

ASIAN DEVELOPMENT BANK

TAR: BAN 37307

TECHNICAL ASSISTANCE
(Financed by the Japan Special Fund)

TO THE

PEOPLE'S REPUBLIC OF BANGLADESH

FOR PREPARING THE

SECONDARY EDUCATION SECTOR IMPROVEMENT PROJECT II

December 2004

CURRENCY EQUIVALENTS

(as of 8 December 2004)

Currency Unit	–	taka (Tk)
Tk1.00	=	\$0.017
\$1.00	=	Tk59.95

ABBREVIATIONS

ADB	–	Asian Development Bank
DSHE	–	Directorate of Secondary and Higher Education
EMIS	–	education management information system
ICT	–	information and communications technology
MOE	–	Ministry of Education
SESDP	–	secondary education sector development plan
SESIP	–	Secondary Education Sector Improvement Project
TA	–	technical assistance
TQISEP	–	Teaching Quality Improvement in Secondary Education Project

TECHNICAL ASSISTANCE CLASSIFICATION

Targeting Classification	–	General intervention
Sector	–	Education
Subsector	–	Education sector development
Themes	–	Governance, inclusive social development, gender and development
Subthemes	–	Public governance, human development, gender equity in opportunities

NOTE

In this report, "\$" refers to US dollars.

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I. INTRODUCTION

1. The Asian Development Bank (ADB) is the lead funding agency for secondary education in Bangladesh. Since 1984, ADB has provided five loans to secondary education totaling \$287.1 million.¹ Over the years, the focus of ADB projects has shifted toward policy development and reforms and systemic improvement to support the Government's broader education reform agenda. Accordingly, ADB provided technical assistance (TA)² to the Government to prepare a secondary education sector development plan (SESDP), analyzing major issues and identifying areas for reform and improvement in the subsector. The ongoing Secondary Education Sector Improvement Project (SESIP) was prepared based on the plan. SESIP aims to improve secondary education by means of comprehensive sector reforms. The Government has requested, with ADB concurrence, including a follow-on loan, SESIP II (formerly Secondary Education II), in the Bangladesh Country Strategy and Program Update 2005–2006.³ The project preparatory TA Fact-Finding Mission was conducted between 16 and 28 October 2004 and reached understanding with the Government on the purpose, outputs, methodology, key activities, financing plan, and implementation arrangements for the TA.

II. ISSUES

2. Bangladesh's education system currently consists of 5 years of compulsory primary education (grades 1–5) and 7 years of secondary education (grades 6–12), which is divided into junior secondary (grades 6–8), secondary (grades 9–10), and higher secondary education (grades 11–12). The Ministry of Education (MOE) is responsible for policy and planning for secondary, vocational, technical, and higher education. The Directorate of Secondary and Higher Education (DSHE) of MOE is responsible for overseeing the administration of secondary schools, colleges, and postprimary madrasahs (religious schools). Given the enormous growth in the number of secondary institutions in recent years, the administrative and supervisory system, along with its capacity, requires refocusing and strengthening to ensure an adequate quality of education in secondary schools.

3. Steady growth in education over the last three decades has resulted in a concomitant expansion in the number of schools and teachers and in enrollments. Currently there are almost 19,000 secondary schools registered by the Government with about 11 million students, of whom some 53% in grades 6–10 and 54% in grades 11–12 are girls. The gross enrollment ratio in secondary education averages about 30%, marked by significant losses in higher grades, i.e., 38% in junior secondary, 25% in secondary, and 19% in higher secondary education. The total number of teachers in the secondary schools is approximately 240,000, of whom about 150,000 are untrained. The proportion of female teachers is approximately 17% in grades

¹ ADB. 1984. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Secondary Science Education Sector Project*. Manila; ADB. 1991. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Higher Secondary Education Project*. Manila; ADB. 1993. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Secondary Education Development Project*. Manila; ADB. 1999. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Secondary Education Sector Improvement Project*. Manila; ADB. 2004. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Teaching Quality Improvement in Secondary Education Project*. Manila.

² ADB. 1997. *Technical Assistance to the People's Republic of Bangladesh for the Secondary Education Sector Development Project*. Manila.

³ The TA first appeared in *ADB Business Opportunities* (Internet edition) on 29 July 2004.

6–10 and 20% in grades 11–12 and has been increasing slowly since the early 1990s. Current Government policy is that women teachers should eventually make up 30% of all teachers.

4. Notwithstanding the quantitative achievements, weaknesses in the secondary system are reflected in the declining quality of graduates and teachers and challenges persist. Some 60% of teachers are still untrained, and most schools lack the standard conditions essential for the normal instructional process. Standard cohort analysis over the entire secondary cycle reveals the extent of wastage in the secondary education system in terms of both failure and dropout rates. Dropout rates average 52% for secondary grades 6–10 (53% for girls) and 41% for higher secondary grades 11–12 (40% for girls). Pass rates for the secondary school certificate declined from 55% in 1999 to 36% in 2003, but slightly improved to 48% in 2004. Pass rates for the higher secondary certificate declined from 56% in 1999 to 27% in 2002, improving to 38% in 2003 and 48% in 2004. As a whole, these failure rates together with the compounding dropout rates represent a huge wastage of financial resources.

