



Transforming Secondary Education for Results Operation (P160943)

SOUTH ASIA | Bangladesh | Education Global Practice | Requesting Unit: SACBD | Responsible Unit: HSAED
IBRD/IDA | Program-for-Results Financing | FY 2018 | Team Leader(s): Shwetlena Sabarwal, T. M. Asaduzzaman

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Program Development Objectives

Program Development Objective (from Program Appraisal Document)

The Program Development Objective is to improve student outcomes in secondary education and the effectiveness of the secondary education system.

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory

Implementation Status and Key Decisions

- The program implementation has heavily suffered due to the ongoing pandemic as schools have been closed and public examinations have been cancelled. However, the team continues to provide technical support and guidance to MOE to ensure continuation of learning through TV broadcasting channels, social media and online platforms as an amelioration measure. In addition, the bank and the government are working closely to plan for school reopening. However, significant implementation momentum and proactive solutions are needed to meet rest of the year 2 and year 3 DLRs.
- In order to minimize drop-outs & learning loss due to COVID-19 and to support the secondary education system for learning recovery & resilience, the bank, with the help of Access to Information (A2I), Program Coordination Unit (PCU) and Directorate of Secondary and Higher Education (DSHE) is planning to restructure TSERO DLR so that funds can be reallocated for COVID-19 response.
- Mid Term Review(MTR) would be a good opportunity to assess the progress towards the PDO, revisit the program design, and introduce new interventions that can be aligned with the Government's new priorities and emergency COVID response needs. In accordance with the discussion during the last mission, a focal point for MTR was supposed to be appointed by September 2020, which has been delayed due to the administrative changes at MOE. However, discussions with the government are underway on how to manage the process.
- The program has done a splendid job in preparing Learning Assessment for Secondary Institutions (LASI) 2017 and National Assessment of Secondary Students (NASS)2019 public and technical report (NASS 2019 will be published by November) with the help of international firm and dedicated technical team. Moreover, the program has informed the Bank that this will be a major enhancement of the reporting system as each of the 64 districts will receive their own results compared with the results of their respective division as well as national results
- During last mission, the program has informed the Bank that it has disbursed stipends and tuition fees(1415 Cr BDT) to 2.4 million beneficiaries –0.8 million boys and 1.6 million girls till date. The financial support during the COVID pandemic period is expected to have a strong impact on reducing economic vulnerability and risk of drop-out for the poor children
- The program has successfully submitted semi-annual grievance and complaints handling report (Jan – June, 2020) as per prescribed format in credit agreement for the very first time. Program Coordination Unit has communicated with all relevant implementing agencies, scrutinized Grievance Redress System (GRS) portal of SEDP website and checked with MOE GRS team, in order to prepare semi-annual complaints handling report on grievances pertaining to the areas within the World Bank financing boundary.

Data on Financial Performance

Disbursements (by loan)



Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P160943	IDA-61290	Effective	USD	510.00	510.00	0.00	176.52	337.44	34%
P160943	TF-A5179	Effective	USD	10.00	10.00	0.00	2.96	7.04	30%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P160943	IDA-61290	Effective	18-Dec-2017	13-Aug-2018	06-Nov-2018	31-Dec-2022	31-Dec-2022
P160943	TF-A5179	Effective	18-Dec-2017	13-Aug-2018	06-Nov-2018	31-Dec-2021	31-Dec-2021

Program Action Plan

Action Description	Satisfactory implementation of Curriculum Implementation Plan (CIP)				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		NCTB/MoE	Due Date	30-Jun-2021	Revised Date
Completion Measurement	The approved CIP for grades 6–12 disseminated, revised textbooks distributed, and teacher-orientation completed according to plan. CIP implementation progress report prepared.				
Comments	This is not yet due				

Action Description	National Examination Plan on SSC and HSC, to move toward standardization approved and piloted				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MOE BISE	Due Date	31-Dec-2020	Revised Date
Completion Measurement	MOE/BISE approves, the National Examination Plan on SSC and HSC, to move toward standardization across subjects, year, and boards and plan to establish NAC. Progress report on pilot implementation of standardized exams on SSC and HSC.				
Comments	Bangladesh Exam Development Unit (BEDU) prepared a proposal for improvement of national exams that includes standardization of exam results which is under consideration of MoE for approval				

