



## Bangladesh: Secondary Education Sector Investment Program - Tranche 1

Project Name	Secondary Education Sector Investment Program - Tranche 1																
Project Number	44213-016																
Country	Bangladesh																
Project Status	Active																
Project Type / Modality of Assistance	Loan																
Source of Funding / Amount	<table border="1"> <tr> <td colspan="2"><b>Grant: Secondary Education Sector Investment Program - Tranche 1</b></td> </tr> <tr> <td>Korea International Cooperation Agency</td> <td>US\$ 3.50 million</td> </tr> <tr> <td colspan="2"><b>Loan 3047-BAN: Secondary Education Sector Investment Program - Tranche 1</b></td> </tr> <tr> <td>Concessional ordinary capital resources / Asian Development Fund</td> <td>US\$ 90.00 million</td> </tr> <tr> <td colspan="2"><b>Loan: Secondary Education Sector Investment Program - Tranche 1</b></td> </tr> <tr> <td>International Development Association</td> <td>US\$ 100.00 million</td> </tr> <tr> <td colspan="2"><b>Loan: Secondary Education Sector Investment Program - Tranche 1</b></td> </tr> <tr> <td>Export-Import Bank of Korea</td> <td>US\$ 39.00 million</td> </tr> </table>	<b>Grant: Secondary Education Sector Investment Program - Tranche 1</b>		Korea International Cooperation Agency	US\$ 3.50 million	<b>Loan 3047-BAN: Secondary Education Sector Investment Program - Tranche 1</b>		Concessional ordinary capital resources / Asian Development Fund	US\$ 90.00 million	<b>Loan: Secondary Education Sector Investment Program - Tranche 1</b>		International Development Association	US\$ 100.00 million	<b>Loan: Secondary Education Sector Investment Program - Tranche 1</b>		Export-Import Bank of Korea	US\$ 39.00 million
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Strategic Agendas	Inclusive economic growth																
Drivers of Change	Governance and capacity development Partnerships																
Sector / Subsector	<b>Education</b> - Education sector development - Secondary - Secondary - social protection initiatives																
Gender Equity and Mainstreaming	Gender equity																
Description	The proposed investment program will support the government's reform of secondary education (grades 6-12) into a system that builds the foundation for a skilled labor force and prepares youths to meet the requirements of a rapidly developing economy. It will support advanced teaching and learning programs that use information and communication technology (ICT), as well as prevocational and vocational programs, teacher development, and examination reforms. It will promote gender-equitable and pro-poor stipends for students. It will help establish more decentralized and efficient allocation and use of resources, as well as strengthen sector performance monitoring. The investment program will build upon the ongoing Secondary Education Sector Development Program and the Second Teaching Quality Improvement Project. It will further benefit from the experience of the Third Primary Education Development Project, which uses disbursement-linked indicators (DLIs). The investment program links disbursement to the achievement of key results. It will further support the transition to a sector-wide approach.																
Project Rationale and Linkage to Country/Regional Strategy	The government acknowledges the need to develop a long-term strategy to meet demand for higher quality and more relevant secondary education. The Ministry of Education (MOE) has developed, with support from the Asian Development Bank (ADB), a NEP implementation strategy for secondary education that draws on extensive stakeholder consultation. It has built upon the NEP implementation strategy to develop a 10-year secondary education sector road map, 2013-2023, which adopts the phased implementation of reforms to modernize curriculum, examinations, and teacher development, as well as to establish and apply common quality standards for secondary schools and teachers. Extensive investment in ICT-based teaching facilities, science laboratories and equipment, other learning materials, and teacher training will support these reforms. The road map further plans to intensify gender-equitable and pro-poor stipend programs using improved methodology. It suggests expanding school infrastructure according to need and recruiting better-qualified teachers with revised selection procedures. Institutional reform to decentralized education management will redefine and strengthen the roles and responsibilities of field offices and school management committees. Extensive capacity development in management at the center and in the field will strengthen performance monitoring and the efficient use of resources. The government projects an additional 3.5 million secondary school students by 2023, to be accommodated by expanding teacher ranks by 145,000 and the number of schools by 10,000. Success in implementing reform will help meet parents' and beneficiaries' aspirations for post-primary education that undergirds a better life and higher income prospects.																