5. Several reasons account for the decline in the quality of secondary education. One reason is poor teaching. Poor and disadvantaged students are affected the most because they rarely have other educational options and cannot afford the fees for additional tuition. While girls' enrollment has improved significantly, their performance and retention in secondary education are undermined by several factors, including the lack of female teachers. The ADB-funded Teaching Quality Improvement in Secondary Education Project (TQISEP) (footnote 1) will support the Government in implementing teacher training reform nationwide. While the ultimate aim is to improve the quality of learning in secondary schools by improving the quality of teaching, the TQISEP will pursue the comprehensive policy, institutional, and systemic developments required for the sustainable development of teacher training. In addition, the TQISEP will emphasize the training of female teachers and teachers from remote areas and disadvantaged groups, including ethnic minorities. However, while the TQISEP will provide specific support for improving teacher training, further support is necessary for reforms in other areas of secondary education.

6. About 98% of secondary schools are private and each private secondary school is overseen by its own school management committee. However, despite the massive Government financial subvention program that provides 90% of teacher salaries in the private secondary schools, performance or accountability requirements are few. The indiscriminate establishment of schools and colleges that fail to meet minimum standards contributes to the deterioration of the quality of education. SESIP has helped the Government develop reform measures to improve the quality, efficiency, and accountability of school management committees as part of the Government's reform framework for secondary education. To help strengthen management systems and capacity, SESIP has focused on (i) supporting policy and strategic planning, (ii) decentralizing management, (iii) developing performance-based management systems as a basis for (iv) strengthening school management and supervision. To help build support systems for improved quality, SESIP has focused on (i) strengthening the capacity for curriculum development, (ii) privatizing textbook production, (iii) reforming the examination system, and (iv) improving teacher education. In addition, SESIP has helped to expand equitable access to secondary education by (i) providing new secondary schools and classrooms in underserved areas, (ii) establishing a school improvement fund for schools in underserved areas, and (iii) providing stipends for girls.

7. The Government's reform of secondary education involves strengthening a large number of institutions and developing policies on such important issues as the nature and scope of decentralization. The reform process involves a large group of stakeholders and influences the

flow of all major inputs into the subsector. Therefore when SESIP was designed, a long-term view was necessary in terms of implementation and the achievement of policy and reform objectives. SESIP was designed to be the first stage in the long-term secondary education reform process and framework. One of the main challenges was to predict the pace at which reforms would take place. Thus SESIP's design was based on a process approach with two major implementation phases, whereby pilot activities and lessons learned during phase 1 would inform the continuation and expansion of reform activities in phase 2. Further support is necessary to complete the expansion of the reform activities and, where necessary, undertake further pilots.

8. The Government and a large group of development partners have embarked on improving the quality of primary education on a large scale. An increased number of primary school graduates in the future will create demand for further quantitative expansion of the secondary education system. Additional investments are therefore needed to help build more schools and train more secondary school teachers by means of the improved teacher training system to be established with the assistance of the TQISEP. In addition, globalization has placed additional demands on education world-wide and has implications for the development of secondary education in Bangladesh, especially in terms of the relevance of the curriculum to market needs both in Bangladesh and globally. The use of information and communications technology in support of sector planning and management and the delivery of good quality secondary education is equally important.

9. By helping the Government to update the SESDP and prepare SESIP II, the TA will build on successful earlier projects, support the achievement of the Government's Millennium Development Goals, and help implement ADB's education strategy and Bangladesh Country Strategy and Program. By building on the lessons learned and reform outputs achieved under SESIP, the proposed SESIP II will assist the Government in expanding the coverage and increasing the depth of reform and improving the relevance, efficiency, quality, and equity of secondary education.

III. THE TECHNICAL ASSISTANCE

A. Purpose and Output

10. The TA will help the Government (i) review and update the SESDP and its policy framework, prioritized strategies, and investment plan; and (ii) prepare SESIP II. Within the framework of subsector analysis, the TA will undertake a detailed feasibility study for SESIP II covering grades 6–12, including madrasah schools. In consultation with stakeholders, the goal and purpose in the project framework of the current SESIP have been adopted as the preliminary goal and purpose for SESIP II, as indicated in Appendix 1. These will be further reviewed and modified as necessary under the TA in consultation with all stakeholders. The TA will help the Government assess the need to continue the implementation of components of the current SESIP under SESIP II and, where necessary, adjust the existing components and/or include new components. The latter may include, for example, human resource development and capacity building in planning and management in MOE and mobilization of resources for schools through increased community participation. Based on the feasibility study, the TA will prepare the design for SESIP II, including its rationale, justification, framework, objectives, targets, detailed project components, costs, economic and financial analyses, benefits, and impacts and assess its risks. The initial poverty and social analysis (Appendix 2) will be further developed to provide a comprehensive analysis in support of the project design. The TA will identify baseline data and monitoring indicators and prepare detailed implementation plans and

schedules, including for subprojects and procurement plans. The project design will draw on important lessons learned during the course of SESIP and other ADB-, Government-, and externally-assisted projects in the subsector, and will be carefully aligned with the scope and design of the TQISEP, to avoid any overlap. The Project is expected to finance further policy reform pilots and expand current reform activities. The project design output will follow the format of ADB Board documents, including the necessary appendices.

