for books 11.02lakh girls
- d)subsidy for exam fees 8.36lakh
- e)Stipend , tuition feesand other facil.1.69lakh

Observation :The Project has utilized the expenditure of Tk.4640.749lakh against the target of taka 9426.00 lakh for 2011-12 indicating satisfactory progress and achieved success regarding stipend program

f)Name of project: **Establishment of 11 Secondary Schools and 6 Colleges in Dhaka Metropolitan City project**

Objectives:

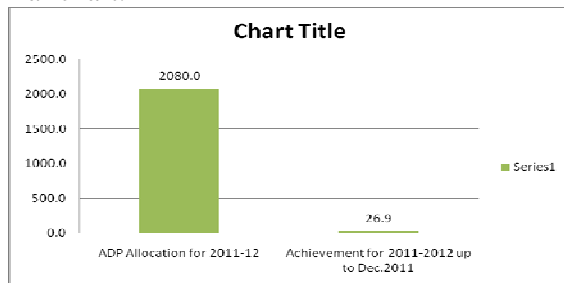
- a) to create educational facilities for the students of Dhaka City
 - b) to meet up demand of students for Dhaka Metropolitan City by creating infrastructure facilities, supplying modern equipments and accessories to Secondary schools and colleges grade 11 and 12 grade)
- Implementation Period 2010 -13

Cost of the project : 43500.00Lak

Table: Financial Achievement TK in Lakh

ADP Allocation for 2011-12	Achievement for 2011-2012 up to Dec.2011
2080.00	26.90

Bar chart.



Observation: Land construction and Purchase of Equipments are the main components of the Project. The expenditure of the Project till December 2011 has remained low compared to its allocation for 2011-12. The project needs Policy Measures to expedite in achieving Project objectives in quality and quantity.

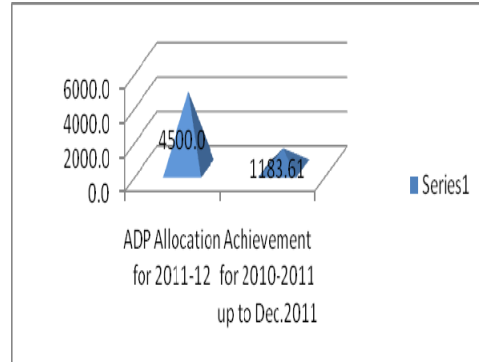
g) Name of the project: Development of Post graduate Govt Colleges in district H.Q for improving quality of education.

Implementation period: August 2010- Dec-2013

Cost: 65512.00(Gob)

Table: Financial Achievement (Tk in lakh)

ADP Allocation for 2011-12	Achievement for 2010-2011 up to Dec.2011
4500.00	1183.61



Observation: In implementing ADP 2011-12, It was observed that during 6 months, the Financial and Physical Progress remained low. The project needs to gear up its activities.

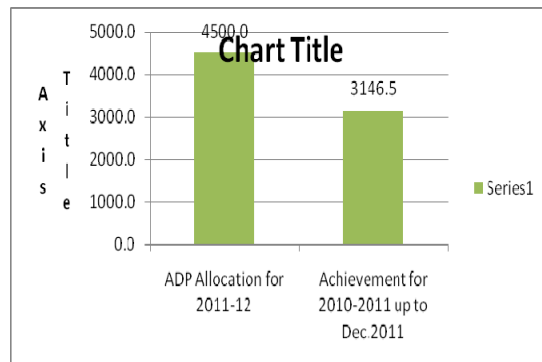
h) Name of the project: Transformation of non Govt. schools into Model schools in selected 306 upazila H.Q

Objectives: To provide better education which will create demonstrative effect

Implementation Period

Cost of the project : 46577.00 lakh Table: Financial Achievement Tk in lakh

ADP Allocation for 2011-12	Achievement for 2010-2011 up to Dec.2011
4500.00	3146.50



Observation: The project has reviewed the expenditure and shows that Annual Development Program the project is Tk 4500.00 lakh of which expenditure is 70% of total allocation for 2011-12 is utilized in July-December 2011.

i) Name of the Project: Life skilled based Reproductive health Education for school youth & adolescents through peer approach.

Objective of the project: Educate the youth with knowledge of population control, safe maternity, reproductive health, STD, HIV/AIDS etc.

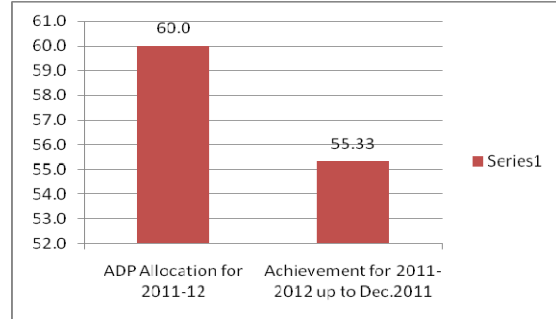
Implementation period: Jan 2006 to December 2011.

