

**ASIAN DEVELOPMENT BANK**

**TAR: BAN 26061**

**TECHNICAL ASSISTANCE**

**TO THE**

**PEOPLE'S REPUBLIC OF BANGLADESH**

**FOR**

**PREPARING THE TEACHING QUALITY IMPROVEMENT**

**IN SECONDARY EDUCATION PROJECT**

**August 2002**

## **CURRENCY EQUIVALENTS**

(as of 14 July 2002)

|               |   |            |
|---------------|---|------------|
| Currency Unit | – | taka (Tk)  |
| Tk1.00        | = | \$0.017406 |
| \$1.00        | = | Tk57.45    |

## **ABBREVIATIONS**

|         |   |   |
|---------|---|---|
| ADB     | – | Asian Development Bank                                      |
| BANBEIS | – | Bangladesh Bureau of Educational Information and Statistics |
| B.Ed    | – | Bachelor of Education                                       |
| BOU     | – | Bangladesh Open University                                  |
| CPD     | – | continued professional development                          |
| HSTTI   | – | higher secondary teacher training institute                 |
| MOE     | – | Ministry of Education                                       |
| SESIP   | – | Secondary Education Sector Improvement Project              |
| TA      | – | technical assistance  |
| TQISEP  | – | Teaching Quality Improvement in Secondary Education Project |
| TTC     | – | teacher training college                                    |

## **NOTES**

- (i) The fiscal year (FY) of the Government ends on 30 June. FY before a calendar year denotes the year in which the fiscal year ends.
- (ii) In this report, "\$" refers to US dollars.

## I. INTRODUCTION

1. Asian Development Bank (ADB) is the lead funding agency in secondary education in Bangladesh. Since 1984, ADB has provided four loans to the secondary level, for a total of \$218.2 million.<sup>1</sup> ADB further provided a technical assistance (TA)<sup>2</sup> to the Government to prepare a secondary education sector development plan, analyzing major issues and identifying areas for reform and improvement in the subsector. Subsequently, the Secondary Education Sector Improvement Project (SESIP) was prepared based on the plan. The project aims to improve secondary education through sector reforms, including the development of policy on teacher education, standards for teachers, and curriculum. The Government has requested, and ADB has agreed to include in Bangladesh Country Strategy and Program Update 2002–2004, a loan for the Teaching Quality Improvement in Secondary Education Project (TQISEP formerly Secondary Education Teacher Training Project) for 2004.<sup>3</sup> The project preparatory TA Fact-Finding Mission was conducted between 19 April and 2 May 2002 and reached understandings with the Government on the objectives, scope, cost estimates, financing plan, and implementation arrangements of the TA. The mission prepared an initial poverty and social analysis (Appendix 1).

## II. ISSUES

2. The current education system in Bangladesh consists of 5 years of compulsory primary education (1–5) and 7 years of secondary education (grades 6–12), which is divided into junior secondary education (6–8), secondary education (9–10), and higher secondary education (11–12). Primary through tertiary education is also provided in parallel system of religious schools—*madrasahs*. Only 2.4% of recognized schools are government-managed schools, the rest are community-managed. However, the Government provides substantial subsidies (“subventions”) to community-managed schools, representing 90% of teacher salaries and allowances to schools that satisfy Ministry of Education (MOE) criteria for recognition. Data from the Bangladesh Bureau of Educational Information and Statistics (BANBEIS) show that the number of general secondary schools has significantly increased since 1980, from a total of 8,485 to 16,095 reflecting an increase of capital budgetary allocation to education from 3.3% in fiscal year (FY) 1990/91 to 12.8% in FY2000/2001. The number of secondary schools is growing annually at around 4.5% while enrollment is growing at 7.5%. In 2001, Bangladesh had about 8 million students.

3. The secondary education system suffers from internal and external problems, including declining quality. According to BANBEIS, dropout rates appear to be high: 44% (49% for girls) for grades 6–10 and 38% (36% for girls) for grades 11–12. Pass rates for secondary school and higher secondary certificates have been declining since 1999; in 2001 the percentages of students passing the grade 10 and grade 12 examinations were 35.2% and 28.4%, respectively. The wastage of financial resources due to the inefficiencies is huge. Poor students are most affected by these inefficiencies since they do not have other educational options. The declining quality of secondary education is significantly explained by poor teaching quality. ADB has

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<sup>1</sup> ADB. 1999. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Bangladesh for the Secondary Education Sector Improvement Project*. Manila; ADB. 1993. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Bangladesh for the Secondary Education Development Project*. Manila; ADB. 1991. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Bangladesh for the Higher Secondary Education Project*. Manila; and ADB. 1984. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Bangladesh for the Secondary Science Education Sector Project*. Manila.