B. Methodology and Key Activities

11. The subsector analysis will (i) review relevant data, documents, and strategies to identify gaps and needs for adjustments in the subsectors' policies, programs, and financing; (ii) review the planning processes and procedures and the management structure in the subsector and assess institutional and organizational development needs; (iii) study the lessons learned from other projects in the subsector; and (iv) analyze issues related to the quality of secondary education and the policy and strategy context required for sustainable reform of the subsector. The analysis will also pay attention to the reform requirements for secondary education resulting from developments in the primary education subsector.

12. The TA will adopt a participatory methodology at the central and field levels through consultative seminars, workshops, and focus group discussions with Government officers and other stakeholders, beneficiaries, civil society, and development partners, and will undertake surveys and interviews for additional data collection in the field as necessary. Gender-disaggregated data will be used as much as possible.

C. Cost and Financing

13. The total cost of the TA is estimated at \$750,000 equivalent, of which \$600,000 will be financed by ADB covering the entire foreign exchange cost of \$429,750 and local currency costs of \$170,250 equivalent. The Government contribution will be in kind and equivalent to \$150,000. The TA will be financed on a grant basis by the Japan Special Fund, funded by the Government of Japan. ADB financing will include the costs of consulting services, production of reports, required equipment, seminars and workshops, studies and field surveys, automobile rentals, and some administrative and support services. The Government contribution will include the provision of counterpart staff, office accommodation, utilities, support, translation, and logistics. The Government has assured the availability of Government funding. The Government has been informed that approval of the TA does not commit ADB to finance any ensuing project. The cost estimates and financing plan are in Appendix 3.

D. Implementation Arrangements

14. The TA will be implemented over 6 months beginning on 1 April 2005 and with an estimated completion date of 30 September 2005. DSHE will be the executing agency for the TA. At TA inception, a steering committee will be established, chaired by the secretary of MOE, to ensure coordination with concerned departments and institutions and provide overall guidance to the TA. The steering committee will include representatives from the Ministry of Finance; the Planning Commission; and the Implementation, Monitoring, and Evaluation Division and the heads of key stakeholder organizations involved in the Project, including DSHE, National Curriculum and Textbook Board, Board of Intermediate and Secondary Education, National Academy of Educational Management, and Bangladesh Bureau of Educational Information and Statistics. The project director for the TA, to be nominated by

MOE, will be the secretary of the steering committee. A technical committee will also be set up and will be chaired by the director general of DSHE. Committee members will be drawn from MOE and the key project institutions. Committee's responsibilities will include assisting and collaborating with the TA team in relation to all TA implementation matters. The steering committee will meet every other month and the technical committee will meet monthly to ensure Government ownership of, support for, and commitment to implementing the TA and the ensuing Project. An inception workshop at the start of the TA will clarify its purpose, will discuss pertinent issues and the timetable, and will set close coordination and consultation with the stakeholders in motion.

15. The TA will be implemented by a team of six international (17.5 person-months) and seven domestic consultants (25 person-months) to provide specialist services in the following areas: secondary education planning, management, and monitoring and evaluation; education finance; curriculum and materials development; student assessment and examinations; education management and information systems; information and communications technology; decentralized management and administration; social development and gender; and facilities development and procurement. The outline terms of reference for the consultants are in Appendix 4. The quality and cost-based selection method will be used for recruitment. ADB will engage the consultants through a firm using the simplified technical proposal procedure in accordance with the *Guidelines on the Use of Consultants by the Asian Development Bank and Its Borrowers* and other arrangements satisfactory to ADB for the engagement of domestic consultants. The consultants will procure equipment in accordance with ADB's *Guidelines on Procurement* and this equipment will be turned over to DSHE on completion of the TA.

16. Within 1 month of TA commencement, the consultant team will present an inception report at an inception workshop that details the proposed methodologies, work plans, and schedules to be used during the TA implementation. The consultants will consult stakeholders at various levels and work closely with the technical committee in collecting and analyzing data and identifying issues and approaches and will present a detailed subsector analysis and updated SESDP to the steering committee, MOE, and ADB. Based on this output, the consultants will prepare a detailed feasibility study for the ensuing Project and a detailed project design. Upon submission of the draft final report, the consultants will work with stakeholders at various levels to obtain feedback. The consultants and counterpart staff will organize national workshops to discuss the issues to be addressed in the design of the proposed project. A tripartite review meeting will be convened to discuss the draft final report, and based on the feedback, the consultants will submit a final report by the end of the TA.