Action Description	NASS framework approved for 2019 and 2021				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE	Due Date	31-Mar-2019	Completed
Completion Measurement	NASS 2019 Framework has already been approved				
Comments	NASS-19 Framework is approved in a meeting at the MOE				



Action Description	Strategic implementation plan to improve teaching and learning in Bangla, English, mathematics, and science approved by MoE and implemented by DSHE				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE, DSHE	Recurrent	Yearly	In Progress
Completion Measurement	Approved scheme minutes on strategic plan, which includes rollout of DRS, additional classes in three specified subjects, PST, available by June 2020. Annual implementation progress on these three interventions.				
Comments	Partially achieved. Developing the Reading Habit – Reading Skills Program (DRH-RSP) scheme has been approved by MOF. Additional Class Teacher (ACT) scheme has been turned down by MoF. Practical Science Teaching (PST) is waiting final approval				

Action Description	TST monitoring scheme approved by MoE and implemented by DSHE				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE	Recurrent	Yearly	Completed
Completion Measurement	Approved TST scheme includes monitoring mechanism, TST indicators, implementation arrangement, and phasing-in plan. Annual implementation progress				
Comments	TST design and scheme approved				

Action Description	Detailed assessment on teacher supply and demand (surplus and deficit by institutions, levels, and subjects)				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE DSHE	Due Date	30-Jun-2021	Not Yet Due
Completion Measurement	Approved scheme minutes on strategic plan, which includes rollout of DRS, additional classes in three specified subjects, PST, available by June 2020. Annual implementation progress on these three interventions.				
Comments	Not yet due. This action will require more time since currently institutional level data is not available.				

Action Description	Performance Based Grants for Secondary Institutions				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE	Due Date	31-Oct-2019	Completed
Completion Measurement	Approved Manual includes types of grants with eligibility and compliance criteria and procedures, grant amount, disbursement, and compliance verification process.				



Comments	Final guideline/scheme was discussed in MoE and was later approved by MoF
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Action Description	Secondary education (grades 6–10) stipend programs under GoB, SEQAEP, and SESIP upazilas follow a single modality and adequate resources are allocated for implementation				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Other		MoE	Due Date	31-Oct-2019	Completed
Completion Measurement	Approved harmonized stipend guideline				
Comments	This has been approved my MoE and scheme was later approved by MoF. First disbursement was made in June 2020				

Action Description	MoU signed between MoE and MoHFW to implement AGP				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE	Due Date	31-Oct-2019	Completed
Completion Measurement	Signed MoU between MoHFW and MoE				
Comments	MoU has been approved and signed between MoE and MoHFW				

Action Description	SEDP implementation structure strengthening approved and operational				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		MoE	Due Date	30-Jun-2019	Delayed
Completion Measurement	PCU established and key manpower is in place				
Comments	This has been partially completed as some more manpower deployment is expected.				

Action Description	Partnership agreement signed between DSHE and suitable agency to function as GMA to support GMU within DSHE				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE	Due Date	30-Jun-2019	Completed
Completion Measurement	Partnership agreement signed				
Comments					

Action Description	Effective implementation of TAF				
Source	DLI#	Responsibility	Timing	Timing Value	Status



Fiduciary Systems		MoE	Recurrent	Continuous	Delayed
Completion Measurement	Effective implementation means the TA Unit within PCU is established and operationalized by December 2017; and at least 85% of financial progress is made each year.				
Comments	Due to delay and the slow implementation of the program in the first 18 months, TAF hiring has been delayed. However we expect the pace to pick up once the consultants and PCU hiring is completed				

Action Description	Quarterly Audit monitoring to review audit observations				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Other		MoE	Recurrent	Quarterly	In Progress
Completion Measurement	Quarterly meetings				
Comments	No audit observation is pending.				