<sup>2</sup> ADB. 1997. *Technical Assistance to Bangladesh for Secondary Education Sector Development Project*, Manila.

<sup>3</sup> The TA was first listed in *ADB Business Opportunities* on 14 May 2002.

assisted the Government to lay foundations for teacher education through several projects (footnote 1), including establishing higher secondary teacher training institutes (HSTTIs), constructing science centers, providing facilities and equipment, and reforming secondary education through the sector approach. However, building a teacher training system is a long-term task. Challenges remain in several major areas.

4. **Planning, Financing, and Coordinating Teacher Training.** One major problem with teaching quality is the lack of strategic planning, financing, and coordination of teacher training. At the national level, there is neither a department responsible for teacher education nor adequate budgetary provision for improving secondary teacher development. At the institutional level, government teacher training colleges (TTCs) lack effectiveness due to many unfilled vacancies and overcrowded classrooms. On the other hand, in HSTTIs and secondary education science development centers,<sup>4</sup> facilities such as buildings, equipment, as well as qualified faculty remain underutilized. Moreover, the Bangladesh Open University (BOU)<sup>5</sup> is not fully using the potential of multimedia distance learning for education or training purposes. These resources need to be optimally utilized to promote education quality.

5. **Teacher Development.** Several problems can be identified with trainers of TTC. First is a shortage of qualified trainers, as many sanctioned positions at government TTCs remain unfilled and most trainers are not subject matter specialists. Secondly, the qualifications of TTC trainers are often not qualitatively different from those of trainees. As a result, it may be difficult for TTC faculty to properly conduct training sessions. Finally, a lack of career development opportunities prevents TTCs from retaining good faculty. Each TTC has a limited number of higher positions; consequently, experienced faculty have to be transferred to other institutions when they are due for promotion.

6. Most secondary level teachers have not been professionally trained to teach. Teachers of grades 6–10 are expected to have teaching qualifications, a Bachelor of Education (B.Ed), while for teachers of grades 11–12 some short-term courses are offered. In 2001 there were about 190,000 teachers in grades 6–12, and about 20% of them were female. Slightly less than half of the teachers of grades 6–10 received training (43.6%), while the figure was only 3.0% for the teachers of grades 11–12. Thus, about 100,000 teachers in the classroom have never been properly trained to teach. In addition, about 17,000 new secondary teachers are needed each year, to replace those who retire or leave the profession and to accommodate system expansion. The B.Ed curriculum is seriously questioned because it provides little guidance for practical teaching skills. Under the SESIP, a new curriculum for teacher training is being developed to balance the theoretical and practical aspects of the curriculum.

7. Improved teacher performance cannot be ensured by a single training experience but requires ongoing support and repeated intervention. Yet, in-service training as a means of providing continued professional development (CPD) has not been introduced in Bangladesh. Nor has the capacity for provision of CPD been established. The absence of CPD precludes provision of proper guidance to poor performing students and results from a lack of in-depth knowledge of content and teaching effectiveness. Given the large number of secondary teachers in Bangladesh, multichannel training methods using conventional and information and technological approaches for providing in-service training need to be explored.

8. **Quality Management.** Several serious management problems plague the system. A key problem is recruitment of low quality teachers due to the unattractive service conditions and a selection system based more on influence than merit. Moreover, the school head teacher and

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<sup>4</sup> HSTTIs and science centers have been built under the *Higher Secondary Education Project and Secondary Science Development Project*.

<sup>5</sup> Established under an ADB Project.

school managing committee members do not always have experience in, or knowledge about, teacher supervision. School authorities are reluctant to send their teachers for training because it may mean recruitment of additional teachers to run their normal courses. Teachers are also not keen to attend training courses, as these are seldom linked to their career improvement. There is little research on the classroom performance of secondary teachers. However, the ADB-assisted Primary School Performance Monitoring Project<sup>6</sup> found that poor teaching is a key reason for low educational attainment.

