



# Completion Report

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Project Number: 26061  
Loan Number: 2101  
September 2014

## Bangladesh: Teaching Quality Improvement in Secondary Education Project

This report is being disclosed to the public in accordance with ADB's Public Communications Policy 2011.

Asian Development Bank

## CURRENCY EQUIVALENTS

Currency Unit      –      taka (Tk)

		<b>At Appraisal</b> (23 April 2004)	<b>At Project Completion</b> (30 June 2012)
Tk1.00	=	\$0.01690	\$0.01222
\$1.00	=	Tk58.90	Tk81.86

## ABBREVIATIONS

ADB	–	Asian Development Bank
BANBEIS	–	Bangladesh Bureau of Educational Information and Statistics
B.Ed	–	bachelor of education
BOU	–	Bangladesh Open University
CIDA	–	Canadian International Development Agency
CPD	–	Continuing Professional Development
CSP	–	country strategy and program
DSHE	–	Directorate of Secondary and Higher Education
EED	–	Education Engineering Department
EMIS	–	Education Management Information System
GAP	–	gender action plan
GPA	–	grade point average
HSC	–	Higher Secondary Certificate
HSTTI	–	Higher Secondary Teacher Training Institute
IDF	–	Innovation and Development Fund
JSC	–	Junior Secondary Certificate
MOE	–	Ministry of Education
MOWCA	–	Ministry of Women and Children Affairs
MTTI	–	Madrasha Teacher Training Institute
NAEM	–	National Academy of Educational Management
NPRS	–	National Poverty Reduction Strategy
NTEC	–	National Teacher Education Council
NTRCA	–	Non-government Teacher Registration and Certification Agency
ORC	–	outreach center
PCR	–	project completion report
PIU	–	project implementation unit
PROMOTE	–	Program to Motivate, Train, and Employ Female Teachers in Rural Secondary Schools
PSC	–	project steering committee
SMC	–	school management committee
SSC	–	Secondary School Certificate
STC	–	Secondary Teaching Certificate
STIS	–	Secondary Teacher Information System
TOT	–	training of trainer
TRC	–	Teacher Resource Center
TTC	–	Teacher Training College

## GLOSSARY

upazila – lowest administrative unit in Bangladesh, earlier known as a thana (subdistrict)

## NOTES

- (i) The fiscal year (FY) of the government and its agencies ends on 30 June. FY before a calendar year denotes the year in which the fiscal year ends, e.g., FY2009 ends on 30 June 2009.
- (ii) In this report, "\$" refers to US dollars.

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**BASIC DATA****A. Loan Identification**

1.	Country	Bangladesh
2.	Loan Number	2101-BAN(SF)
3.	Project Title	Teaching Quality Improvement in Secondary Education Project
4.	Borrower	People's Republic of Bangladesh
5.	Executing Agency	Directorate of Secondary and Higher Education
6.	Amount of Loan	SDR47,000,000 (equivalent of \$68,900,000)
7.	Project Completion Report Number	PCR:BAN 1489

**B. Loan Data**

1.	Appraisal		
	– Date Started	23 April 2004	
	– Date Completed	6 May 2004	
2.	Loan Negotiations		
	– Date Started	27 September 2004	
	– Date Completed	28 September 2004	
3.	Date of Board Approval	9 November 2004	
4.	Date of Loan Agreement	20 December 2004	
5.	Date of Loan Effectiveness		
	– In Loan Agreement	20 March 2005	
	– Actual	28 April 2005	
	– Number of Extensions	2	
6.	Closing Date		
	– In Loan Agreement	30 September 2011	
	– Actual	31 July 2013	
	– Number of Extensions	2	
7.	Terms of Loan		
	– Interest Rate	1.0%, grace period 1.5%	
	– Maturity	32 years	
	– Grace Period	8 years	
8.	Terms of Relending (if any)	Not applicable	
	– Interest Rate		
	– Maturity (number of years)		
	– Grace Period (number of years)		
	– Second-Step Borrower		
9.	Disbursements		
a.	Dates		
	<b>Initial Disbursement</b>	<b>Final Disbursement</b>	<b>Time Interval</b>
	12 August 2005	17 June 2013	94.2 months
	<b>Effective Date</b>	<b>Original Closing Date</b>	<b>Time Interval</b>
	28 April 2005	30 September 2011	77.1 months

## b. Total disbursement amount (SDR million)

No. (1)	Category (2)	Original Allocation (3)	Partial Cancellations (4=3-5)	Last Revised Allocation (5)	Amount Disbursed (6)	Undisbursed Balance <sup>a</sup> (7=5-6)
	Civil Works	2,083,000	319,695	1,763,305	1,763,305	0
	Furniture	350,000	180,541	169,459	169,459	0
	Equipment	2,466,000	1,551,594	914,406	914,406	0
	Learning Materials and Resources	1,300,000	621,703	678,297	678,297	0
	Staff Development	20,957,000	-1,378,399	22,335,399	22,335,399	0
	Research and Studies	295,000	111,894	183,106	183,106	0
	Training Grants, Innovation	4,601,000	3,549,339	1,051,661	1,051,661	0
	Consulting Services	6,630,000	1,891,955	4,738,045	4,738,045	0
	Unallocated	6,248,000	6,248,000	0	0	0
	Interest Charges	2,070,000	980,513	1,089,487	1,089,487	0
	Imprest Account			0	0	0
	<b>Total (loan currency SDR)</b>	<b>47,000,000</b>	<b>14,076,835</b>	<b>32,923,165</b>	<b>32,923,165</b>	<b>0</b>
	<b>Total \$ equivalent</b>	<b>68,910,000</b>	<b>29,836,999</b>	<b>50,847,904</b>	<b>50,847,904</b>	<b>0</b>

Note: SDR1 = \$1.466 at appraisal

## 10. Local Costs (Financed)

- Amount (\$ million)	39.06
- Percent of Local Costs	94.61%
- Percent of Total Cost	76.82%

## C. Project Data

## 1. Project Cost (\$ million)

Cost	Appraisal Estimate	Actual
Foreign Exchange Cost	29.90	11.79
Local Currency Cost	39.10	39.06
<b>Total</b>	<b>68.90</b>	<b>50.85</b>

## 2. Financing Plan (\$ million)

Cost	Appraisal Estimate	Actual
Implementation Costs		
Borrower Financed	21.70	19.40
ADB Financed	65.90	49.16
CIDA Financed	18.00	12.97
<b>Total</b>	<b>105.60</b>	<b>81.53</b>
IDC Costs		
Borrower Financed	0	0
ADB Financed	3.04	1.69
Other External Financing	0	0
<b>Total</b>	<b>108.64</b>	<b>83.22</b>

ADB = Asian Development Bank, CIDA = Canadian International Development Agency (now known as "Foreign Affairs, Trade and Development Canada", IDC = interest during construction.

## 3. Cost Breakdown by Project Component (\$ million)

Component	Appraisal Estimate	Actual
<b>Component 1:</b> Improving Teaching Quality through Organizational Development and Capacity Building	11.70	10.49
<b>Component 2:</b> Improving Teacher Training Facilities	10.00	9.10
<b>Component 3:</b> Strengthening In-Service and Pre-Service Teacher Training	47.40	42.33
<b>Component 4:</b> Increasing Equitable Access and Improving Community Involvement	14.70	13.11
Taxes and Duties	8.40	6.49
Interest During Construction	3.00	1.69
Contingency	13.50	-
<b>Total</b>	<b>108.70</b>	<b>83.22</b>

## 4. Project Schedule

Item	Appraisal Estimate	Actual
<b>Component 1:</b> Quality Improvement Through Organizational Development and Capacity Building	Q2, 2005	Q2, 2006
<b>Component 2:</b> Improving Teacher Training Facilities	Q3, 2005	Q3, 2005
<b>Component 3:</b> Strengthening In-Service and Pre-Service Teacher Training	Q2, 2005	Q2, 2006
<b>Component 4:</b> Equity and Access	Q3, 2005	Q2, 2006

Q = quarter.

## 5. Project Performance Report Ratings

Implementation Period	Ratings	
	Development Objectives	Implementation Progress
From 28 Apr 2005 to 31 Dec 2005	Satisfactory	Satisfactory
From 1 Jan 2006 to 31 Dec 2006	Satisfactory	Satisfactory
From 1 Jan 2007 to 31 Dec 2007	Satisfactory	Satisfactory
From 1 Jan 2008 to 31 Dec 2008	Satisfactory	Satisfactory
From 1 Jan 2009 to 31 Dec 2009	Satisfactory	Satisfactory
From 1 Jan 2010 to 31 Dec 2010	Satisfactory	Satisfactory
From 1 Jan 2011 to 31 Dec 2011	Satisfactory	Satisfactory
From 1 Jan 2012 to 30 Jun 2012	Satisfactory	Satisfactory

## D. Data on Asian Development Bank Missions

Name of Mission	Date	No. of Persons	No. of Person-Days	Specialization of Members <sup>a</sup>
Fact Finding mission	22 Jan–2 Feb 2004			a,b,c,d,e
Appraisal mission	23 Jan–6 May 2004			a,b,c,d,e
Inception Mission	Mar 2006			a,b,c,d,e
Review Mission	5–6 Nov 2006	6	72	a,b,d,
Review Mission	15–24 May 2007	7	70	a,b,c,d,e
Review Mission	27 Jul–7 Aug 2009	8	96	a,b,c,e,f
Review Mission	9–19 Aug 2009	8	88	a,b,c,d,e
Review Mission	18–26 Jul 2010	6	54	a,b,c,d,e
Review Mission	3–14 Jul 2011	7	84	a,b,d,e
Review Mission	27 May–7 Jun 2012	5	60	a,b,d,e
Project Completion	18–21 Feb 2012	3	9	a,c,d
Review Mission				

a = analyst, b = social sector specialist, c = consultant or specialist, d = project officer, e = gender specialist,



## **I. PROJECT DESCRIPTION**

1. The Government of Bangladesh designed and implemented the Teaching Quality Improvement in Secondary Education Project with assistance from the Asian Development Bank (ADB) and the Canadian International Development Agency (CIDA).<sup>1</sup> The project, which covered all of Bangladesh, started in April 2005 and was completed in June 2012, and included an extension of 9 months. The Directorate of Secondary and Higher Education (DSHE) was the executing agency.

2. The project goal was to enhance the quality of education in secondary schools by improving the quality of teaching. The purpose and development objectives were to provide quality initial and in-service teacher training, including continuing professional development, to all eligible teachers of government and nongovernment secondary schools. The specific objectives of the project were to (i) assist the government in establishing the Non-government Teacher Registration and Certification Authority (NTRCA), (ii) support the establishment of an integrated national secondary teacher training network, (iii) support the provision of quality initial and in-service teacher training, (iv) improve the overall standard of management of teacher training centers including training facilities in remote and underserved areas, (v) enhance professional competence and quality of teacher trainers and concerned officials, and (vi) assist the Ministry of Education to build appropriate links with stakeholders.

3. The project had four outcomes: (i) improving teaching quality through organizational development and capacity building, (ii) improving teacher training facilities, (iii) strengthening in-service and pre-service teacher training, and (iv) increasing equitable access and improving community involvement.

4. The project was designed in 2004 when Bangladesh was facing the critical problem of consistent decline of the quality of secondary education. Dropout rates and pass rates in secondary grades 6–10 had declined consistently over the previous 5 years (2008-2012). Dropout rates averaged 44% at secondary level, and pass rates for the Secondary School Certificate (SSC) declined from 55% in 1999 to 36% in 2003. High dropout and low success rates manifested the deteriorating quality of education, which represented a huge waste of national financial resources. The decline in the quality of education may have been largely attributable to poor teaching, resource constraints, and lack of an enabling environment. Poor and disadvantaged students were affected most as they lacked other educational options at high tuition charges.

5. Prior to the project there were 18,677 secondary schools (98% private) with 8.6 million students (53% girls) and 240,000 teachers (17% female). The gross enrollment ratio in secondary education averaged about 30%, marked by significant losses as grades advance, i.e., 38% in junior secondary, 25% in secondary, and 19% in higher secondary. Nongovernment secondary schools were still overseen by school management committees (SMCs) headed by a local public representative. Teachers lacked proper training and attractive salary packages. Schools lacked suitable infrastructure facilities and environment for quality teaching and learning. The situation was exacerbated further because of oversupply of primary graduates for enrollment in secondary schools. The government, as part of its policy to improve the quality of teaching in secondary schools, designed and implemented the multifaceted project targeting improvement of teacher training facilities; establishment of a network of pre-service and in-service teacher training; and expansion of the access of all teachers, including in remote areas,

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<sup>1</sup> Now known as Foreign Affairs, Trade and Development Canada.

to teacher training. The project attached special focus to increased numbers and training of female teachers and inclusive education.

## II. EVALUATION OF DESIGN AND IMPLEMENTATION

### A. Relevance of Design and Formulation

6. The project design was consistent with ADB's development strategy in the 1990s, focusing on social infrastructure relating to human development, gender, and poverty reduction. The project was relevant to ADB's country operational strategy focusing on expanding urban and rural infrastructure, education, decentralization, and good governance.<sup>2</sup>

7. The project design reflected and incorporated the recommendations of ADB's independent country assistance program evaluation.<sup>3</sup> The study recommended support to recurrent budgets for the education sector, project-specific targets and road map consistent with governance and poverty reduction, and interventions in fewer sectors where reforms can be implemented easily with greater and faster impacts.

8. The project was designed following the ADB country strategy and program (CSP), 2006–2010<sup>4</sup> and strategic focus so it would play a major role in supporting policy and institutional reforms to improve sector governance and increase sector efficiency in, among others, the education sector (footnote 4, para. 57). The project design was also consistent with ADB's country-specific program strategic focus based on extensive stakeholder consultations, careful assessment and alignment of assistance with development partners, specific joint results framework development outcomes drawn from the government's National Poverty Reduction Strategy (NPRS),<sup>5</sup> and ADB's experience and sector strengths (footnote 4, para. 60). The project was designed jointly with the government using project preparatory technical assistance (TA),<sup>6</sup> under which extensive consultations were made with all stakeholders and development partners.

9. The project design was sound and sustainable and the interventions were agreed through participatory discussion with stakeholders. The project was designed using past experience and lessons learned. The design followed the ADB concomitant strategic policy of continuing support to focusing on improvement of the quality and relevance of education by improving education policy, providing institutional and organizational strengthening, ensuring gender balance, and building capacity (footnote 4, para. 89). The quality of teaching in secondary education was assured of continued support through assistance to the government for advancing ongoing secondary education reforms.

10. The project design was relevant to the government's development strategy for goals and strategies, including building on the policy triangle of growth, human development, and governance. The project design was relevant to the NPRS, which aimed to make progress in, among others, the quality of education and monitoring of results. The project design was consistent with the aims of the NPRS to foster social development by increasing education quality by improving delivery, management, finance, assessment, and skill development;

<sup>2</sup> ADB. 1999. *Bangladesh: Country Operational Strategy – Responding to the Challenges of Poverty*. Manila.

<sup>3</sup> ADB. 2003. *Country Assistance Program Evaluation: Bangladesh*. Manila.

<sup>4</sup> ADB. 2003. *Country Strategy and Program: Bangladesh, 2006–2010*. Manila.

<sup>5</sup> Ministry of Planning. 2000. *National Poverty Reduction Strategy*. Dhaka: Government of Bangladesh.

<sup>6</sup> ADB. 2003. *Technical Assistance to the People's Republic of Bangladesh for the Teaching Quality Improvement in Secondary Education Project*. Manila.

expanding access; and fostering community participation in management of education and training services.

11. The project design reflected the NPRS in respect of its analysis of the magnitudes and causes of poverty linked to investment and growth in job creation, poverty reduction, and essential reforms supporting investments, particularly on quality of education for effective human resources and skill development.

12. The project design was sound and robust in terms of government priority and needs of the education sector to arrest the deteriorating quality of education in general and teaching quality in particular in secondary education. The design was sound as the goal, purpose, objectives, focus, and issues were right, and components were chosen properly under well-assessed implementation arrangements, schedule, and time frame.

13. The relevance of the project at appraisal did not change during implementation, but rather was enhanced through creation of demand for teacher training, especially from the large number of teachers of nongovernment secondary schools who had previously had little access to teacher training.<sup>7</sup> The project remained relevant at completion.

14. The quality of the project preparatory TA (footnote 6) was satisfactory and useful for designing the project, which is being replicated with few changes and modifications under the follow-on Second Teaching Quality Improvement in Secondary Education Project. The quality of the technical assistance was good, particularly for extensive consultations, needs assessment, and utilizing the lessons learned from earlier similar project experiences (footnote 7) in secondary education.

15. ADB proactively supported policy development through project implementation, and the project made significant contributions to key policy development of the government.

## **B. Project Outputs**

16. Project outputs are discussed in the following paragraphs and summarized in the updated results framework (Appendix 1), summary of training activities and achievements (Appendix 2), and contributions to ADB results framework (Appendix 9). The project provided different training to a total of 218,576 secondary school teachers (98% of the total 223,576 teachers).<sup>8</sup> Although the primary project target beneficiaries were teachers, 7.51 million secondary school students (3.48 million male and 4.03 million female), who were the ultimate target beneficiaries, indirectly benefited from improved teaching by teachers trained under the project.

### **1. Teaching Quality Improvement through Organizational Development and Capacity Building**

17. **Establishing an integrated secondary teacher training system.** The project design provided that the National Academy for Educational Management (NAEM) would be transformed and restructured as an apex body to oversee and coordinate a standards-based

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<sup>7</sup> According to Bangladesh Bureau of Educational Information and Statistics (BANBEIS) data (BANBEIS 2011, P.75), there are 215,993 teachers in private secondary schools and 7,562 teachers in public secondary schools in Bangladesh.

<sup>8</sup> Details of the achievements against the target are in Appendix 9.

and integrated training network for secondary teachers. In a workshop held during project implementation in July 2006, stakeholders and project consultants concluded that the design was unrealistic as the NAEM was a service provider in management training and lacked capacity in course accreditation and monitoring teacher training. The government, in agreement with ADB and CIDA, established the National Teacher Education Council (NTEC), headed by the minister for education, to oversee a coordinated, standards-based, and integrated training network for secondary teacher training in collaboration with related stakeholder organizations.

**18. Building the capacity of the National Academy for Educational Management.**

Although the NAEM was not converted to an apex body to oversee and coordinate teacher training, its capacity was enhanced through improvement of physical facilities and human resources, as the agency lacked necessary facilities for its normal training services in education management. The capacity of the NAEM was also enhanced through the project via the implementation of training courses for head teachers and education administrators in education administration. However, there was a need for effective coordination between the DSHE Training Wing and the project training activities.

**19. Supporting development of the Non-government Teacher Registration and Certification Agency.**

The Non-government Teacher Registration and Certification Authority (NTRCA) was established under an act of Parliament but received support from the project for its institutional development to register and certify teachers for recruitment by SMCs in secondary schools. The NTRCA has registered and certified 243,684 candidates through conducting regular examinations. Since 2005, all secondary schools recruit teachers from among the tested and certified candidates, ensuring the quality of teachers.

**20. Strengthening the capacity of the Directorate of Secondary and Higher Education.**

The institutional capacity of the DSHE was strengthened under the project through provision of equipment and vehicles, strengthening of its educational management information system (EMIS), and training of its personnel in a bid to build capacity based on an institutional and organizational analysis made by project consultants. Specifically, the Training Wing of the DSHE was strengthened to effectively play its role in coordinating and monitoring teacher training.

**21. Strengthening the capacity of the Bangladesh Bureau of Educational Information and Statistics.**

The Bangladesh Bureau of Educational Information and Statistics (BANBEIS) received financial and technical assistance from the project to establish a geographic-information-system-based database of secondary schools, teachers, and education administrators. The database was later integrated into the DSHE EMIS.

**22. Capacity building of head teachers and education administrators.**

The project provided three different trainings to head teachers. A 21-day professional development training was provided to 16,035 head teachers (9.0% women), followed by follow-on training of 6 days for 11,073 head teachers (5.0% women), and an initial 35-day pre-service training for 1,537 newly recruited head teachers and assistant head teachers (5.5% women). The project provided a 10-day education administration and management training course for 1,177 secondary education field officials of different levels (14.6% female).<sup>9</sup> The training courses focused on effective school administration and academic supervision.

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<sup>9</sup> Trainee officials included district education officers, assistant district education officers, *upazila* (sub district) secondary education officers, academic supervisors, assistant inspectors, and research officers.

## 2. Improving Teacher Training Facilities

23. **Renovating and upgrading teacher training facilities.** The project supported the Education Engineering Department to improve the physical facilities of different teacher training institutions through civil works (new construction, repair, renovation, hostel facilities, suitable toilets for women, and ramp for disables), furniture, equipment, and computer laboratory.<sup>10</sup>

24. **Establishing an in-service teacher training network.** The project supported the Ministry of Education to establish an in-service teacher training network.<sup>11</sup> Improved facilities and equipment provided under the project for teacher training created conducive teaching and learning environments for both students and teachers.

## 3. Strengthening In-Service and Pre-Service Teacher Training

25. **Teacher training accreditation.** The project supported the government in introducing and implementing a nationally standardized and accredited bachelor of education (B.Ed) curriculum in modular form applicable for both public and private teacher training colleges and institutions. In addition to the face-to-face B.Ed course, the project supported the Bangladesh Open University (BOU) to introduce and run an accredited B.Ed course in distance mode.

26. **Initial training for new head teachers.** As part of the program for capacity building of head teachers (para. 22), a 35-day initial in-service teacher training for 1,537 newly recruited head teachers (5.5% female) was arranged under the project.

27. **In-service teacher training.** As part of the program to train all untrained teachers currently serving in secondary schools, the project introduced and supported a 3-month Secondary Teaching Certificate (STC) course for in-service training of existing teachers (para. 25) who had no B.Ed degree, with an optional 9-month follow-on B.Ed program as a conversion course. The courses were conducted by all teacher training colleges (TTCs) under the auspices of the National University; 15,758 participants (7.9% female) completed a 3-month STC course and 1,228 participants (12.8% female) pursued an extended 9-month STC program and obtained a B.Ed degree.

28. **In-service teacher professional development for all serving teachers.** The project introduced an innovative in-service teacher training program—Continuing Professional Development (CPD). The program is effective for professional development of classroom teachers to improve their teaching skills. The program is a package of three trainings. CPD 1 training is a 14-day course for general teachers and 24 days for English teachers. In total, 201,992 classroom teachers (29% female) received CPD 1 training compared to a revised target of 203,000.

29. Follow-on CPD 2 training is a 5-day course focused on content and pedagogy targeting capacity building and professional development of classroom teachers. The participants of the course discuss and share knowledge and experience of CPD 1 and brainstorm opportunities and problems faced in the CPD 1 course. In total, 119,807 teachers (26.3% female) received

<sup>10</sup> Supported teacher training institutions included existing teacher training colleges (TTCs), higher secondary teacher training institutions (HSTTIs), secondary education science development centers, *madrasha* (school for religious education) teacher training institutions (MTTIs), and the National Academy for Educational Management.

<sup>11</sup> The teacher training network included existing and new TTCs, HSTTIs, secondary education science development centers, MTTIs, the National Academy for Educational Management, outreach resource centers (ORCs), and teacher resource centers (TRCs) linking remote and underserved areas.

CPD 2 training compared to a target of 120,000 teachers. CPD 3 training is a 1-day cluster training focusing on digital content. In this course, the participants choose three out of nine modules developed to address issues found to be troublesome to most teachers. In total, 99,557 teachers (21.3% female) received CPD 3 training compared to a target of 105,000 teachers (95% achievement).

30. **Training for teacher trainers.** The project provided training of trainers (TOT) to 4,618 trainers (31.3% female) compared to a target of 4,650, drawn from the existing TTCs and higher secondary teacher training institutes (HSTTIs) and from among senior teachers of secondary schools. The project contracted the Institute of Education and Research of Dhaka University to develop training courses and materials for TOT and to train the master trainers.

31. **Teacher training materials.** Two teacher training materials in modular forms were prepared and used in teacher training: (i) training materials for face-to-face classroom teaching on subject matters and pedagogy, and training materials for special purposes including inclusive education, gender, and disadvantaged children; and (ii) distance mode teacher training materials. The project prepared teacher training materials with the help of the Institute of Education and Research, faculties of TTCs, consultants, and the BOU.

32. **Innovation and development fund.** The project introduced the Innovation and Development Fund (IDF) to support and implement reforms and innovative schemes for improving the quality of teaching. TTCs and secondary schools lacked the funds needed to use local indigenous innovative approaches and teaching–learning practices. Although there was good response from the teachers and students for the IDF, its implementation was slow because of lengthy procedures involved in getting funds. However, 127 small research subprojects (Appendix 3) were completed using the IDF, and these will benefit teachers and students in their teaching–learning. As the IDF was new and innovative, there were no fixed achievement targets.

33. **Monitoring and mentoring quality teaching at schools.** The project introduced and pilot tested an innovative approach to monitoring and mentoring the application of improved teaching methods and school management through visits to schools by TTC trainers. Between the first quarters of 2010 and 2011, 6,577 schools were visited and 26,602 classrooms observed by TTC teacher teams. The project undertook an assessment of the approach in three districts with 48 teachers and found that the visits played an important role in effecting lasting changes in schools in terms of quality teaching and improved school management.

34. **Overseas training and study tours.** The project supported study tours of various durations for 442 participants to Australia, Canada, Malaysia, New Zealand, and the Philippines. The project also funded higher education programs in different universities abroad for 44 participants who are presently employed in a variety of government positions.

#### **4. Increasing Equitable Access to Quality Secondary Schooling and Improving Community Involvement**

35. **Increasing access to quality teaching.** The project placed high priority on both initial and in-service teacher training as a means of improving teaching quality in remote and underserved areas, including for ethnic minorities. The project established three outreach

centers (ORCs)<sup>12</sup>—in Rangamati, Patuakhali, and Thakurgaon—and one teacher resource center (TRC) in each of the three new TTCs constructed by the government (in Faridpur, Sylhet, and Pabna), and pilot tested school-cluster-based distance education for teacher education and professional development.

**36. Improving teaching and learning for disadvantaged children.** The project arranged training for 55,000 head teachers and SMC members and 2,500 classroom teachers for awareness building on inclusive education. Six teachers received a master's degree from Australia on inclusive education and 17 participants gathered knowledge about inclusive education on a study tour to Malaysia (para. 34). The project provided physical facilities in TTCs and/or institutes suitable for women and physically challenged (disabled) people (para. 23). The project produced learning materials for teachers on teaching disadvantaged and disabled children, especially of ethnic minority families.

**37. Increasing the number of female teachers in secondary education.** The number of female teachers in secondary schools was low prior to the project.<sup>13</sup> The project targeted to increase the number of female teachers to 30% with increases of 5% per year during the project. The government revised the target upward to 40% in urban areas and 20% in rural areas and relaxed the target for 17 extremely remote and underserved *upazilas* (subdistricts). To increase the number of female teachers in secondary schools the government issued circulars to all nongovernment secondary schools, instructing them to recruit more female teachers when recruiting new teachers. However, the overall number of female teachers in secondary schools has increased through the project and other relevant interventions. BANBEIS<sup>14</sup> reported that number of female teachers in rural and urban secondary schools prior to the project in 2006 was 18.91% and 34.11% respectively compared to gender action plan target of 24.00%.<sup>15</sup>

**38. Increasing social awareness and support for teaching quality improvement.** The project organized three divisional workshops on gender and inclusive education for local decision makers to mainstream gender and inclusive education. In total, 155 participants (24.6% female) participated in these workshops. In addition, five half-day training workshops were organized for other stakeholders to mainstream gender and inclusive education.