**Project Outcome**

Description of Outcome	Improved inclusive participation in secondary education
Progress Toward Outcome	School Construction Policy Guideline finalized at DSHE level. Stipend study report also finalized.
<b>Implementation Progress</b>	
Description of Project Outputs	Enhanced quality and relevance of secondary education More equitable access and better retention Strengthened secondary education management and governance
Status of Implementation Progress (Outputs, Activities, and Issues)	<p>Management of MPO (salary of nongovernment teachers) has been decentralized from DSHE to all nine Zonal Education Offices in June 2015.</p> <p>PMC EMIS Specialist working for a policy guideline to be developed by June 2017.</p> <p>EMIS Data capturing for 2016 completed and that of 2017 would commence by April 2017.</p> <p>Preparation of an Annual Secondary Education Performance Report including school quality standards is in progress.</p> <p>Secondary Education Sector Program Framework has been prepared and approved by MoE.</p> <p>Updated Procurement Capacity Development Plan is being implemented.</p> <p>AFR for FY 2015-16 completed.</p> <p>NOA issued on 09 March 2017 for supply of science equipment to 10,000 institutions (schools &amp; madrasah) under Package No. GD 5 through ICB. Bids received on 30 Jan 2017 for supply of science equipment to another 10,000 institutions under package no. GD-39. Supply of science equipment are expected in the third and fourth quarters of 2017.</p> <p>Work order issued for supply of teaching aids to 10,000 institutions and supply expected in the third quarter of 2017. The tendering was done using government e-GP portal.</p> <p>In December 2013, Curriculum Implementation Plan was developed and approved by MOE. It includes and stresses on socially-inclusive and responsive to the skills required by the economy. It will become a basis for NCPF.</p> <p>A committee was formed at NCTB in December 2015 to formulate an action plan for preparing NCPF. A concept paper for NCPF has been drafted through two internal workshops at NCTB. Data Collection Tools developed in Nov 2016. The NCPF concept paper is now under review at MoE. A national workshop is planned in April 2017.</p> <p>Development of Teachers Curriculum Guide (TCG) for core subjects i.e., science, mathematics, English, Bangla, and Bangladesh Global Studies completed. Preparation of TOT Manual completed through a finalization workshop on 3-4 January 2017. Teacher training is targeted for commencement in April 2017 once the TCGs are printed.</p> <p>School/Madrasah selection completed to provide inputs for practical oriented science teaching. Manual preparation completed in March 2016 for training of teachers. Training of Master Trainer (total 857) completed in April 2016. Training of all the science teachers of secondary level (both school and madrasah) [35,915 in June 2016 and remaining 19,000 in Nov-Dec 2016 (Total 55,915)] on practical oriented science teaching completed.</p> <p>Concept of information hub (renamed as ICT Learning Centers, ILCs) was approved by MOE in January 2015. A total of 640 schools selected for ILC. Tendering process for refurbishment of a room of the selected institution commenced in December 2015 and expected to be completed by June 2017. Tender floated (GD-4) in September 2016 for supply of equipment to the ICT centers. Tenders received on 31 October 2016 and evaluation completed. ADB has already approved the bid evaluation report. NOA is expected to be issued by March 2017.</p> <p>Technical Proposal received in December 2016 for development of e-learning modules (SD-13). Evaluation of Technical Proposals completed and submitted to ADB.</p> <p>Activities leading to development of a Teacher's Development Policy has resumed after joining of replacement consultant of the Program Management Consultancy (PMC) Firm in December 2016. Bangladesh Examinations Development Unit (BEDU) has conducted a study on Continuous Assessment (CA) [CA is the modified nomenclature of SBA] and the report was presented in a workshop at Coxs Bazar on 01-02 September 2016. The training design would be prepared in April-May 2017.</p> <p>Selection of 100 institutions (schools and madrasah) completed for construction of additional classrooms. Construction work commenced for upgrading of 100 secondary schools. Work order issued for 70 sites.</p> <p>A draft policy guideline on minimum standard of school building construction to improve learning environment and gender-responsiveness prepared by the civil engineer under the Program Management Consultancy (PMC). The draft report was prepared through two FGDs with the participation of stakeholders like BUET, LGED, EED, BRAC, SAVE The Children etc. A final FGD was held on 30 Nov 2016 with DG, DSHE in the Chair. The document would now be submitted to MoE for approval.</p> <p>Stipend Study firm fielded on 20 March 2016 for independent review of existing stipend programs/projects. Final Report submitted in November 2016. The report was presented in a meeting at MoE on 09 Jan 2017 wherein Secretary, MoE chaired. It was decided in the meeting to form a Committee to suggest measures for implementation of the recommendations.</p>