Action Description	AFR conducted and recommendations endorsed				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Other		DSHE, MoE	Recurrent	Continuous	Delayed
Completion Measurement	AFR final report				
Comments	not yet initiated				

Action Description	Effectiveness implementation of GMS				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		DSHE	Recurrent	Yearly	Not Yet Due
Completion Measurement	Annual Progress Report				
Comments	Architecture, roadmap has been completed. TA firm under TAF to be deployed for supporting implementation. Under EMIS Unit of DSHE, a scheme titled 'Strengthening EMIS and Grant Management System (GMS)' has been prepared and sent to MoE BMC				

Action Description	Effective implementation of approved PFM action plan (which includes IBAS++ roll-out, use of eGP, adequate staffing of P&F wing, internal audit, Web-based accounting system and so on)				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Other		DSHE	Recurrent	Yearly	Completed
Completion Measurement	Internal audit system and web-based accounting system is established.				



	Financial reports generated using web-based system covering all DDOs
Comments	Completed. The related DLR on PFM action plan has been recommended as met by IMED.

Action Description	Effective implementation of complaints-handling system				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		MoE	Recurrent	Semi-Annually	In Progress
Completion Measurement	Web-based publication of updated progress on grievance redress and complaints handling in PforR. Semi Annual report submitted				
Comments	Semi Annual complaint handling report submitted by PCU.				

Action Description	Approval of maintenance policy for school infrastructure (including sanitation facilities and classrooms) and updated operational plan to integrate EMF and EARF				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems		MoE	Due Date	31-Mar-2020	Delayed
Completion Measurement	Approved maintenance policy				
Comments	The maintenance policy which will integrate EED policy, EMF and EARF has been awaiting for approval in MoE. The draft policy was shared with the Bank team and the Bank team has already provided comments				

Action Description	Maintenance of hygiene latrine, sanitation facilities, and tube wells incorporated as compliance criteria for school sanitation facility grant				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems		DSHE	Due Date	31-Oct-2019	Completed
Completion Measurement	Approved school grants				
Comments					

Action Description	Adequate resources for and effective implementation of social and environmental safeguards systems under the Program				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems		MoE, PSU, DSHE	Recurrent	Yearly	Completed
Completion Measurement	Approved PCU scheme includes allocation for social and environmental safeguards systems, including provision of a focal staff and a specialist at PSU, and training for field-level implementation				



	Annual implementation progress
Comments	Annual implementation progress is being reported as part of the bi-annual review. Approved PSU scheme includes allocation for social and environmental safeguards systems, including provision of a focal staff and a specialist at PSU, and training

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	☐ Substantial	☐ Substantial	☐ Substantial
Macroeconomic	☐ Moderate	☐ Moderate	☐ Moderate
Sector Strategies and Policies	☐ Substantial	☐ Substantial	☐ Substantial
Technical Design of Project or Program	☐ Substantial	☐ Substantial	☐ Substantial
Institutional Capacity for Implementation and Sustainability	☐ Substantial	☐ Substantial	☐ Substantial
Fiduciary	☐ High	☐ High	☐ High
Environment and Social	☐ Moderate	☐ Low	☐ Low
Stakeholders	☐ Substantial	☐ Substantial	☐ Substantial
Other	--	☐ Substantial	☐ Substantial
Overall	☐ Substantial	☐ Substantial	☐ Substantial

Comments

- Institutional risk remains substantial as 6 schemes still remain pending at MoF and hiring full time Program Coordinator(PC) could not be completed. Moreover, some other key positions in the Program Coordination Unit (PCU) such as Deputy Program Coordinator and Additional Program Coordinator still remains vacant. The Bank team was informed that Public Administration Ministry will deploy a full time coordinator for the program very soon
- Fiduciary risk remains high as the project is yet to hire a financial management specialist for DSHE and a procurement specialist for PCU. These hiring are in the final stage and is expected to be completed by December 2020. In the meantime, Bank team is providing dedicated technical assistance to the implementing agencies to ensure that fiduciary diligence is satisfactory
- Since the program is taking a sector wide approach and there are many stakeholders involved, the risk remains substantial as the project will need to closely coordinate with all line agencies throughout the program period. In order to mitigate this risk, the client has committed to organizing several consultation workshops and dissemination events in the coming months
- Other Risk - Due to the COVID 19 crisis, government has decided to shut down all schools until December 2020 and public examinations have been cancelled. The Bank is closely working with MoE to support learning of students using both offline and online methods. Moving forward, Bank team has already engaged on a discussion to restructure TSER and channel funds for COVID emergency response