Cost of the project: 582.39 lakh.

Table: Financial achievement (Tk in lakh)

Bar Chart

ADP Allocation for 2011-12	Achievement for 2011-2012 up to Dec.2011
60.00	55.33



Observation: The expenditure of the Project up to December 2011 is Tk. 55.33lakh which is found satisfactory as it showed a utilization of 92% of planned expenditure. The contribution of the project towards the physical progress is noticeable.

Chapter IV:

Monitoring Report, Critical issues facing implementation problems and lesson learned

a) Monitoring Report:

Monitoring and Evaluation Wing has emphasized on continuous monitoring of project and regular feedback to the Directorate of Secondary and Higher Education. Limited mobilization of USEOs Best Student and Student PMT Awards are relevant but need to comply with refined data processing and disbursement procedures

Original SSC teacher and institution awards selection cut-offs no longer relevant because both average and subject specific pass rates have increased markedly since project preparation. Revise project organogram with the provision of additional project director, removal of deputy director positions, redeployment of existing positions and addition of select critical positions (redeployment of available staff as per the provision).

GPA awards are difficult to administer given large discrepancies between reported and verified information, need to simplify the incentive scheme. Despite the fact that PMT stipends/tuition component is robust and advanced in terms of design and implementation arrangement of student selection, ACF processing and funds disbursement, there remain cases where:

- (a) some non-poor students are incorrectly included in and some poor-children are incorrectly excluded from the scheme,
- (b) there are occasional delays in ACF processing and compliance with agreed disbursement schedule;

Monitoring report (July to December 2011): The officials of MEW visited different places of the country to oversee the project activities and submitted their recommendation to the Management for corrective action. MEW has been restructured to perform efficient monitoring and evaluation has become a core part of the regular work program. Moreover, Teaching Quality Improvement SEP CPD Project: Education office of Satkhira, Nilphamary, Bogra, Narail and Chitagong, Jhenaidah & TTC – Chittagong, Rangpur, Rajshahi, Pabna, Mymensingh (Women TTC) have been visited. A total number of 13 training centre were visited and monitored training activities.

Observations:

- a) 83% participants were present in the training program when visited. A total 128 no. of Participants Participated in the Training program out of 1545.
- b) It is observed that there is a lack of coordination between TTC and District Education officer.
- c) Pre-evaluation and post-evaluation is conducted at the beginning and finishing except Narail DEO training centre. Nilphamary DEO Training centre has rewarded the

teachers who stood 1st and 2nd on the basis of their merit evaluated by the centre/institute.

- d) Course Co-ordination Committee has been formed in all areas following rules prepared by TQI-SEP
- e) Training manual has been supplied to all Participants TTC- Pabna and DEO Office of Satkhira will receive training manual from the participants after finishing the course.
- f) During Monitoring Visit , Training related Display board were not found in the TTC and DEO Training Display Board are found in the room of principal TTC, Rajshahi.

Recommendations:

It needs to be ensured that all participants will receive the training manual so that it can be utilized in future. A directive may be issued to all DEOs that all participants will present in the Training venue, which need to be ensured. Training related display board may be kept in the room in all principal, head of the institute, all information relating to course name, male, Female District and upazila-wise statistics may be preserved.

- Different course coordinator is necessary for each subject
- TTC may be preferred for organizing the training course instead of DEO
- Budget for training should be reached to all training centre
- A course Report may be sent to respective P.D and MEW after visiting at the field level.
- Training activities should be monitored while training is going on
- As the training activities has been completed. Non MPO school but Permanent Teacher may be trained.

Examination Activities of Reading Habit Program under SEQAEP implemented by Bisha Shahitya Kendra:

Place of Monitoring Activities: Godagari, Rajshashi 27 institutes, Goainhat, Sylhet, 35 institutes, Agairjhora, Barishal 27 institutes. The examination activities for reading habit were monitored:

observation

- One teacher was engaged in each institute for RHP where the activities are implementing.
- The visiting Centers were found as good environment, it seems to be public examination. During the visit, it was observed that participants and observer were operating satisfactorily.
- Students of other classes move to another places.
- Bisha Shatiya Kendro supplied a total number of 70 books.
- It is learnt from the students that the students of other classes were moving out due to shortage of class room.
- The readers are very much interested to write Word Meaning .the Readers of Agorjhora received 2-8 reading books where each Readers will receive 18 books as decided by BSK.
- If MCQ system is introduced, the readers would accept the examination enthusiastically.

Recommendation:

- MCQ system may be introduced for simplifying questions and students will accept easily.
- Area –wise examination centers or class –wise center may be established instead of each institution.
- Duration of Examination may be increased to 1.50 hour instead of 1.00 hour
- More motivation is required for students to achieve its objectives and goal

- UEO and the respective officials of DSHE may continue to supervise the training activities.

Follow up Training courses for 1 day for English and Mathematics:

Place of Monitoring Activities: Tanore, Rajshahi, Moheskhali, Cox Bazar, Companiganj – Sylhet, Jaldhaka – Nilphamary.