IV. THE PRESIDENT'S DECISION

17. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$600,000 on a grant basis to the Government of Bangladesh for preparing the Secondary Education Sector Improvement Project II, and hereby reports this action to the Board.

PRELIMINARY PROJECT FRAMEWORK

Design Summary	Performance Indicators and Targets	Monitoring Mechanisms	Assumptions and Risks
<p>Goal Increase the relevance of secondary education to the workforce</p>	<ul style="list-style-type: none"> • Professional level employment of new grade 12 graduates increased • Percentage of grade 10 graduates (males and females) gainfully employed or self-employed 	<ul style="list-style-type: none"> • Ministry of Planning reports • Sample tracer studies 	
<p>Purpose Establish a framework for more relevant secondary education in terms of efficiency, quality, and equity</p>	<ul style="list-style-type: none"> • Efficiency: dropout rates and repetition rates reduced, attendance rates increased • Quality: examination pass rates increased • Equity: participation rates for female students increased 	<ul style="list-style-type: none"> • Bangladesh Bureau of Educational Information and Statistics reports • Examination results • Bangladesh Bureau of Educational Information and Statistics reports 	<p>Assumptions:</p> <ul style="list-style-type: none"> • Continued Government commitment to restructuring and improving secondary education. • The secondary education system will adopt new quality-enhancing approaches. • Continued parents' interest in girls' participation. <p>Risks:</p> <ul style="list-style-type: none"> • Political interference at school level may delay the reform
<p>Outputs To be prepared with support of the technical assistance (TA)</p>			
<p>Activities To be prepared with support of the TA</p>			
<p>Inputs To be prepared with support of the TA</p>			

SUMMARY INITIAL POVERTY AND SOCIAL ANALYSIS

A. Linkages to the Country Poverty Analysis

Is the sector identified as a national priority in country poverty analysis?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is the sector identified as a national priority in country poverty partnership agreement?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Contribution of the sector/subsector to reduce poverty in Bangladesh</p> <p>Recognition of the systemic weakness in the sector prompted the Government to invest in education as one of the four pillars of human development and accelerated economic growth. The Government is committed to improving secondary education through a set of comprehensive reforms. The Government has also committed, in addition to Education for All I and II, to the Millennium Development Goals and the interim poverty reduction strategy paper process. Attaining the Millennium Development Goals requires, among other things, the achievement of universal primary education, an adult literacy rate of 95%, and a secondary school enrollment rate of 95% by 2015, while the interim poverty reduction strategy paper process entails the whole gamut of human development issues.</p> <p>The Government's secondary education reform involves strengthening a large number of institutions and developing important policies, such as the nature and scope of decentralization. The reform process involves a large group of stakeholders and influences the flow of all major inputs into the subsector. A long-term view is necessary in relation to the implementation and achievement of policy and reform objectives. One of the main challenges has been to predict the pace at which reforms will take place. Thus the Government is pursuing reforms through a process approach, whereby pilot reform activities and lessons learned from them inform the continuation and expansion of reform activities. For the reforms to succeed, adequate time must be allowed to learn the lessons of pilots and to obtain the views and incorporate the plans of stakeholders at lower levels before a reform initiative is amalgamated into a nationwide initiative and expansion. To ensure the involvement and ownership of stakeholders, a bottom-up strategy for reform formulation is necessary instead of a top-down process.</p> <p>The reforms will contribute to better sector governance, increased system efficiency, more efficient use of resources, and enhanced access to and quality of secondary education for all. The enrollment rates at the secondary level are still low, though female enrollment rates have increased significantly. However, the system is characterized by internal inefficiency as evidenced by low retention rates and poor results on the part of students. Dropout rates average 52% for secondary education grades 6–10 (53% for girls) and 41% for higher secondary education grades 11–12 (40% for girls). The major problem is poor teaching quality. Poor and disadvantaged students are affected the most because they rarely have other educational options and cannot afford the fees for additional tuition. While girls' enrollment has improved significantly, their performance and retention in secondary education are undermined by several factors, including the lack of female teachers. Other factors responsible for the poor quality of secondary education include the selection of unsuitable teachers, the unattractive job conditions, the lack of adequate training for teachers, and the inadequate supervision and monitoring. Students' poor results in the secondary school certificate and higher secondary school certificate examinations, especially in the majority of rural schools, are indications of extensive wastage. Even successful secondary school graduates find that obtaining gainful employment is difficult, partly because of the irrelevance of the secondary school curriculum to the labor market's needs. All these factors discourage the poor and disadvantaged from pursuing secondary education. Most of the underserved population is poor, landless, and rural, representing about 80% of the poor. Most of the benefits of secondary education are reaped by the better off: the bottom 20% of families receive 6% of the benefits of secondary education while the top 20% receive around 35%.</p> <p>Education is the basis of socioeconomic transformation and advancement and plays a major role in alleviating the worst effects of poverty. Globally, education has been linked to a number of poverty-reducing behaviors. Reduced fertility rates are noticeable even among women with minimal education, health practices improve and participation in health clinics increases with education, farmers with education tend to obtain higher yields, and market activity increases in areas where education has been established for some time. The effects of education carry across generations. People who have been exposed to education view themselves and their roles within the community differently than those without such exposure. Nationwide, even a modest exposure to education reduces poverty levels substantially. When the head of a household has had only 1 to 4 years of schooling, that household is 37% less likely to be below the lower poverty line.</p>			