## C. Project Costs

**39.** The actual cost of the project at completion was \$83.22 million compared to the original estimate of \$108.64 million, a reduction of the original project cost by 23.55%. The actual amount financed by the borrower was 10.6% less than at appraisal, by ADB 24.5%, and by CIDA 28.9%. However, while the local currency cost remained the same as estimated, the foreign exchange cost was 60.6% less than at appraisal. The reduction of cost is due to considerable downsizing of overseas training, low progress of the IDF because of lack of effective demand, savings from consultant services, cost-effective procurement of equipment

<sup>12</sup> The project established three mini teacher training centers—outreach centers—for training of teachers of remote and difficult to reach locations.

<sup>13</sup> The STIS reported in 2009 that 70% of girls' schools had no female teachers. Lack of sufficient number of interested and qualified candidates for teaching, unfavorable working conditions in rural area schools for female teachers, and general reluctance of school management to recruit female teachers were major reasons for the low numbers of female teachers in secondary schools. There have been dramatic changes of the situation over time.

<sup>14</sup> BANBEIS. August 2011. School Census. 2010

<sup>15</sup> DSHE.2012.Project Completion Report of Teaching Quality Improvement in Secondary Education Project. Dhaka

and learning materials, and exchange rate fluctuations.<sup>16</sup> In all, \$22,570,913.93 was cancelled, on four separate dates.<sup>17</sup>

#### **D. Disbursements**

40. An imprest account was established and statement of expenditure procedure was followed for disbursement of loan proceeds amounting to \$58.49 million (\$39.06 million in foreign currency and \$11.79 million in equivalent local currency). Disbursement of loan proceeds was smooth, with an imprest account turnover rate of 1.82 (as of the closing date of 31 July 2013).

#### **E. Project Schedule**

41. The loan agreement was signed on 20 December 2004, became effective on 28 April 2005, with scheduled closing on 30 September 2011. Loan closing was extended by 9 months to 30 June 2012. Recruitment of a third-party consulting firm for supervision of overseas training took about 3 years. This delayed the overseas training and eventually it was downsized to allow potential participants to participate in local teacher training activities. The updated project implementation status (original and actual) is in Appendix 4.

#### **F. Implementation Arrangements**

42. The DSHE, under the guidance of the Ministry of Education, acted as the executing agency and implemented the project through a project implementation unit (PIU) headed by one full-time project director and an adequate number of experienced staff. A project steering committee (PSC) was established, with the secretary of the Ministry of Education as chairperson and membership drawn from senior representatives of the Ministry of Establishment Economic Relations Division, Planning Commission, Finance Division, and Implementation Monitoring and Evaluation Division; Ministry of Primary and Mass Education; Ministry of Women and Children's Affairs; Ministry of Chittagong Hill Tracts Affairs; Ministry of Food and Relief and Disaster Management; and Ministry of Labor and Employment, as well as representatives from the NAEM and BOU. The project director served as the member secretary of the PSC, which met 14 times during the project period. There was a project implementation committee chaired by the director-general of the DSHE with the project director as member secretary and membership from all stakeholder agencies. The committee met 18 times during the project and provided implementation support.

#### **G. Conditions and Covenants**

43. All major loan covenants were complied with. Of 25 major covenants, 13 were complied with, five were partially complied with, and the remaining seven were not complied with. Partially complied with and not complied with covenants will be complied with under the follow-on Second Teaching Quality Improvement in Secondary Education Project because relevant covenants—such as establishment of functional teacher specialization, provision for additional or enhanced training grants, and special incentive packages to teachers of remote and underserved areas—could not be fully met. Progress reports and audit reports were submitted

<sup>16</sup> \$1 = Tk.58.90 on 23 April 2004, and \$1 = Tk81.86 on 30 June 2012 (38.98% gain of the value of the dollar to the taka).

<sup>17</sup> Cancellations were as follows: \$10,020,132.57 on 30 July 2007, \$4,999,999.44 on 8 September 2008, \$6,544,781.92 on 31 July 2013, and \$1,006,000.00 before the closing of the project.



on time and counterpart funds were made available as needed and were spent properly. The status of compliance with loan covenants is in Appendix 5.

## **H. Consultant Recruitment and Procurement**

44. All consultants were recruited following ADB's Guidelines on the Use of Consultants. In total, 937.40 person-months (357.72 person-months international and 579.68 person-months national) of services were procured and utilized, against provision for 943.58 person-months for project implementation and management. The services of the consultants were satisfactory. In addition, a consulting firm was engaged for supervision of overseas training. Details are in Table A6.1.

45. All goods were procured following ADB's Guidelines for Procurement of Goods and Services. There was no major problem with procurement of goods such as vehicles, furniture, office equipment, and teaching-learning materials (Table A6.2) except procurement of multimedia projectors. Tenders were issued three times but projectors could not be procured..

46. The project utilized 65 contracts for civil works administered by the Education Engineering Department. The quality of works was generally satisfactory. However, in a few locations the works were completed late because of delays in awarding contracts, delays in handing over sites to contractors, slow progress of work of a few contractors, and slow work progress in remote locations because of difficulty in carting construction materials and mobilizing skilled laborers (Table A6.3).

## **I. Performance of Consultants, Contractors, and Suppliers**

47. The performance of consultants for both implementation support and supervision of overseas training was generally satisfactory. In some cases, civil works contractors could not perform satisfactorily primarily because of site-specific difficulties (para. 46). Performance of suppliers was generally satisfactory.

## **J. Performance of the Borrower and the Executing Agency**

48. The borrower performed satisfactorily during design and implementation of the project, particularly in providing necessary counterpart funds and guidance and prompt administrative and financial approvals, and setting up several committees to monitor project implementation. The performance of the DSHE as executing agency was *satisfactory*, especially in coordinating stakeholders<sup>18</sup> and particularly in coordinating with large numbers of secondary schools and secondary-level education administrators. However, there is a need to further strengthen the capacity of the DSHE for effective monitoring and supervision of the performance of TTCs and schools to ensure sustained growth of efficiency and effectiveness in teacher training in TTCs and teaching in secondary schools. The DSHE prepared and submitted necessary reports on time, including the project completion report (PCR). However, there was a need for enhanced coordination between the DSHE Training Wing and the project.

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<sup>18</sup> Stakeholders included TTCs, HSTTIs, National Academy for Education Administration and Management, NTRCA, Education Engineering Department, National Curriculum and Textbook Board, National University, Institution of Education Research of Dhaka University, and relevant ministries and departments.

## K. Performance of the Asian Development Bank

49. ADB effectively supported project implementation through its Bangladesh Resident Mission and promptly responded to requests from the PIU, DSHE, and Ministry of Education for approvals, disbursements, and monitoring. ADB fielded 10 missions including inception, annual review, periodic review, midterm review, and final review. Moreover, ADB together with CIDA supported project implementation and policy dialog with the government on overall teacher development in secondary education and supervision of overseas training. The consulting services were useful and instrumental in successful implementation of the project. ADB satisfactorily coordinated with CIDA and the government in administering the loan and consulting services. The overall performance of ADB is *satisfactory*.

## III. EVALUATION OF PERFORMANCE

### A. Relevance

50. The project is rated *relevant*. The project design was highly relevant as the aims were to improve teaching quality in secondary schools through providing initial and in-service teacher training and continuous professional development. The project was designed at a time when the quality of education in terms of pass rates at SSC and Higher Secondary Certificate (HSC) levels was consistently declining and all 11 TTCs and five HSTTIs remained underutilized because of lack of funds. The project was relevant from a gender perspective and all major gender action plan targets were achieved.

51. BANBEIS reported that in 2005, out of 240,000 teachers of 18,677 secondary schools, 60% had some teacher training and the remaining teachers, particularly of nongovernment secondary schools, had no teacher training at all. The situation was extremely bad in rural areas and critical in remote and underserved areas. The project was one of the major teaching quality improvement initiatives in Bangladesh. It was relevant and benefited secondary school teachers, teacher educators, parents and students, members of SMCs, educationists, and education administrators.

### B. Effectiveness in Achieving Outcome

52. The project is rated *effective* in achieving expected outcomes. The project has effectively improved the organizational capacity of all agencies involved in secondary education.<sup>19</sup> Interventions on institutional development and capacity building in secondary schools were effective and impacted considerably on improving the performance of head teachers, classroom teachers, members of SMCs, and students.

53. The outcomes of project interventions on TTCs in particular are effective as the improvements made to physical infrastructure and teaching–learning facilities—including training materials, training of teachers at home and abroad, and bringing TTCs back to full operation—has transformed TTCs into effective and dynamic training centers for quality teacher training.

54. In-service teacher training, in addition to pre-service teacher training, was effective in achieving outcomes as very few teachers in nongovernment secondary schools had received

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<sup>19</sup> Agencies involved in secondary education include the Directorate of Secondary and Higher Education, National Academy for Education Administration and Management, NTRCA, TTCs, HSTTIs, Bangladesh Bureau of Educational Statistics, and MTI.

this important training prior to the project. Teacher trainings such as training of head teachers and CPD training for classroom teachers have dramatically changed the attitudes, commitment, and teaching skills of secondary school teachers. The project has covered almost all secondary school head teachers and classroom teachers with intensive teacher training. An independent impact study found that the teaching quality index of male teachers improved from 2.36 to 3.88 and that of female teachers improved from 1.91 to 3.35, assessed on a five-point scale between a baseline survey in 2007 and an independent impact study in 2012.<sup>20</sup> This demonstrated the effectiveness of project initiatives in improving the teaching quality of the teachers.

55. The project effectively achieved its target for enhancing access of female teachers and female members in SMCs in secondary schools. The project targets of 20% female teachers in rural secondary schools and 40% in urban secondary schools have been achieved through government circulars and persistent calls to SMCs to employ more female teachers and elect female members in SMCs.<sup>21</sup> However, the percentage of female teachers in remote and underserved areas is still less than 20%. Training of teachers, community meetings, and collaborative arrangements with the Ministry of Women and Children Affairs and the Program to Motivate, Train, and Employ Female Teachers in Rural Secondary Schools (PROMOTE) proved effective in promoting inclusive education and community awareness about abuse of girls and female teachers. The status of the gender action plan is in Appendix 7.

56. Considering that enrolment of female students is close to 50% and there is at least one disadvantaged child in 45% of classes, the project used special methods for disadvantaged students and gender-sensitive materials. However, the independent impact study (footnote 20) found that only 30% of classes used special methods and 29% used gender-sensitive materials, as these materials were developed and introduced late in the project. Project interventions supported teachers and members of SMCs, local education administrators, and policy makers in mainstreaming the issues of disadvantaged and female students, especially with regard to facilities, rights, privileges, and special needs.

57. Moreover, the study noted that the number of students securing the highest grade point average (GPA 5) sharply increased from 11,140 in 2007 to 52,560 in 2012, demonstrating significant qualitative improvement in student academic performance.<sup>22</sup> The study also showed that the number of schools where all students passed SSC examination increased from 537 in 2005 to 3,377 in 2012 and the number of schools where all students failed in the SSC examination fell from 424 in 2005 to only 14 in 2012.

### **C. Efficiency in Achieving Outcome and Outputs**

58. The project is rated *efficient* in achieving outcomes and outputs. Implementation is efficient in terms of time, process, and cost-effectiveness. Efficiency of investment using financial and economic reevaluation has shown high returns on investment in teaching quality improvement (Appendix 8). Review of project implementation found no deficiency or discrepancy between the operational plan and execution in using resources efficiently for achieving benefits, outcomes, and impact. Although there was initial slow progress, the project has successfully implemented almost all activities with only a 9-month extension. Considering the benefit and outcome and outputs, the government requested (and ADB agreed) that ADB

<sup>20</sup> DSHE. 2012. An Independent Impact Evaluation Study of the Teaching Quality Improvement in Secondary Education Project. Dhaka.

<sup>21</sup> BANBEIS. 2011. The percentage of female teachers in rural secondary schools is 18.91%, and in urban secondary schools 34.11%, with a national average of 23.09% (compared to the gender action plan EOP target of 24.00%).

<sup>22</sup> Note: GPA 5 = grade point average on a five-point scale.

undertake a follow-on project to continue necessary reform measures and sustain improvement of the teaching quality. The follow-on project is designed based on the experience of the project and assessed needs for further interventions.

59. The process of providing decentralized training in different TTCs and institutes and at the district level was cost-effective. Overseas training was downsized and savings were utilized for additional teacher training locally as needed. The master trainers were locally drawn from proficient teachers for training of trainers to reduce cost. The project utilized a large amount of locally made cost-effective teaching–learning materials and methods to ensure cost-efficiency during training and also paved the way for secondary school teachers to utilize locally made teaching–learning materials in classrooms in the future.

60. The project achieved almost all physical targets (such as 98.53% procurement of goods) and fully utilized consulting services (99.5% of international and 99.7% of national consulting services), training activities (98.08%), implementation of research studies (100.00%), and project funds (91.44%). Fund utilization was efficient and effective as a considerable amount of project funds were saved in completing almost all planned activities. Project contributions to the ADB results framework in the education sector are summarized in Appendix 9.

#### **D. Preliminary Assessment of Sustainability**

61. The project is rated *likely* sustainable. The project brought all existing TTCs and HSTTIs into full operation by revitalizing those facilities that remained heavily underutilized before the project, and updated and upgraded the training skills of faculty members through intensive local and overseas training. The project extensively utilized the capacity of all relevant training facilities for implementing training of teachers, members of SMCs, and education administrators.<sup>23</sup> The project established a coordinated standards-based training network for secondary teacher education and training and continuing professional development. Design and implementation of the follow-on Second Teaching Quality Improvement in Secondary Education Project ensures the sustainability of the teaching quality improvement initiatives and activities undertaken in the project, and particularly for providing adequate funds for continuing the teacher training activities on a sustainable basis. Importantly, the government has ensured continuous improvement of teaching quality through the NTEC and DSHE Training Wing and mainstreaming teacher training as a regular activity of the DSHE. The status of sustainability options are in Appendix 10.

62. The government is committed to increasing the number of females in secondary education. The government placed high emphasis on recruiting female teachers, education administrators, and membership in SMCs. It continued to press all concerned to ensure sustainability of the initiatives to increase the number of female teachers in secondary education, particularly in remote and underserved areas. The government is continuing to provide additional or enhanced training grants and providing the same incentive packages to teachers of remote and underserved areas as those provided to government employees in the Chittagong Hill Tracts and remote and underserved areas. The government is also committed to mainstreaming inclusive education in terms of gender, disability, ethnicity, and all types of social and economic divides as demonstrated in the new education policy 2010, the follow-on Second Teaching Quality Improvement in Secondary Education Project, and the NTEC mandate.

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<sup>23</sup> Training facilities relevant to secondary school teachers include the NAEM, TTCs, HSTTIs, ORCs, and TRCs.

63. The long-term sustainability of the project depends primarily on two factors: (i) adequate budget to support investments and associated recurrent expenditures, and (ii) efficiency improvements in secondary education and quality of teaching–learning. Continued funding and efforts to improve the efficiency of secondary education and quality of teaching–learning have been ensured through implementation of the follow-on Second Teaching Quality Improvement in Secondary Education Project from July 2012 and increased budgetary support for teacher education and training.

## **E. Impact**

64. The project has made a *significant* impact on improving the quality of teaching in secondary education through organizational development and capacity building, improved teacher training facilities, strengthened in-service and pre-service teacher training, increased equitable access, and improved community involvement. Major impacts are summarized in paras 65-71 and in Appendix 11.

65. The project is one of the major initiatives to provide in-service and pre-service training, especially for teachers of nongovernment secondary schools. The project significantly impacted on the capability and skills of the teachers and members of SMCs in improving schools' performance. The project enhanced the capacity and skills of head teachers in school administration and management, classroom teachers in effective teaching, SMC members in playing their role in improving school performance, and education administrators in monitoring supervision and mentoring and supporting head teachers in school management. Teachers are motivated and interested in continued training and professional development and updating and upgrading their teaching knowledge and skills.

66. The project impacted on the capacity of the DSHE to effectively coordinate the teacher training network and undertake mandated activities, ensuring quality teacher training, especially for teachers of nongovernment secondary schools, with particular emphasis on remote and underserved areas including ethnic minorities. The DSHE should be able to more effectively coordinate and monitor accreditation of teacher training, ensuring the quality of teaching in schools.

67. One major impact of the project is changing public policy for increasing the number of female teachers in secondary schools and attitudes of members of SMCs and education administrators towards recruitment of female teachers in secondary schools. BANBESIS data indicated that the number of female teachers in secondary schools increased from 20.28% in 2005 to 23.26% in 2011 (an overall increase of 2.98 percentage points).<sup>24</sup> An independent impact study (footnote 20) found that, despite the small number of female teachers in secondary schools, girl students benefited enormously through the building of an environment in schools that was favorable to women, particularly in coeducational schools. The project supports the aim of ensuring that the rights and opportunities of girls and women in education are improved, and that the issues of “eve teasing” and violence against women in general, and girls and female teachers in particular, are effectively addressed.

68. The training of teachers has changed classroom teaching–learning techniques and practices from lecture-based rote memorization to participatory and knowledge-based teaching–learning and development of creativity. This has impacted on teaching techniques whereby the teachers follow lesson plans; use maps, charts, and diagrams; and keep records of student

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<sup>24</sup> BANBEIS. 2011. *Bangladesh Education Statistics*. Dhaka.

performance. An independent impact study (footnote 20) also found that 75% of classroom teachers stay in their classrooms during the class session, and more than 50% of classroom teachers give homework every day and give group and individual assignments.

69. The independent impact study (footnote 20) found that enrolment increased by 4.7% for boys and 4.1% for girls during 2004–2011 and attendance rates increased on average by 5.0%–6.0% across all grades. Attendance of classroom teachers also showed an upward trend, increasing from 93.4% in 2006 to 95.5% in 2011. Recruitment of female SMC members and their active role in school management helped to improve the female-friendly environment in schools..

70. The study also found that dropout rates of students reduced in all grades (grades 6–10) for both boys and girls during 2004–2011. The average dropout rate fell from 2.78% to 1.42% for boys and from 4.42% to 3.18% for girls. Repetition of the same grade also declined during the period; the average repetition rate fell from 4.70% to 3.24% for boys and from 5.64% to 3.96% for girls.

71. Further, the study found that student academic performance significantly improved during 2004–2011. Pass rates in the Junior Secondary Certificate (JSC) public examinations held in 2010 and 2011 showed increases of 4% for boys and 6% for girls, with average pass rates of 91% for boys and 90% for girls in 2011. The most spectacular improvement was noted from the review of pass rates in public SSC examinations held during 2004–2012. The pass rates of boys increased from 49.71% in 2004 to 87.30% in 2012, and that of girls increased from 46.98% to 85.40%, resulting in an increase in the combined pass rate from 48.0% in 2004 to 86.3% in 2012.

#### **IV. OVERALL ASSESSMENT AND RECOMMENDATIONS**

##### **A. Overall Assessment**

72. The project was implemented as conceived and there were no major changes of design, implementation, and monitoring. The project design was highly relevant, effective in achieving outcomes, efficient in achieving outcomes and outputs, and sustainable. The project made significant impact on improving the quality of teaching in secondary education. Overall, the project is rated *successful*.

##### **B. Lessons**

73. Secondary school teachers, especially in nongovernment secondary schools, having relatively weak academic and teacher training background may not acquire enough teaching competency for quality teaching from one-time training; rather, they need repeated trainings.

74. Cluster-based local training using indigenous training materials can ensure cost-effective teacher training. For secondary school teachers, expensive overseas study tours and training may not add appropriate skills and knowledge or represent good value for money.

75. Training for inclusive education proved effective for creating an inclusive environment in schools, especially in remote and underserved areas. Inclusiveness is a common area of teacher training that demands mainstreaming.

76. Continuous follow-up and support to school monitoring and supervision is critical for achieving desired school performance and quality standards.

## **C. Recommendations**

### **1. Project Related**

77. The government should strengthen the NTEC and undertake initiatives for establishing and maintaining a national teaching standards framework.

78. The government should mainstream teacher training activity to reinforce and sustain the gains already made and allocate separate and adequate budget for teacher training on a regular basis.

79. The government should expand the scope of teacher training on inclusive education focusing gender, ethnicity, disability, and remote underserved areas.

80. The DSHE should coordinate and monitor all teacher training programs and ensure that all trainings are mutually reinforcing and contribute to achieving defined teacher competencies and do not overlap and/or create confusion and duplication.

81. The DSHE should establish and mainstream a decentralized monitoring and mentoring and inspection framework to reinforce and support the gains made under the project and similar training programs for gradual improvement of teaching quality on a sustainable basis.

82. The DSHE should monitor and follow-up utilization of the new ORCs and TRCs under the ongoing Second Teaching Quality Improvement in Secondary Education Project providing necessary manpower, funds, and logistics to serve as potential training venues for remote areas. The DSHE should implement the findings of all researches, including the study on barriers to recruiting female teachers.

83. The DSHE should monitor and follow-up compliance with existing circulars for recruiting female teachers by respective authorities. In this regard, DSHE should take steps as per findings of the study of barriers to recruitment of female teachers.<sup>25</sup>

84. The DSHE should strengthen both BANBEIS and the EMIS further to provide quality updated data to education planners, administrators, and others in a timely manner.

### **2. General**

85. The DSHE may prepare profiles of all secondary school teachers and provide training on individual needs basis under a master plan.

86. ADB may undertake project performance evaluation and monitoring by early 2016.

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<sup>25</sup> DSHE. 2011. *Research Study into the Barriers to Recruitment of Female Teachers*. Dhaka.

## Design and Monitoring Framework

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<b>Goal/Impact</b> To enhance the quality of secondary education in secondary schools by improving the quality of teaching	Improved secondary school certificate pass rates, reduced repetition and dropout rates, and increasing number of secondary school students progressing to higher secondary education level	Data from the MOE, DSHE, and BANBEIS	Data of MOE, DSHE, and BANBEIS indicated enhanced quality of secondary education in terms of increased pass rates, reduced repetition and retention and dropout rates, and increased number of secondary school students progressing to higher secondary education level  SSC pass rates increased from 52.57% in 2005 to 86.37% in 2012  Number of students securing GPA-5 increased from 25,732 in 2007 to 82,212 in 2012  Schools with 100% pass rates increased from 2,017 in 2011 to 3,377 in 2012  Schools with no passes reduced from 91 in 2009 to 1 in 2012  Dropout rates reduced from 6.58% in 2005 to 5.60% in 2009  Percentage of students progressing through higher secondary level increased from 13.85% in 2008 to 19.83% in 2010  60% of teachers (both male and female) use improved teaching methods in 60%–100% classes
	Increasing numbers of teachers use improved quality teaching methods in schools	Impact evaluation studies based on classroom observation schedules and questionnaires	Executing Agency monitoring reports indicated increased use of participatory methods and student-centered secondary classrooms in terms of the following:  Initial impact assessment results show that all target groups attest to significant teaching–learning quality improvements. Classroom observations by TA and TTC staff show satisfactory performance of teachers in line with the training objectives set and achieved by the project.  Classroom observations carried out under the cluster school impact study indicate better quality teaching and a more student-centered learning environment in cluster schools.  Feedback from head teachers, assistant teachers, students, and SMC members in the HTT impact study indicate that head teachers are demonstrating educational leadership and supporting teachers to create a participatory and inclusive learning environment.



Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
			A survey of students, assistant teachers, and head teachers involved in the Low-Cost Science Equipment IDF project showed that not only did this approach lead to greater understanding of science among students, but it also encouraged students to take science, reversing the current trend of declining enrolments in the subject.
<b>Purpose/Outcome</b> Provide quality initial and in-service teacher training, including continuing professional development, to all eligible teachers of grades 6–10 in government and nongovernment secondary schools	A separate budget line for teacher education and training established for secondary education with recurrent budget increases of at least 10% per annum for each year of the project period	MOE and MOF financial budgets and reports	Government increased the level of funding for education in general for FY2012 by 14.2% but separate budget for teacher training on a regular basis yet to be provided by the government
	A plan to establish functional teacher training specialization within the education cadre developed and finalized by the end of year 2 of project	Monitoring and evaluation reports and training records from DSHE, Teacher Education Authority, and BANBEIS	Government has not yet agreed to functional teacher training specialization within the education cadre
	Compulsory B.Ed. training for all new secondary teachers implemented from 2006	TTCs and institutes and BOU sources	Government circular issued in this regard in 2008 and 14,531 teachers (44.70% women) trained in government TTCs and 19,694 obtained B.Ed degree from BOU by 2012  Government introduced a nationally standardized and accredited B.Ed curriculum in modular form applicable for both public and private teacher training colleges and institutes. In addition to the face-to-face B.Ed. course, the project supported BOU to introduce and run an accredited B.Ed course in distance mode
	Compulsory 3-month teacher training for all teachers under 40 implemented from 2006  Increasing numbers of untrained teachers over the age of 40 receiving initial teacher training  Secondary school teachers are provided with initial and in-service teacher training	STIS analysis and monitoring reports	3-month STC program established and 15,758 teachers trained so far from a target of 17,000 (7.98% women). Out of the 15,758 teachers who completed the 3-month STC, 1,228 teachers completed additional 9-month course and obtained B.Ed degree (12.78% women)  Project planned to offer the 3-month certificate course to all untrained teachers below 40 years and trained 15,758 teachers. Training for the few teachers left over is planned for the TQI-II. Classroom teaching observation indicated that the performance of the teachers dramatically improved after the training
	Program of compulsory regular in-service secondary teacher professional development and in place by 2006	STIS analysis monitoring reports Project progress reports	DSHE through project introduced continuous in-service professional development trainings (CPD).  Project arranged CPD-I (14 and 21 days) professional development program for secondary teachers and 201,992 teachers received the

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
	Initial in-service training of teachers	DSHE, STIS, and project progress reports	<p>training compared to a target of 203,000 (28.9% female)</p> <p>Project also arranged CPD II follow-on in-service professional development training of 5 days and 119,807 secondary school teachers (26.34% female) received the training compared a target of 120,000</p> <p>Further, the project arranged a 1-day CPD-III follow-on in-service professional development training; 99,557 teachers (21.3% female) received the training compared to a target of 105,000. This was cluster-based training focused on digital content.</p> <p>Government provided 35-day initial in-service training for 1,537 newly recruited head teachers and assistant head teachers (5.5% female)</p>
<b>Outputs</b>			
<b>Component 1. Teaching Quality Improved</b>			
Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status
1.1 An integrated teacher training system established	PMU in place and fully operational within 2 months of loan effectiveness	PMU reports	PMU is fully operational
	Organizational and capacity review of the secondary education system to support the implementation completed by the end of first quarter of year 1 of the project	PMU and MOE reports	Institutional analysis carried out through a series of meetings between the consultancy team and stakeholder institutions and carried out capacity review of the secondary education system
	75% of vacant posts in TTCs and equivalent positions in HSTTIs, SESDCs, and MTTI filled by the end of year 2 of loan effectiveness, and 100% by midterm review	Records of PMU, NAEM, TTCs, HSTTIs, SESDCs, and MMTI	Posts of TTCs are now filled
	Integrated teacher training system in place and operational within year 1 after project effectiveness	Data and reports of PMU and NAEM	The system is in place with a uniform national B.Ed curriculum taught in private and government TTCs and by the BOU. The National Teacher Education Council chaired by the education minister acts as an apex body to coordinate and set and maintain standards for the system. Teachers are registered on the basis of examinations conducted by the NTRCA.
	Organizational reform and capacity building and strengthening implemented with sufficient senior positions in TTCs, SESDCs, HSTTIs, and BMTTI, created to provide an enhanced career structure for	Records of PMU, NAEM, TTCs, HSTTIs, SESDCs, and MMTI.	<p>Creation of 17 new senior positions in TTCs approved by MOF. MOE will continue to lobby for 40 new positions originally requested.</p> <p>Total 4,618 experts from the institutions and districts have participated in extensive TOT program. The total target was 4,650; proportion of women 21.35%.</p>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
	professionally qualified staff		<p>In total, 298 DSHE personnel of various levels including field teacher educators participated in training on various topics.</p> <p>Organizational reform and capacity building of DSHE and creation of an enhanced career structure for professionally qualified staff is yet to be fully achieved.</p>
1.2 Capacity of NAEM strengthened	Institutional and organization analysis for transforming/restructuring NAEM to become the institutional home of excellence for teacher training in secondary education completed by end of year 1 of project. NAEM functioning with programs and operating procedures in line with the recommendations of the analysis	Data and reports of PMU and NAEM	After reviewing the situation and consulting with stakeholders, project consultants recommended against change of function for NAEM as it is a service provider in management training and lacks capacity in the area of course accreditation and monitoring and teacher training. The MOE subsequently directed the project to investigate the possibility of upgrading the NTRCA to become the apex body. However, the NTRCA was set up as a specialist teacher testing and registration body and any amendment to the NTRCA act is a complex process involving several ministries. Finally, the NTEC was set up in December 2009, chaired by the minister of education, to act as the apex body to oversee a coordinated, standards-based, and integrated training network for secondary teachers. The council held its second meeting in January 2012. The project has membership in the council. The council formed an expert committee to formulate and implement national quality standards for teaching. The first meeting of this committee was held on 6 July 2010. The NTEC also set up a monitoring and evaluation committee for verification of sustained compliance with the accreditation standards. This caused a change of the scope of the project.
	Renovations, extensions, and upgrading of NAEM buildings and facilities completed by end of year 3 of project	<p>Monitoring and site inspection reports</p> <p>Reports by architect and engineering</p>	Three work orders completed in 2008, a further four work orders completed in 2009
1.3 Development of NTRCA supported	Institutional and organizational analysis for establishment of NTRCA completed by the end of year 1 of project	Data and reports of PMU and NTRCA	<p>The NTRCA was established by an act of Parliament on 9 February 2005 to register and certify teachers. Design of the role and functions of the organization was supported through consultancy work and logistics. A national workshop was held for organizational analysis of the NTRCA's role and function in 2006. Report titled An Overview of Teachers' Accreditation, Certification and Registration Systems, and Recommendations of National Workshop on NTRCA's Organizational Analysis was prepared by consultants.</p> <p>Establishment of NTRCA's Teachers Registration Information System (TRIS) is complete.</p> <p>Since its inception, 243,684 teachers passed the NTRCA</p>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
			examination as of 2012
1.4 Capacity of DSHE strengthened	DSHE functioning with programs and operating procedures in line with the recommendations of the institutional and organization analysis by the end of year 2 of the project	PMU reports  DSHE staffing and management reports	<p>Institutional and organizational analysis of DSHE conducted originally by SESIP and then updated by SEDP. It is now being reconsidered in the light of the National Education Policy of 2010 by the policy advisory (TA) team, but the final outcome is yet to be agreed and finalized</p> <p>298 DSHE personnel of all levels including field education administrators participated in capacity building training</p> <p>Developed a system of self-evaluation at school level through active involvement of DSHE's Training Division, DEO, and USEO field officers and faculty members of TTCs. The system has been introduced to selected schools in 58 districts.</p> <p>Following training workshops, district DSHE officials have worked together with project consultants to collect quantitative and qualitative data for research studies, including conducting classroom observations, and for updating databases on teacher training.</p>
1.5 Capacity of BANBEIS strengthened	Baseline survey and teacher education database completed within 9 months from loan effectiveness	PMU reports  Annual reports from NAEM, DSHE, BANBEIS, TTCs, and MTTI	<p>BANBEIS has developed the capacity to report data on a geographic basis as the result of project funding for GIS data collection. The GPS survey is completed and a functional school GIS is available online.</p> <p>Research capacity of BANBEIS strengthened and study conducted by BANBEIS on An Assessment of Computer Education at Secondary Level</p> <p>Baseline survey was conducted by an external firm.</p> <p>After participation in a 5-day inclusive education training program, BANBEIS officials undertook a national survey of disabled persons.</p> <p>Project established STIS with opportunity to upload data from the field, having access of users at DSHE, MOE, Band ANBEIS in an effort to strengthen DSHE Training Wing</p>
1.6 Training of head teachers and administrators improved	Starting at end of year 1 of the project, all new and serving untrained head teachers and administrators to receive improved compulsory initial 3-week training, and all head teachers and administrators to receive compulsory annual professional development	NAEM training records and reports	<p>16,035 head teachers received 3-weeks professional development training out of a target of 16,050; 9% of participants were women.</p> <p>Head teacher follow-on training is completed with 11,073 trained from a revised target of 12,000; 5% of participants were women.</p> <p>Initial (pre-service) training (5 weeks) for the newly appointed head teachers and assistant head teachers started in 2010, and 1,537 acting head teachers participated out of a revised target of 1,550; 5.53% of the participants were women.</p>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
			<p>1,177 education administrators received 10 days training out of a target of 1,250; 14.61% were women.</p> <p>An internal study on the outcomes and impact of the HTT, established that head teachers exercised better educational leadership, were better at planning both for their school and the professional development of their teachers, and were taking initiatives to introduce participatory teaching methods and inclusive practices to their schools. Recommendations were made for the design of future training programs.</p>
<b>Component 2. Teacher Training Facilities Improved</b>			
Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status
TTCs, SESDCs, HSTTIs, and MTTI renovated and upgraded	Program of renovation and upgrading completed by the end of year 3 of the project	PMU reports	All work completed
In-service teacher training network established	<p>Existing TTC teaching resource centers extended, equipped, and strengthened by end of year 2 of project</p> <p>Three new teaching resource centers constructed and equipped, on sites of three new TTCs, by the end of year 2 of the project</p>	PMU reports	<p>Construction work completed at all TTCs, HSTTIs, BMTTI, and NAEM. Work is also completed at Thakurgaon, Patuakhali, and Rangamati ORCs.</p> <p>Mobile resource vehicles have been procured for the three ORCs to carry equipment and resource persons.</p> <p>The three new TTCs—Faridpur, Pabna, and Sylhet—each have a well-equipped resource center.</p>
<b>Component 3. In-Service and Pre-Service Teacher Training Strengthened</b>			
Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status
Teacher training accreditation implemented	Nationally standardized modular 1-year B.Ed. developed, accredited, and in place by 2006	Printed curriculum and syllabus documents and accreditation records	<p>Achieved in face-to-face form where the new B.Ed has been implemented in all government and private TTCs since July 2006</p> <p>Developed and approved for distance mode implementation by BOU from July 2008. Distance mode B.Ed curriculum approved by BOU Academic Council in first quarter of 2009</p>
	Nationally standardized 3-month Teacher Training Certificate developed, accredited, and in place by 2006	MOE reports curriculum documents and training reports, copies of training materials	3-month STC developed and approved by MOE and National University in 2007. STC ongoing; 15,758 completed and 1,228 have completed the 9-month bridging course for B.Ed
	35% of the existing B.Ed. increment made available to secondary school teachers completing Teacher Training Certificate module, and registered as qualified teachers,	Training records and evaluation reports, published results of B.Ed. and Teacher Training Certificate	MOE has issued a government order to this effect.

Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status
	implemented by the end of year 1 of the project	results, government budget, and financial records	
Initial teacher training to all new secondary teachers provided	Compulsory B.Ed. training for all new secondary teachers implemented from 2006	Records and reports of NTRCA	Government initiated such a program to ensure that all new teachers for secondary schools have a B.Ed degree. This attempt was deferred because of problems getting sufficient new teachers with B.Ed. Instead, all new teachers are recruited from among the qualified teachers certified by NTRCA and the new teachers are given the chance to obtain an in-service B.Ed degree from any recognized teacher training college or institution.
In-service initial teachers training implemented	Compulsory 3-month teacher training for all teachers under the age of 40 implemented from 2006. Increasing number of untrained teachers over the age of 40 to receive voluntary initial teacher training from 2007	Records and reports of PMU and NAEM	First STC batch implemented in March 2007. Target reduced to 17,000 in RDPP in February 2012; 15,758 teachers have been trained. Development of STIS has enabled accurate calculation of teacher numbers.  1,228 in 9-month bridging course for B.Ed
In-service teacher professional development for all serving teachers implemented	Program of compulsory regular in-service professional development for secondary school teachers in place by 2006		CPD comprising 19 courses has been developed and implemented for in-service training program since November 2006; 201,992 participated from a target of 203,000.
	All secondary school teachers receive in-service professional development at least once during the project period starting from year 2 of the project	Records and reports of PMU and NAEM  Project records through STIS	201,992 teachers of the 203,000 target received CPD training  119,807 of 120,000 revised target received CPD follow-on training
Quality training to teachers trainers provided	In-country and overseas training programs for teacher trainers, including master of education training, developed and implemented during years 2–6 of the project	Records and reports of PMU and NAEM	From a revised target figure of 4,650, 4,618 teacher educators and master trainers received customized teacher education training in form of TOT for in-service trainer roles  International training: 459 persons, mostly TTC staff, have completed short-term training courses or participated in study tours; 44 persons have completed 1–2 year M.Ed. courses.
Teacher training materials developed and distributed	Improved, gender-sensitive teacher training materials, including trainers' guides, textbooks, and manuals, designed and produced for use from year 2 of the project	Training materials and records	All regular courses completed (printed and distributed) in December 2008  Optional and elective subjects modules printed and distributed in 2010  BOU distance mode B.Ed program pilot draft materials completed; 6,389 registered students attending tutorials in 17 tutorial centers around the country  All training materials have been audited for gender sensitivity prior to finalization

<b>Design Summary</b>	<b>Performance Indicators/Targets</b>	<b>Monitoring Mechanism</b>	<b>Status</b>
IDF implemented	IDF established and available to teacher education institutions under the project for implementing reforms and innovative schemes for improved teaching quality from year 2 of the project	IDF committee minutes and reports	129 projects approved and completed. IDF-funded projects include the Cluster Centre Schools program, the Mobile ICT Vans program, m-Learning, CAL, development of digital content, and ORCs.  Internal impact assessments of selected IDF projects including the cluster school IDF, the digital content IDF, the multimedia classrooms IDF, and the low-cost science equipment IDF indicate that these interventions have improved the skills and motivation of teachers and made the learning environment less one-dimensional and more student centered.
<b>Component 4. Equitable Access to Quality Secondary Schooling Increased and Community Involvement Improved</b>			
<b>Design Summary</b>	<b>Performance Indicators/Targets</b>	<b>Monitoring Mechanism</b>	<b>Status</b>
Increased access to quality teaching provided	Incentive package currently provided to government employees in remote and underserved areas extended to secondary school teachers in those areas by end of project's first year	Personnel and finance records  PMU reports	Incentive package could not be implemented under project
	By end of project's first year, additional, or enhanced, training grants provided for secondary school teachers from remote and underserved areas, including ethnic minorities	Personnel and finance records  PMU reports	
	Three outreach teacher resource centers established in the areas of Rangamati in Chittagong Hill Tracts, Patuakhali, and Thakurgaon within 18 months of loan effectiveness	Personnel and finance records  PMU reports	Construction of ORC completed. Furniture and equipment also provided.  ORC committees formed and funds provided for running of activities. Government funds allocated for payment of staff until start of TQI-II. TQI-II has provision for payment of support staff. ORCs successfully conducted TQI (CPD-2, Cluster, and inclusive education for Classroom Teachers), SESDP (Creative questions and SBA) and SEQAEP training as well as local training for classroom teachers under IDF funding
	Specialist training courses provided for teachers who serve in secondary schools for children from disadvantaged groups, including ethnic minorities, to start by the end of year 1 of loan effectiveness	Curriculum documents and training materials  Training and evaluation reports	2,142 teachers trained in the 8-day inclusive education program for class teachers in the three remote districts, out of a target of 2,500 (14.9% of them women)
Improved teaching and learning for disadvantaged children	Teaching and learning materials for disadvantaged groups, including ethnic minorities, developed and introduced, together with training courses for teachers in their use, to	Copies of training materials	Training on awareness creation for SMCs and head teachers completed for 53,826 head teachers and SMC members; target is 55,000; 19.95% of them were women  Orientation program on inclusive education for classroom teachers

Design Summary	Performance Indicators/Targets	Monitoring Mechanism	Status
	<p>start during year 2 of the project</p> <p>Awareness training programs developed and implemented during year 2 of the project, to promote understanding and support for teachers working with children from disadvantaged groups, including ethnic minorities</p>	Training reports	<p>was completed for 2,142 classroom teachers. Revised target is 2,500; 14.9% of them were women</p> <p>Orientation program on gender and inclusive education for communities was completed for 2,900 participants in 58 districts.</p>

Abbreviations: BANBEIS=Bangladesh Bureau of Educational Information Statistics, B.Ed.=Bachelor of Education, BOU=Bangladesh Open University, CPD=Continuing Professional Development, DSHE=Directorate of Secondary Education, GPS=Global Positioning System, HSTTI=Higher Secondary Teacher Training Institute, IDF=Innovative Development Fund, M.Ed.=Master of Education, MTI=Madrasa Teachers Training Institute, NAEM=National Academy for Educational Management, NTRCA=Non-government Teacher Registration and Certification Agency, NTEC=National Teacher Education Council, ORC=Out Reach Center, PCR=Project Completion Report, PMU=Project Management Unit, SESDC=Secondary Education Sector Development, SEQAEP=Secondary Education Quality Access Enhancement Project, STIS=Secondary Teacher Information Statistics, STC=Secondary Teacher Certificate, SMC=School Management Committee, TTC=Teacher Training College, TQI=Teaching Quality Improvement, and TOT=Training of Trainers.

Source: DSHE. 2012. Project Completion Report. Dhaka, PCR mission estimates.



## SUMMARY OF TRAINING ACTIVITIES AND ACHIEVEMENTS

	Training Programs and Training Manuals	Status		
		Duration	Target	Actual
1a.	<i>Secondary Teaching Certificate (STC)</i> : Compulsory course for teachers under 40 without B.Ed. Provided in TTCs and is a part of B.Ed course. Content is drawn from Professional Studies, Education Studies, and Teaching Studies of B.Ed Module 1. More elaboration of the content is given in the B.Ed section. First 2 months of the STC course is college teaching and last month is on teaching practice in participants' own schools followed by final examination and written examination by National University Certificate is award by National University Selected B.Ed training manuals and modules	3 months	17,000	15,758 (female 7.98%)
1b.	<i>Secondary Teaching Certificate (STC)</i> : Provides an opportunity for those who have taken the STC 3-month course to upgrade to B.Ed. This is also provided in TTCs. National University keeps the records of 3-month STC course participants and adds this to 9 months performance of the participants to calculate their final B.Ed grade. This is a full B.Ed equivalent, which means 3 months STC plus 9 months STC equals a full B.Ed. Content is the same as B.Ed content. Selected B.Ed training manuals and modules	9 months	1,250	1,228 (female 12.78%)
2a.	<i>Continuing Professional Development I (CPD I)</i> : Compulsory training for all government and nongovernment secondary school teachers. Content focus is on methodology, but with links to subjects. Provided mostly in TTCs. Duration is 14 days, except for English (24 days). In the methodology part, there are 20 sessions on lesson plan, teaching aids, participatory learning and inclusive education, questioning technique, and assessment of learning. From the content part, there are 32 lessons drawn from class 9–10 textbooks. The contents were selected through training needs analysis among working secondary school teachers. CPD subject-based training manuals for classrooms teachers included 19 subjects.	14 days (24 days for CPD English)	202,000	201,004 (female 29.00%)
2b	<i>Continuing Professional Development II (CPD II)</i> : Follow-on training after CPD I provided in TTCs and in local venues. This course mainly deals with reflection on the CPD 1 Course, reflection on teachers' weaknesses through further discussion on participatory learning, questioning skills, open question, SBA, creative question, use of teaching aids, short lesson plan, etc. The course is generic in nature and all participants are supposed to further strengthen their skills to become effective classroom teachers.	5 days	120,000	119,807 (female 26.34%)
2c	<i>Continuing Professional Development III</i> . Cluster-based CPD is provided in local venues for 1 day. At the beginning, a training needs assessment is done and, as per the training needs, three topics are discussed. A demonstration lesson is given by the master trainer followed by detailed discussion on weak points and strong points of his or her teaching. As the training content depends on the participants' training needs, the content may vary from place to place and time to time. Training of Secondary School Teachers: Cluster Training Manual.	1 day	105,000	99,557 (female 21.33%)
3a	<i>Head Teachers' (HT I)</i> . A compulsory 21-day training program for all head teachers in government and nongovernment secondary schools. Provided in NAEM and HSTTIs. This course mainly deals with education administration and management, school supervision and monitoring, financial management, rules and regulations of nongovernment secondary schools, SMCs (role, duties, and functions), etc. Professional Development Training Course for Head Teachers: Training Manual	21 days	16,050	16,035 (female 9.00%)
3b	<i>Education Administrators</i> . Provided to district and <i>upazila</i> (subdistrict) administrators like DEOs, ADEOs, USEOs, academic supervisors, assistant inspectors, and research officers. Provided by NAEM and HSTTI, Khulna. This course also deals with administration and management, academic supervision, monitoring and mentoring activities, etc. Training of Educational Administrators included 1a. Training Manual, 1b. Resource book	10 days	1,250	1,177 (female 14.61%)
3c	<i>Head Teachers' follow-on training (HT II)</i> . Follow-on training for head	6 days	12,000	11,073

	Training Programs and Training Manuals	Status		
		Duration	Target	Actual
	teachers of 6 days duration is provided in HSTTIs. This course further reinforces the skills and techniques learned in the HTT I course so that head teachers can carry out their function efficiently and effectively. Follow-on training of secondary school head teachers: Trainees Resource Book			(female 5.00%)
3d	<i>Initial, or Pre-service, Head Teachers' training:</i> Pre-service training of 35 days duration to be given to all acting head teachers or for those teachers aspiring to become a head teacher, provided in HSTTIs and TTCs. This course is designed in such a way that a newly appointed head teachers can perform his or her duties most effectively. Spoken English and ICT are included in this course so that all newly appointed head teachers can efficiently use it in their day-to-day activities. Pre-Service Training Manual for Secondary School Head Teachers	35 days	1,550	1,537 (female 5.53%)
4a	<i>Awareness creation/Inclusive Education training for SMC members and head teachers:</i> Focusing on awareness of gender and inclusive education issues as well as changes being introduced in the classrooms. Training offered in local venues includes Community Awareness Workshop on Gender and inclusive education, and Inclusive Education in Secondary School: Training manual for awareness creation of SMC members and head teachers	1 day 3 days	55,000	53,826 (female 19.95%)
4b	<i>Inclusive Education for Classroom Teachers.</i> Provided for 4 days plus 4 days in Thakurgaon, Patuakhali, and Rangamati districts in ORCs and the three TTCs (Barishal, Rangpur, and Chittagong). Participants practice what they have learned during phase one during a certain period in their own schools and work places before they come back for the second phase where they reflect on their experiences and learn from each other. Resource Book on Inclusive Education in Secondary School was used.	4 days + 4 days	2,500	2,142 (female 14.90%)
5	<i>Bachelor of Education (B.Ed):</i> Bachelor degree in education is provided by TTCs and BOU in a 1-year program. The B.Ed course consists of professional studies, education studies, teaching studies, technology and research studies, and teaching practice. Professional studies mainly deals with teaching methodologies and techniques, Education studies deals with education psychology and assessment of learning, educational statistics, etc. In teaching studies, trainees have to select two teaching subjects from the secondary school curriculum and do their practice teaching in real classroom situations in schools; in the present 1-year B.Ed course, 6-weeks in two phases of teaching practice must be done by the trainees. Also compulsory to be followed in all private TTCs, and all 88 different modules were used in the B.ED degree course.	1 Year	14,600	14,531 (female 44.70%)
6	<i>Training of Trainers (TOT):</i> Teacher educators in TTCs receiving professional development training. Also provided to master trainers who are selected from districts. Mostly provided by IER, but master trainer training also to some extent in HSTTI and TTCs on TOT materials for CPDI, TOT Materials for CPD II, and cluster training, and CPD II English TOT materials were used in the training.	6 days 3 days 3 days	4,650	4,618 (female 21.35%)
7	<i>International Training Program:</i> Overseas training of 8 weeks, 1 year (M.Ed.) and 2 years (M.Ed.). Contracted to TTT.	8 weeks–2 years	518	503 (female 30.00%)
8	<i>Training on Digital Content Development:</i> A new program which was started in cooperation with the Prime Minister's Office and A2I (Access to Information) and which will be continued during the possible extension period. The content was developed by selected teacher educators in a number of TTCs. The same persons also train the teachers.	14 days	1,000	988 (Female 14.37%)

Abbreviations: B.Ed.=Bachelor of Education, BOU=Bangladesh Open University, CPD=Continuing Professional Development, HSTTI=Higher Secondary Teacher Training Institute, M.Ed.=Master of Education, STC=Secondary Teacher Certificate, TTC=Teacher Training College, and TOT=Training of Trainers.

Source: Executing Agency, 2012

**RESEARCH PROJECTS IMPLEMENTED WITH  
INNOVATIVE DEVELOPMENT FUND**

	<b>Research Project / Innovative Development Fund Project</b>	<b>Duration</b>	<b>Cost (\$)</b>
1	Use of Internet for Quality Improvement in Training/TTC Comilla	Jun 2009	3,097.22
2	Self-Monitoring for Quality in Training and Teaching/TTC Comilla	Jun 2009	4,159.72
3	Cluster-Based Monitoring for Quality Improvement in Training and Teaching/TTC Comilla	Jun 2009	4,159.72
4	Use of internet in office communication, professional development, and creating interest among students, especially girls, of Burichang Secondary Schools in studying science and computers/TTC Comilla	Jun 2010	13,750.00
5	Mobile ICT Unit/TTC Comilla	Jun 2010	4,166.67
6	Localization of Digital Content/TTC Comilla	Jun 2011	12,000.69
7	Multimedia Classrooms/TTC Comilla	Jun 2011	4,166.67
8	Self-Monitoring for Quality in Training and Teaching/TTC Khulna	Jun 2009	4,159.72
9	Cluster-Based Monitoring, Implementation, and Follow up for Quality Teaching/ TTC Khulna	Jun 2009	4,159.72
10	Use of Modern Technology and Internet in Teaching Learning Activities for Improving Quality Training/TTC Khulna	Jun 2009	2,888.89
11	Cluster-Based Monitoring for Quality Improvement in Training and Teaching/TTC Khulna	Jun 2010	4,159.72
12	Use of Internet for Quality Improvement in Training/TTC Khulna	Jun 2010	4,159.72
13	Establish Low-Cost and No-Cost Aids Gallery for Improving Quality of Science Teaching Learning ii. Secondary Schools/TTC Khulna	Jun 2010	4,059.72
14	Mobile ICT Unit/TTC Khulna	Jun 2010	4,166.67
15	Localization of Digital Content/TTC Khulna	Jun 2011	11,603.47
16	Multimedia Classrooms/TTC Khulna	Jun 2011	4,166.67
17	Self-Monitoring for Quality in Training and Teaching/TTC Faridpur	Jun 2009	4,159.72
18	Use of Internet for Quality Improvement in Teaching/TTC Faridpur	Jun 2009	3,097.22
19	Mobile ICT Unit/TTC Faridpur	Jun 2010	4,166.67
20	Multimedia Classrooms/TTC Faridpur	Jun 2011	2,777.78
21	Self-Monitoring for Quality in Training and Teaching /TTC Myrnensingh (Co-Ed)	Jun 2009	4,159.72
22	Cluster-Based Monitoring for Quality Improvement in Training and Teaching/TTC Myrnensingh (Co-Ed)	Jun 2010	4,159.72
23	Mobile ICT Unit/TTC Myrnensingh (Co-Ed)	Jun 2011	4,166.67
24	Development and Use of Low-Cost and No-Cost Teaching Aids to Enhance Myrnensingh Teaching Capacity of Secondary School Teachers /TTC Myrnensingh (Co-Ed)	Dec 2010	4,138.89
25	Localization of Digital Content/TTC Mymensingh (Co-Ed)	Jun 2011	11,647.92
26	Multimedia Classrooms/TTC Myrnensingh (Co-Ed)	Jun 2011	4,166.67
27	Education Information Dissemination E-Network (1 DEN) Project/TTC Myrnensingh (M)	Jun 2009	11,654.17
28	Self-Monitoring for Quality in Training and Teaching in Myrnensingh/TTC Myrnensingh (M)	Jun 2009	4,159.72
29	Mobile ICT Unit/TTC Myrnensingh (M)	Jun 2010	4,166.67
30	Localization of Digital Content/TTC Myrnensingh (M)	Jun 2011	11,647.92
31	Multimedia Classrooms/TTC Myrnensingh (M)	Jun 2011	4,166.67
32	Restructuring Present Class Routine of Secondary Level/TTC Dhaka	Jun 2009	5,208.33
33	Use of Internet for Quality Improvement in Training/TTC Dhaka	Jun 2010	3,097.22
34	Cluster-Based Monitoring through Exchanging Inter institution Experiences for Quality in Training and Teaching in Munshiganj/ TTC Dhaka	Jun 2010	5,694.44