Results

PDO Indicators by Objectives / Outcomes



Enhanced Quality of secondary education				
▶ Percentage of students achieving grade level competency in Grade 8 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	<p>NASS (formerly known as LASI is a national representative survey of selected secondary education grades for assessing system performance which has been introduced in secondary education in Bangladesh under SEQAEP and carried out with support from independent specialized agencies. Year 1: LASI 2017 for Grade 8 will be conducted in 2017. The target for Grade 8 will be achieved if LASI results in 2017 show that at least the following percentage of students achieve the Grade level competency in Grade 8: Bangla – 56%, English – 51%; Math – 59% Year 3: The target for Grade 8 will be achieved if NASS results in 2019 show that at least the following percentage of students achieve the Grade level competency in Grade 8: Bangla – 58%, English – 53%; Math – 61%. Year 5: The target for Grade 8 will be achieved if NASS results in 2021 show that at least the following percentage of students achieve the Grade level competency in Grade 8: Bangla – 59%, English – 54%; Math – 62%.</p>			
□ Percentage of students achieving grade level competency in Grade 8 in Bangla (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	54.00	54.00	54.00	59.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
□ Percentage of students achieving grade level competency in Grade 8 in English (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	49.00	49.00	49.00	54.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
□ Percentage of students achieving grade level competency in Grade 8 in Maths (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	57.00	57.00	57.00	62.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Enhanced Quality of secondary education				
▶ Percentage of schools with TST monitoring system in place (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	<p>TST monitoring system will be considered implemented at an institution when (a) USEO signs MOU with secondary institutions to implement the system according to agreed guidelines, (b) implements the TST</p>			



system consistent with the approved guidelines, (c) produces at least one TST monitoring report per semester which includes TST in at least five subjects (English, Bangla, Math, Science, and ICT/Computer) and is endorsed by SMC/MMC, (d) finding of the report is shared by SMC in the annual social audit program or annual parents gathering; and (e) TST monitoring practice and TST records are spot-checked at least once a semester by USEO. Schools include all existing secondary-level institutions under the Program.

Improved Equitable Access and Retention

► Grade 10 (of those started in Grade 6) retention rate (disaggregated) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	69.00	72.38	72.38	75.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022

Comments Retention rate for Grade 10 means the proportion of beneficiary students who enrolled in Grade 6 reaching Grade 10 without dropping out or repeating. Retention rate in a particular year will be calculated by the re-constructed cohort method using the grade-wise promotion and transition data in most recent year. Data will be disaggregated for girls and disadvantaged students (that is, stipend beneficiaries)

□ Grade 10 retention rate - Girls (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	66.00	70.81	70.81	73.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022

□ Grade 10 retention rate - disadvantaged (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	62.00	62.00	62.00	70.00

Strengthened governance and management

► Percentage of school grants utilized as per compliance guidelines according to GMS data and verified by citizen's feedback survey (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022

Comments Grants are considered utilized when the funds disbursed are used for intended purpose (specific item in the case of earmarked grant and eligible items according to manual and approved by SMC/MMC). This information is based on administrative data generated through GMS. Citizens feedback survey means an independent feedback survey of beneficiaries undertaken through reasonable sampling strategy, size, method which his acceptable to the WB/DPs. Year 2-5: The target is considered achieved when (a) the GMS data on total funds allocated to schools and funds utilized by schools for the intended purpose shows the achievement of the result, (b) citizen feedback survey finding is consistent with GMS findings; (c) the report findings and recommendations from the survey is disseminated to the beneficiaries; (d) Final report approved by Steering Committee is shared with WB/DPs