Participants: Assistant Teacher

Observation:

- The educational (Training Centre) institute of companyganj could not start their training course in time. All participants of Moheskhali Cox Bazar also could not catch up the training course in time.
- The venue of companiganj is not found suitable for performing training activities.
- The trainers in English for Tanore, Rajshahi are not found qualitative.
- The Authority could not arrange lunch there. For this, almost participants of Jaldhaka. Nilphamary go to house to have their lunch for this the next session began lately.

Recommendation:

- General session relating to project activities may be organized with a view to informing all activities to all Participants.
- Proper venue selection is required with a view to emphasizing the training potentials.
- Lunch may be provided to all participants to continue the program up to end of the program.
- A concise training report must be sent to MEW after completion of the training course.

Incentives to students under SQAEP:

Place of Monitoring Activities: Pirganj-Rangpur, Khanshama, Dinajpur, Kamalganj, MouloviBazar, Sadar-Narail.

Observation:

- The amount of money is Tk 500 for the all selected students. The money is distributed under supervision of Bank officer/DEO. Student received a certificate of award also.
- The institute distributed the wining prize.
- Some poor students were still excluded in the program.

Orientation course for two days under SEQAEP:

Observation:

- Presence of the participants was 100%. Inadequacy of Learning materials, Dependency of private tuition, absence of students in the classes and lack of consciousness of the students and guardians, ineffective management of institutions- these are identified for bad results in the schools
- Examination were conducted for 15 minutes to write answers
- Participants were not aware of activities for the projects
- Some resource persons are not found to be qualitative; they could not answer to the question asked for the objectives of the project.

Recommendations:

- Higher Authority may be resource persons for the particular classes and present at the time of orientation course.
- The PTA and Members of the Governing body may be included in the program as an observer for improving the quality of education.
- Orientation course for the participants may be organized at the field level.
- Guideline in this regard may be issued to the institutes for program success.
- Accountability of the institutional head should be ensured for program success.
- Proper monitoring is required to MTRT.

Critical issues facing implementation problems

- In some cases it was difficult to maintain discipline because of heavy rush of Applicants particularly where only one booth was operated.
- Delayed supplying of books to BSK by SEQAEP.
- Delayed of 1st phase program of RHP has hampered the 2nd phase program.
- A unified monitoring team can supervise the program for smooth Monitoring to ensure additional classes on English and Mathematics before or after class hours.
- Guardian to assist institution for holding additional classes before or after class hours
- Construction of twine latrine, deep tube wells need to be completed.
- Inadequacy of miking and in distributing hand bills and fixing posters.
- Daylong of MTRT presence is not observed in some cases
- Less motivation is observed for the students to take part in reading habit program.
- There are few discrepancies between DPP and financial Agreement that have been observed
- MEW officers need to be trained to use update and further develop of M& E frameworks.

Lesson learned

- SEQAEP is an innovative project which represents the poor groups, access resources through stipends that the poor people can send their children to secondary school. The process undertaken by SEQAEP is one of the examples of successful effort to offer stipends for poor people.
- The creation of MEW is justified and will assist in addressing the implementation problems of the projects whereby assistance needs to be provided in this regard.
- A lot progress can be made quickly if the reading program in all school made available.
- Members of MTRT should observe class room teaching ,
- It is possible to strength activities relating to Reading Habit Program among the students. ,
- Depth Monitoring mechanism among all agencies are required to achieve the objectives.
- Performance indicators need to judge the benefits. There may be some room for streamlining the KPIs.
- The improvement in the reliability of project spending (SEQAEP) for the previous years has stagnated the progress.

Conclusion:

The report includes the activities of SEQAEP and other projects and also the major activities of DSHE. PMT based stipend Program has created impact which increased school retention among the boys and girls where impact are pronounced for the poor and boys. It is noted that limitation of the report is that it is not possible to examine sequentially the implementation status and trace out the outcomes, many of which are of implementation stage. MEW developed some formats for data collection from the office and field visit, received reports from the office /departments, consulted with concerned personnel and held meeting within SEQAEP unit to prepare the report. In preparing this report, MEW has collected data from different sources facing some major challenges. The report represents information and progress of the project and regular activities of DSHE from July December 2011. MEW has reviewed the progress in the respective areas and recommended to allocate more resources to strengthen M&E system. Finally, it is recommended that an efficient performance management framework is necessary to support project level tasks.

Source 1.Proxy means Training ac ministration, LGED2012

2. DPC. SEQAEP
3. MTR Evaluation report W. B.2011
4. Monitoring Report MEW 2011
5. Project Appraisal document. W.B 2001
6. Reading Habit Program BSK 2011
7. PIACT, Education Awareness and community mobilization 2011
8. Development Project Proforma.
- 9 Dilip Parajuli and al (July 11) World Bank.Impact of an Education program on school retention : evidence from a Randomized Programs Modification in Bangladesh