	<b>Research Project / Innovative Development Fund Project</b>	<b>Duration</b>	<b>Cost (\$)</b>
35	Mobile ICT Unit/TTC Dhaka	Jun 2010	4,166.67
36	Localization of Digital Content/TTC Dhaka	Jun 2011	11,357.64
37	Localization of Digital Content/TTC Dhaka	Jun 2011	11,357.64
38	Multimedia Classrooms/TTC Dhaka	Jun 2011	4,166.67
39	Use of Internet for Quality Improvement in Training/TTC Barishal	Jun 2009	3,097.22
40	Mobile Learning for Teacher Training/TTC I3arishal	Jun 2009	13,806.25
41	Cluster-Based Monitoring for Quality Improvement in Training and Teaching /TTC Barishal	Jun 2010	4,159.72
42	Cluster-Based Monitoring for Quality Improvement in Training and Teaching /TTC Barishal	Jun 2010	4,159.72
43	Developing Low-Cost and No-Cost Improvised Science Teaching Learning Materials and Developing Strategies How to Use Them in Secondary Science Classes /TTC Barishal	Jun 2010	4,166.67
44	Mobile ICT Unit/TTC I3arishal	Jun 2010	4,166.67
45	Multimedia Classrooms /TTC Barishal	Jun 2011	4,166.67
46	Use of Internet for Quality Improvement in Training/ TTC Pabna	Jun 2009	3,097.22
47	Introducing New Teaching–Learning Methods, Model Building, and Some Instructional Materials Developed for Grade 8 Science Textbook and also Some Video Recording and Use of Low-Cost Materials, Instructional Materials/TTC Pabna	Jun 2010	4,166.67
48	Mobile ICT Unit/TTC Pabna	Jun 2010	4,166.67
49	Multimedia Classrooms /TTC Pabna	Jun 2011	2,777.78
50	Producing Low-Cost or No-Cost Improvised Science Teaching Materials and Developing Strategies How to Use Them in Secondary Science Classes /TTC Rangpur	Jun 2009	4,166.67
51	Cluster-Based Monitoring for Quality Improvement in Training/TTC Rangpur	Jun 2009	4,159.72
52	In-Service Training Through Mobile Learning in Thakurgaon Sadar Upazila /TTC Rangpur	Dec 2010	13,765.28
53	Producing Low-Cost or No-Cost Improvised Science Teaching Materials and Developing Strategies How to Use Them in Secondary Science Classes /TTC Rangpur	Dec 2010	1,388.89
54	Cluster-Based Training and Evaluation for Quality Teaching Learning in Mithapukur Upazila, Rangpur /TTC Rangpur	Jun 2011	4,152.78
55	Mobile ICT Unit/TTC Rangpur	Jun 2011	4,166.67
56	Creating Inclusive Learning Friendly Environment with Supportive Assistance at Secondary Schools in Lalmonirhat District/TTC Rangpur	Dec 2010	4,161.53
57	Making Math Class Interesting and Lively for better Understanding with the Help of Low-Cost Teaching Materials/TTC Rangpur	Dec 2010	4,161.53
58	Multimedia Classrooms /TTC Rangpur	Jun 2011	4,166.67
59	Use of Internet for Quality Improvement in Training/TTC Jessore	Jun 2010	3,091.22
60	Cluster-Based Monitoring Implementation and Follow up for Quality Teaching/TTC Jessore	Jun 2010	4,159.72
61	Education Information Dissemination E-network (EDEN project)/TTC Jessore	Jun 2010	13,870.83
62	Cluster-Based Monitoring for Quality Improvement in Training and Teaching/TTC Jessore	Jun 2010	4,159.72
63	Mobile ICT Unit /TTC Jessore	Jun 2010	4,166.67
64	Multimedia Classrooms /TTC Jessore	Jun 2011	4,166.67
65	Mobile Learning for Teacher Training/TTC Chittagong	Jun 2010	4,166.67
66	Use of Internet for Quality Improvement in Training /TTC Chittagong	Jun 2010	4,166.67
67	Mobile Learning for Teacher Training in Sandwip Upazila/TTC Chittagong	Dec 2010	13,765.28
68	Mobile ICT Unit/TTC Chittagong	Jun 2010	4,166.67

	<b>Research Project / Innovative Development Fund Project</b>	<b>Duration</b>	<b>Cost (\$)</b>
69	Multimedia Classrooms/TTC Chittagong	Jun 2011	4,166.67
70	Test Learning Status of Question in Secondary Level and Develop Techniques of Answer/TTC Sylhet	Jun 2010	4,059.72
71	Establish a Satellite Clinic for Building Learning Capacity of Students/TTC Sylhet	Jun 2010	693.19
72	Mobile ICT Unit/TTC Sylhet	Jun 2010	4,166.67
73	Localization of Digital Content/TTC Sylhet	Jun 2011	11,647.92
74	Multimedia Classrooms /TTC Sylhet	Jun 2011	2,777.78
75	In-service Training Through Mobile Learning in Hatia <i>upazila</i> /TTC Feni	Jun 2010	13,765.28
76	Preparation of Appropriate Utilization of Improvised Science Teaching Aids in Science Classes at Secondary Schools/TTC Feni	Jun 2010	4,166.67
77	Mobile ICT Unit/ TTC Feni	Jun 2010	4,166.67
78	Multimedia Classrooms/TTC Feni	Jun 2011	2,777.78
79	Producing Low-Cost or No-Cost Improvised Science Teaching Materials and Developing Strategies How to Use Them in Secondary Science Classes /TTC Rajshahi	Jun 2010	4,166.67
80	Mobile ICT Unit/TTC Rajshahi	Jun 2010	4,166.67
81	Training on Basic Computer Skills and Internet Usage for Improving Teaching Quality of Selected Secondary School Teachers and Trainers of Teachers Training College Rajshahi /TTC Rajshahi	Dec 2010	4,159.72
82	Science Education Movement in Naogaon District of Bangladesh/TTC Rajshahi	Dec 2010	4,166.67
83	Science Education for Girl Students/TTC Rajshahi	Dec 2010	4,166.67
84	Localization of Digital Content/TTC Rajshahi	Jun 2011	11,711.81
85	Multimedia Classrooms/TTC Rajshahi	Jun 2011	4,166.67
86	Producing Low- or No-Cost Improvised Science Teaching Materials/TTC Rajshahi	Jun 2011	11,111.11
87	Science Education Movement and Laboratory Management in Bogra and Joypurhat District/TTC Rajshahi	Jun 2011	9,722.22
88	Cluster Training for High School Teachers /HSTTI Comilla	Jun 2009	4,159.72
89	Cluster-Based Monitoring for Quality Improvement in Training and Teaching/HSTTI Comilla	Jun 2010	4,159.72
90	Cluster-Based Monitoring for Quality Improvement in Training and Teaching/HSTTI Comilla	Jun 2010	4,159.72
91	Multimedia Classrooms/HSTTI Comilla	Jun 2011	2,777.78
92	Multimedia Classrooms/HSTTI Barishal	Jun 2011	2,777.78
93	Self-Monitoring for Quality in Training and Teaching in Mymensingh/HSTTI Khulna	Jun 2010	4,033.33
94	Multimedia Classrooms/HSTTI Khulna	Jun 2011	2,777.78
95	Cluster-Based Monitoring for Improving the Quality of Teaching Learning in Secondary Schools, Rampal Upazila/HSTTI Khulna	Jun 2011	8,050.00
96	Multimedia Classrooms/HSTTI Rajshahi	Jun 2011	2,777.78
97	Multimedia Classrooms/HSTTI Mymensingh	Jun 2011	2,777.78
98	Identification of Factors Responsible for Low Learning Performance Attainment of Slow Readers at Secondary Level Institutions in Bangladesh: A Case Study of Selected Areas/NAEM	Dec 2010	4,166.67
99	Impact Study on Professional Development Training Course for Head Teachers under TQI-SEP at NAEM /NAEM	Dec 2010	4,097.22
100	Feasibility Study on the Introduction of Information and Communication Technology in Secondary Education for Ensuring Digital Bangladesh /NAEM	Dec 2010	4,166.67
101	Computer-Aided Learning Project in Secondary Schools /BRAC	Dec 2010	13,888.89
102	Computer-Aided Learning Project in Secondary Schools/BRAC	Dec 2010	13,888.89

	<b>Research Project / Innovative Development Fund Project</b>	<b>Duration</b>	<b>Cost (\$)</b>
103	Mentoring Program in Secondary Schools /BRAC	Dec 2010	13,888.89
104	Computer-Aided Learning Project in Secondary Schools' BRAC Education Program, Dhaka/BRAC	Mar 2011	13,888.89
105	Computer-Aided Learning Project in Secondary Schools' BRAC Education Program, Dhaka/BRAC	Mar 2011	13,888.89
106	Computer-Aided Learning Project in Secondary Schools' BRAC Education Program, Dhaka/BRAC	Mar 2011	13,888.89
107	Mentoring Program in Secondary Schools BRAC Education Program, Dhaka/BRAC	Mar 2011	13,888.89
108	Mentoring Program in Secondary Schools BRAC Education Program, Dhaka/BRAC	Mar 2011	13,888.89
109	Cluster Centre School /USEO Kaliganj	Mar 2011	10,915.63
110	Cluster Centre School/USEO Sripur	Mar 2011	10,915.63
111	Cluster Centre School/USEO Kurigram	Mar 2011	10,915.63
112	Cluster Centre School/USEO Kolapara	Mar 2011	10,915.63
113	Cluster Centre School/USEO Srimangal	Mar 2011	10,915.63
114	Cluster Centre School/USFO Sylhet	Mar 2011	10,915.63
115	Cluster Centre School/USEO Chirir Bandar	Mar 2011	10,915.63
116	Cluster Centre School/USFO Burichang	Mar 2011	10,915.63
117	Cluster Centre School/USEO Bandar	Mar 2011	10,915.63
118	Cluster Centre School/USEO Shitakundu	Mar 2011	10,915.63
119	Cluster Centre School/USEO Chuadanga	Mar 2011	10,915.63
120	Cluster Centre School/USEO Sauria	Mar 2011	10,915.63
121	Cluster Centre School/USEO Tungipara	Mar 2011	10,915.63
122	Cluster Centre School/USEO Rangamati	Mar 2011	10,915.63
123	Cluster Centre School/USEO Thakurgaon	Mar 2011	10,915.63
124	District-Level Promotion of Quality Teaching and Learning, Patuakhali	Jun 2011	9,861.11
125	District-Level Promotion of Quality Teaching and Learning Rangamati	Jun 2011	9,861.11
126	District-Level Promotion of Quality Teaching and Learning Thakurgaon	Jun 2011	9,861.11
127	Mobile Hands-on Science Exhibition for School Students, Computer Science and Engineering Department, Shahjalal Science and Technology University, Sylhet	Jun 2011	13,819.44

BRAC=Bangladesh Rural Advancement Committee, EDEN=Education Information Dissemination E-Network, HSTTI = Higher Secondary Teacher Training Institute, ICT=Information Communication Technology, NAEM =National Academy for Educational Management, TTC=Teacher Training College, and USEO=Upazila Secondary Education Officer.

Source: DSHE.2012. Project Completion Report. Dhaka

# PROJECT IMPLEMENTATION SCHEDULE – ORIGINAL AND ACTUAL

Component 1: Quality Improvement Through Organizational Development and Capacity Building	Year	2005			2006				2007				2008				2009				2010				2011				2012	
	Quarter	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Project Inception	Original																													
	Actual																													
Teaching Quality and Education Policy, Planning and Management Technical Advisers	Original																													
	Actual																													
Mobilization Project Management Unit	Original																													
	Actual																													
Complete Institutional Capacity and Organizational Analysis	Original																													
	Actual																													
Recruit and employ an Architecture and Engineering firm for construction and renovation	Original																													
	Actual																													
Teacher Education Authority Advisers	Original																													
	Actual																													
Support planning and implementation for Teacher Education Authority	Original																													
	Actual																													
Design and establish national integrated secondary teacher training system	Original																													
	Actual																													
Support Staff Capacity Building of NAEM (NAE)	Original																													
	Actual																													
NAEM Renovation and Extension Including Resource Center and Library	Original																													
	Actual																													
Teacher Registration and Accreditation Advisers	Original																													
	Actual																													
Plan and Implement Registration and Accreditation Authority	Original																													
	Actual																													
Capacity Strengthening of DSHE (Training Division and PSPU)	Original																													
	Actual																													
Monitoring and Evaluation Technical Advisers	Original																													
	Actual																													
EMIS Advisers	Original																													
	Actual																													
Capacity Strengthening of BANBEIS	Original																													
	Actual																													
Baseline Survey and Database	Original																													
	Actual																													
Workshops and Research and Impact Studies	Original																													
	Actual																													
Education Management Trainers	Original																													
	Actual																													







## STATUS OF LOAN COVENANTS

I. Improving Teaching Quality through Organizational Development and Capacity Building	Relationship to Teaching Quality Improvement	Project Activity	Assurances/Milestones	Status
<p>1.1 Transforming/restructuring National Academy for Educational Management (NAEM) to become institutional home of excellence in teacher training in secondary education</p>	<p>NAEM will be responsible, in liaison with the Training Division in Directorate of Secondary and Higher education (DSHE), for coordinating all secondary teachers and related training activities throughout the country.</p> <p>Under NAEM, a national integrated secondary teacher training system will be established to link all levels of the training network from the central administration to the schools, to coordinate and manage teacher qualification and training.</p>	<p>The project will assist the Government to the capacity of NAEM and to prepare and implement its transformation/restructuring.</p> <p>The project will assist with reorganizing the structure and functions of the various institutions involved in the proposed training network.</p> <p>An institutional and organizational analysis of NAEM and all key institutions in the teacher training network will be carried out.</p>	<p>Within 3 months of loan effectiveness, the Government will have made a policy decision on transforming/restructuring NAEM, and will have developed a time-bound action plan for institutional and organizational analysis, focusing on the transformation/ restructuring. The analysis will be completed by the end of year 1 of loan effectiveness.</p> <p style="text-align: center;"><b>(Loan Assurance Para 67 (iii) )</b></p>	<p>Not complied with.</p> <p>Project consultants recommended against a change of function for NAEM as it is a service provider in management training and lacks capacity in the area of course accreditation and monitoring and teacher training. The MOE subsequently directed the project to investigate the possibility of upgrading the NTRCA to become the apex body. However, the NTRCA was set up as a specialist teacher testing and registration body and any amendment to the NTRCA act is a complex process involving several ministries. Finally, the NTEC was set up in December 2009, chaired by the minister of education, to act as the apex body to oversee a coordinated, standards-based, and integrated training network for secondary teachers. The first meeting of this committee was held on 6 July 2010. The NTEC also set up a monitoring and evaluation committee for verification of sustained compliance with the accreditation standards. The council held its second meeting in January 2012. The Project Director, TQI has membership in the council. The council has formed an expert committee to formulate and implement national quality and standards for teaching.</p>

<b>I. Improving Teaching Quality through Organizational Development and Capacity Building</b>	<b>Relationship to Teaching Quality Improvement</b>	<b>Project Activity</b>	<b>Assurances/Milestones</b>	<b>Status</b>
1.2 Establishing Nongovernment Teachers Registration and Certification Agency (NTRCA)	NTRCA will be an independent body to be established by the Government and charged with the registration and certification of all qualified teachers and head teachers working in secondary schools, and with accreditation of teacher training programs.	<p>The Project will assist the Government to build the capacity of NTRCA</p> <p>An institutional and organizational analysis will be carried out in support of establishment of NTRCA.</p> <p>The capacity of the Bangladesh Bureau of Educational Information and Statistics will be strengthened to ensure improved data collection for teacher training, certification, registration, monitoring and evaluation.</p>	<p>Within 3 months of loan effectiveness, the Government will have made a policy decision to establish NTRCA; and will have developed a time-bound action plan for institutional and organizational analysis focusing on the establishment of NTRCA. The analysis will be completed by the end of year 1 of loan effectiveness.</p> <p><b>(Loan Assurance Para 67 (iv))</b></p>	<p>Partially complied with.</p> <p>NTRCA was established by the government on 9 February 2005 under an act of Parliament within the NAEM campus. TQI-SEP supported government to build capacity of the NTRCA through providing logistic facilities and trainings.</p> <p>TQI-SEP supported strengthening of BANBEIS through the provision of equipment and training including equipment to carry out a GIS-based survey.</p>
1.3 Enhancing head teacher and education administrator training	<p>Head teachers and district officers will play a key role in improving and maintaining teaching quality. This role will be reflected in the upgrading of the existing courses to include aspects of innovative teaching and good education practices, and specifically the role of head teachers and district officials in encouraging and maintaining good teaching practice through monitoring and professional support.</p> <p>A full program of initial training and in-service professional development for head teachers is crucial for improving the quality of teaching and learning.</p>	The Project will support and enhance the continuing training and support for head teachers and administrators currently being provided through NAEM.	<p>The Government will have approved before loan effectiveness a policy requiring that, after 2007, new head teachers and assistant head teachers on appointment must be registered teachers and must have undertaken initial head teacher training.</p> <p><b>(Loan Effectiveness Conditionality Para 68 (iii))</b></p> <p>Within 6 months of loan effectiveness, the Government will have approved a policy, requiring that all untrained head teachers and assistant head teachers undergo compulsory initial training designed for</p>	<p>Complied with.</p> <p>TQI-SEP arranged training of 16,035 head teachers out of a target of 16,050 (9% female). Another 6-day follow-on training was provided to 11,073 head teachers (5% female).</p> <p>An initial in-service training of 1,537 head teachers was arranged by TQI-SEP (5.53% female).</p> <p>Complied.</p>

I. Improving Teaching Quality through Organizational Development and Capacity Building	Relationship to Teaching Quality Improvement	Project Activity	Assurances/Milestones	Status
			<p>head teachers; and that, after 2007, a secondary school which employs unqualified, inexperienced, and untrained head teachers and assistant head teachers will not be eligible for school registration and subvention.</p> <p><b>(Loan Assurance Para 67 (ix-b ))</b></p>	
<p>1.4 Filling vacant posts in teacher training colleges(TTCs) higher secondary teacher training institutes (HSTTIs), secondary education science development centers (SESDCs), and Madrasah Teacher Training Institute (MTTI)</p>	<p>The first step in capacity building is to fill vacant posts and sanctioning posts from earlier projects. Improved quality of teachers and teaching will require fully staffed training institutions.</p>	<p>TTCs, HSTTIs, SESDCs and MTTI will be included in the institutional and organizational analysis of key institutions.</p>	<p>Within 6 months of loan effectiveness, the Government will have prepared a time bound action plan for filling at least 75% of vacant posts of lecturers, assistant professors, and associate professors, in TTCs, and equivalent positions in HSTTIs, SESDCs,, and MTTI by the end of year 2 of loan effectiveness, and 100% by midterm review.</p> <p><b>(Loan Assurance Para 67 (vii-a )</b></p>	<p>Partially complied with.</p> <p>MOF approved 17 out of 40 senior positions for TTCs requested by MOE. There are a number of vacant posts in some teacher training colleges and/or institutes.</p>

<b>I. Improving Teaching Quality through Organizational Development and Capacity Building</b>	<b>Relationship to Teaching Quality Improvement</b>	<b>Project Activity</b>	<b>Assurances/Milestones</b>	<b>Status</b>
1.5 Creating senior positions in teacher training institutions	Creation of senior positions in teacher training institutions will assist in retaining professionally qualified staff through an enhanced career structure.	TTCs, HSTTIs, SESDCs, and MTTI will be included in the institutional and organizational analysis of key institutions.	<p>Within 6 months of loan effectiveness, the Government will have prepared a time bound action plan for creating senior positions in teacher training institutions by midterm review, in order to retain professionally qualified staff through an enhanced career structure.</p> <p><b>(Loan Assurance Para 67 (vii-b) )</b></p>	<p>Not complied with.</p> <p>MOF approved 17 out of 40 senior positions for TTCs requested by MOE. There are a number of vacant posts in some teacher training colleges and/or institutes.</p>

II. Improving Teacher Training Facilities	Relationship to Teaching Quality Improvement	Project Activity	Assurances/Milestones	Status
2.1 Improving Government's teacher training colleges and institutions in secondary education.	Improvement of the quality of teacher education requires improved organizing and efficient utilization of the existing network of TTCs, HSTTIs, SESDCs, and MTTI, for delivery of training.	Project will support upgrading of the physical facilities of government secondary TTCs, HSTTIs SESDCs and MMTI, including renovating classrooms, libraries, and laboratories; and provision of equipment, storage, furniture, and teaching aids. Each government TTC and the MTTI will be provided with an audiovisual laboratory and computer laboratory, with internet connection and adequate workstations to meet the needs of staff and students. The facilities of the resource centers established in TTCs by Program to Motivate, Train, and Employ Female Teachers in Rural secondary Schools (PROMOTE), will be further developed <i>for professional teacher development.</i>		Partially complied with.
2.2 Developing and delivering in-service professional development training	The rejuvenated and upgraded institutions will play a key role in the proposed in-service education and training network, for institutionalizing in-service training and the deliver of training, both for training untrained teachers and for continuing professional development of teachers and head teachers.	The delivery of in-service teacher training will be strengthened through the development of a network of training institutes, based on the existing nine SESDCs and five HSTTIs, together with a number of selected and approved private TTCs.		Complied with.  The SESDCs and the HSTTIs are being utilized in delivery of all TQI-SEP in-service training programs involving NAEM and IER.



3. Strengthening in-Service and Pre-service Teacher Training	Relationship to Teaching Quality Improvement	Project Activity	Assurances/Milestones	Status
3.3 Developing and delivering B.Ed. course	Delivery of courses for each of B.Ed. modules may be carried out by any institution, government or private, or by distance mode, but with national public examinations supervised and accredited by NTRCA, thus allowing the introduction of one national standard for the B.Ed. irrespective of the mode or standard of the delivering institution. Accreditation will provide a crucial element for quality control of the system of teacher training	<p>The project will assist the Government to design and introduce a standardized curriculum for a 1 year modular B.Ed. course as the basis qualification for teaching in a secondary school.</p> <p>The current accreditation procedures and monitoring will be reviewed and improved, including those for private TTCs.</p>	<p>Within 6 months of loan effectiveness, the government will have standardized the curriculum prepared with SESIP support for a 1-year modular B.Ed. course for use in government and private TTCs and other training institutions, including Bangladesh Open University (BOU).</p> <p><b>(Loan Assurance Para 67 (i-a ))</b></p>	<p>Complied with.</p> <p>The B.Ed. modular curriculum is introduced in all TTCs.</p> <p>BOU has also adopted the national B.Ed. curricula.</p>
3.4 Training serving untrained teachers	<p>A full program of initial teacher education is crucial for improving the quality of teaching and learning.</p> <p>To achieve quality teaching in all secondary classrooms it is necessary to have all classes taught by trained teachers.</p>	<p>The Project will assist in developing, and implementing a new in-service teacher training program to train the untrained teachers currently serving in schools_ A basic 3-month in-service training course will be designed as a component of the proposed modular 1-year B.Ed. course.</p> <p>BOU will receive technical support to design and produce the training materials for the proposed teacher training certificate, as a B.Ed. module, suitable for both face-to-face and distance modes</p>	<p>Within 6 months of loan effectiveness, a basic 3-month in-service training course, leading to a certificate (Teacher Training Certificate Module), will have been adopted by the by the Government for training untrained secondary school teachers.</p> <p><b>(Loan Assurance Para 67 (i-b ))</b></p>	<p>Complied with.</p> <p>A 3-month STC has been made compulsory for all untrained secondary teachers under the age of 40.</p> <p>In total, 15,758 teachers have taken the 3-month STC training and 1,228 completed additional 9-month training and obtained a B.Ed. degree.</p>
3.5 Providing B.Ed. increment	Provision of incentives for teachers is an important condition for raising the standards of teacher qualification and improved teaching quality.		Within 3 months of loan effectiveness, the Government will have developed a time bound action plan on approving and implementing a policy on awarding 35% of the existing B.Ed. increment to secondary teachers who	Complied with.



<b>3. Strengthening in-Service and Pre-service Teacher Training</b>	<b>Relationship to Teaching Quality Improvement</b>	<b>Project Activity</b>	<b>Assurances/Milestones</b>	<b>Status</b>
			<p>completed the Teacher Training Certificate Module and were registered as qualified teachers. The full B.Ed. increment will be awarded to all trained teachers on completion of the B.Ed. course. Implementation of the policy will start by the end of year 1 of loan effectiveness</p> <p><b>(Loan Assurance Para 67 (ii))</b></p>	
3.6 Developing and delivering in-service professional development training	A full program of in-service professional development for teachers is crucial for improving the quality of teaching and learning	Assistance will be provided for designing improved in-service professional development courses. A selective need based specialist in-service training will be developed for upgrading teachers in areas of identified weakness and provided through specialist courses. Distance education, on pilot basis, for in-service continuing professional development, will be supported.	<p>Within 6 months of loan effectiveness, the Government will have prepared a time bound action plan for providing compulsory in-service professional development training for all secondary teachers, both trained and untrained, through the network of public training institutes and selected private TICs, starting from 2006.</p> <p><b>(Loan Assurance Para 67 (x))</b></p>	Complied with.
3.7 Establishing functional teacher specialization	A professional teacher secondary education cadre will provide the necessary status to the sub sector, and to teachers and officers in the cadre, thus attracting and retaining high-caliber personnel.	Developing an action plan to establish functional teacher specialization within the education cadre is a key input in the Project.	<p>Within 6 months of loan effectiveness, the Government will have prepared a time-bound action plan for establishing functional teacher specialization within the education cadre by the end of year 2 of loan effectiveness.</p> <p><b>(Loan Assurance Para 67 (vii-c))</b></p>	Not complied with.
3.8 Improving teacher education and training budget	Sufficient budget levels for teacher education and training in secondary education are essential for teaching improvement.		<p>Within 6 months of loan effectiveness, the Government will have established a separate budget line for teacher education and training in the</p>	Not complied with.

<b>3. Strengthening in-Service and Pre-service Teacher Training</b>	<b>Relationship to Teaching Quality Improvement</b>	<b>Project Activity</b>	<b>Assurances/Milestones</b>	<b>Status</b>
			secondary education budget, and will increase the recurrent budget for teacher education and training in secondary education in real value by at least 10% per annum for each year of the Project.  <b>(Loan Assurance Para 67 (viii))</b>	
3.9 Training of teacher trainers	Increasing the number of teacher trainers and improving their quality, in both subject matter and pedagogy, will improve the quality of the teaching and learning.	The Project will upgrade and enhance the quality of the teacher trainers working in the TTCs and in other teacher training network institutions, through a combination of overseas and local training, coordinated through NAEM.		Complied with.  TQI-SEP arranged training of 4,000 teacher educators and master trainers, 459 TTC staff trained, 44 participants mainly from the TTCs completed 1- and 2-year masters programs.
3.10 Establishing and implementing an innovation and Development Fund (IDF)	IDF will support and implement innovative development schemes for improving quality of teaching, particularly those initiated at the local level through schools, TTCs, SESDCs, HSTTIs, MMTI, and resource centers	IDF will be established by the Project and made available to teacher education institutions.		Complied with.  In total, 129 IDF projects were approved and completed.
<b>4. Equitable Access and Community Involvement</b>	<b>Relationship to Teaching Quality Improvement</b>	<b>Project Activity</b>	<b>Assurances/Milestones</b>	<b>Status</b>
4.1 Incentive package for remote and underserved areas	The provision of incentives for teachers to work in remote and underserved areas is an important condition for raising the standard of teaching quality in those areas.	Assistance will be given to developing a teacher deployment policy to encourage teachers to work in the underserved areas.	Within 1 year of loan effectiveness, the Government will have extended the current incentive package, provided to government employees in Chittagong Hill Tracts (CHT), remote and underserved areas, to secondary teachers who serve in those areas, or represent ethnic minorities.  <b>(Loan Assurance Para 67 (v-a))</b>	Not complied with.  Government is planning to address the issue of incentive to the teachers in remote and underserved areas in a broader aspect in line with the new Education Policy 2010 under TQI-II.