Intermediate Results Indicators by Results Areas



Enhanced Quality of secondary education				
► Cumulative number of teachers and institution heads trained (pre-service, in-service and CPD) in Grades 6-12 (core results indicator) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	500,000.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	Number of teachers and institution heads who receive pre-service, in-service or CPD training under the Program (cumulative), including (a) those who received B. Ed. in public and private TTCs; (b) those who received any in-service and CPD teacher trainings; and (c) those who received any training at NAEM.			
► Number of targeted schools with additional qualified and trained subject teachers deployed in English, Math and Science (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2,000.00	2,000.00	2,000.00	6,500.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	Deployment of qualified subject teachers involves the following activities: (a) identification of subject-wise teachers in target schools, (b) deployment from existing pool of teachers where feasible, (c) enlisting of qualified teachers through online application process, (d) placement of qualified teachers in needy schools, (e) contracting of the deployed teachers by concerned SMC, (f) orientation of deployed teachers and SMC chair/representative, (g) training of newly deployed teachers on pedagogy. The yearly targets will be considered achieved when the SEDP implementation progress report provides detailed information on (a) the key activities of deployment process, (b) fulfillment of eligibility and other compliance criteria. (c) teachers are physically deployed to schools according to needs criteria outlined in the strategic plan; (d) Evidence of deployment is supported by field verification report on sample basis.			
► Number of institutions implementing the DRS program (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	11,982.00	11,982.00	11,982.00	30,000.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	Provision of DRS Program will be supported under the Program. The indicator will track the number of institutions implementing the DRS program.			
► Percentage improvement in Reading Skills proficiency (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	10.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	Reading skills include the reading level of students in terms of comprehension, and specific items will be as specified in LASI survey 2017. The yearly results of the overall average reading proficiency score of Grade 8 students will be tracked and compared to the baseline (LASI 2017).			
► NASS implementation (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	LASI 2017 completed	LASI 2017 completed	LASI 2019 completed, but dissemination is pending	NASS 2021 results analyzed, disseminated and



				findings utilized for quality and system improvement
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	Year 1,3 and 5: This target is considered achieved when (a) LASI/ NASS assignment is carried out independently (b) a report on the analysis of NASS 2021 is prepared based on available data (c) findings of the report is disseminated within MOE and other appropriate stakeholders (d) a plan of action to feedback into system improvement implementation is prepared and resources provided and (e) final action plan is endorsed by the Steering Committee and signed minutes of Steering Committee is shared with DPs. Year 3 and 4: NASS assignment is carried out independently			
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	13,000,000.00	13,500,000.00
Date	01-Jan-2018	--	02-Dec-2020	31-Dec-2022
Comments				
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	6,973,028.00	7,290,000.00
► Large-scale primary/secondary learning assessments completed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	1.00	2.00
Date	01-Jan-2018	--	02-Dec-2020	31-Dec-2022
Comments				

Improved Equitable Access and Retention				
► Gross Enrollment Rate in Higher secondary (disaggregated) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	39.00	39.00	39.00	47.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	The number of children enrolled in secondary level, regardless of age, divided by the population of the age group that officially corresponds to the same level (disaggregated).			
□ Gross Enrolment Rate in Higher secondary (Girls) (Amount(USD), Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	36.00	36.00	36.00	45.00



Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
► Implementation of school grants to promote cycle completion at each level of secondary (junior secondary, secondary and higher secondary) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Currently, no student level incentives are provided for cycle completion	Currently, no student level incentives are provided for cycle completion	Currently, no student level incentives are provided for cycle completion	90% of recipients of cycle completion bonus meet compliance standards
Date	05-Mar-2018	05-Mar-2018	16-Nov-2020	31-Dec-2022
Comments	School grants to promote cycle completion (detailed operation modalities will be defined in the operations manual) means a completion bonus scheme with the following elements: (a) beneficiary selection based on evidence of completing grade 8, 10 or 12, (b) disbursement of completion bonus to eligible beneficiaries based on award conformation forms (ACF), (c) engagement of partner agencies (commercial bank), and (d) system of compliance verification through GMS. The school grants to promote cycle completion will be considered implemented when: (a) completion bonus recipients are screened and selected at institutions in the upazila according to the approved guidelines; and (b) the disbursement of completion bonus has reached the accounts of recipients based on ACF. Year 3-5: Sample-based verification surveys will be conducted on beneficiary students to verify the compliance with eligibility criteria.			
► Implementation of Adolescent Girls Program (AGP) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Drop-out rate among girls is higher in secondary education	Drop-out rate among girls is higher in secondary education	AGP program scheme is with MoF awaiting final approval	Adolescent Girls Program implemented in all divisions
Date	05-Mar-2018	05-Mar-2018	16-Nov-2020	31-Dec-2022
Comments	AGP is a special scheme targeting dropouts among female students, and include, among other things, monetary incentives for girls, separate girls' toilets, counseling and awareness raising. AGP will be designed in partnership with Ministry of Health (MOHFW) and other partners including NGOs. Year 1: This target is considered achieved when the following conditions are met: (a) AGP design is prepared in consultation with MOHFW, (b) AGP includes (i) key features of interventions, (ii) roles and responsibilities of education agencies, institutions, health agencies, and other partners, (iii) costed annual action plan, and (iv) evaluation plan, and (c) AGP is approved by Program Steering Committee (PSC). AGP will be considered implemented at an institution when (a) target institutions are identified and MOU with SMC is signed, (b) institution head and at least one female teacher assigned to the program are trained for the implementation of the program; (c) a student/girls committee is formed for the purpose of the AGP; and (d) at least one of the program activities has been initiated at the institution (for example, organizing awareness raising or counseling, construction of girls' toilet). Year 3: The target is considered achieved when (a) AGP is implemented in at least 80% of all institutions in two selected divisions; and (b) a third party verification on randomly selected sample of institutions confirms the implementation of AGP in those institutions. Year 5: The target is considered achieved when (a) AGP is implemented in all divisions; (b) EMIS report provides the evidence of AGP implementation at institutions; and (c) a third party verification on randomly selected sample of institutions confirm the implementation of AGP in those institutions.			

Strengthened governance and management				
► Enhanced Fiduciary and Data Management (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Enhanced fiduciary system is not in place.	Enhanced fiduciary system is not in place.	Enhanced fiduciary system is not in place.	IBAS++ is used nationally in all DDOs of SEDP
	MoE as a pilot ministry for IBAS++	MoE as a pilot ministry for IBAS++	MoE as a pilot ministry for IBAS++	100% of non-ICB contracts initiated and