9. Questions have also been raised about the adequacy and quality at the private sector TTCs, which now enroll about twice as many students as government TTCs because the latter cannot meet the increasing demand for B.Ed. There are allegations of various irregularities relating to training and assessment of trainees at private TTCs as the failure rate is found to be much higher than at government TTCs. In addition, there is no effective system of monitoring and accountability for satisfactory performance for teachers and institutions. There is, therefore, no major compulsion for improvement, especially in private TTCs and secondary schools. Schools may lack the basic amenities for proper teaching and even teachers' absenteeism is common. Since the Government provides 90% of subventions to nongovernment school teachers, with a view to improving teaching standards, it is necessary to devise a system to supervise and monitor the performance of the schools.

10. The Government recognizes the importance of improving teacher education as a linchpin to improvements in education quality. Several ADB projects have assisted the Government with institution building, infrastructure, and facilities in teacher training. The World Bank will introduce a new component in its Female Secondary School Assistance Project-II by providing in-service training for teachers within its 5,000 project schools. A European Union project focuses on motivating, training, and employing female secondary teachers from rural schools. One of the lessons learned is that an improved teaching force cannot be sustained by a reform focusing on certain geographic areas or specific aspects of teacher education but requires a system change and coordinated efforts. Teaching quality improvement requires teacher training as well as effective policies, a proper monitoring and evaluation system, and improved school environment. The TA will take a system approach, consolidating gains from previous ADB and other funding agencies' efforts, to reform teacher education system in Bangladesh.

### **III. THE TECHNICAL ASSISTANCE**

#### **A. PURPOSE AND OUTPUT**

11. The TA will assist the Government in preparing the proposed TQISEP. This will be done through analyzing the strengths and weaknesses of the teacher education system, improving national policy, planning, and coordination of teacher education, strengthening institutional capacity of agencies involved in providing teacher training, and establishing an effective teacher management system to ensure quality education at secondary level. The TA will cover grades 6–12, general secondary education, as quality secondary education is necessary to sustain the progress in primary education and human resources for socioeconomic development.

12. The TA will have two major outputs: (i) a subsector analysis on teacher development, and (ii) the project design for the TQISEP. The outputs of the TA will consist of a coordinated secondary teacher education policy and support program that will help the Government to prioritize activities to allocate resources more efficiently and to provide more access to pre-and

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<sup>6</sup> ADB. 1997. *Technical Assistance to Bangladesh for the Primary School Performance Monitoring Project*. Manila.

in-service teacher training particularly for teachers in schools serving poor and disadvantaged areas.

## **B. Methodology and Key Activities**

13. The subsector analysis of teacher development will (i) review the relevant documents and strategies to identify gaps in the policy, programs, and finance in teacher development; (ii) review the structure for teacher education and training; (iii) examine the teachers' qualifications, experience, and curriculum, and analyze the provision of teacher training; (iv) analyze issues related to quality management; (v) provide recommendations to the Government for policy revisions, strategies, and programs on the issues, and identify the areas requiring institutional strengthening in conjunction with the TQISEP project; and (vi) conduct consultative seminars and workshops with stakeholders and beneficiaries at national, local, and field levels.

14. Within the framework of the subsector analysis, and based on lessons learned from other ADB, Government, and externally-assisted teacher training projects, the TA will outline the proposed TQISEP, including its rationale, objectives, detailed project components, targets, monitoring indicators, benefits, impacts and risks, social analysis, justification, and framework. The TA will (i) identify main components that can effectively meet the project objective, (ii) identify baseline data and monitoring indicators, and (iii) prepare procurement arrangements. The TA will entail a detailed project feasibility study and analyze the necessary inputs, costs, implementation arrangements, and risks.

## **C. Cost and Financing**

15. 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 \$416,000 and local currency cost of \$184,000 equivalent. The Government contribution will be in-kind, equivalent to \$150,000. The TA will be initially financed as a grant from the ADB-funded TA Special Fund but will be subject to reimbursement arrangements. If the technical assistance results in an ADB loan, ADB may charge against the loan, and recover from it, the portion of the initial grant that exceeds \$250,000 equivalent. ADB financing will include consulting services, production of reports, required equipment, organization of workshops, studies and field surveys, and administrative and support services. The Government contribution will include the provision of counterpart staff, and office accommodation and utilities. The Government assured the availability of Government funding. Cost estimates and financing plan are available in Appendix 2.