<b>4. Equitable Access and Community Involvement</b>	<b>Relationship to Teaching Quality Improvement</b>	<b>Project Activity</b>	<b>Assurances/Milestones</b>	<b>Status</b>
4.2 Providing rural allowance for existing secondary teachers in remote and underserved areas	The provision of incentives for teachers is an important condition for encouraging them to continue teaching in remote and underserved areas.	Assistance will be given to developing a scheme for providing a rural allowance and other incentives, to encourage both new and existing teachers to stay beyond their internship in remote and underserved areas.	Within 1 year of loan effectiveness, the Government will have approved a policy for providing rural allowances to secondary schoolteachers working in remote and underserved areas, or represent ethnic minorities.  <b>(Loan Assurance Para 67)</b>	Not completed with.  Government is planning to address the issue of incentive to the teachers in remote and underserved areas in a broader aspect in line with the new Education Policy 2010 under TQI-II.
4.3 Providing Incentives for new secondary teachers to work in remote and underserved areas	The provision of incentives for new teachers to work in remote and underserved areas during their first year of teaching is an important condition for raising the standard of teaching quality in these areas.	Assistance will be given to developing a policy to provide incentives to encourage new teachers to spend their first year of teaching in remote and underserved areas.	Within 1 year of loan effectiveness, the Government will have approved a policy for providing incentives for new secondary teachers to spend their first year of teaching in remote and underserved areas. <b>(Loan Assurance Para 67)</b>	Not completed with.  Government is planning to address the issue of incentive to the teachers in remote and underserved areas in a broader aspect in line with the new Education Policy 2010 under TQI-II.
4.4 Providing training grants for secondary teachers from remote and underserved areas.	Assisting teachers from remote and underserved areas to undertake initial and in-service training is a key initiative for improving teaching quality in those areas	Importance will be given to Improving teaching quality in the remote and underserved areas by giving priority for both initial and in-service training to teachers from those areas.  To ensure a supply of good quality teachers will require a policy for providing additional, or enhanced, training grants for teachers from remote and underserved areas	Within 1 year of loan effectiveness, the Government will have made a policy decision on providing additional, or enhanced, training grants for secondary school teachers from remote and underserved areas, or representing ethnic minorities.  <b>(Loan Assurance Para 67 (v-b))</b>	Partially complied with.  Through the three ORCs teachers from underserved areas are provided more training with incentive.
4.5 Training teachers in the remote and underserved areas	It is essential to extend easily Accessed teacher training facilities into the remote and underserved areas	The Project will establish three outreach centers or satellite teacher resource centers to improve access to teacher education in the areas of Rangamati in CHT, Patuakhali, and Thakurgaon. A network of outlying or mobile facilities will be developed, based on those resource centers. School cluster-based distance	Within 18 months of loan effectiveness, the Government will have established one outreach station and satellite teacher resource center in Rangamati in CHT, Patuakhali, and Thakurgaon, to increase access of teachers in those areas to quality training	Complied with.

4. Equitable Access and Community Involvement	Relationship to Teaching Quality Improvement	Project Activity	Assurances/Milestones	Status
		education pilot schemes for teacher education and professional development will be carried out in those remote and underserved areas, including the resource centers to be established at the three new TTCs currently under construction.	(Loan Assurance Para 67 (xiii))	
4.6 Providing special training for teachers working with children from disadvantaged groups	Special training for teachers working with children from disadvantaged groups is an important condition for raising the standard of teaching quality in these areas.	<p>A component will be developed and included in the initial and in-service training for all head teachers and for district and other government officials. This component will give ways of supporting and enhancing teaching and learning of children from disadvantaged groups.</p> <p>Capacity building will be provided in-country to support the development and preparation of special teaching and learning materials, and training for their delivery for teachers working with children from disadvantaged groups. Selected teachers and teacher trainers will be sent for overseas study in these specialist areas and topics</p>	<p>By the end of year 1 of loan effectiveness, the Government will have developed a time bound action plan for providing special training for teachers who will serve in secondary schools for children from disadvantaged groups, such as the disabled, ethnic minorities, and refugees.</p> <p>(Loan Assurance Para 67(xi))</p>	<p>Complied with.</p> <p>Class teachers from three outreach districts are being trained in inclusive education; 2,142 teachers have participated out of a total of 2,500 (14.9% female).</p>
4.7 Developing and implementing an awareness-training program	Public awareness of educational change by communities, parent', participation, and support for teachers are essential for teaching quality improvement.	Community and parent participation, together with general public awareness of educational change, particularly in support of teachers attempting to improve teaching quality, will be promoted through a social awareness and information program of meetings, newspaper articles, letters to parents, and television and radio media campaigns.		<p>Complied with.</p> <p>Training workshops in districts for creating awareness of community for inclusive education involving SMCs and other stakeholders and female leaders implemented. In total 2,900 participated in training workshop.</p>

4. Equitable Access and Community Involvement	Relationship to Teaching Quality Improvement	Project Activity	Assurances/Milestones	Status
		Awareness training program will be developed for use with school management committees (SMCs) and other parent and support groups, including non-government organizations, to promote understanding and support for teachers working with children from disadvantage groups.		
4.8 Increasing numbers of female teachers	The increased participation of female teachers in secondary education is essential for improved secondary teaching quality.	The Project will build on earlier successful interventions to further develop measures to encourage the participation of women teachers in secondary education. Support programs for training women teachers, including those for female teaching fellows developed by the PROMOTE program, will be continued and expanded, particularly in the remote and underserved areas.	<p>By the end of the Project, at least 30% of teaching positions will be filled by women. To achieve this target, the Government will take necessary actions to increase the number of female teachers by at least 5% per annum during the project period. The Government will ensure participation of women in accordance with the gender strategy of the Project.</p> <p>The Government will ensure restructuring of SMCs to include 40% women members, comprising elected women representatives of the local government, mothers, women community leaders, and female teachers</p> <p><b>(Loan Assurance Para 67 (xii))</b></p>	<p>Partially complied with.</p> <p>The government policy for 30% of teacher postings to be allocated to female teachers has been revised to reflect a realistic target. In remote rural areas the target is lower (20%), but is higher in urban areas (40%) with relaxed conditions in 17 upazilas (subdistricts).</p> <p>Overall female teacher ratio of 23.09% has been achieved under TQI (18.91% in rural areas and 34.11% in urban areas).</p> <p>A circular of the Ministry of Education stipulates two female members in each SMC.</p>

Abbreviations: BOU=Bangladesh Open University, BMTTI=Bangladesh Madrasa Teachers Training Institute, CHT=Chittagong Hill Tract, DSHE=Directorate of Secondary Education, HSTTI=Higher Secondary Teacher Training Institute, IDF=Innovative Development Fund, IER=Institute of Education Research, MOE=Ministry of Education, MPO=Monthly Payment Order, NAEM=National Academy for Educational Management, NTRCA=Non-government Teacher Registration and Certification Agency, ORC=Out Reach Center, PROMOTE=Program to Motivate, Train and Employ Female Teachers in Rural Secondary Schools, SESDC=Secondary Education Sector Development, SESIP=Secondary Education Sector Improvement Project, STC=Secondary Teacher Certificate, and TTC=Teacher Training College.

Source: DSHE 2012. Project Completion Report. Dhaka, and project monitoring reports

**SUMMARY OF PROCUREMENT OF GOODS AND SERVICES**  
**Table A6.1: Summary of Procurement and Utilization Consulting Services**

Consultant(s) Designation(s)	Name(s)	Consultant Inputs (Month)			Input-months by Year								
		Start date	Estimate	Actual	2005	2006	2007	2008	2009	2010	2011	2012	
A. International													
Team Leader	Erik Winther-Schmidt	7/12/2005	17.07	17.07	0.83	11.04	5.20						
Team Leader	Anders Lonnqvist	1/10/2007	40.43	39.93			1.63	10.77	9.73	10.67	7.13		
Teacher Registration and Acc. Adviser	Ghulam Malik	1/03/2006	29.93	29.93		9.13	10.84	9.97					
Teacher Education Adviser	(George W. Kelly)	1/04/2006	3.90	3.90		3.90							
Education Management Training Adviser	(Peter Mogensen)	19/05/2006	13.33	13.33		6.67	6.66						
Education Management Training Adviser	Alan Norley	22/02/2009	1.37	1.37					1.37				
Monitoring and Evaluation/EMIS Adviser	(David John Dean)	1/3/2006	27.94	27.94		8.5	9.74	9.7					
Monitoring and Evaluation/EMIS Adviser	Deborah May Wybum	6/8/2009	23.06	21.77					3.07	6.20	6.93	5.57	
Teacher Education Institute Planner	Edmund Burke	1/2/2006	30.00	30.00		8.5	9.51	10.50	1.50				
T-T Training Course Dev. and Design	(Ross Tasker)	13/02/2006	32.56	32.56		9.83	11.13	11.20	0.40				
T-T Training Course Dev. and Design	Viktor Jacupec	6/8/2009	19.44	19.43					4.33	10.47	4.63		
T-T Distance Education Adviser	(Patricia McWilliams)	1/3/2006	18.50	18.50		9.33	9.17						
T-T Distance Education Adviser	John Henly	17/07/2008	19.70	19.70				5.03	9.97	4.70			
T-T Materials Development Adviser	Andrew Morris	1/2/2006	34.93	34.93		10.34	9.23	10.60	3.77	1.00			
Equitable Access Adviser	(Niels Bentsen)	1/3/2006	20.40	20.40		8.8	9.74	1.87					
Equitable Access Adviser	(Carol Eggen)	9/7/2008	0.67	0.67				0.67					
Equitable Access Adviser	Marianne Berner	23/02/2009	24.59	24.52					9.83	10.97	3.72		
Special Needs and Gender Adviser	Birgit Dyssegaard	8/3/2006	1.03	1.03		1.03							
Special Needs and Disability Adviser	(Erik Brodersen)	5/3/2006	0.73	0.73		0.73							
Total International Consultancy Inputs			359.58	357.71	0.83	87.8	82.83	70.30	43.97	44.00	22.42	5.57	
B. National													
Local Team Leader	-	7/12/2005	36.50	36.50	0.83	12.00	12.00	11.67					
Teacher Registration and Acc. Adviser	Md. Tozammel Hossain	1/3/2006	39.33	39.30		10.00	11.27	11.90	5.40	0.60	0.13		
Teacher Education Authority Adviser	(Rezina Sultana)	1/3/2006	9.00	9.00		9.00							
Education Management Training Adviser	Md. Rizaul Islam	1/2/2006	58.27	58.27		10.80	12.00	11.00	11.00	10.30	0.83	2.33	
Monitoring and Evaluation Adviser	Golam Mowla	1/3/2006	57.63	57.60		9.10	11.80	13.27	11.70	10.60	3.13		
EMIS Adviser	M.A.R. Akhand	1/3/2006	44.23	44.20		5.97	11.83	11.67	10.93	1.33	2.47		
Teacher Education Institution Planner	A.B.M. Abdul Momin	1/2/2006	30.00	29.97		10.70	11.50	7.77					
T-T Course Development and Design	Abdur Rashid	1/3/2006	39.47	39.47		10.00	12.00	12.00	5.47				
T-T Course Development and Design	A. Salam Akand	1/3/2006	46.70	46.70		10.00	12.00	12.00	12.00	0.70			
T-T Course Development and Design	Sufia Begum	1/3/2006	29.96	29.96		10.53	12.00	7.43					
T-T Course Development and Design	Md. Gholam Rasul Miah	1/3/2006	75.40	73.26		10.53	12.00	12.00	11.90	10.97	10.50	5.37	
T-T Distance Education Adviser	Selina Akhter	1/3/2006	42.04	42.03		10.00	12.00	9.57	7.33	3.13			

Consultant(s) Designation(s)	Name(s)	Consultant Inputs (Month)			Input-months by Year							
		Start date	Estimate	Actual	2005	2006	2007	2008	2009	2010	2011	2012
Specialist in Equitable Access	Hosne Ara Begum	1/3/2006	22.90	22.90		6.77	10.66	5.47				
Specialist in Equitable Access	Nazma B. Ahmed	1/10/2008	13.10	13.10				1.77	10.33	1.00		
Special Needs and Gender Adviser	Mahbuba Nasreen	1/3/2006	15.00	14.97		5.20	7.27	2.50				
Special Education and Disability Adviser	Sharmin Huq	1/3/2006	22.50	22.45		5.84	7.91	5.97	0.27	1.53	0.94	
<b>Total National Consultancy Inputs</b>			<b>584.03</b>	<b>579.68</b>	<b>0.83</b>	<b>136.44</b>	<b>156.23</b>	<b>133.97</b>	<b>86.33</b>	<b>40.17</b>	<b>18.01</b>	<b>7.70</b>

Abbreviations: EMIS=Education Management Information System, T-T Teacher training

Source: DSHE. 2012. Project Completion Report. Dhaka

**Table A6.2: Summary of Purchase of Vehicle, Office Equipment, Furniture, and Training Materials**  
(taka million)

Name of Activities	Target		Actual	
	Physical	Financial	Physical	Financial
Furniture for TTCs, HSTTIs, BMTTI, NAEM Hostel, PMU+ORC	15,500	40,000	15,467	39,498
Office Equipment for 64 DEO Offices, 14 TTCs, 5 HSTTIs, BMTTI, 3 ORCs	550	28,500	531	28,323
Computers, Printers, and Peripherals for 14 TTCs, 5 HSTTIs, BMTTI, 3 ORCs	650	47,000	598	46,743
Vehicles for 14 TTCs, MOE, NAEM, DSHE, 9 DDs, 3 ORCs, PMU	34	56,537	34	56,537
Learning Materials and Resources for 3 months STC, 12 month B.Ed course, 14/21/24-day CPD Training for head teachers/classroom teachers, 10 day Education Administrator Training, Inclusive Education Training for Classroom teachers, and 3 day Training for SMC members.	1,135,000	95,600	1,134,260	95,496

Abbreviations: BMTTI= Bangladesh Madrasha Teachers Training Institute, CPD=Continuing Professional Development, DSHE=Directorate of Secondary Education, HSTTI=Higher Secondary Teacher Training Institute, MOE=Ministry of Education, NAEM=National Academy for Educational Management, ORC=Out Reach Center, PMU=Project Management Unit, and TTC=Teacher Training College.

Source: DSHE. 2012. Project Completion Report. Dhaka

**Table A6.3: Summary of Major Civil Works Construction**

Activity		Cost (taka million)		
		Estimate	Contract	Actual
<b>OUTPUT: Vertical and/or Horizontal Extensions, Repairs, and Renovations at 14 Government Teacher Training Colleges</b>				
1	DHAKA WD-(6a ) (i) Five-story horizontal hostel extension (ii) Repair and renovation of existing building	75.00	74.99	74.56
2	DHAKA WD(6b ) (i) Construction of an academic building	116.00	106.58	101.75
3	DHAKA WD-(6c ) (i) Repair and renovation of the computer room	2.00	2.00	1.97
4	DHAKA WD-(6d ) (i) Repair and renovation work of hostel building, kitchen, and boundary wall	5.00	3.94	3.86
5	DHAKA WD(6e )/7(a) (i) Construction of internal sewerage line	12.83	14.36	14.36
6	DHAKA WD(6f) Vertical extension of academic building up to second floor	143.47	143.44	134.27
7	DHAKA WD-07 (i) Horizontal three-story hostel (ii) Repair and renovation of existing building	89.24	<b>95.25</b>	95.25
8	MYMENSINGH CO-ED WD-08 (i) Construction of a covered corridor (ii) Repair and renovation of science building, administrative-	100.00	70.61	75.44



Activity	Cost (taka million)		
	Estimate	Contract	Actual
academic building (iii) RCC Road			
9 MYMENSINGH FEMALE WD-11 (i) Vertical hostel extension (ii) Separation of hostel into male/female parts (iii) Vertical extension of PROMOTE building (iv) Repair and renovation of Shoshi Lodge	180.00	136.28	136.14
10 MYMENSINGH WD11-(a). (i) Repair and renovation work of TTC ( Male)	11.37	12.50	12.50
11 MYMENSINGH WD11-(b). (i) Repair and renovation work of TTC ( Female)	1.75	1.92	1.92
12 BARISAL WD-29 (i) Construction of a two-story building, with four-story foundation, for teaching rooms and computers (ii) Extension of female hostel (iii) Repair of hostel supervisor's quarters (iv) Repair of principal's quarters (v) Extension of conference room (vi) Repair to boundary wall	102.99	90.55	88.50
13 CHITTAGONG WD-25 (i) Two-story horizontal extension (ii) Repair and renovation of existing buildings (iii) New internal road	105.30	81.23	88.20
14 CHITTAGONG WD-26(a) (i) Two-story horizontal extension (ii) Repair and renovation of existing buildings (iii) New internal road	19.99	16.41	16.40
15 COMILLA WD-12 Vertical extension to academic vertical extension of administration building. Repair and renovation to auditorium, male hostel, administrative-academic building, principal's quarters, staff quarters, boundary wall	100.00	78.33	78.28
16 FENI WD-21 New three-story horizontal extension Repair and renovation	100.13	103.57	103.42
17 JESSORE WD-23 Repair, renovation, and vertical extension of academic building	45.69	37.70	34.60
18 JESSORE (WD24a) Repair and renovation work and vertical extension of academic building extension at TTC	9.51	10.38	10.38
19 KHULNA WD-18 Horizontal library building extension Repair and renovation	110.50	113.29	113.20
20 RAJSHAHI WD-15 Demolition of old building Horizontal academic building extension	115.00	84.29	85.26
21 RAJSHAHI WD-17(a) Installation of deep tube well at TTC	10.86	9.22	8.90
22 RAJSHAHI WD-17(b) Repair and renovation work of academic building at TTC	19.07	12.53	12.93
23 RANGPUR WD-27 Vertical extension to existing academic building	100.00	84.77	84.04

Activity		Cost (taka million)		
		Estimate	Contract	Actual
	Construction of academic building/hall Repair and renovation			
24	RANGPUR WD-28 (a) Repair work of science hostel, male hostel supper quarters	9.30	5.89	5.89
25	RANGPUR WD- 28(b) Repair work of science hostel, male hostel supper quarter	12.68	12.15	12.15
26	RANGPUR WD-28(c) Repair and renovation work of dining and kitchen room etc.	3.00	3.23	3.23
27	PABNA (WD31) New vertical extension resource center	29.00	28.98	28.95
28	Pabna WD- 31(a) Repair and renovation of academic and hostel building	4.99	5.00	5.00
29	Pabna WD- 31(b) Construction of partially cemented garage	2.81	2.74	2.73
30	SYLHET (WD33) New vertical extension resource center	29.00	27.59	27.55
31	SYLHET WD-33(a) Construction of internal approach road and sinking of deep tube well	10.00	8.45	8.45
32	SYLHET WD-33(b) Construction of semi <i>pucca</i> garage	2.86	2.86	2.86
33	SYLHET WD-33(c) Construction of boundary wall, drain, and approach road	36.83	36.84	36.84
34	FARIDPUR (WD32) New horizontal extension resource center New resource center	60.00	58.84	48.42
35	FARIDPUR-WD-32(a) Construction of semi <i>pucca</i> garage	2.89	2.80	2.78
	Repair, renovation and construction at 9 Secondary Education Science Development Centres (SESDs)			
36	CHITTAGONG WD-26 Vertical extension to student welfare building Extension of dining room Repair and renovation	69.90	73.99	73.80
37	COMILLA WD-13. Repair and renovation of administration-academic building, science building, SESDC hostel, two-story teachers' quarters Repair of internal road with drainage	50.00	38.44	38.42
38	FENI WD-22. Repair and renovation of Blocks A B E F G H	60.00	62.48	60.21
39	JESSORE WD-24. Vertical hostel building extension	50.00	38.23	38.45
40	KHULNA WD-19 Repair and renovation Construction of internal road, corridor, boundary wall, tube well, kitchen room	60.00	61.78	61.78
41	MYMENSINGH CO-ED WD-09 Vertical hostel building extension Repair and renovation	50.00	37.28	40.91
42	RAJSHAHI WD-16 Vertical extension	45.00	34.91	34.91
43	RANGPUR WD-28.	50.00	42.16	42.16

Activity		Cost (taka million)		
		Estimate	Contract	Actual
	Vertical extension of existing academic building, repair and renovation			
	Repair, Renovation and or Construction at Five Higher Secondary Teacher Training Institutes			
44	BARISAL WD-30 Extension to second story of the administrative-academic building and repair and renovation to existing buildings	60.00	53.99	44.32
45	WD-14 Vertical extension of academic building Construction of guard room, gate, and repair of boundary wall and existing walls	60.00	53.40	53.40
46	KHULNA WD-20 Vertical extension of academic-administration building Repair and renovation	60.00	62.33	62.10
47	MYMENSINGH WD-10 Vertical extension to the academic building, horizontal extension to hostel kitchen	60.00	41.77	45.81
48	MYMENSINGH WD-11(c) Repair and renovation work	1.24	1.27	1.27
49	RAJSHAHI WD-17 Vertical extension to the academic building	60.00	40.37	42.36
50	RAJSHAHI WD-17(c) Installation of submersible pump & construction of two underground water reservoirs	3.00	3.53	3.53
	Repair, Renovation and or Construction at NAEM			
51	DHAKA WD-01 Vertical extension of academic building	226.17	232.00	215.29
52	DHAKA WD-02 New five-story hostel	860.00	885.28	628.65
53	DHAKA WD-02(a) Vertical extension of existing hostel building up to seventh floor	271.82	271.54	272.91
54	DHAKA WD-03(a) Repair and renovation work	53.58	50.51	46.03
55	DHAKA WD-03(b) Repair and renovation of science building (WD03b) Repair and renovation of women's hostel Repair and renovation of north hostel Repair and renovation of west hostel Construction of kitchen and staff hostel	48.42	46.91	44.96
56	DHAKA WD-03(c) Installation of a substation	95.84	101.09	99.85
57	DHAKA WD-03(e) Repair of auditorium	27.00	26.75	26.75
	Repair, renovation and/or construction at Madrasa Teachers' Training Institute (BMTTIs)			
58	BMTTI GAZIPUR WD-05 Horizontal extension multipurpose building	174.00	177.49	177.49
59	BMTTI GAZIPUR WD-05(a). Repair and renovation work of existing building with electrification works	9.97	9.49	9.49
	Establish Teaching Resource Centers at 3 New TTC & 3 Outreach Resource Centers (ORC)			
60	PATUAKHALI WD-34(c) Construction of two-story building	99.81	90.22	83.44

Activity		Cost (taka million)		
		Estimate	Contract	Actual
61	PATUAKHALI WD-34(d) Vertical extension of existing building	52.47	54.67	54.65
62	RANGAMATI WD-34(b) Construction of two-story building	99.28	107.25	105.87
63	RANGAMATI WD-34(e) Installation of deep tube well, construction of brick wall., Construction of kitchen and construction of retaining wall	17.12	17.62	16.838
64	THAKURGAON WD-34(a) Construction of two-story building	99.28	90.22	83.10
65	THAKURGAON WD-34(f) Lime tracing work on roof	3.12	3.11	3.11
	<b>TOTAL</b>			<b>4,072.15</b>

Abbreviations: BMTTI=Bangladesh Madrasha Teacher Training Institute, ORC=Out Reach Center, PROMOTE=Program to Motivate, Train and Employ Female Teachers in Rural Secondary Schools, SEDS=Secondary Education Science Development Centre, TTC=Teacher Training College.

Source: DSHE. 2012. Project Completion Report. Dhaka

## **STATUS OF GENDER ACTION PLAN**

1. The project completion review (PCR) mission reviewed the implementation of the gender action plan (GAP) and assessed the progress. The status is summarized in the following paragraphs. The GAP had the following four major features:

- (i) Strengthen the capacity of schools to provide an effective learning environment for girls by raising institutional awareness of gender and inclusiveness issues, promoting women's participation in school management committees, and ensuring training for women teachers.
- (ii) Help the government achieve its goal of 40% women teachers in urban areas and 20% women teachers in rural areas, with relaxed conditions in 17 remote and underserved areas. It does this through advocacy and raising awareness of the requirement, by improving accommodation for women teachers in teacher training institutions and schools, monitoring the proportion of women teachers in schools and in training programs, and ensuring implementation of government policy on the recruitment of women teachers including the employment of eligible Program to Motivate, Train, and Employ Female Teachers in Rural Secondary Schools fellows.
- (iii) Mainstream gender as an issue at organizational level by conducting gender training and building the capacity of stakeholder organizations.
- (iv) Ensure that teacher training institutions are gender-friendly environments offering an inclusive and gender-sensitive curriculum.

### **A. Gender Benefits**

2. The project has supported women in achieving practical gender benefits by developing their skills in teaching. A total of 243,684 teachers passed the Non-government Teacher Registration and Certification Authority examinations, of which 33.35% were female. It can be assumed that if women get jobs in the same proportion in which they have passed the registration examination, the original project target of 30% female employment in secondary schools is achievable. The participation of women in the bachelor of education (B.Ed) program in government teacher training colleges (TTCs) reached 44.7% (6,495 female participants) in 2012. The skills of women in teaching computer studies, English, and Math were improved through training. A total of 16,035 head teachers were trained, of whom 9% were women. This has increased the opportunities for women to be employed as teachers and gain economic benefits. In three out of four TTCs the women's hostel was extended and the kitchen renovated, and in all TTCs access ramps were provided for disabled students. Women were provided with a secure residential section in all three outreach centers (ORCs).

3. Principals of all TTCs were instructed to adapt a section of the women's hostel for female continuing professional development participants bringing with them infants or young children, and TTC Rangpur has established a fully staffed and equipped crèche. The Ministry of Education issued a circular stipulating that a 2% quota of places in schools should be reserved for disabled students. Of the 2,975 unemployed ex-PROMOTE fellows, 30% are currently employed. Female teachers in rural schools account for 19.36% of teachers and female teachers in urban schools account for 40.14%. Against an overall target of 24.00% female teachers, the achievement so far is 23.09%. Classroom management is becoming increasingly

more gender balanced and friendly. There were 70 girls' schools without female teachers in 2009 but this number had dropped to 17 by December 2011—an important incentive for girls' education. Half of the PROMOTE hostel facilities are utilized by women teachers. However, utilization of the rest for female teachers needs to be addressed.

4. Women's participation has been encouraged and ensured by a circular in 2009 for appointment of at least two women members in school management committees (SMCs). This has facilitated women's participation in school decision making. Currently, 62.4% of schools have appointed female members to their SMCs and the rest are yet to comply with the ministry circular. A total of 53,826 participants have completed inclusive education awareness training for head teachers and SMCs (19.95% female participation), which has contributed to a positive attitude towards the education of girls and other vulnerable groups. The community orientation on Zero Tolerance towards the Violation of the Rights of Girl Students and Women Teachers in 58 districts, with 2,900 participants, was also an attempt to address a crucial strategic need of women.