	eGP introduced to DSHE	eGP introduced to DSHE	eGP introduced to DSHE	completed through eGP Data consistency in the EMIS improved by 50%
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	<p>Definition of GMS/EMIS: A system established at DSHE, supported by a specialized partner agency, to ensure that (a) all grants to schools are disbursed based on the award confirmation form (ACF) prepared based on self-reported data from schools, ensuring compliance with eligibility criteria; (b) a system of compliance verification of eligibility criteria and utilization of funds by schools is in place; and (c) a system of disbursement reconciliation and refunds of funds from those schools not meeting the eligibility criteria or utilization guidelines is introduced (this reconciliation is based on administrative data generated from the GMS/EMIS). Upgraded EMIS (overall design and action plan for EMIS enhancement will be specified in Year 1) include at least: (a) EMIS unit with adequate ICT infrastructure, network capacity, and maintenance service; (b) fully operational modules to support all key SEDP interventions; (c) institution, teacher, and student information system, covering all institutions; (d) real-time updating system for institutions; (e) linkage system with other MISs supporting SEDP; and (f) dynamic reporting functions accessible to all stakeholders for data management and verification. District EMIS report includes information on student (enrolment, dropout, repetition, promotion), teachers (subject-wise, qualification, gender), school facilities (classrooms, labs, library, water and sanitation, and so on), and school finances (including financial statements of grants) and program specific interventions like AGP. DEO will be responsible for producing District EMIS report and sharing it with DSHE and institutions. Year 1: This target is considered achieved when SEDP implementation progress report shows the evidence that (a) dedicated Grant Management Unit(GMU)/EMIS is in place at DSHE to support the GMS/EMIS (b) adequate facility to support GMS is in place including but not limited to, manpower, expertise, signed MoU with a partnering agency, sufficient annual budget in AOP – which are satisfactory to WB/DPs as per approved TA mapping (c) reconciliation facility in place between GMS/EMIS, GMA, iBAS++ (d) commitment from MoE to ensure compliance verification mechanism is in place and provision of refund in case of ineligible institutions; (e) EMIS integration and strengthening plan, including new modules approved; (f) Undertake a third-party data consistency verification survey as the baseline which will including reporting on the percent of data inconsistency between self-reported EMIS data and actual data. Year 2-5: The target is considered achieved when (a) DDOs of SEDP have access to iBAS++ (b) non ICB contracts according to approved procurement plan, is processed through eGP (eGP report showing progress is shared with WB/DPs); (c) Annual EMIS and annual performance report published; (d) the EMIS sample verification is conducted with a representative sample by an independent agency and data consistency calculated from verification of self-reported EMIS data.</p>			
	► Number of institutions receiving performance Grants for meeting minimum accountability requirements (Number, Custom)			
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	8,000.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	<p>Year 1: School grants manual outlines different categories of grants, with eligibility and compliance criteria and procedures, disbursement and compliance verification process. Grants categories are (a) performance grants for meeting minimum accountability criteria (such as SMC/PTA, social audit, EMIS data, and so on), and meeting performance indicators (such as student attendance, retention, teacher attendance and time-spent-teaching, student learning outcomes), and (b) earmarked need-based grants for improving sanitation facility, and (c) earmarked non-MPO salary grants for new teachers in under-served areas; (d) Incentive grants for teachers for re-allocation in disadvantaged area; (e) Non-MPO salary grants for additional class teachers in English, Mathematics and Science in select institutions. The target is considered achieved when (a) the grants manual approved by DSHE and endorsed by Steering Committee specifies criteria, procedure and grants disbursement system and compliance verification arrangement for each of the three grants.; (b) Copy of the manual along with signed meeting minutes confirming approval is shared with WB/DPs. Year 2-5: Performance grant refers to formula based grant for schools which meet accountability criteria define above and achieve performance indicators. Implementation is considered completed when funds are disbursed to eligible schools according to approved grants manual and bank reconciliation process is completed. The target in the respective year is achieved when SEDP implementation progress report provides detailed information on (a) number of school selection completed in a transparent and fair manner</p>			



according to the criteria of the approved manual; (b) evidence of funds reaching the upazilla is supported by allotments letters, government orders, and report from iBAS++; (c) field verification report on sample basis (at least 5%) undertaken by independent party confirming funds reaching schools.				
► Number of institutions that have adequate number of teachers including English, Math, and Science (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20,000.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	Adequate number of teachers will be determined based on two criteria (a) availability of qualified subject teacher, and (b) overall teacher student ratio in school (to be agreed). Having adequate number of qualified teachers according to student-teacher norms mean (a) to have student-teacher ratio smaller than 60 (to be confirmed in the revised MPO guideline) students per teacher which is the MOE's minimum standard student teacher ratio as of 2017, and (b) to have at least one English teacher and two Mathematics & General Science teachers, regardless of their MPO status. Updated MPO guidelines includes MPO rationalization scheme with phased teacher redeployment/reallocation plan which include, among others: (a) need-based allocation of positions by schools; (b) deployment and re-deployment of MPO teachers; (c) transparency in MPO teacher selection; (d) monthly payment to teachers based on compliance certification; (e) incentives to teachers serving in rural or hard-to-reach areas; and (f) per capita non-MPO salary grants to schools for un-served students (un-served by MPO positions). Year 1: The target is considered achieved when the updated MPO guidelines, including the agreed elements is drafted by MOE and shared with DPs. Year 2-5: Number of institutions that have adequate number of teachers according to student-teacher norms.			
► Harmonization of sector program implementation (Percentage reduction of stand-alone projects) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
Date	05-Mar-2018	11-May-2020	16-Nov-2020	31-Dec-2022
Comments	As of June 2017, 13 stand-alone projects are on-going under DSHE including SESIP and SEQAEP Year 1-5: The targets are considered achieved when the number of stand-alone projects (PIUs) under DSHE for secondary education is reduced by 10%, 20%, 30%, 40%, and 50%, respectively.			