B. Poverty Analysis**Targeting Classification: General intervention****What type of poverty analysis is needed?**

Those poverty-related factors that affect enrollment, attendance, retention, cycle completion, and progression to higher education and/or the world of work will have to be analyzed. The following factors should be analyzed as causes of dropping out, poor performance in examinations, and poor correlation between external and internal assessments: irrelevant courses and curricula, poor quality of teaching and learning in the classroom, unfavorable academic environment at home and at school, and lack of remedial teaching and parental/family support. However, poverty is multidimensional in nature, having spatial, ethnic, and gender characteristics. Thus all aspects of poverty need to be assessed to be able to design a project that will effectively address the multifarious needs of and constraints facing disadvantaged groups in relation to their successful participation in the secondary education subsector. The criteria for subproject design and selection also need to be clearly spelled out to address the specific constraints facing rural girls, the rural and urban poor, and ethnic minority groups. One possibility could be the provision of free textbooks, stipends, and free tuition to targeted disadvantaged groups as in the case of primary education, and this option could also be analyzed. Monitoring and evaluation criteria should specifically address all these issues, and both quantitative and qualitative indicators should be provided to measure changes in status.

C. Participation Process**Is there a stakeholder analysis?** Yes No

The main actors and the direct beneficiaries of the Project will include secondary school students; members of school management committees; teachers; teacher trainers and other professional educators in various institutions and organizations; educational officials, such as supervisors and managers; and key personnel engaged in formulating educational policies, plans, strategies, and regulatory frameworks and overseeing, monitoring, and evaluating their implementation and impacts. The possible options for providing incentives to teachers, especially those serving in remote areas and those teaching subjects such as mathematics, science, and English, either in the form of additional remuneration and/or in kind (social status, recognition, etc.) could be explored. Extensive consultation by means of seminars, workshops, and focus group discussions will be needed with all stakeholder groups to identify the strengths and weaknesses of the secondary education sector, while looking at improving the quality and relevance of the education provided, ensuring equitable access to quality education, and improving the efficiency of planning, management, and monitoring. The insights obtained will be helpful in designing the Secondary Education Sector Improvement Project II, first by building on the education system's strengths and then by addressing its weaknesses, paying particular attention to system efficiency, decentralized management, increased enrollment of students from disadvantaged groups, higher retention rates, improved results and performance, and enhanced job prospects (including self-employment).

Is there a participation strategy? Yes No**D. Gender Development****Strategy to maximize impacts on women:**

Existing policies, plans, strategies, and interventions should be reviewed in relation to sustaining the growth in enrollment of girls in secondary education and enhancing the cross-generation effects of education. Given the lessons learned from the ongoing Secondary Education Sector Improvement Project, and in line with similar efforts under the Teaching Quality Improvement in Secondary Education Project, efforts to hire more female teachers to reach the target of 30%, especially in rural and remote schools, need to be enhanced, not only to improve girls' access to secondary education, but also to provide more female role models for girls. Efforts to attract and retain qualified women to take up teaching in rural secondary schools as a profession by ensuring a gender-friendly environment in schools and dormitories in rural upazilas (subdistricts), which would both improve girls' access and enhance the career prospects of female teachers, need to be continued. Representation by women teachers and mothers on school management committees should be supported in line with similar efforts under the Teaching Quality Improvement in Secondary Education Project. Mainstreaming gender dimensions in curricula and materials needs further attention. In addition to issues related to girls' secondary education, a focus on issues affecting boys' success in secondary education is also important.

Has an output been prepared? Yes No

E. Social Safeguards and other Social Risks

Item	Significant/ Not Significant/ None	Strategy to Address Issues	Plan Required
Resettlement	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None		<input type="checkbox"/> Full <input type="checkbox"/> Short <input checked="" type="checkbox"/> None
Affordability	<input checked="" type="checkbox"/> Significant <input type="checkbox"/> Not significant <input type="checkbox"/> None	In line with ongoing reforms, Government subvention of private secondary schools will be linked in a more transparent manner to the performance of these schools. Similarly, decentralized management will help reduce wastage in the subsector. The provision of incentives for teachers and stipends for poor students, along with cost recovery through increased community participation, should be explored.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Labor	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indigenous Peoples	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	Specific actions to ensure that benefits will accrue to all, including indigenous peoples and ethnic minorities, should be integrated into the project design.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other Risks and/or Vulnerabilities	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

COST ESTIMATES AND FINANCING PLAN

(\$'000)