5. Interministerial collaboration was established with the Ministry of Women and Children Affairs (MOWCA), which resulted in gender awareness in 40 educational institutions including TTCs and higher secondary teacher training institutes (HSTTIs) with a view to ultimately reducing violence against women. The MOE issued a circular to stop corporal punishment for students on 9 August 2010, which was also publicized via community awareness training.

**Table A7.1: Assessment of Gender-Related Results from the Gender Action Plan**

<b>Project Outputs/GAP Provisions</b>	<b>Status</b>
Project Objective: To enhance the quality of secondary education in Bangladesh secondary schools by improving the quality of teaching	<ul style="list-style-type: none"> <li>Female pass rates at SSC level improved from 49.87% in 2005 to 85.41% in 2012</li> <li>Dropout rates for girls at secondary level improved from 7.03% in 2005 to 5.80% in 2009</li> <li>Gross enrolment rates for girls at higher secondary level improved from 14.40% in 2008 to 20.18% in 2010</li> </ul>
Component 1.1: Establishment of an integrated teacher training system <ul style="list-style-type: none"> <li>Increase proportion of women teachers in schools at least up to levels in government circular</li> </ul>	<ul style="list-style-type: none"> <li>Female participation in B.Ed at government TTCs 44.7% (6,495)</li> <li>Study on barriers to the recruitment of women teachers completed</li> </ul>
Component 1.3: Development of NTRCA supported <ul style="list-style-type: none"> <li>Inability of SMC to recruit unqualified teachers provides more opportunities for qualified women teachers to be recruited</li> </ul>	<ul style="list-style-type: none"> <li>243,684 candidates have passed the NTRCA examinations since its inception. Female pass rates: 2011: 37.18%; 2010: 31.08%; 2008: 30.81%; 2006: 32.25%</li> </ul>
Component 1.4: Capacity of DSHE strengthened <ul style="list-style-type: none"> <li>GAP target for training is 25% female participation</li> <li>Mainstream gender at organizational level through gender action training</li> <li>Promote adherence to rules for proportion of female teachers and female membership of SMCs</li> </ul>	<ul style="list-style-type: none"> <li>25.2% (75) of DSHE staff receiving capacity building training are women</li> <li>86 DSHE staff trained in gender and inclusive education; 26.7% (23) of them are women</li> <li>26 NAEM staff completed TOT on gender and inclusive education, of whom five (19%) were women</li> <li>Three divisional workshops conducted to promote adherence to the rules given in the two 2009 government circulars related to women teachers' quota in school and women SMC members' quota. Participants included Deputy Commissions, DEOs, and USEOs in Chittagong, Khulna, and Barisal. Total participants 155.</li> </ul>
Component 1.5: Capacity of BANBEIS strengthened <ul style="list-style-type: none"> <li>Monitor percentage of female teachers in urban and rural areas</li> </ul>	<ul style="list-style-type: none"> <li>18.91% female teachers in rural schools and 34.11% in urban schools at EOP</li> <li>Identified 70 girls' schools without female teachers in 2009. By Dec 2011, after MOE intervention, this number had dropped to 17.</li> <li>20 BANBEIS staff participated in gender and inclusive education training prior to carrying out national survey of disabled people</li> <li>List of thematic maps to support spatial analysis related to GAD issues provided to BANBEIS for inclusion in GIS but not yet produced</li> </ul>
Component 1.6: Training of head teachers and administrators improved <ul style="list-style-type: none"> <li>GAP target for training is 25% female participation</li> <li>Inclusion of GAD issues in all training programs</li> </ul>	<ul style="list-style-type: none"> <li>9% (1,443) of 16,035 head teacher receiving 21-days training are women</li> <li>5% (554) of 11,073 head teacher receiving follow-on training are women</li> <li>5.53% (85) of 1,537 head teacher receiving initial HTT are women</li> <li>Four sessions of 21-day HTT and seven sessions of 35-day HTT on inclusive education</li> <li>Advocacy for adherence to women teacher and female SMC member quotas included in head teacher follow-on training</li> <li>Head teacher impact study shows that head teachers are more likely to make professional development plans for enhancing efficacy of their teachers after training</li> <li>Head teacher impact study shows that head teachers are working to improve inclusiveness in their schools</li> <li>Anecdotal reports of head teachers organizing mothers' meetings in their schools to encourage mothers to provide academic support to their daughters</li> </ul>
Component 2: Teacher training facilities improved <ul style="list-style-type: none"> <li>Ensuring gender-friendly</li> </ul>	<ul style="list-style-type: none"> <li>Women's rest rooms with adjoining bathroom established in all 14 TTCs</li> <li>In three TTCs, women's hostel extended and kitchen renovated</li> </ul>

Project Outputs/GAP Provisions	Status															
environment and infrastructure	<ul style="list-style-type: none"><li>All TTCs include access ramps for disabled students</li><li>Women provided with secure residential section in all three ORCs</li><li>Principals of TTC instructed to adapt a section of women's hostel for female CPD participants bringing with them infants or young children</li><li>TTC Rangpur has established a fully staffed and equipped crèche</li><li>Survey of PROMOTE hostels found that more than half used for target group</li></ul>															
Component 3: Initial teacher training to all new and serving secondary teachers provided <ul style="list-style-type: none"><li>GAP target for training is 25% female participation</li><li>Inclusion of GAD issues in all training programs</li><li>Quality teacher trainers</li></ul>	<ul style="list-style-type: none"><li>Female participation in B.Ed at government TTCs 44.7% (6,495); total number receiving B.Ed from government TTCs to EOP is 14,531</li><li>15,758 participate in 3-month STC, of which 7.98% (1,257) were women</li><li>1,228 participate in 9-month STC upgrade, of which 12.78% (157) were women</li><li>Government issued circular to make 35% of existing B.Ed increment available to STC holders</li><li>All B.Ed modules reviewed ensuring gender sensitivity</li><li>122 master trainers from TTCs, NAEM, and DSHE completed TOT in gender and inclusive education (24.6% female [30])</li><li>Six people complete 1-year master's degree in inclusive education in Australia. One of these was a woman (17%).</li><li>17 people participated in 6-week training on inclusive education in Malaysia including 14 class teachers from outreach areas (Patuakhali, Thakurgaon, and Rangamati) and the head teachers from the management committee of Thakurgaon and Patuakhali ORCs. Eight of these were women (47%).</li><li>All ORC committees include female members</li><li>459 people, mainly TTC staff, have completed short-term training or study tours abroad; 44 people (including 7 women [16%]) have completed 1- or 2-year master's programs. Female participation in international training was 137 (29.82%)</li></ul>															
Component 3: In-service teacher professional development for all serving teachers implemented <ul style="list-style-type: none"><li>GAP target for training is 25% female participation</li><li>Inclusion of GAD issues in all training programs</li><li>Quality teacher trainers</li><li>Giving priority for women teachers in English, mathematics, and IT training</li></ul>	<ul style="list-style-type: none"><li>201,992 participants in CPD, CPD English (15.5% women) and CPD Digital Content (14.37% women) training. Overall 58,578 women (29%)</li><li>119,807 participants in CPD follow-on training; 31,557 women (26.34%)</li><li>99,957 participants in Cluster Training; 21,291 women (21.3%)</li><li>All training materials reviewed ensuring gender sensitivity</li><li>4,618 teacher educators and master trainers complete TOT 986 women (21.35%)</li></ul> <p><b>Proportion of Female Participation in Key Subject Areas of CPD Training</b></p> <table><tr><th>Subject(s)</th><th>% Female</th><th>Total Female</th></tr><tr><td>Computer Studies</td><td>34.90</td><td>1,535</td></tr><tr><td>English</td><td>15.50</td><td>1,920</td></tr><tr><td>Higher Mathematics</td><td>5.00</td><td>91</td></tr><tr><td>Mathematics</td><td>8.00</td><td>1,633</td></tr></table> <p>(Source: STIS)</p>	Subject(s)	% Female	Total Female	Computer Studies	34.90	1,535	English	15.50	1,920	Higher Mathematics	5.00	91	Mathematics	8.00	1,633
Subject(s)	% Female	Total Female														
Computer Studies	34.90	1,535														
English	15.50	1,920														
Higher Mathematics	5.00	91														
Mathematics	8.00	1,633														
Component 3: Innovation and Development Fund Implemented	<ul style="list-style-type: none"><li>Low-cost or no-cost science equipment project targeted equal proportions of girls' and coeducational schools and had a special focus on girls in science. Project resulted in increase in numbers of students selecting science stream. Results show increase in number of girls selecting science stream is much higher than increase in number of boys.</li></ul>															



Project Outputs/GAP Provisions	Status																								
	<div><div>2012 Enrolments as a Percentage of 2007 Enrolments</div><table><tr><th>Item</th><th>Boys</th><th>Girls</th><th>Total</th></tr><tr><td>Rajshahi Non IDF</td><td>125</td><td>166</td><td>140</td></tr><tr><td>Rajshahi IDF</td><td>133</td><td>163</td><td>150</td></tr><tr><td>Baderganj</td><td>61</td><td>112</td><td>83</td></tr><tr><td>Gangachara</td><td>117</td><td>199</td><td>141</td></tr><tr><td>Mithapukur</td><td>132</td><td>175</td><td>148</td></tr></table></div> <div><ul style="list-style-type: none"><li>• M-Learning project allows women in remote areas to join CPD training without leaving their home.</li><li>• Gender and inclusive education training courses among self-generated training modules in cluster schools and ORC IDF projects</li></ul></div>	Item	Boys	Girls	Total	Rajshahi Non IDF	125	166	140	Rajshahi IDF	133	163	150	Baderganj	61	112	83	Gangachara	117	199	141	Mithapukur	132	175	148
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Mithapukur	132	175	148																						
<p>Component 4: Equitable access to quality teaching and community involvement improved</p> <ul style="list-style-type: none"><li>• Incentive packages for teachers in remote and underserved areas</li><li>• Outreach resource centers established in Rangamati, Patuakhali, and Thakurgaon</li><li>• Specialist training program for teachers in underserved areas</li><li>• Training for head teachers, SMCs, and district and upazila (subdistrict) authorities</li><li>• Community awareness training</li></ul>	<div><ul style="list-style-type: none"><li>• MOE deferred decision about incentive packages to TQI-II</li><li>• ORCs established end 2009 and functional from 2010</li><li>• 2142 participants have completed inclusive education training for classroom teachers (14.9% female participation)</li><li>• 53,826 participants have completed inclusive education awareness training for head teaches and SMCs (19.95% female participation)</li><li>• Community awareness training on zero tolerance towards violation of the rights of girl students and women teachers rolled out in Dec 2010; 2900 participants from 58 districts to EOP</li><li>• MOE issued circular on Stop to Corporal Punishment for Students on 9 Aug 2010. Circular publicized in community awareness training.</li><li>• Interministerial collaboration with MOWCA resulted in gender awareness videos and posters being distributed to 40 educational institutions including TTCs and HSTTIs.</li><li>• Based on two workshops conducted with participation of NGOs, IER, NAEM, MOSW, MOE, DSHE, and TTCs, project produced policy framework on accessibility for students with disabilities which was sent to MOE in Aug 2010.</li><li>• 62.4% of schools found to have fulfilled the requirements of MOE circular (8 June 2009) requiring appointment of two women members to SMCs in study conducted in 2011.</li></ul></div>																								

Abbreviations: BANBEIS=Bangladesh Bureau of Educational Information Statistics, B.Ed.=Bachelor of Education, CPD=Continuing Professional Development, DEO=District Education Officer, DSHE=Directorate of Secondary Education, EMIS=Educational Management Information System, GAP=Gender Action Plan, HSTTI=Higher Secondary Teacher Training Institute, IER=Institute of Education research, MOE=Ministry of Education, MOWCA=Ministry of Women and Children Affairs, MOSW=Ministry of Social Welfare, MPO=Monthly Payment Order, NAEM=National Academy for Educational Management, NTRCA=Non-government Teacher Registration and Certification Agency, ORC=Out Reach Center, PCR=Project Completion Report, PROMOTE=Program to Motivate, Train and Employ Female Teachers in Rural Secondary Schools, STIS=Secondary Teacher Information Statistics, SMC=School Management Committee, SSC=Secondary School Certificate, TTC=Teacher Training College, TOT=Training of Trainers, and USEO=Upazila Secondary Education Officer.

Source: DSHE. 2012. Project Completion Report. Dhaka.

## B. Implementation Status of Gender Action Plan

6. Resources allocated in the project for GAP implementation included provision for gender and inclusive education training for DSHE and other stakeholder organizations, for TOT training for gender and inclusive education trainers, for community training, and for training classroom teachers and head teachers and SMC members. Other resources included a communications

budget and resources (STIS and BANBEIS databases) for monitoring adherence to quotas for female teachers. These resources were adequate. GAP implementation was monitored regularly using data from the STIS and BANBEIS. The long lag time in publication of BANBEIS census data was a constraint.

7. GAP targets for employment of female teachers and election of female members to SMCs were revised downwards by the MOE. These new targets have almost been met despite constraints on schools, particularly on staffing allocation for schools consistent with the number of students and an embargo on issuing new monthly payment orders being in place since 4 February 2011. The exemption or “relaxed conditions” for 17 *upazilas* (subdistricts) in remote and underserved areas is a matter of concern as support for female students in these areas is critical. While the overall GAP target of 25% female participation in training programs was almost achieved (female participation at EOP was 24.56%), women were underrepresented in head teacher training because the project was constrained from offering an intended program of pre-service head teacher training. Women were also underrepresented in in-service training in English and mathematics as their proportions in these training programs reflect their proportion in the schools.

8. The overall project objective is to enhance the quality of secondary education in Bangladesh’s secondary schools by improving the quality of teaching. In terms of project impact, it can be seen that the Secondary School Certificate (SSC) results of girls are improving, more girls are undertaking higher education, and the dropout rate of female students has decreased. As the achievement of female students in Bangladesh’s secondary schools has always been lower than that of boys, success in improving the achievement of girl students is likely to have a disproportionately large impact on overall quality indicators. Conversely, if the education of female students is neglected, it will be difficult to achieve a substantial overall gain against the same indicators. As increasing the representation of female teachers in schools and on SMC committees will send a clear message both to parents and girl students that the education of women is important while at the same time providing support for girls already enrolled at secondary schools, the achievement of GAP targets will inevitably contribute to the project objective of enhancing the quality of secondary education.

9. The project intended to increase the number of trained female teachers in secondary schools and improve the learning environment for girls. The targets set for recruitment of female teachers and their training was geared towards increased numbers of female teachers. The activities related to developing hostel facilities in TTCs, water supply and sanitation facilities, etc. were also facilitating factors. Similarly, increasing the number of trained female teachers, community awareness raising, gender orientation of teachers and stakeholders, circular for women’s involvement in SMCs, and awareness raising against “eve teasing” of girl students and female teachers, etc. contributed towards improvement of the learning environment for girls. The project has done a number of studies and assessments and prepared recommendations for encouraging women to teach and work in remote areas. However, the MOE has not yet issued instructions on the incentive mechanism for teachers in underserved areas. The circular for inclusion of women in SMCs is a milestone for bringing women into educational decision making but needs follow up for implementation in all schools.

10. Although there have been many positive achievements under the project, there remain several challenges to be addressed in future projects in this respect, including the ongoing Second Teaching Quality Improvement in Secondary Education Project. Under the project, female participation figures were lowest in head teacher training. This reflects the low proportion of women in leadership positions in schools. If a program of pre-service head teacher training

could be introduced in the second project as had been intended under the original project, it would provide an opportunity for taking affirmative action to recruit more female head teachers. A limitation of the project was the inability to meet all loan covenants. Unfulfilled loan covenants related to incentive payments for teachers in remote and underserved areas, which the ministry has requested are carried over to the Second Teaching Quality Improvement in Secondary Education Project. Providing more forums within which project experts can interact with ministry officials to play an advocacy role on these and other issues may expedite action on loan covenants and other project proposals in the future. Finally, there would have been advantages in making the project gender specialist position a longer term position as most GAP targets could only be achieved through consistent advocacy, capacity building, and an effective and sustained communications strategy, and opportunities for this were limited by gaps in the deployment of the gender consultant.

Table A7.2: Status of Gender Action Plan Implementation by Component Focus

Area of Focus 1: Strengthen Capacity of Schools to Provide Effective Learning Environment for Girls				
Issues	Tasks	EOP Target	Status at April 2012	Responsible
Increase institutional awareness	Conduct workshops, consultations and training on inclusive education for SMCs, head teachers, and district and <i>upazila</i> (subdistrict) authorities	<p>Inclusive education awareness training for head teacher and SMC members: 55,000</p> <p>Inclusive education training for classroom teachers: 2,500</p> <p>Community awareness training on gender and inclusive education : 3,200</p>	<ul style="list-style-type: none"> <li>53,826 head teachers and SMC members are trained in inclusive education. Target is 55,000. Female participation is 19.95%.</li> <li>2,142 are trained under the Inclusive Education Training for Classroom Teachers (4+4). The target is 2,500. Female participation is 14.9%.</li> <li>2,900 participants from 58 districts have been trained in the 1-day Community Awareness Workshop on gender and inclusive education: Zero Tolerance towards violation of rights of girl students and female teachers. EOP target is coverage of 64 districts involving approximately 3,200 participants. Program was rolled out in Dec 2010.</li> <li>Completed successfully the interministerial collaboration with MOWCA/ GTZ (activism campaign) on gender awareness videos and posters with 40 educational institutions engaged and using the distributed materials in various project trainings, sensitizing students and teachers with involvement of local media. A telephone follow-up to all 40 institutions was conducted, showing 100% use of the materials to a varying degree. Partnership and outreach is strengthened on gender rights. A report was submitted on 2 Feb 2011 and the project also received a briefing note on the collaboration from MOWCA dated 12 April 2011.</li> <li>Recent government circulars of relevance to gender are the circulars on 40% female teachers in urban schools and 20% in rural schools, and the circular of at least two female members in an SMC. An older circular is the PROMOTE Guideline on Female Teacher Hostels.</li> <li>An important new circular, Stop to Corporal Punishment of Students in Education Institutions, was issued on 9 August 2010 to ensure that children are taught in a safe environment.</li> <li>The MOE issued a circular on 9 December 2010: Circular for Admission of Students in Government Secondary Schools. It states that a 2% quota is to be reserved for disabled students. The previous circular had no such quota. The circular should also apply to nongovernment secondary schools.</li> <li>The project proposed a draft circular on accessibility for students with disabilities in Aug 2010. A consultation workshop on 29 Sep 2010 on how to include children with disabilities into mainstream secondary schools (37 from disability sector organizations, IER, NAEM, MOSW, MOE, DSHE, TTCs, colleges, journalists). Valuable recommendations were forwarded on 7 October 2010 to MOE. A follow-on workshop on 23 Dec 2010 (83 of whom 33 were females) organized by NFOWD/ Action Aid/ project provided further impetus to a policy framework with 11 major issues raised in the area of equitable access and participation of students and teachers at all levels and institutions.</li> <li>In the 3 months of Dec–Feb training need assessments were carried out in the three ORCs (two in each place) for a total of 240 persons. To ensure ownership, participation, and relevance of training topics and areas in these new institutions, the TNAs were completed as planned. Each prioritized list forms the basis for the ORC annual plan. Participants stated gender and inclusive education as a training priority in all ORCs.</li> </ul>	TQI-SEP Component 4

			<ul style="list-style-type: none"> <li>▪ The preliminary findings of the initial impact assessment (IIA) show that there is a statistically significant and qualitatively noteworthy impact on quality performance indicators with regard to gender and inclusive education. Classroom management is becoming increasingly more gender balanced and friendly.</li> </ul>	
Promote women's participation in SMCs	Advocate government quota for minimum 16.66% females in SMCs	Project SMC training includes message of changed policy on minimum quota of two women members in an SMC	<ul style="list-style-type: none"> <li>▪ Workshops on awareness, assessment, and actions undertaken. Message included at local, district, divisional, and central level.</li> <li>▪ Advocacy in TOT, head teacher refresher, inclusive education for classroom teachers, in divisional workshops, on the project website, and in community awareness workshops.</li> <li>▪ Component 4 completed an exploratory study to assess and track the change in the number of women in SMCs in May 2011. In a random sample of schools taken from 56 <i>upazilas</i> (subdistricts) in 18 districts, it was found that 15.66% of SMC members were female although there were large regional discrepancies (for instance in Chittagong there were only four women serving on 18 SMCs); 62.4% of schools fulfilled the requirements of MOE Circular (8 Jun 2009) having SMCs with two or more female members; 13.1% of schools had no female SMC members.</li> </ul>	MOE
Ensure training for women teachers	<p>Increase quota of women teachers in training</p> <p>Instruction for including women in all types of training be given by all components and PMU</p> <p>Giving priority to women teachers in English, mathematics, and IT training</p>	25% women participant target in all project training	<p>Data from STIS indicates that female participation varies by training type but basically reflects the proportion of women in employment.</p> <p>Female participation during the project period:</p> <p>9.00% of participants in HTT</p> <p>5.53% of participants in Initial HTT</p> <p>5.00% of participants in head teacher Follow-on Training</p> <p>14.61% of participants in Educational Administrators' Training</p> <p>29.00% of participants in CPD 1 Training</p> <p>26.34% of participants in CPD 2 Training</p> <p>21.33% of participants in Cluster Training</p> <p>19.95% of participants in inclusive education Training for head teacher and SMCs</p> <p>14.90% of participants in inclusive education Training for classroom teachers</p> <p>29.82% of participants in overseas training</p> <p>21.35% of participants in TOT</p> <p>44.70% of B.Ed enrolments in government TTCs</p> <p>7.98% of STC (3 month) enrolments</p> <p>12.78% of STC (9 month) enrolments</p>	TQI-SEP Components 1.6, 3, and 4

Area of Focus 2: Increase the Number of Female Teachers to 40% in Urban and 20% in Rural Areas Secondary Schools				
Issues	Tasks	EOP Target	Status April 2012	Responsible
Increase the number of women teachers	<p>Targets set</p> <p>Produce gender-disaggregated data of teachers</p> <p>Provide accommodation for women teachers</p> <p>Monitor percentage of women teachers in training</p> <p>Ensure implementation of government policy on recruitment of women teachers</p>	<p>40% (urban) and 20% (rural) female teachers</p> <p>STIS Comp. 2 for accommodation in TTCs/ HSTTIs</p> <p>Promote hostels</p> <p>Government policy in place</p>	<ul style="list-style-type: none"> <li>Accommodation completed in TTCs, HSTTIs, and ORCs</li> <li>Completed a status report on PROMOTE hostels. The report is a follow-up study on availability and use of PROMOTE hostels and recommendations are included.</li> <li>Circular in place on 40% women teachers in urban areas, 20% in rural areas, and relaxed in 17 remote and underserved areas.</li> <li>BANBEIS provided categories of rural and urban schools for the STIS database, and the STIS was updated. Component 4 completed monitoring the 40% urban and 20% rural female teachers in schools as of circular/ STIS and per division. Findings plus data were used in awareness creation workshops.</li> <li>STIS data used for targeting, planning, and training</li> <li>Advocacy on policy adherence and targeting through action planning in trainings</li> <li>As per the latest BANBEIS Bangladesh Educational Statistics 2010 data (published August 2011), there were 18.91% female teachers in rural schools and 34.11% in urban schools. This concludes that the government is yet to fulfill the 20%/40% circular issued in June 2009. Overall, female teachers account for 23.09% of the teaching force; the project target is 24.00%</li> <li>The percentage of women teachers in training is monitored</li> <li>Completed the study: Investigating the Barriers to the Recruitment of Female Teachers.</li> </ul>	<p>TQI Comp 4</p> <p>TQI Comp 1.5</p> <p>Monitoring</p> <p>TQI Comp 2 in TTCs</p> <p>MOE for policy issues</p>
Adherence to rules	<p>Promote adherence to 40%, 20% quota for inclusion in MPO</p> <p>Ensure implementation of circular to recruit PROMOTE fellows</p>	<p>Mechanisms in place to monitor MPO</p> <p>Monitor recruitment of PROMOTE fellows</p>	<ul style="list-style-type: none"> <li>Identification of 70 girls' schools without women teachers. Component 4 followed up on those schools in 2010. At that time, 22 girls' schools out of 70 had one female teacher or more. The MOE issued a directive to the remaining schools to adhere to the circular. In July 2010, the number had risen to 48 out of 70 and in December 2011 to 53 out of 70. This is a positive development.</li> <li>Preparatory activities were initiated to recruit unemployed PROMOTE fellows but MOE has not taken any initiatives to recruit PROMOTE fellows</li> </ul>	<p>MOE</p> <p>NTRCA</p> <p>TQI Comp 4 follow-on</p>
Advocacy for women teachers and community awareness on the policy of recruiting 40%, 20% women teachers	<p>Prepare plan to follow up inclusive education</p> <p>Awareness training with campaign targeted at DEOs, USEOs, etc.</p> <p>Target districts and upazilas</p>	<p>Provide incentives to SMCs to employ women teachers</p> <p>Incentives included in revised Development Project Proforma</p>	<ul style="list-style-type: none"> <li>Completed two strategic planning pilot workshops for DEOs/USEOs in Barisal and Patuakhali on adherence to the two policies (70 persons per training; 5 women = 7%)</li> <li>Completed strategic planning workshop for DEOs/ USEOs in Khulna on the two policies plus the guidelines on a PROMOTE hostel for women teachers (39 persons per training; 7 women = 18%)</li> <li>Completed strategic planning workshop for DEOs/ USEOs in Chittagong on the two policies plus the guidelines on a PROMOTE hostel for women teachers (46 persons per training; 8 women = 17%)</li> <li>Districts and upazilas with low number of female teachers clearly identified and targeted in above trainings (based on STIS)</li> </ul>	<p>MOE</p> <p>TQI Comp 4</p>

Area of Focus 2: Increase the Number of Female Teachers to 40% in Urban and 20% in Rural Areas Secondary Schools				
Issues	Tasks	EOP Target	Status April 2012	Responsible
	(subdistricts) with low % of women teachers			
Increase proportion of women teachers in rural schools	<p>Increased number of eligible PROMOTE fellows employed</p> <p>Establish mechanism to provide incentives to rural women teachers, including PROMOTE fellows</p>	<p>List of unemployed PROMOTE fellows available</p> <p>Provide incentives to ~500 teachers</p>	<ul style="list-style-type: none"> <li>Follow-up on availability of unemployed fellows was initiated. List available of 2,975 unemployed ex-PROMOTE fellows; 30% of PROMOTE fellows are currently employed.</li> <li>MOE has deferred a decision on identification of underserved areas to TQI-II</li> <li>MOE has deferred a decision on incentives for women teachers serving in remote areas</li> </ul>	TQI Comp 4 MOE NTRCA