## **D. Implementation Arrangements**

16. The TA will be implemented over a 6 month period beginning in January 2003. MOE will be the Executing Agency for the TA. At TA inception, a steering committee will be established, chaired by the secretary, MOE, to ensure coordination with concerned departments and institutions and provide overall guidance to the TA. The steering committee will include representatives from Ministry of Finance; Planning Commission; and the Implementation, Monitoring, and Evaluation Division. A technical committee will also be set up, chaired by the director general, Directorate of Secondary and Higher Education, MOE. Members of the committee will be drawn from MOE and main institutions involved in the project, including the National Curriculum and Textbook Bureau, Institute of Education and Research of Dhaka University, National University, BOU, National Academy of Education Management, as well as representatives from HSTTIs, and TTCs. The responsibility of the committee will include assisting and collaborating closely with the TA team in all implementation matters. The steering and technical committees should meet with the TA team monthly to ensure government ownership, support, and commitment to implement the TA and ensuing project. A workshop at

the start of the TA will clarify the purpose, discuss the issues and timetable, and ensure close coordination with stakeholder institutions.

17. The TA will be implemented by a team of 4 international (14.5 person-months) and 7 domestic consultants (27 person-months), totaling 41.5 person-months. The international consultants will be specialists in (i) teacher education policy, planning, and organizational development; (ii) multimedia and distance learning; (iii) quality management in teacher education; and (iv) education economics and finance. The domestic consultants will have the following areas of expertise: (i) teacher development organizations; (ii) project management; (iii) teacher development; (iv) academic supervision; (v) education facilities development and equipment procurement; (vi) distance education; and (vii) education finance and project costing. The outline terms of reference of the consultants are available in Appendix 3. The consultants will be engaged through a firm by ADB using the simplified technical proposal procedure, in accordance with ADB's *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB for the engagement of domestic consultants, and the equipment will be procured in accordance with the ADB's *Guidelines on Procurement*.

18. To maximize participation during project preparation, interviews, workshops, focus group discussions, and consultative meetings will be held at central and field levels. The meetings will be attended by key stakeholders and beneficiaries, including senior government officials, education administrators, head teachers, teachers, teacher trainees, district education officers, and public and private TTC faculty.

19. Consultants will work closely with the technical committee in collecting and analyzing data, identifying issues and approaches, and presenting to the steering committee and MOE a detailed subsector analysis on teacher development. Based on this report, the consultants will prepare a detailed project proposal, including components, costs, management and monitoring arrangements, and an implementation timetable. Within 4 weeks of their assignment, the consulting team will submit an inception report detailing the project framework, approaches, and methodologies to be used during the TQISEP preparation. In 12 weeks from the submission of the inception report, the consultants will submit the draft final report. Upon submission of the draft final report, the consultants will work with government agencies and stakeholders for feedback. In addition, at least one workshop will be organized by consultants and counterpart staff to discuss the issues to be addressed in the proposed TQISEP. A tripartite (Government, consultants, and ADB) 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

20. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$600,000 to the Government of the People's Republic of Bangladesh for preparing the Teaching Quality Improvement in Secondary Education Project, and hereby reports this action to the Board. The technical assistance, initially financed as a grant, will be subject to the reimbursement arrangements set forth in *Technical Assistance Operations*<sup>7</sup> and *Streamlining of Technical Assistance Operations*.<sup>8</sup> If the technical assistance results in an ADB loan, ADB may charge against the loan, and recover from it, the portion of the initial grant that exceeds \$250,000 equivalent.

<sup>7</sup> ADB. 1997. *Technical Assistance Operations*. R51-77, 20 May. Manila.

<sup>8</sup> ADB. 1988. *Streamlining of Technical Assistance Operations*. R44-88, 21 March. Manila.

## SUMMARY INITIAL POVERTY AND SOCIAL ANALYSIS

### A. Linkages to the Country Poverty Analysis

|   |     |  |     |
|---|-----|--|-----|
| Sector identified as a national priority in country poverty analysis?   | Yes | Sector identified as a national priority in country poverty partnership agreement? | Yes |
| Contribution of the sector/subsector to reduce poverty in BANGLADESH  |     |  |     |
| <p>The government of Bangladesh is committed to enhancing the quality of secondary education, among others, by providing better teaching and learning materials and by improving the efficiency and standard of teachers through intensive training. The need to improve teaching quality is urgent since secondary education is a vital link to higher education and to the job market, which can promote upward social mobility of the poor. However, efforts have primarily been in terms of increased budgetary allocations, without adequate attention to quality improvement, and have increased the number of secondary schools and increased enrollment ratio, prominently of girls; but this has been accompanied by poor and declining results of students. Even successful secondary school students find it extremely difficult to get suitable employment opportunities. This means a huge wastage of resources, which Bangladesh can ill afford. Further, it discourages poor students from pursuing secondary education. Poor teaching quality significantly explains the present dismal picture. The situation needs to be rectified to attract more poor students to secondary education. An increasing number of high quality female teachers, particularly in rural areas, can also inspire girls to perform better, while encouraging parents to send their daughters to rural secondary schools.</p> |     |  |     |