Item	Foreign Exchange	Local Currency	Total Cost
A. Asian Development Bank Financing^a			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultants	373.75	0.00	373.75
ii. Domestic Consultants	0.00	105.00	105.00
b. International and Local Travel	30.00	5.00	35.00
c. Reports and Communication	2.00	5.00	7.00
2. Equipment ^b	0.00	5.00	5.00
3. Training, Workshops, Seminars, and Conferences			
a. Facilitators ^c	0.00	5.00	5.00
b. Training Program ^d	0.00	10.00	10.00
4. Automobile Rental	0.00	12.00	12.00
5. Surveys	0.00	5.00	5.00
6. Miscellaneous Administration and Support Costs	0.00	5.00	5.00
7. Representative for Contract Negotiations	5.00	0.00	5.00
8. Contingencies	19.00	13.25	32.25
Subtotal (A)	429.75	170.25	600.00
B. Government Financing^e			
1. Office Accommodation and Utilities	0.00	60.00	60.00
2. Remuneration and Per Diem of Counterpart Staff	0.00	50.00	50.00
3. Translation Services	0.00	10.00	10.00
4. Secretarial and Office Support	0.00	10.00	10.00
5. Conference, Seminar and Workshop Logistics	0.00	20.00	20.00
Subtotal (B)	0.00	150.00	150.00
Total	429.75	320.25	750.00

^a Financed by the Japan Special Fund, funded by the Government of Japan.

^b Includes office and training equipment, a photocopier, computers and software, and a printer.

^c Facilitators will be domestic, short-term resource persons.

^d Focus group meetings, workshops, seminars, and conferences for consultation with stakeholders.

^e The Government's contribution will be in kind.

Source: Asian Development Bank estimates.

OUTLINE TERMS FOR REFERENCE OF THE CONSULTANTS

A. International Consultants

1. Specialist in Secondary Education Planning, Management, Monitoring and Evaluation/Team Leader (5.5 person-months)

1. The specialist will coordinate the work of all team members, including the preparation of a schedule and detailed work plan for the technical assistance (TA) inputs and outputs and organization of surveys, participatory consultations, workshops, and seminars. The specialist will prepare a profile of secondary education (grades 6–12); review policies in the sector and the overall objectives, function, structures, and size of secondary education, including linkages with vocational education and the employment market and needs for and possibilities of facilitating job placement for secondary school students who cannot continue their studies beyond grade 10; assess the need to improve institutional and organizational capabilities at various levels in secondary education planning and management; and assess the need to improve monitoring and evaluation systems. The specialist will be responsible for updating the secondary education sector development plan (SESDP), and preparing the project feasibility study and the detailed design proposal for the Project, including subprojects. The project design will draw on lessons learned from previous projects, especially the ongoing Secondary Education Sector Improvement Project (SESIP). The project to be proposed by the TA will be a follow-on project (SESIP II). The design of SESIP II will be carefully synchronized with progress and outputs achieved by the current SESIP. The relevance of continuing with components and subcomponents of the current SESIP and the possible inclusion of new components or subcomponent in SESIP II will be assessed. Bridging arrangements between SESIP and SESIP II will be proposed where necessary. The design will be carefully aligned with other projects in the sector, particularly the Teaching Quality Improvement in Secondary Education Project (TQISEP), which is scheduled to commence in 2005.

2. The specialist will prepare the following in collaboration with other team members, counterpart staff, and key stakeholders and beneficiaries: (i) a report on issues and strategies in secondary education, to be presented at a national seminar, together with an updated SESDP, including an overall policy and strategic framework with phased and costed secondary education investment programs and program targets; (ii) a feasibility study for the follow-on loan; and (iii) the final report, including a detailed design for SESIP II in a format satisfactory to ADB, that incorporates and consolidates feedback from stakeholder consultations, workshops, seminars, tripartite meetings, and data from studies and surveys and inputs from the TA team.

2. Specialist in Education Finance (3 person-months)

3. The specialist will analyze and comment on existing patterns of private and public expenditures on secondary education, project student enrollment and calculate the estimated annual costs, identify the financial implications of increasing access and continuing and expanding stipend programs, and analyze options for incentives. The specialist will link the analysis with the Government's medium-term macroeconomic framework. He or she will examine the scope for more efficient and equitable financing, both public and private, and explore strategies for establishing cost-recovery mechanisms in secondary education while protecting those groups whose enrollment would be constrained by cost-recovery measures, such as girls. In addition, the specialist will propose ways to improve the cost-effectiveness and maximize the use of resources; examine the external efficiency of secondary education in terms of employment and earnings, labor market policies, and self-employment, including for girls; and

identify issues and recommend policies and strategies for discussion with the Government for improving financial sustainability without compromising equity for disadvantaged groups, especially girls in rural and minority areas.