Area of Focus 3: Mainstreaming Gender at Organizational Level				
Issues	Tasks	EOP Target	Status April 2012	Responsible
Capacity building and awareness creation in key individuals of the agencies	<p>Build capacity of project stakeholder organizations</p> <p>Conduct gender action training</p> <p>Develop database</p> <p>Monitor outcomes</p>	<p>Gender action training for 150 stakeholder institution experts</p> <p>Database will be developed when training areas and groups are identified</p> <p>Monitoring will follow</p>	<ul style="list-style-type: none"> <li>Training needs assessed in BANBEIS and NAEM. Training programs designed, implemented, and assessed accordingly</li> <li>67 DSHE staff trained in gender and inclusive education (28.3% women)</li> <li>19 new DSHE staff trained in gender and inclusive education, 2009 (21% women)</li> <li>Outcome of DSHE training monitored, 1-day workshop for 23 people (4 women = 21%)</li> <li>26 NAEM staff completed TOT on gender and inclusive education, 2 x 4 days = 8 days (8 women = 31%)</li> <li>Outcome on NAEM training monitored, half day for 13 persons (3 women = 23%). Mainstreaming of gender in NAEM assessed in Dec 2010</li> <li>20 BANBEIS statisticians completed gender and inclusive education training, 5 half days (4 women = 20%)</li> <li>In total 298 officials (25.2% female) completed training. EOP target has been achieved</li> <li>SESDP and project collaboration on gender to avoid overlapping and exchange of best experiences and materials</li> </ul>	<p>TQI Comp 1.1, 1.5, 3, and 4</p> <p>Stakeholder institutions</p>

Area of Focus 4: Teacher Training Institutions				
Issues	Tasks	EOP Target	Status April 2012	Responsible
Inclusion of gender and development issues in all training programs	Include gender issues in training programs  Ensure gender-sensitive training materials	Ensure gender issues included in programs and materials	<ul style="list-style-type: none"> <li>All project training curriculum, materials, and training reflects gender and inclusive education</li> </ul>	
Quality teacher trainers	Produce quality teacher trainers  Conduct TOT with gender focus	128 suitable trainers  Conduct TOT	<ul style="list-style-type: none"> <li>TOT on inclusive education completed for 64 government TTC trainers in 2007; 14 female participants (22%)</li> <li>TOT on inclusive education training plan was assessed and revised, and training days increased from 5 to 6</li> <li>32 additional participants completed new gender and inclusive education TOT in IER; 11 female participants (34.4% female)</li> <li>26 NAEM staff completed 2x4 days TOT on gender and inclusive education; 5 female trainees (19.2% female)</li> <li>122 master trainers completed TOT on gender and inclusive education (24.6% female)</li> </ul>	TQI Comp 1.6, 3, and 4
Ensuring gender-friendly environment and infrastructure	Provide accommodation  Provide water supply and sanitation, common room and prayer room	Gender-friendly accommodation and environment available at TTCs, HSTTIs, and ORCs	<ul style="list-style-type: none"> <li>Infrastructure and environment revised. Facilities in place for women in TTCs and NAEM</li> <li>In all government TTCs women's restroom facilities were established; in three new TTCs the women's hostel was extended and kitchen renovated</li> <li>Women were provided a secure section in three ORC hostels.</li> <li>All three ORCs are functioning</li> <li>Drafted the guidelines for TTCs, HSTTIs, and ORCs on accessibility and gender friendliness</li> <li>Guidelines on the running of ORCs were drafted and comments incorporated. The guidelines were shared with participants from three ORCs in workshops (May 2010). As per the guidelines, all ORC committees have ensured female membership.</li> </ul>	MOE  TQI Comp 2 for monitoring  TQI Comp 3 and 4 for running ORCs



Area of Focus 5: Monitoring and Evaluation				
Issues	Tasks	EOP Target	Status April 2012	Responsible
Monitoring and evaluation	Conduct analysis of STIS and EMIS data to track changes due to project activities	Develop and maintain STIS	<ul style="list-style-type: none"> <li>▪ The Secondary Teachers Information System (STIS) provides sex-disaggregated data.</li> <li>▪ Meeting with BANBEIS on ideas for thematic maps related to gender equity. Requested thematic maps not yet developed by BANBEIS.</li> <li>▪ Monitoring of gender and inclusive education through classroom observations. Gender and inclusive education is mainstreamed in monitoring sheets used by teacher educators as part of their mentoring and monitoring activities.</li> <li>▪ Gender monitoring of the 20% and 40% female teacher quota is fundamental for tracking adherence to this policy and for assessing and setting strategic directions.</li> <li>▪ BANBEIS latest publication (2010) states that female teachers in rural schools account for 18.91% and female teachers in urban schools account for 34.11%. This concludes that the government is yet to fulfill the quota.</li> <li>▪ Monitoring of female SMC members indicates that MOE targets are being met in 62.5% of schools.</li> </ul>	TQI Comp 1.5 for STIS
	Disseminate statistics on teachers' recruitment process, registration, approval of MPO posts, teachers training, classroom management, etc.	Support development of EMIS in DSHE (GIS with BANBEIS)		DSHE/ BANBEIS for EMIS (1.5) NTRCA for TRIS (1.3)
		Support development of TRIS in NTRCA		TQI Comp 4 for overall follow-on  DSHE training wing for MPO posts (1.4, 1.5)

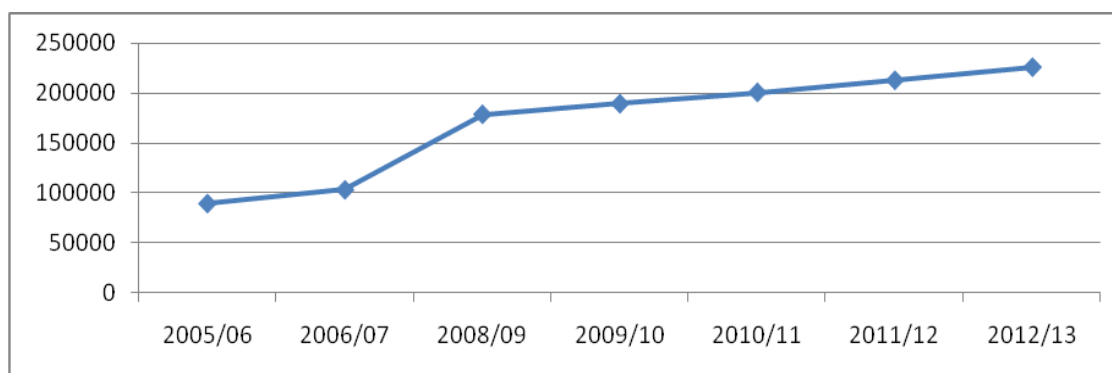
Abbreviations: BANBEIS=Bangladesh Bureau of Educational Information Statistics, B.Ed.=Bachelor of Education, CPD=Continuing Professional Development, DEO=District Education Officer, DSHE=Directorate of Secondary Education, EMIS=Educational Management Information System, GAP=Gender Action Plan, HSTTI=Higher Secondary Teacher Training Institute, IER=Institute of Education Research, MOE=Ministry of Education, MOWCA=Ministry of Women and Children Affairs, MOSW=Ministry of Social Welfare, MPO=Monthly Payment Order, NAEM=National Academy for Educational Management, NTRCA=Non-government Teacher Registration and Certification Agency, ORC=Out Reach Center, PCR=Project Completion Report, PROMOTE=Program to Motivate, Train and Employ Female Teachers in Rural Secondary Schools, STIS=Secondary Teacher Information Statistics, SMC=School Management Committee, SSC=Secondary School Certificate, TTC=Teacher Training College, TOT=Training of Trainers, and USEO=Upazila Secondary Education Officer.

Source: DSHE. 2012. Project Completion Report. Dhaka

### INTERNAL EFFICIENCY AND RETURN ON INVESTMENT IN TEACHING QUALITY IMPROVEMENT

1. Prior to the project, in 2003–2005 public expenditure for education was only 14%–15% of total budget allocation. Approximately 50% of the total education sector budget allocated was for primary education, 40% for secondary education, and only 10% for higher and tertiary education. However, allocations for teacher education and training were extremely low.
2. During the project period (FY2006–FY2012) public expenditure for education increased, and in FY2013 the government had increased allocations to teacher training and education through the Teaching Quality Improvement in Secondary Education Project. The investment is the first in teaching quality improvements. The fiscal impact of the project on teacher training was a major outlay of the teaching quality improvement budget but it had limited impact on the public revenue budget.
3. The project provided extensive training of teachers of both public and nongovernment secondary school teachers in more than 19,000 secondary schools (including only 317 public schools). The project impacted the teaching skills of teachers, especially those in nongovernment secondary schools (98.5%) who had no teacher training prior to the project. The project supported teacher training and significantly enhanced teachers' teaching performance, and this improved student performance in all grades (6–10) in classes and school examinations, and terminal public examinations (Junior Secondary Certificate [JSC] and Senior Secondary Certificate [SSC]). Growth in the public budget for teacher training schools since FY2006 has indicated considerable increase of public investment in teacher training, and the bulk of the funds came from the project. Implementation of the project increased government support to teaching quality improvement and ensured continued growth of public allocations to teacher training. Hopefully the growth rate will continue even after implementation of the ongoing Second Teaching Quality Improvement in Secondary Education Project. Growth of public allocations for teacher training through the TTCs is shown in Table A8.1 and Figure A8.1.

**Figure A8.1 Growth of Public Budget for Teacher Training**



4. The economic benefit potentially included social returns from the investment through improved efficiency of teachers and improved productivity of secondary school graduates. The major economic benefits of the project lie in its contributions to improved internal efficiency of the secondary education system in terms of completion, dropout, and survival rates of students enrolled in secondary education. The reevaluation of economic returns on investment in teacher training includes an assessment of increased number of students completing secondary school education with increased pass rates compared to the pre-project period.

5. The benefit of investment in teaching quality improvement is viewed in the reevaluation as a labor market return or income for those students who passed the SSC. For the purpose of this cost-benefit analysis, productivity differentials denote benefits from increased earnings or inflows resulting from improved productivity of graduates.

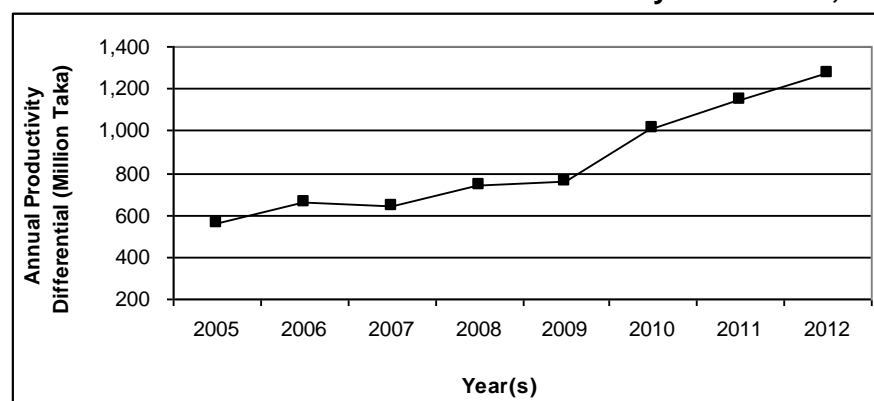
6. The Bangladesh Bureau of Statistics Household Income and Expenditure Survey 2005 is used in the project completion report for calculating productivity differentials at 2005 constant prices. The estimated benefit generated since FY2001 is presented in Table A13.2, showing that at the end of 2012 the total benefit per annum stood at \$18.25 million, which is 129% higher than in 2005 (\$7.97 million). The reevaluated flow of benefit for 2001–2012 is estimated based on the actual number of students that appeared in the SSC and passed successfully. Graduates gain opportunity of higher income than those who don't pass. The number of students appearing and passing the SSC successfully prior to and during the project is presented in Table A8.1. The annual benefit is calculated based on the annual income of householders having different educational qualifications. The productivity difference between householders with no educational attainment and household with SSC is Tk1,412, as per the Household Income and Expenditure Survey 2005 of the Bangladesh Bureau of Statistics. The annual estimated benefits are also shown in Table A8.1 and Figure A8.2.

**Table A8.1: Returns to Investment on Teaching Quality Improvement – Benefit of Productivity Differential**

Year	Total Students Appeared in SSC	Students Passed SSC		Annual Benefit (million)	
		Number	%	taka	\$
2001	786,220	276,903	35.22	390.99	5.59
2002	1,005,937	408,979	40.66	577.48	8.25
2003	921,024	330,766	35.91	467.04	6.67
2004	756,387	363,270	48.03	512.94	7.33
2005	751,421	394,993	52.57	557.73	7.97
2006	784,815	466,732	59.47	659.03	9.41
2007	792,165	454,455	57.37	641.69	9.17
2008	743,609	526,576	70.81	743.53	10.62
2009	797,891	537,878	67.41	759.48	10.85
2010	912,577	713,560	78.19	1,007.55	14.39
2011	986,650	810,666	82.16	1,144.66	16.35
2012	1,048,144	904,756	86.32	1,277.51	18.25

Source: Bangladesh Bureau of Statistics. 2011. Bangladesh Education Statistics. p.238.

**Figure A8.2: Trend of Annual Benefit from Productivity Differential, 2005–2012**

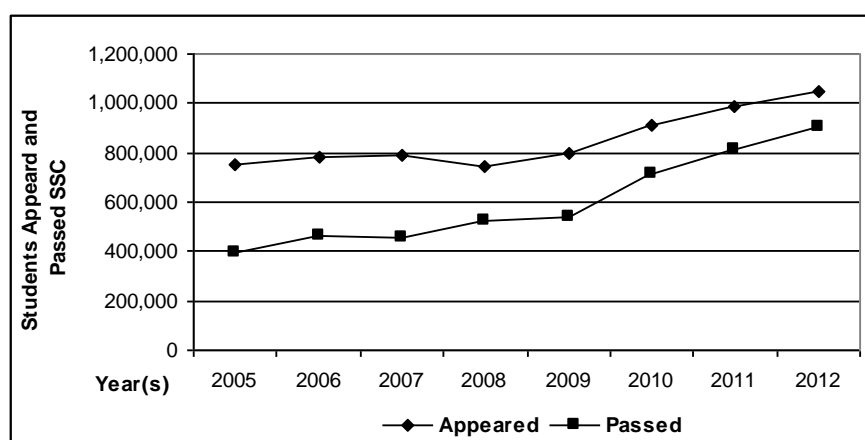


7. The project completion review mission assessed the economic benefits and returns to investment in teaching quality improvements in terms of gaining skills through an increased

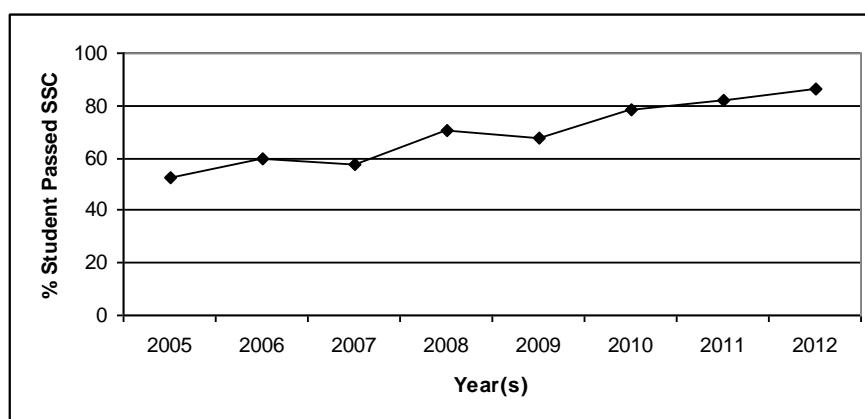
number of students passing SSC examinations to earn more than those who did not successfully complete the SSC requirements. The gain through productivity differentials between individuals who obtained the SSC and those without this certificate is a simple measure of economic returns to investments in teaching quality.

8. Internal efficiency in education may be considered in terms of completion rate, dropout rate, and survival rate of enrolled students. The number of students taking the SSC during 2005–2012 increased by 39.3% (5.6% per annum on average), indicating higher enrolment as well as improved student performance in annual school examinations from grade 6 through grade 10. Internal efficiency of secondary education in terms of completion rates during the project (between 2005 and 2012) significantly increased (Table A8.1). The pass rate of students in SSC in 2012 was as high as 86.32%, which compares highly favorably with the low pass rate of only 52.57% in 2005. Growth of the number of students and SSC pass rates is presented Table A8.1 and Figures A8.3–A8.4.

**Figure A8.3: Students Appearing in and Passing the Senior Secondary Certificate, 2005–2012**



**Figure A8.4: Percentage of Students Passing the Senior Secondary Certificate, 2005–2012**



### CONTRIBUTIONS TO ADB RESULTS FRAMEWORK

Indicator(s)		Status		Comments
		Target	Actual	
1	Teacher education and administrators benefited from international training program on overseas study tour, teacher education master's degree courses. Number of male participants benefited Number of female participants benefited	518	503  352 151	97.1% achieved  70.0% 30.0%
2.1	Secondary teacher training colleges benefited from new and improved infrastructure and modern training facilities provided under the project	14 TTCs	14 TTCs	Construction of new building and repair or renovation of existing buildings, and provision of necessary furniture, computers, office equipment, vehicles, etc.
2.2	Higher secondary teacher training institutes benefited from new and improved infrastructure and modern training facilities provide under the project	4 HSTTIs	4 HSTTIs	
2.3	Madrasa Teacher Training Institute benefited from new and improved infrastructure and modern training facilities provided under the project	1 BTTI	1 MTTI	
3.1	Secondary school teachers under 40 years having no teacher training (B.Ed. degree) benefited from teacher training programs under the project  3-month Secondary Teaching Certificate (STC) course Number of male teachers Number of female teachers  Additional 9-month STC leading to B.Ed. degree Number of male teachers Number of female teachers	17,000	15,758  15,758 14,500 1,258  1,228 1,071 157	92.7% achieved  92.7% obtained STC 92.0% 8.0%  7.8% obtained B.Ed 87.2% 12.8%
3.2	Total number of secondary school classroom teachers benefited in their professional development through teacher training under the project from CPD I, CPD II, and CPD III training programs	427,000	420,368	98.4% achieved
a	Continuous professional development (CPD I): 14-day program for all and 24-day program for English teachers Number of male teachers Number of female teachers	202,000	201,004  142,714 58,290	99.5% achieved  71.0% 29.0%
b	Continuous professional development (CPD II): 5-day program for all on reflection of CPD I course Number of male teachers Number of female teachers	120,000	119,807  88,250 31,557	99.8% achieved  73.7% 26.3%
c	Continuous professional development (CPD III): 1-day cluster-based training for all on primarily digital contents	105,000	99,557	94.8% achieved

Indicator(s)		Status		Comments
		Target	Actual	
	Number of male teachers		78,322	78.7%
	Number of female teachers		21,235	21.3%
3.3	Head teachers of secondary schools benefited from initial training (new teachers) and in-service training (existing and new teachers) under the project			
a	Head teachers of secondary schools benefited from head teacher training (HT I) of 21 days for all head teachers of public and nongovernment secondary schools on school management	16,050	16,035	99.9% achieved
	Number of male teachers		14,592	91.0%
	Number of female teachers		1,443	9.0%
b	Head teachers benefited from follow-on head teacher training (HT II) of 6 days for all head teachers of public and nongovernment secondary schools to reinforce training skills gained in HT I training	12,000	11,073	92.3% achieved
	Number of male teachers		10,520	95.0%
	Number of female teachers		553	5.0%
c	Head teachers of secondary schools benefited from initial or pre-service head teacher training (HT III) of 35 days for all head teachers of public and nongovernment secondary schools on school management	1,550	1,537	99.2% achieved
	Number of male teachers		1,452	94.5%
	Number of female teachers		85	5.5%
3.4	Education administrators benefited from education administrator' training for 10 days, meant for education administration and management, academic supervision, and monitoring. Education administrators included district and <i>upazila</i> (subdistrict) officials such as from DAE, ADEO, USEO, academic supervisors, assistant inspectors, and research officers	1,250	1,177	94.2% achieved
	Number of male teachers		1,005	85.4%
	Number of female teachers		172	14.6%
3.5	Secondary school teachers and potential candidates for teaching in secondary level benefited from B.Ed. course offered by all public TTCs and BOU in a 1-year course on professional studies, education studies, teaching studies, technology and research studies, and teaching practice	14,600	14,531	99.5% achieved
	Number of male students		8,036	55.3%
	Number of female students		6,495	44.7%
3.6	Teacher educators benefited from training on digital content development, and who also trained the teachers; 14-day training course conducted in selected TTCs	1,000	988	98.8% achieved

Indicator(s)		Status		Comments
		Target	Actual	
	Number of male teacher educators benefited		846	85.6%
	Number of female teacher educators benefited		142	14.4%
3.7	Senior teacher educators benefited from TOT and master trainer programs under the project and reinforced their teaching skills.	,650	4,618	99.3% achieved
	Number of male teacher educators benefited		3,632	78.7%
	Number of female teacher educators benefited		986	21.3%
3.8	Teacher education and administrators benefited from international training program on overseas study tour, teacher education master's degree courses	518	503	97.1% achieved
	Number of male participants benefited		352	70.0%
	Number of female participants benefited		151	30.0%
4	Head teachers and SMC members benefited from awareness creation and inclusive education training for head teachers and SMC members; 1-day training for community awareness workshop on gender, and 3 days inclusive education in secondary education	55,000	53,826	97.9% achieved
	Number of male teachers/SMC members		43,088	80.0%
	Number of female teachers/SMC members		10,738	20.0%
5	Total number of secondary school students indirectly benefited per year from improved teaching by the teachers due to improvement of teaching skills of teachers through the project (base year 2011)	Total Male Female	7,510,218	The total number of secondary school students increased between 1995 and 2011 at 3% per annum <sup>a</sup>
	Number of male students (boys)		3,483,844	46.8%
	Number of female students (girls)		4,026,374	53.3%

Abbreviations: ADEO=Assistant District Education Officer, BMTTI=Bangladesh Madrasha Teachers Training Institute, BOU=Bangladesh Open University, B.Ed.=Bachelor of Education, CPD=Continuing Professional Development, DEO=District Education Officer, HSTTI=Higher Secondary Teacher Training Institute, SMC=School Management Committee, STC=Secondary Teacher Certificate, TTC=Teacher Training College, USEO=Upazila Secondary Education Officer

Source: DSHE. 2012; Project Completion Report. Dhaka BANBEIS. 2012. Annual Report 2012. Dhaka; and PCR mission estimates.

## STATUS OF PROJECT SUSTAINABILITY

1. The project had a sustainability plan to document project aims, objectives, actions, outcomes, and responsible agencies for interventions, which would ensure sustainability of outcomes beyond the life span of the project. This may call for sustainability initiatives to be built into long-term planning, policies, and daily activities at central, district, *upazila* (subdistrict), and institutional levels, including teacher training institutions and schools. In many areas the ongoing Second Teaching Quality Improvement in Secondary Education Project was expected to play a role in this regard. All stakeholders need to be committed to and look for ways to maintain and advance the achievements of the project. The project completion review (PCR) mission reviewed all actions for ensuring sustainability of components and interventions of the project and assessed achievements made in ensuring sustainability.

2. The PCR mission noted that there is full acknowledgment of awareness-raising for sustainability of project outcomes and impact. This awareness raising should focus on parents and families, students in schools, communities, government instrumentalities, and other stakeholders. The government needs to formulate strategies and actions to ensure sustainability of the project aims and objectives and initiate actions through future programs and mainstream some of them as feasible, institutionalizing project training and other activities through knowledge transfer, skills enhancement, and embedding values at various levels including the divergent group of stakeholders.

3. Human sustainability means maintaining human capital, whereas social sustainability means maintaining social capital. Human capital is a private good of individuals. Education, skills, knowledge, leadership, and access to services constitute human capital. Social capital refers to the value of social networks through which human capital can be utilized for the welfare of the community. Education occupies a position at the nexus between human sustainability and social sustainability in the sense that, through education, human capital can be transformed into social capital. If the educational gains achieved under the project can be sustained, both human and social capital will be sustained. Only systematic participation of all stakeholders and strong civil society, including government, can achieve this. Investments into education of individuals is part of economic development.<sup>16</sup> There are a number of factors related to the sustainability of social and human capital that influenced the sustainability plan. The foremost is the sustainability of the knowledge transmitted, leading to enduring skills and values development. Thus, there is a need for cross-institutional and cross-system enhancement of factors likely to result in the sustainability of knowledge creation beyond the life span of the project itself. Relevant factors are summarized in paras. 4–9.

4. **Increasing the effectiveness of and institutionalizing head teacher and teacher training (including pre-service, in-service, and continuing professional development).** The implementation of the sustainability plan increased the effectiveness and quality of head teacher training by providing a framework for reaffirming and advancing the aims and objectives of the project. This was achieved through institutionalization and decentralization, leading to further improving the quality of teaching and meeting the current and future needs of teachers specifically, and the secondary education subsector generally.

5. **Increasing and institutionalizing collaboration between stakeholders.** The implementation of the sustainability plan increased and strengthened relationships and greater collaboration between parents, teachers, students, educators, community leaders, local and national education authorities, and other stakeholder representatives in understanding



challenges, setting priorities, and supporting schools and teachers with the aim of sustaining and advance quality education.

6. **Sustaining and institutionalizing leadership capacity building.** The implementation of the sustainability plan resulted in institutionalizing capacity building of teacher training facilitators and other change agents at all levels. These personnel were able to share their skills and knowledge with others in order to further enhance the quality of teaching on a sustainable basis. The project invested heavily in leadership development of head teachers to ensure that they are able to strategically plan, implement, and sustain change over time and improve the quality of teaching at school level. There is an explicit need to empower teachers who are aspiring to become head teachers in the future, on a sustainable basis and through institutionalization of leadership capacity building.

7. **Increasing and institutionalizing monitoring and mentoring in schools.** The implementation of the sustainability plan resulted in school personnel (students, teachers, assistant head teachers, and head teachers) being involved in planning and implementation processes at classroom as well as school level, which led to improvement of teaching quality. This also helped to achieve institutionalization of existing school and cluster-based monitoring and mentoring activities. Institutionalized mentoring empowered teachers to collaboratively identify needs, secure resources, and take new initiatives to ensure their success in terms of quality teaching over time.

8. **Strengthening and institutionalizing monitoring and evaluation.** The implementation of the sustainability plan resulted in development and institutionalization of an ongoing framework to assess progress of the teacher education network toward systemic and institutional quality reform at the school, *upazila*, district, and national levels.

9. **Institutionalizing, sustaining, and leveraging resources.** The implementation of the sustainability plan enhanced and strengthened existing collaborative team building. This has developed expertise among individuals across schools (including cluster schools and outreach centers), districts, TTCs and HSTTIs, teacher cohorts who participated in overseas training, and others, culminating in continuing knowledge transfer.