## Safeguard Categories

Environment	B
Involuntary Resettlement	C
Indigenous Peoples	B

## Summary of Environmental and Social Aspects

Environmental Aspects	The proposed program has been categorized as Category B' from an environmental point of view and an IEE, along with EMP, are required to be prepared and disclosed. The assessment will be carried out to ensure that the potential adverse environmental impacts are appropriately addressed in line with ADB's SPS, 2009. This IEE of the program would be prepared to meet the requirements of ADB and DOE for environmental safeguards compliances.
Involuntary Resettlement	The tranche 1 of the program has been classified as Category C for Involuntary Resettlement. There is neither land acquisition nor displacement of the peoples. Needs of land acquisition and displacement of the peoples for subsequent tranches are unknown. As the specific locations of infrastructure or other project facilities are uncertain at the time of Board approval, this resettlement framework has been prepared to guide subproject selection, screening and categorization, social and assessment, and preparation and implementation of resettlement plans of subprojects, and to facilitate compliance with the requirements specified in the Safeguard Requirements of SPS. The classification is an ongoing process to be confirmed by ADB during the detailed design and implementation.
Indigenous Peoples	The tranche 1 of the program has been classified as Category B for Indigenous Peoples. The program will develop a project design that prioritizes the small ethnic community (SEC) students and teachers or teachers serving the areas. This prioritization will be supported by extensive consultation with authorities of the respective districts where potentiality of SEC teachers and students are high. This policy will also be supported by a need assessment of the SEC groups, particularly the more vulnerable groups in plain land and in CHT. All SEC students will be included in the program beneficiary groups.

## Stakeholder Communication, Participation, and Consultation

During Project Design	A large number of consultations, including local levels, were organized to prepare the program. This includes development of implementation strategy of the National Education Policy in secondary education. Stakeholders include policy makers, educational practitioners including teachers and members of school management committee, curriculum developers, etc, and nongovernmental organizations with strong ownership of the government (Ministry of Education and Directorate of Secondary and Higher Education). Consultations with development partners were also organized to develop Sector-Wide Approach (SWAp) Road Map.
During Project Implementation	The program will work in partnership with multiple stakeholders such as civil society organizations (CSOs), school management committees, and parent-teacher associations. Community participation is vital to the community-based management of schools and the development of pro-poor stipend with appropriate gender targeting. The program will work on institutional reforms in key education institutions. In addition, based on the agreed SWAp Road Map, the program will promote harmonization of other development partners.

## Business Opportunities

Consulting Services	All consultants will be selected using ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). Consulting firms will be recruited through Quality and Cost-Based Selection and Consultants' Qualification Selection methods and subject to ADB's prior review.
Procurement	The government will carry out all procurement of goods, works, and consulting services. Goods and civil works will be procured in accordance with ADB's Procurement Guidelines (2012, as amended from time to time). Goods and works valued more than \$1 million and \$2 million respectively will be procured using International Competitive Bidding and ADB's standard bidding documents, and subject to prior review. Goods and civil works valued below the respective International Competitive Bidding threshold will be procured using the National Competitive Bidding (NCB), in accordance with the government's Public Procurement Act (2006) and Public Procurement Rules (2008) subject to modifications agreed between the government and ADB as set out in the Facility Administration Manual (FAM) and procurement plan. For efficiency and economy, small civil works can be grouped together into larger bid packages, wherever feasible. Advance contracting and retroactive financing will be considered.

## Responsible Staff

Responsible ADB Officer	Rahman, S.M. Ebadur
Responsible ADB Department	South Asia Department
Responsible ADB Division	Bangladesh Resident Mission

## Timetable

Concept Clearance	-
Fact Finding	-
MRM	06 Jun 2013
Approval	21 Oct 2013
Last Review Mission	-
Last PDS Update	20 Mar 2017

## Loan 3047-BAN

Milestones					
Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
21 Oct 2013	21 Nov 2013	06 Dec 2013	31 Dec 2017	-	-

Financing Plan		Loan Utilization			
	Total (Amount in US\$ million)	Date	ADB	Others	Net Percentage
Project Cost	1,821.00	Cumulative Contract Awards			
ADB	90.00	21 Oct 2013	86.83	0.00	100%
Counterpart	1,631.00	Cumulative Disbursements			
Cofinancing	100.00	21 Oct 2013	86.83	0.00	100%

Project Page	<a href="https://www.adb.org/projects/44213-016/main">https://www.adb.org/projects/44213-016/main</a>
Request for Information	<a href="http://www.adb.org/forms/request-information-form?subject=44213-016">http://www.adb.org/forms/request-information-form?subject=44213-016</a>
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