### B. Poverty Analysis

### Proposed Classification:

|  |                   |
|--|-------------------|
| What type of poverty analysis is needed?   | Human Development |
| <p>It is necessary to analyze the poverty-related factors that lead to low retention rates at secondary schools and extremely poor results of students. However, poverty is multidimensional in nature. It has spatial, ethnic, and gender characteristics. Therefore, all the specific features of poverty must be analyzed to be able to design the project to effectively address the multifarious needs and constraints of the disadvantaged groups. The criteria for subproject design and selection also need to be clearly spelled out to address particular constraints of rural girls, urban poor, and ethnic minority groups. Monitoring and evaluation criteria should specifically address all these issues. And both qualitative and quantitative indicators should be provided to measure changes in status.</p> |                   |

### C. Participation Process

|   |
|---|
| Stakeholder analysis  |
| <p>The main actors and direct beneficiaries of the project will include secondary school students, teachers, teacher trainers at various institutions, education officials, other relevant agencies, and school and teacher training center managers. Consultations will need to be held with all these groups in order to identify the weaknesses in the secondary education system relating specifically to teaching quality. The insight thus provided should help improving teaching quality, which in turn, should lead to increased enrollment of students from disadvantaged groups, better retention rates, better results, and enhanced job prospects.</p> |
| Participation strategy required: Yes  |



**D. Potential Issues**

| <b>Subject</b>                          | <b>Significant,<br/>Not Significant,<br/>Uncertain, None</b> | <b>Strategy to Address Issues</b>   | <b>Plan Required</b> |
|---|--|---|----------------------|
| <b>Resettlement</b>                     | None   |   |                      |
| <b>Gender</b>                           | Significant  | Recruitment of more female teachers, improved access to gender friendly infrastructure, improved work environment, improved service conditions, in-service training at home and abroad, and follow-up facilities.   | Yes                  |
| <b>Affordability</b>                    | Significant  | Strategy needed to link teacher training with service incentives. Special incentive allowance for quality teaching in schools for urban disadvantaged groups and rural poor in order to eliminate the poverty-related constraints of families unable to invest in private tuition for children. | Yes                  |
| <b>Labor</b>                            | None   |   | No                   |
| <b>Indigenous People</b>                | Significant  | Recruit more teachers from tribal communities, special training schemes, and incentive schemes to work with ethnic minority groups.   | Yes                  |
| <b>Other Risks/<br/>Vulnerabilities</b> |  |   | None                 |

**COST ESTIMATES AND FINANCING PLAN**  
**(\$)**

| Item  | Foreign<br>Exchange | Local<br>Currency | Total Cost     |
|---|---------------------|-------------------|----------------|
| <b>A. Asian Development Bank Financing</b>                          |                     |                   |                |
| 1. Consultants  |                     |                   |                |
| a. Remuneration and Per Diem  |                     |                   |                |
| i. International Consultants  | 304,500             | 0                 | 304,500        |
| ii. Domestic Consultants  | 0                   | 108,000           | 108,000        |
| b. International Travel   | 20,000              | 0                 | 20,000         |
| c. Local Travel   | 0                   | 10,000            | 10,000         |
| d. Reports and Communications                                       | 7,000               | 9,000             | 16,000         |
| 2. Equipment <sup>a</sup>   | 8,000               | 5,000             | 13,000         |
| 3. Workshops, Seminars, and Conferences                             | 5,000               | 6,000             | 11,000         |
| 4. Support Cost   |                     |                   |                |
| a. Car Rental   | 0                   | 20,000            | 20,000         |
| b. Office Supplies  | 5,000               | 2,000             | 7,000          |
| c. Facilitation/Use of Local Assistants                             | 2,500               | 4,000             | 6,500          |
| 5. Representative for Contract Negotiations <sup>b</sup>            | 6,000               | 0                 | 6,000          |
| 6. Contingencies  | 58,000              | 20,000            | 78,000         |
| <b>Subtotal (A)</b>   | <b>416,000</b>      | <b>184,000</b>    | <b>600,000</b> |
| <b>B. Government Financing</b>                                      |                     |                   |                |
| 1. Remuneration and Per Diem<br>of Counterpart Staff and Committees | 0                   | 40,000            | 40,000         |
| 2. Secretarial and Office Support                                   | 0                   | 40,000            | 40,000         |
| 3. Translation Services   | 0                   | 25,000            | 25,000         |
| 4. Office Accommodation and Utilities                               | 0                   | 45,000            | 45,000         |
| <b>Subtotal (B)</b>   | <b>0</b>            | <b>150,000</b>    | <b>150,000</b> |
| <b>Total</b>  | <b>416,000</b>      | <b>334,000</b>    | <b>750,000</b> |