4. In collaboration with other team members, counterpart staff, and stakeholders and beneficiaries the specialist will prepare the following for incorporation in the SESDP update: (i) financing issues and strategies, including projected resource requirements; and (ii) financing policy and a strategic framework that will ensure the efficiency of resource allocation and utilization, enhance the effectiveness of public-private partnerships, and fill the Government's resource gaps. In addition, the specialist will prepare costing and economic, financial, and poverty impact analysis for SESIP II in accordance with Asian Development Bank (ADB) *Guidelines for the Economic Analysis of Projects, and Handbook for Integrating Poverty Impact Assessment in the Economic Analysis of Projects*.

3. Specialist in Design Systems for Curriculum and Materials Development (3 person-months)

5. The specialist will analyze current curriculum reforms in secondary education; identify areas requiring modification, particularly with respect to the curriculum's relevance to labor market needs and economic development; propose costed strategies and implementation plans for making needed revisions; identify and analyze factors affecting successful implementation of the curriculum in the classroom; and make recommendations for textbook and material development and staff training and capacity building. The specialist will analyze current development interventions in place for (i) curriculum development and revision; (ii) textbook development, revision, selection production, and distribution, including any gender-related issues; and (iii) materials design, production, and development, and recommend changes to further improve these in terms of product quality, cycle time, cost, and coordination, incorporating achievements and lessons learned from the on-going SESIP, particularly regarding the privatization of textbooks production and distribution. The specialist will prepare the following in collaboration with other team members, counterpart staff, and key stakeholders and beneficiaries: (i) costed strategies and an implementation plan for improving the curriculum and textbook and materials provision systems for inclusion in the SESDP update and the investment framework; and (ii) a SESIP II component for strengthening the capacity to design and provide revised secondary education curricula, textbooks, and materials.

4. Specialist in Student Assessment and Examinations (2 person-months)

6. The specialist will review the current system for student assessment in secondary education, including both external and school-based performance assessment. Based on an analysis of the current process for developing, administering, grading, reporting, and using the results of school-based and external examinations, the specialist will identify areas requiring further modification, improvement, or restructuring, incorporating achievements and lessons learned from the on-going SESIP. The specialist will make recommendations for restructuring or improving the student assessment systems, including policies, objectives, rationale, targets, staff training, and systems development. The specialist will prepare the following in collaboration with other team members, counterpart staff, and key stakeholders and beneficiaries: (i) costed strategies and an implementation plan for improving the examination and student assessment systems for inclusion in the SESDP update and the investment framework; and (ii) a SESIP II component for developing the capacity to design, administer, and implement an improved student assessment system in secondary education.

5. Specialist in Education Management Information Systems Development (2 person-months)

7. The specialist will analyze the overall management systems for secondary education, paying particular attention to planned developments in accreditation and subvention subsystems and the stipend program; identify areas requiring modification; recommend staff development and system revisions; identify information system issues and recommend ways to improve the timeliness, accuracy, and availability of information, with linkages to the primary education subsector and in synergy with education management information system (EMIS) development to be provided through the TQISEP. The specialist will prepare the following in collaboration with other team members, counterpart staff, and key stakeholders and beneficiaries: (i) costed strategies and an implementation plan for improving management and information systems for inclusion in the SESDP update and the investment framework; and (ii) a SESIP II component for improving information systems and strengthening the capacity of the Ministry of Education and Directorate of Secondary and Higher Education to manage the secondary education system.

6. Specialist in Information and Communications Technology in Education (2 person-months)

8. The specialist will analyze the latest developments and initiatives in information and communications technology (ICT) in the secondary education sector, identify areas for development, recommend ways to improve ICT strategies and human resource development and capacity building needed for ICT, and align these recommendations with development interventions undertaken through the TQISEP. The specialist will prepare the following in collaboration with other team members, counterpart staff, and key stakeholders and beneficiaries: (i) costed strategies and an implementation plan for improving ICT for inclusion in the SESDP update and the investment framework; and (ii) a SESIP II component for developing ICT and building capacity for its implementation in secondary education.

B. Domestic Consultants

1. Specialist in Secondary Education Planning, Management, and Organization (6 person-months)

9. The specialist will support the TA team particularly through his/her extensive knowledge of the education system and its organizations in Bangladesh, including the relationships between various Government entities and other organizational units. The specialist will review the human resource development and capacity building needs in secondary education institutions and organizational units and prepare the following in collaboration with other team members, counterpart staff, and key stakeholders and beneficiaries: (i) costed strategies and an implementation plan for improving human resources and building the capacity of secondary education institutions in line with the needs arising from reforms in the sector for incorporation in the SESDP update and the investment framework; and (ii) a SESIP II component for human resource development and capacity building in secondary education. The specialist's outputs will be aligned with the human resource development and capacity building outputs to be provided through the TQISEP. In addition, the specialist will support the TA team by locating and collecting required data and information and by taking the lead in arranging and conducting various public consultations with beneficiaries on the update of the SESDP and the design of SESIP II and facilitate full participation by women and representatives of disadvantaged groups in the consultative process.