Disbursement Linked Indicators

► DLI 1 Effective and relevant curriculum is in place (Intermediate Outcome, 40,000,000.00, 25%)				
	Baseline	Actual (Previous)	Actual (Current)	January 2022 to December 2022
Value	Secondary Education Curriculum (2012) does not adequately serve the needs of diverse student population	10,000,000	10,000,000	--
Date	--	11-May-2020	16-Nov-2020	--
Comments				
► DLI 2 Assessment and examination system reforms implemented to improve teaching learning (Intermediate Outcome, 40,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 2022 to December 2022



Value	Activities underway to support examination reforms but no National Examination Policy	0.00	0.00	DLR 2.3 & 2.4
Date	--	11-May-2020	16-Nov-2020	--
Comments	Financing Formula DLR 2.1: \$7 million upon achievement of guideline approval and implementation plan and \$3 million upon achievement of target. DLR 2.3: \$10 million upon achievement of target (no change) DLR 2.4: \$8 million upon achievement of guideline approval and implementation plan and \$2 million upon achievement of target.			

► DLI 3 Improved teaching-learning in Bangla, English, Mathematics and Science (Outcome, 100,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 2022 to December 2022
Value	Unavailability of qualified subject teachers	0.00	0.00	DLR 3.4 & 3.5
Date	--	11-May-2020	16-Nov-2020	--
Comments				

► DLI 4 Improved teacher management and accountability (Outcome, 105,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 2022 to December 2022
Value	Limited teacher accountability	0.00	0.00	DLR 4.5
Date	--	11-May-2020	16-Nov-2020	--
Comments	Financing formula for 4.1: \$10 million upon achievement of manual/guidelines approval and 10 million for achievement of targets Financing formula for 4.2: \$10 million upon achievement of guideline approval and \$15 million for achievement of targets			

► DLI 5 Improved School management and accountability (Output, 55,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 2022 to December 2022
Value	Schools have low accountability standards	0.00	0.00	--
Date	--	11-May-2020	16-Nov-2020	--
Comments	Financing formula for 5.1: \$17.5 million for 3000 institutions, thereafter \$5 million for each additional 1000 institutions Financing formula for 5.2: \$17.5 million for 5000 institutions, thereafter \$2 million for each additional 500 institutions			

► DLI 6 Improved grade retention and cycle completion (Outcome, 70,000,000.00, 14%)				
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	Baseline	Actual (Previous)	Actual (Current)	January 2022 to December 2022
Value	Grade 10 retention rate All: 69 Girls: 66 Disadvantaged students:62	10,000,000	10,000,000	DLR 6.6
Date	--	11-May-2020	16-Nov-2020	--
Comments				

► DLI 7 Institutional Capacity Sthengthened (Outcome, 40,000,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	January 2022 to December 2022
Value	Fragmented institutional structure and need for enhanced implementation capacity for results based program	0.00	0.00	--
Date	--	11-May-2020	16-Nov-2020	--
Comments				

► DLI 8 Enhanced Fiduciary Management and Data Systems (Outcome, 50,000,000.00, 60%)

	Baseline	Actual (Previous)	Actual (Current)	January 2022 to December 2022
Value	Fiduciary system needs to be enhanced MoE as a pilot ministry for iBAS++ Processing of procurement packages through eGP has started	30,000,000	30,000,000	--
Date	--	11-May-2020	16-Nov-2020	--
Comments				