<sup>a</sup>Includes office and training equipment, photocopier, computers, printer, and software.

<sup>b</sup>Includes cost of travel and per diem for Government observer invited for contract negotiations.

Source: Asian Development Bank estimates.

## OUTLINE TERMS OF REFERENCE OF CONSULTANTS

### A. International Consultants

#### 1. Specialist in Teacher Education Policy, Planning and Organizational Development and Team Leader (5 person-months)

1. **Qualifications.** The specialist will have extensive background in policy, planning, and organization of teacher education and development in developed and developing countries, preferably in South Asia. The specialist will have experience leading international groups of professionals and strong academic qualifications in the education sector. Experience in madrasah systems is a plus.

2. **General.** The specialist will have the following general responsibilities:

- (i) Coordinate the work of all team members and prepare an overall implementation schedule for the technical assistance (TA).
- (ii) Collaborate closely with the Ministry of Education on all matters related to the implementation of the TA, including administration, data collection, issues, policies and strategy identification, and report preparation.
- (iii) Keep the steering and the technical committees informed of the progress through regular meetings.
- (iv) Collaborate closely with the Secondary Education Sector Improvement Project (SESIP) on policies, strategies, and project outputs, and the Primary Education Sector Improvement Project on teacher development, as well as other externally assisted projects in the subsector.
- (v) Be responsible for the on-time preparation of all the formal written reports, including the TA outputs: subsector analysis and the project design as well as TA inception, draft final and final reports.
- (vi) Prepare the final report in a format satisfactory to the Asian Development Bank (ADB) detailing the proposed project including framework, rationale, and detailed components.

3. **Technical.** The specialist's technical duties will include the following:

- (i) Prepare an overall project (logical) framework and identify all project components.
- (ii) Review and analyze policies, regulations, strategies, plans, financing, and monitoring mechanism for teacher training and recruitment.
- (iii) Forecast demand over the next 10 years, and analyze capacity to meet projected demand.
- (iv) Review and analyze regulatory framework for teacher licensing, certification, standards, accountability, and sanctions for private teacher training colleges (TTCs).
- (v) Review and analyze the current teacher training structure and institutions and previous ADB-assisted projects.
- (vi) Determine what is needed to improve the quality of teaching at TTCs, particularly policies that link to incentives, subject mastery, and practice teaching supervision.
- (vii) Look into the scope of the project (6–12 or 9–12) in consultation with the Government.
- (viii) Identify adequate project monitoring and evaluation indicators and prepare a baseline data for the proposed project.
- (ix) Assess the assumptions underlying the project and identify risks that may hamper implementation.

- (x) Propose a strategy for (a) coordinating the activities of key stakeholders connected with teacher training, including defining the role of each level of government in teacher development; (b) linking pre-and in-service teacher training and performance to career development; (c) linking school management to performance-based subsidies; and (d) utilizing existing human and physical resources. Describe the process, timeline and cost and ongoing financial requirements for implementing the strategy.
- (xi) Prepare a detailed project proposal with full cost financing plan.
- (xii) Carry out any other task related to the TA objectives that the Government or ADB may reasonably request.