2. Specialist in Decentralized Management and Administration (3 person-months)

10. The specialist will review the decentralized management and administration reform and interventions in secondary education, particularly the involvement and efficiency of school management committees; make recommendations for improving the management of secondary education; review current management training strategies at the institutional and system levels; and recommend a program for strengthening the quality of training in line with the training to be provided through the TQISEP for head teachers, administrators, and school management committee members. In collaboration with other team members, counterpart staff, and key stakeholders and beneficiaries, the specialist will prepare a SESIP II component designed for further improving strategies for and assisting with the implementation of decentralized management.

3. Specialist in Finance, Costing, and Project Management (3 person-months)

11. The specialist will review the arrangements for the management and monitoring of Government subventions to secondary education schools, including effective adherence to subvention criteria and fiscal management; recommend ways to improve the scheme's effectiveness; review the arrangements for the management and monitoring of stipend programs in secondary education, including effective adherence to stipend criteria and fiscal management; and make recommendations regarding the scope and management of this scheme. The specialist will assess training needs and make recommendations for building capacity for efficient financial management in the secondary education sector. He or she will assess the financial management capacity of the SESIP II executing agency, and prepare cost estimates, financing plans, and financial analysis in accordance with ADB's *Guidelines on the Financial Governance and Management of Investment Projects Financed by ADB*. The specialist will help obtain Government budgetary, financial, and economic reports and required data in a timely manner. In collaboration with other team members, counterpart staff, and key stakeholders and beneficiaries, the specialist will (i) help prepare the SESDP update and provide data for costing SESIP II; (ii) prepare a SESIP II component for improving financial management in the sector; and (iii) prepare a SESIP II implementation plan, including arrangements for efficient project management.

4. Specialist in Student Assessment and Examinations (3 person-months)

12. The specialist will help review the current system for student assessment in secondary education, including both external and school-based performance assessment; analyze achievements and lessons learned, particularly regarding school-based assessment in the on-going SESIP; and recommend ways to further improve school-based assessment and associated training and capacity building for efficient implementation in SESIP II. In collaboration with other team members, counterpart staff, and key stakeholders and beneficiaries, the specialist will assist in preparing: (i) costed strategies and an implementation plan for improving examination and student assessment systems for inclusion in the SESDP update and the investment framework; and (ii) a SESIP II component for developing the capacity to design, administer, and implement an improved student assessment system.

5. Specialist in Education Management Information Systems and Monitoring and Evaluation (4 person-months)

13. The specialist will review the current education management information system (EMIS) in the Ministry of Education and Directorate of Secondary and Higher Education, including progress under SESIP and links to other subsectors; identify users' needs for timely information; and recommend improvements. The specialist will help prepare (i) an EMIS component for the SEDDP update, and (ii) a SESIP II component for further improving the EMIS in secondary education. In addition, the specialist will prepare a SESIP II component for monitoring and evaluation, including plans for training needs assessment and surveys in support of human resource development and capacity building, as well as follow-up and evaluation studies of pilot reforms initiated and implemented under SESIP and their possible continuation and expansion under SESIP II.

6. Specialist in Social Development and Gender (3 person-months)

14. The specialist will review the social development and gender dimensions of the secondary education reform. Drawing on lessons learned from the SESIP, the specialist will prepare a gender action plan for specific design features and targets needed to address gender gaps and concerns in all components of SESIP II. The specialist will align his or her proposals with expected developments under the TQISEP, particularly regarding the composition and functions of school management committees. The specialist will help prepare a participatory consultation strategy for the TA. He or she will identify specific actions in relation to indigenous peoples and ethnic minorities to be integrated in the project design and, as necessary, will prepare an indigenous people's development framework. The specialist will undertake screening for resettlement impacts, and subsequent resettlement planning as necessary. The specialist will prepare a comprehensive poverty and social analysis for incorporation in the SEDDP update and a summary poverty reduction and social strategy for incorporation in the design of SESIP II in a format satisfactory to ADB.

7. Specialist in Facilities Development, Equipment Procurement and Maintenance (3 person-months)

15. The specialist will review experience with school construction and equipment provision in secondary education and the experience of the on-going SESIP; analyze the procedures followed and identify constraints encountered in the timely completion of construction and the delivery of equipment; recommend improvements; and analyze the current distribution of secondary education schools, including school facilities appropriate for girls. The specialist will prepare the following in collaboration with other team members, counterpart staff, and key stakeholders and beneficiaries: (i) an implementation plan for system expansion for the SEDDP update, including new construction and more effective use of existing facilities, costed options, and a timetable for expanding access with equity; (ii) a SESIP II component for the expansion of facilities (including the identification of subprojects and appraisal criteria and the specification of priorities for facilities allocation), detailed costs for types of facilities to be provided, and equipment requirements for the targeted expansion; (iii) estimated costs of maintaining project facilities and equipment and of appropriate maintenance arrangements; and (iv) a SESIP II component for the effective procurement, delivery, and utilization of instructional equipment, including the preparation of detailed equipment lists, procurement guidelines and strategies, plans for improving the delivery, storage, and maintenance of the equipment, and a plan for training teachers in the use and storage of equipment.