## **2. Specialist in Multimedia and Distance Learning (3.5 person-months)**

4. The specialist will have experience in distance education and multimedia programming and have strong academic qualifications. The specialist will work in close collaboration with the education facilities development and equipment procurement specialist and the distance education specialist to do the following:

- (i) Examine the needs and feasibility of improving access of teacher training to the poor and hard-to-reach areas utilizing both conventional and distance approaches.
- (ii) Review successful international models on multimedia and distance learning (MDL) in teacher training, analyze the current use of such approaches in Bangladesh, and assess the potential demand for pre- and in-service teacher development using such methods.
- (iii) Analyze existing capacity at the Bangladesh Open University (BOU) in innovative multichannel programming for pre- and in-service teacher training, look at successful international models for curriculum contents and production, and identify appropriate partner institutions for lecturers and program production.
- (iv) Determine the feasibility of using MDL methods and network at the district, subdistrict, and community levels for teacher training, including (a) calculating the unit cost for each method; (b) looking into using MDL in subject areas experiencing critical shortages of teachers (English, mathematics, chemistry, and physics); and (c) analyzing the possible barriers to using MDL for teacher training.
- (v) Determine the feasibility of establishing an education channel for teacher training.
- (vi) Prepare a feasibility study on using MDL for pre- and in-service teacher training, if appropriate. Describe the process, methods, timeline, and cost and financial requirements for implementing the strategy. Provide relevant inputs for the subsector analysis and project design as directed by the team leader, and carry out any other task related to the TA objectives that the team leader may reasonably request.

## **3. Specialist in Quality Management in Teacher Education (3 person-months)**

5. The specialist will have background and experience in teacher management, monitoring and evaluation, and academic supervision, preferably in the region, and will have strong academic qualifications in the education sector. The specialist will work in close collaboration with the teacher development and academic supervision specialists to do the following:

- (i) Review and analyze the policies and issues around teacher recruitment. Look into international models for standardizing, regulating, and improving the quality of new teachers through recertification requirements.
- (ii) Assess current school-level teacher management practices including accountability for academic performance, teacher and head teacher hiring, qualifications for new teachers, and teaching conditions.

- (iii) Conduct a rapid assessment of the differentiated constraints and needs of male, female, and ethnic minority teachers and the TTC students. Develop poverty and social strategies that address the identified issues in accordance with ADB's *Handbook on Poverty and Social Analysis*.
- (iv) Review and analyze conditions in a small sample of private and government secondary schools in terms of minimum conditions required for quality teaching.
- (v) Review the current models for performance monitoring and academic supervision. Analyze the roles and responsibilities at the zone, district, sub-district, and school levels.
- (vi) Review and analyze the training needs for head teachers, school management committees, and district and zone education officers.
- (vii) Prepare a report with an integrated strategy for improving teaching quality management. Describe the process, timeline, and cost and financial requirements for implementing the strategy. Provide relevant inputs for the subsector analysis and project design as directed by the team leader and carry out any other task related to the TA objectives that the team leader may reasonably request.

#### **4. Specialist in Education Economics and Finance (3 person-months)**

6. The specialist will have a background in economics and education financing, with experience in budgetary analysis in developing countries and preparing detailed cost estimates for lending programs. The specialist will work in close collaboration with the education finance and project costing specialist to do the following:

- (i) Comment on patterns of public expenditure as (a) a percentage of GDP; (b) a percentage of official budgets; (c) distributed among levels of education; (d) distributed between recurrent and developmental costs; and (e) distributed among subcategories such as subventions, female stipends, teacher training, textbooks, administration, and supervision.
- (ii) Forecast secondary enrollments and numbers of teachers in 10 years and calculate the estimated annual costs to the public and private schools.
- (iii) Comment on the issue of budgetary provision for secondary teacher education, identify strategies to ensure the sustainability of the project, and explore alternatives such as using excess revenue to partly finance project components and sustain the activities at the end of the project period.
- (iv) Undertake poverty and economic analysis for the project's viability and justification, and assist other consultants in calculating cost estimates related to the project.
- (v) Prepare technical reports dealing with financing aspects of project components.
- (vi) Prepare a detailed cost estimate for each component of the proposed project as well as the overall project cost estimates.

### **B. Domestic Consultants**

#### **1. Specialist in Teacher Development Organizations and Deputy Team Leader (6 person-months)**

7. The specialist will have extensive background in teacher education and pre-service teacher education institutions in Bangladesh. The specialist is expected to do the following:

- (i) Serve as team leader in the absence of the team leader.
- (ii) Collaborate with the team leader on all technical responsibilities.
- (iii) Identify barriers to professional development within the present TTC career structure and recommend professional development programs to upgrade skills of TTC faculty.

- (iv) Review the examination system used by TTCs and the BOU for awarding Bachelor of Education degrees and recommend how the systems could be standardized.
- (v) Prepare sections of the subsector analysis and undertake project preparation activities as directed by the team leader.

**2. Specialist in Project Management (4 person-months)**

8. The specialist will have experience in managing projects preferably those funded by multilateral lending agencies. The specialist is expected to do the following:

- (i) Help organize and prepare for national workshops, and facilitate meetings and workshops.
- (ii) Facilitate and participate in field activities of the TA team.
- (iii) Collect necessary information and data, and provide advice on management aspects of the subsector analysis and project design.
- (iv) Prepare a project implementation plan including (a) the proposed structure, composition, location, and functions of a project implementation unit; (b) proposed arrangements for overall project management; and (c) terms of reference for the project implementation unit.
- (v) Assist each member of the TA team as required to prepare terms of reference for consultants and staff and organize necessary support for the specialists.
- (vi) Prepare sections of the subsector analysis and undertake project preparation activities as directed by the team leader.

**3. Specialist in Teacher Development (3 person-months)**

9. The specialist will have knowledge about in-service training and, preferably, experience in working on in-service training projects, and will do the following:

- (i) Collaborate with the quality management in teacher education specialist on all technical responsibilities.
- (ii) Assess the effectiveness of on-site follow-up and/or teacher training components undertaken under Government, SESIP, and other relevant projects.
- (iii) Identify barriers to implementing modern teaching practices in secondary schools.
- (iv) Prioritize needs and capacity building for school administrators, subject supervisors, and teacher trainers.
- (v) Prepare sections of the subsector analysis and undertake project preparation activities as directed by the team leader.

**4. Specialist in Academic Supervision (4 person-months)**

10. The specialist will have first hand knowledge providing subject supervision to teachers and/or experience in secondary school management, and will do the following:

- (i) Collaborate with the quality management in teacher education specialist on all technical responsibilities.
- (ii) Analyze the current teaching quality, effectiveness, and the system for providing professional support and guidance to teachers. Make recommendations for improving professional support.
- (iii) Determine the number of teachers by subject area and school type who are teaching subjects for which they have no academic training. Assess the assistance they receive, if any, for coping with this situation. Make recommendations for enhancing their subject knowledge.

- (iv) Comment on the training needs of personnel in the professional support network (subject supervisors, etc.) and recommend a program to upgrade their skills.
- (v) Prepare sections of the subsector analysis and undertake project preparation activities as directed by the team leader.

**5. Specialist in Education Facilities Development and Equipment Procurement (3 person-months)**

11. The specialist will have experience in preparing procurement packages for projects assisted by multilateral lending agencies, and will do the following:

- (i) Review and analyze conditions in teacher training institutions such as TTCs, BOU regional resource centers, and other institutions, and estimate the cost of rehabilitating and upgrading them, if needed.
- (ii) Prepare sections of the subsector analysis concerned with facilities and equipment.
- (iii) Help design a project component for the effective procurement, delivery, and use of selected teacher training equipment, and strategies for storage and maintenance of the equipment, and a plan for effective use of the equipment.
- (iv) Liaise with the Government, ADB, and other specialists to support project preparatory work, and undertake project preparation activities as directed by the team leader.

**6. Specialist in Distance Education (3 person-months)**

12. The specialist will have experience in distance education and/or production of multimedia learning materials, and will do the following:

- (i) Collaborate with the multimedia and distance learning specialist on all technical responsibilities.
- (ii) Review facilities and equipment available at BOU for producing and distributing print, audio, and video materials and resources and facilities at the local level for distance education, if needed.
- (iii) Recommend modalities for using distance education more effectively in pre- and in-service teacher training.
- (iv) Prepare sections of the subsector analysis and undertake project preparation activities as directed by the team leader.

**7. Specialist in Education Finance and Project Costing (4 person-months)**

13. The specialist will have a background in finance and experience in preparing cost estimates for projects assisted by multilateral lending agencies, and will do the following:

- (i) Collaborate with the education economics and finance specialist on all technical responsibilities.
- (ii) Determine the nature and amount of financing, including external assistance, needed to implement recommendations in the subsector analysis.
- (iii) Assist each member of the team as required to produce a detailed breakdown of costs for each component.
- (iv) Prepare for the draft project proposal all the required cost tables, including ADB and Government financing and foreign exchange and local currency costs.
- (v) Prepare sections of the subsector analysis and undertake project preparation activities as directed by the team leader.