COMPONENT 1: IMPROVING TEACHING QUALITY THROUGH ORGANIZATIONAL DEVELOPMENT AND CAPACITY BUILDING			
1.1 Objectives	1.2 Sustainability Action	1.3 Sustainability Outcomes and Achievement Measures	1.5 Responsibility
Subcomponent 1.1 1.1.1 Objective 1: Establish an Integrated Secondary Teachers Training System	1.2.1 Action 1 1. Directorate of Secondary and Higher Education capacity enhanced. 2. Knowledge transfer from TQI (documents and other resources)	1.3.1 Outcome 1 Achievement Measure(s): DSHE utilize TQI-developed documents and materials	1.5.1 Responsibility TQIP, MOE, DSHE
Subcomponent 1.2 1.1.2 Objective 2: Establish an Apex Body for Secondary Teacher Education	1.2.2 Action 2 1. NTEC established as apex body 2. Establish secretariat, logistics, etc. and secure facilities and funding for running costs and working groups. 3. Transfer TQI apex-body-related developed documents to NTEC	1.3.2 Outcome 2 Achievement Measure(s): 1. Secretariat established and resourced 2. Teacher standards and competencies as well as career structures developed 3. Private TTC accreditation, quality assurance and monitoring system developed by working groups	1.5.2 Responsibility MOE, NTEC, working groups
Subcomponent 1.3 1.1.3 Objective 3: Establish NTRCA	1.2.3 Action 3 1. Further resource NTRCA with competent staff according to TQI proposed organogram, recruitment rules, and job descriptions 2. Establish standing committees as proposed	1.3.3 Outcome 3 Achievement Measure(s): 1. NTRCA staffed according to initial plans 2. Standing committees established and functioning 3. Registration examination revised to better reflect B.Ed. program	1.5.3 Responsibility NTRCA
Subcomponent 1.4 1.1.4 Objective 4: Strengthen the Monitoring and Evaluation Capacity of DSHE	1.2.4 Action 4 1. M&M by TTC reinforced by suitable staff from the DEO 2. Decentralized self-monitoring at all management levels of DSHE 3. Decentralized self-assessment in operation in schools 4. STIS. Databases maintained at district level	1.3.4 Outcome 4 Achievement Measure(s): 1. Training Agency and Executing Agency carry out M&M activities consistently and effectively 2. M&M workforce expanded sufficiently to ensure every school is visited at least twice a year 3. 25% of schools carry out self-monitoring	1.5.4 Responsibility TTCs
Subcomponent 1.5 1.1.5 Objective 5: Strengthen the capacity of BANBEIS	1.2.5 Action 5 1. GIS/GPS survey and research training 2. STIS data entry decentralized and integrated with SESDP district data entry programs	1.3.5 Outcome 5 Achievement Measure(s): 1. School data able to be represented on a geographic basis by DSHE 2. Training data updated monthly online by DEO	1.5.5 Responsibility BANBEIS Training Division
Subcomponent 1.6 1.1.6 Objective 6: Train Head Teachers and Administrators	1.2.6 Action 6 1. Continue 5-day head teacher follow-on training (1/year for each head teacher) 2. Continue initial head teacher training on a regular basis to assure availability of trained head teachers to cover for those leaving head teacher positions 3. Continue education administrators' training	1.3.6 Outcome 6 Achievement Measure(s): Resources for head teacher follow-on training Resources for head teacher initial training Resources for Executing Agency training	1.5.6 Responsibility MOE, DSHE, NAEM, HSTTs

COMPONENT 2: IMPROVING TEACHER TRAINING FACILITIES			
2.1 Objectives	2.2 Sustainability Action	2.3 Sustainability Outcomes and Measures	2.5 Responsibility
2.1.1 Objective 1: Construct, equip, and renovate TTI facilities	2.2.1 Action 1: 1. Construct, renovate, and equip TTI facilities according to needs 2. Secure regular maintenance of facilities and equipment	2.3.1 Outcome 1 Achievement Measure(s): 1. Construction and renovation continued 2. Regular maintenance resourced and continued	2.5.1 Responsibility MOE, DSHE, EED
2.1.2 Objective 2: Construct, equip, and run resource centers	2.2.2 Action 2: 1. Construct and equip resource centers in all remaining 61 districts 2. Include resources for running and maintenance	2.3.2 Outcome 2 Achievement Measures: 1. Resource centers established in all districts with equipment and running costs from revenue budget	2.5.2 Responsibility MOE, DSHE, EED

COMPONENT 3: STRENGTHENING IN-SERVICE AND PRE-SERVICE TEACHER TRAINING			
3.1 Objectives	3.2 Sustainability Action	3.3 Sustainability Outcomes and Measures	3.5 Responsibility
3.1.1 Objective 1: TOT master trainers at the <i>upazila</i> level	3.2.1 Action 1 1. Train and retrain Master Trainers on an annual basis to cater for all <i>upazilas</i> 2. 500 master trainers per year for new areas to be covered	3.3.1 Outcome 1 Achievement Measures: 500 master trainers receive follow-on training 500 new master trainers trained	3.5.1 Responsibility MOE, DSHE, IER, HSTTs
3.1.2 Objective 2: Development of Continuous Professional Development (CPD)	3.2.2 Action 2 Develop four new materials for CPD on areas not yet covered	3.3.2 Outcome 2 Achievement Measures: Four materials per year developed and printed in sufficient numbers	3.5.2 Responsibility MOE, DSHE, IER, Dhaka University, TTCs
3.1.3 Objective 3: Development of Bachelor of Education Curriculum (Face-to Face)	3.2.3 Action 3 Develop new assessment system	3.3.3 Outcome 3 Achievement Measures: New assessment system developed, tested, and implemented	3.5.3 Responsibility National University, TTCs
3.1.4 Objective 4: Development of Bachelor of Education Curriculum (Distance Education) (BOU)	3.2.4 Action 4 Further develop curriculum	3.3.4 Outcome 4 Achievement Measures: Curriculum further developed, tested, and implemented	3.5.4 Responsibility National University, BOU
3.1.5 Objective 5: Development of Teachers' Guides	3.2.5 Action 5 Continue development of TGs to cater for all subjects and grade levels, also for crosscutting and extracurricular activities	3.3.5 Outcome 7 Achievement Measures: Teaching Guides developed for all subjects and grade levels, including crosscutting and extracurricular areas	3.5.5 Responsibility DSHE, NCTB, TTCs
3.1.6 Objective 6: IDF Provision for Mobile ICT and Science Labs	3.2.6 Action 6 Provide mobile ICT and science labs for all districts	3.3.6 Outcome 6 Achievement Measures: Mobile ICT and science labs provided, with running costs	3.5.6 Responsibility MOE, DSHE
3.1.7 Objective 7: IDF Support for Cluster Center Schools Program	3.2.7 Action 7 1. All schools arranged in clusters. 2. Cluster center schools with additional rooms at existing innovative schools are equipped	3.3.7 Outcome 7 Achievement Measures: 1. Clusters established, key personnel trained, resources provided on regular basis. MTs	3.5.7 Responsibility MOE, DSHE, TTCs, DEOs, USEOs

<b>COMPONENT 3: STRENGTHENING IN-SERVICE AND PRE-SERVICE TEACHER TRAINING</b>			
<b>3.1 Objectives</b>	<b>3.2 Sustainability Action</b>	<b>3.3 Sustainability Outcomes and Measures</b>	<b>3.5 Responsibility</b>
	and resourced 3. Annual budget provided for running costs	available for training 2. Monitoring system in place	
3.1.8 Objective 8: IDF Support for M-Learning	3.2.8 Action 8 1. M-learning supported through cluster system 2. Resources and training as well as content development supported	3.3.8 Outcome 8 Achievement Measures: 1. M-learning supported as a regular activity for remote and underserved areas, especially for women teachers	3.5.8 Responsibility MOE, DSHE, TTCs, DEOs
3.1.9 Objective 9: IDF CAL Projects – Supporting ICT Learning	3.2.9 Action 9 1. ICT content development continued, CPD provided to all relevant teachers 2. ICT content, training, and development supported in TTCs and Resource Centers to make them hubs in ICT learning development	3.3.9 Outcome 9 Achievement Measures: 1. ICT guides developed and distributed. 35,000 teachers trained. Annual follow-on training provided 2. ICT equipment provided to all schools	3.5.9 Responsibility PMO, MOE, TTCs, Resource Centers
3.1.10 Objective 10: IDF Establishing ORCs	3.2.10 Action 10: Resource centers established in remaining 61 districts with equipment and resources from revenue budget	3.3.10 Outcome 10 Achievement Measures: Resource Centers established in all districts with equipment and annual running cost budget available from revenue budget	3.5.10 Responsibility DSHE, EED, DEOs
3.1.11 Objective 11: IDF Development and Utilization of Low-Cost and No-Cost Teaching Aids	3.2.11 Action 11 1 Teachers guide developed and distributed 2. Training provided as part of CPD	3.3.11 Outcome 11 Achievement Measures: 1. Teaching Guides available and distributed to all schools 2. CPD arranged	3.5.11 Responsibility DSHE, TTCs

<b>COMPONENT 4: INCREASING EQUITABLE ACCESS AND IMPROVING COMMUNITY INVOLVEMENT</b>			
<b>4.1 Objectives</b>	<b>4.2 Sustainability Action</b>	<b>4.3 Sustainability Outcomes and Measures</b>	<b>4.5 Responsibility</b>
4.1.1 Objective 1: Conduct Inclusive Education Training for Classroom Teachers (4+4 days)	4.2.1 Action 1 1. Training replicated for classroom teachers 2. Action research of materials 3. Review of materials 4. Modification of materials 5. Refresher training for trainers 6. Mentoring of trainers	4.3.1 Outcome 1 1. Materials revised and reprinted 2. Refresher training completed 3. Trainers mentored and supported on a regular basis 4. The process of creating an Inclusive learning environment in schools is continued and replicated 5. More students from the target groups represented in secondary schools and an increase in percentage of students from the target groups enrolled in secondary schools 6. Gender equity strengthened 7. Dropout rates reduced	4.5.1 Responsibility TTC/ DEO/ DSHE
4.1.2 Objective 2: Conduct Nationwide Training for Awareness Creation on	4.2.2 Action 2 1. Training replicated for head teachers and SMC members	4.3.2 Outcome 2 1. Materials revised and reprinted 2. Refresher training completed	4.5.2 Responsibility TTC/ DEO/ DSHE

COMPONENT 4: INCREASING EQUITABLE ACCESS AND IMPROVING COMMUNITY INVOLVEMENT			
4.1 Objectives	4.2 Sustainability Action	4.3 Sustainability Outcomes and Measures	4.5 Responsibility
inclusive education for Head Teachers and SMC Members (3 days)	2. All SMC members trained (priority given to new female SMC members) 3. Action research of materials 4. Review of materials 5. Modification of materials 6. Refresher training for trainers 7. Mentoring of trainers	3. Trainers mentored and supported on a regular basis 4. The benefits of Inclusive education is supported and strengthened by management 5. Teachers working with children from disadvantaged groups are supported 6. Greater social awareness on gender, ethnicity, and inclusion 7. Effective, well-trained SMCs following government directives on restructuring 8. Gender equity strengthened	
4.1.3 Objective 3: Conduct Community Awareness Program on Gender and inclusive education: Zero Tolerance Towards Violation of Rights of Girl Students and Female Teachers (1 day)	4.2.3 Action 3 1. Training replicated 2. Action research of materials 3. Revision of materials 4. Modification of materials 5. Refresher training for trainers 6. Mentoring of trainers	4.3.3 Outcome 3 1. Materials revised and reprinted 2. Refresher training completed 3. Trainers mentored and supported on a regular basis 4. Collaboration and plan in place to prevent violence, ensure equal rights and a safe teaching and learning environment 5. Community awareness supports change and strengthens gender equity 5. Dropout rate of girls reduced	4.5.3 Responsibility TTC/ DEO/ DSHE
4.1.4 Objective 4: Conduct Divisional Seminars on inclusive education and Gender Awareness and Advocacy (1 day)	4.2.4 Action 4 1. Training replicated for administrators and educators 2. Adherence to policies of women teacher quota in schools, women members in SMCs, and the use of PROMOTE women teachers' hostel by strategic time bound planning and area of responsibility 3. New government circulars and/or notifications on equity issues included	4.3.4 Outcome 4 1. Administrators and educators are gender sensitized 2. Administrators and educators are well aware of (new) government gender equity circulars and/or policies, and implement activities accordingly 3. Gender equity visions are reflected in time bound action plans developed and/or revised on a regular basis, including area of responsibility 4. Discussions and feedback on circulars ensured 5. Stronger adherence to government rules reflected in implementation of plans	4.5.4 Responsibility DSHE/ Deputy Commissioner
4.1.5 Objective 5: Monitor achievement against the quota of 40% urban female teachers and 20% rural female teachers in schools and 20% female members in SMCs	4.2.5 Action 5 1. Monitoring mechanism transferred to DSHE monitoring wing 2. According to updated data, gaps in female teachers and SMCs are drawn as per location and date (e.g., by division and quarterly) 3. The government quotas are monitored	4.3.5 Outcome 5 1. Changes to and improvements in female teacher targets and strategies are reflected in the quarterly outline 2. The outline is a tool for informed decision making 3. The (improved) impact of government	4.5.5 Responsibility DSHE monitoring wing

COMPONENT 4: INCREASING EQUITABLE ACCESS AND IMPROVING COMMUNITY INVOLVEMENT			
4.1 Objectives	4.2 Sustainability Action	4.3 Sustainability Outcomes and Measures	4.5 Responsibility
	continuously 4. Female teacher targets and SMC strategies are assessed and changed	female teacher and SMC members targets and strategies is shown with reduced gaps in the quotas over time	
4.1.6 Objective 6: Mainstream Monitoring and Mentoring on Gender and inclusive education.	4.2.6 Action 6 1. Decentralized plan on monitoring and mentoring includes gender and inclusive education 2. All data are recorded as sex-disaggregated	4.3.6 Outcome 6 Gender and inclusive education is an integral part of all monitoring and mentoring	4.5.6 Responsibility TTCs/ DEOs
4.1.7 Objective 7: Training for DSHE, NAEM, BANBEIS, and other officials in Gender and inclusive education	4.2.7 Action 7 1. Gender sensitization and mainstreaming gender and inclusive education as a continuous process 2. Further strengthening capacity of institutions to undertake a national disability survey	4.3.7 Outcome 7 Awareness has created a change in approach, action, and impact of activities of covered institutions	4.5.7 Responsibility DSHE, NAEM, BANBEIS
4.1.8 Objective 8: Training TOT on inclusive education as master trainers	4.2.8 Action 8 1. Review of materials 2. Refresher training conducted 3. New batches conducted	4.3.8 Outcome 8 1. Refresher training and new batches completed 2. Human resource base updated and in use	4.5.8 Responsibility DSHE/ IER/ TTCs
4.1.9 Objective 9: Conduct Research Studies on Barriers to Recruitment of Women Teachers in Secondary Schools and Other Relevant Areas	4.2.9 Action 9 Survey recommendations on measures to scale up and speed up the recruitment of women to the teaching force and other recommendations are taken into consideration	4.3.9 Outcome 9 If recommendations are implemented, more women are anticipated in the teaching force	4.5.9 Responsibility MOE/ DSHE
4.1.10 Objective 10: Implementation of Incentive Package for Recruitment of Women Teachers for Girls' Schools Without Women Teachers	4.2.10 Action 10 Incentive package revised according to both short- and long-term sustainability	4.3.10 Outcome 10 All girls' schools have female teachers	4.5.10 Responsibility DSHE
4.1.11 Objective 11: Streamlining TQI and SESDP Gender Activities	4.2.11 Action 11 Coherence built between projects to avoid overlap and replication	4.3.11 Outcome 11 Optimal use of resources	4.5.11 Responsibility DSHE/ PMU

Abbreviations: BANBEIS=Bangladesh Bureau of Educational Information Statistics, B.Ed.=Bachelor of Education, CPD=Continuing Professional Development, DEO=District Education Officer, DSHE=Directorate of Secondary Education, EMIS=Educational Management Information System, GAP=Gender Action Plan, HSTTI=Higher Secondary Teacher Training Institute, IER=Institute of Education research, MOE=Ministry of Education, MOWCA=Ministry of Women and Children Affairs, MOSW=Ministry of Social Welfare, MPO=Monthly Payment Order, NAEM=National Academy for Educational Management, NTRCA=Non-government Teacher Registration and Certification Agency, ORC=Out Reach Center, PCR=Project Completion Report, PROMOTE=Program to Motivate, Train and Employ Female Teachers in Rural Secondary Schools, STIS=Secondary Teacher Information Statistics, SMC=School Management Committee, SSC=Secondary School Certificate, TTC=Teacher Training College, TOT=Training of Trainers, and USEO=Upazila Secondary Education Officer.

Source: DSHE.2012.Project Completion Report. Dhaka





## PROJECT IMPACTS

1. The executing agency carried out a survey and data collection in 149 secondary schools (26 public and 123 private) in 2012 as part of an impact study. Out of the 149 surveyed schools, 101 were located in rural areas and the rest were in urban and semi-urban areas. These schools were purposely selected as they were surveyed under the baseline survey in 2007. The same schools were selected for evaluation under the impact study in 2012 to ensure an accurate comparison of with- and without-project scenarios.

2. In the surveyed schools, there were 2,107 teachers in 2004 and 2,252 in 2011, an increase of 6.9% in 7 years or 1.0% per year. On average, there were 14 teachers in each school in 2004 and 15 teachers in 2011. The survey also found that there are a few additional teachers in each school who are yet to be covered under the monthly salary subvention program of the government, known as the Monthly Payment Order. On average, the impact study found nearly two additional teachers in each school (Table A11.1). It is understood that without the help of additional teachers, teaching the large number of students in each class is difficult.

**Table A11.1: Teachers under Monthly Payment Order and Non-Monthly Payment Order**

MPO Status	Rural [n=101]						Urban [n=48]						Total [n=149]					
	2004		2011		Total		2004		2011		Total		2004		2011		Total	
	No	Avrg	No	Avrg	No	Avrg	No	Avrg	No	Avrg	No	Avrg	No	Avrg	No	Avrg	No	Avrg
MPO teachers	1,194	11.8	1,199	11.9	2,393	23.7	721	15	730	15.2	1451	30.2	1,915	12.9	1,929	12.9	3,844	25.8
Non-MPO teachers	141	1.4	257	2.5	398	3.9	51	1.1	66	1.4	117	2.4	192	1.3	323	2.2	515	3.5

MPO = Monthly Payment Order.

Source: DSHE. 2012. Project Completion Report. Dhaka

3. The government extended cocurriculum facilities under different development programs. The study found that 92.9% of students liked games and sports, 68.1% liked debates, 52.5% liked singing and dancing, and 37.7% enjoy drama as cocurricular activities. The nongovernment secondary schools often lacked these activities because of lack of resources and facilities.

### A. Increased Student Enrolment

4. The impact study assessed the average enrolment of students between 2004 and 2011 per school for both boys and girls across all grades in rural and urban schools. The study also assessed the average growth in student enrolments (boys and girls of rural and urban schools) between 2004 and 2011 (Table A11.2). It was found that the annual average growth of enrolment of boys was 4.7% compared to 4.1% for girls. In rural schools, growth of student enrolment of boys was 5.2% and that of girls 3.1%. In urban schools, the growth of enrolment of girls was 5.9% compared to 3.4% for boys. The overall trend of the growth of enrolment of students between 2004 and 2011 is explained in Table A11.3 and Figure A11.1.

**Table A11.2: Average Annual Growth of Student Enrolment, 2004–2011**  
(%)

School	Boys		Girls	
	2004–2011	Annual	2004–2011	Annual
Rural Schools	36.5	5.2	21.9	3.1
Urban Schools	24.0	3.4	41.7	5.9
All Schools	32.8	4.7	28.5	4.1

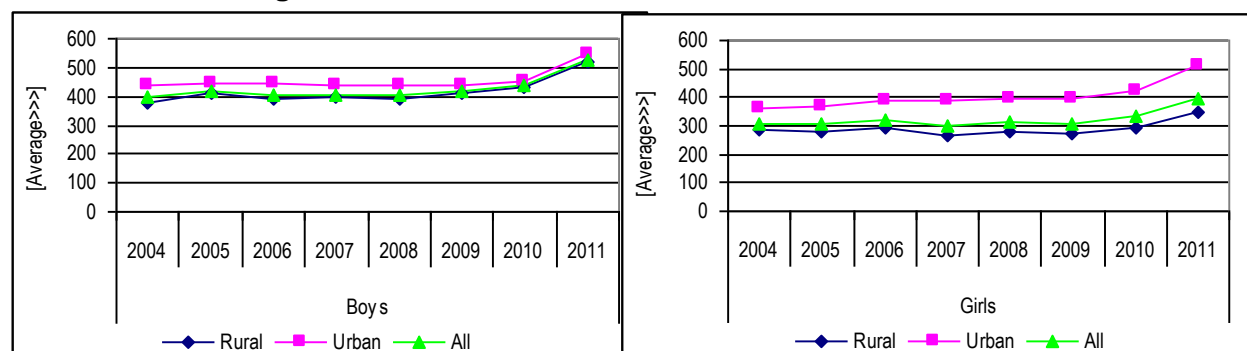
Source: DSHE. 2012. Project Completion Report. Dhaka

**Table A11.3: Average Number of Students Enrolled per School, 2004–2011**

School	Boys								Girls							
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
Rural	378.0	408.0	390.5	394.7	393.3	413.2	430.1	516.1	287.8	277.2	289.8	266.5	281.6	270.3	291.8	350.2
Urban	435.6	441.7	442.4	436.5	439.5	440.2	453.7	544.5	360.1	369.9	385.5	388.2	393.2	394.2	425.8	510.7
All	394.9	417.9	405.8	406.9	406.8	421.2	437.0	524.4	308.9	304.3	317.7	302.1	314.1	306.4	330.9	397.1

Source: DSHE.2012.Project Completion Report. Dhaka

**Figure A11.1: Growth of Student Enrolment, 2004–2011**



Source: DSHE. 2012. Project Completion Report. Dhaka

## B. Increased Student Attendance

5. The impact study analyzed student attendance in schools before and during the project and noted considerable improvement of student performance in terms of student school attendance. Increased school attendance is an indicator of improved school performance and a measure of greater inputs and efforts of teachers and students to education towards improved secondary education. The annual average increase is higher in rural schools compared to urban schools and higher for boys than girls. The increase is across all five grades. Further, the higher the grade, the lower is the increase of rate of attendance. The increase of student attendance in schools is due to, among others, overall improvement of school environment and management, quality teaching, and better school academic and other performances. The annual average rate of increase ranges between 0.53% to 1.10% for boys and 0.30% to 1.04% for girls (Tables A11.4–A11.5 and Figures A11.2–A11.3).

**Table 11.4: Average Annual Growth of Student Attendance, 2004–2011**

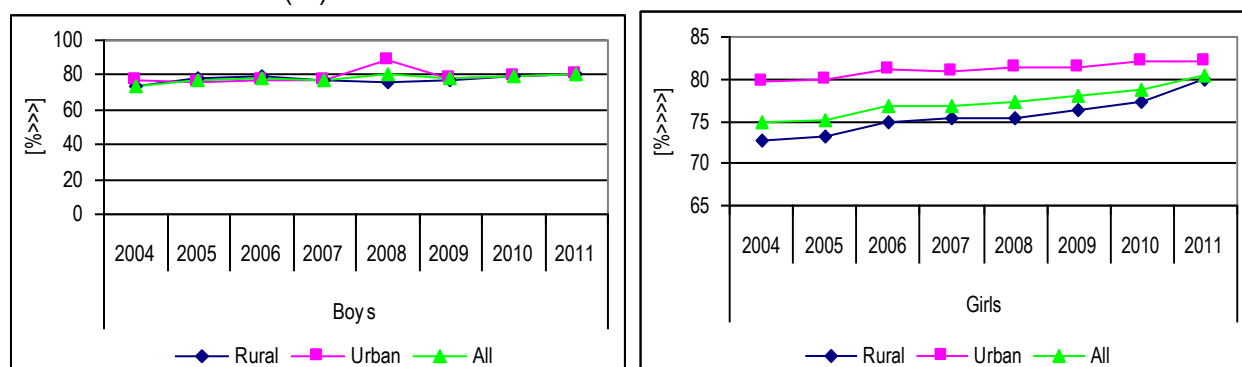
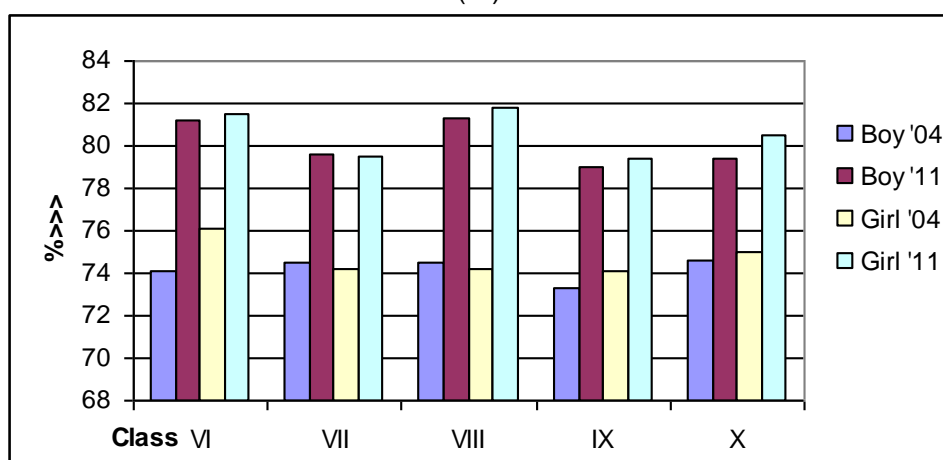
Area	Boys		Girls	
	2004–2011	Annual	2004–2011	Annual
Rural Schools	7.7	1.10	7.3	1.04
Urban Schools	3.7	0.53	2.1	0.30
All Schools	5.9	0.84	6.1	0.87

Source: DSHE. 2012. Project Completion Report. Dhaka

**Table A11.5: Overall Student Attendance, 2004–2011**  
(%)

Area	Boys								Girls							
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
Rural	73.1	78.1	79.6	77.3	76.4	77.4	79.4	80.0	72.6	73.2	74.8	75.3	75.4	76.3	77.4	80.0
Urban	76.8	75.6	76.7	77.3	88.8	78.0	79.2	80.5	79.8	80.0	81.2	80.9	81.4	81.5	82.2	82.1
All	74.1	77.4	78.7	77.3	80.0	77.6	79.3	80.0	74.8	75.1	76.7	76.9	77.2	77.9	78.8	80.5

Source: DSHE. 2012. Project Completion Report. Dhaka

**Figure A11.2: School Performance on Student Attendance – Rural and Urban**  
(%)**Figure A11.3: School Performance on Student Attendance – Across all Grades**  
(%)

### C. Increased Teacher Attendance in Secondary Schools

6. The impact study based on primary survey data from schools, and secondary data on attendance of teachers in schools, found that the average annual rate of attendance of teachers registered an increase of 2% during 2006 and 2011 (Table A11.6). The increased attendance is due to, among other causes, improvement of school management, increased motivation and commitment of teachers for teaching, improved accountability and transparency and disciplines among the teachers, and proper role played by the head teacher and members of the SMC. Increased teacher attendance indicates increased teaching inputs ensuring effective teaching-learning, manifesting improved quality of secondary education.

**Table A11.6: Average Attendance of Teachers – All Schools, 2006 and 2011**

Teachers' Annual Attendance in School	Percent
Average attendance of all teachers in 2006	93.4
Average attendance of all teachers in 2011	95.5

Source: DSHE.2012.Project Completion Report. Dhaka

### D. Reduced Student Dropout Rate

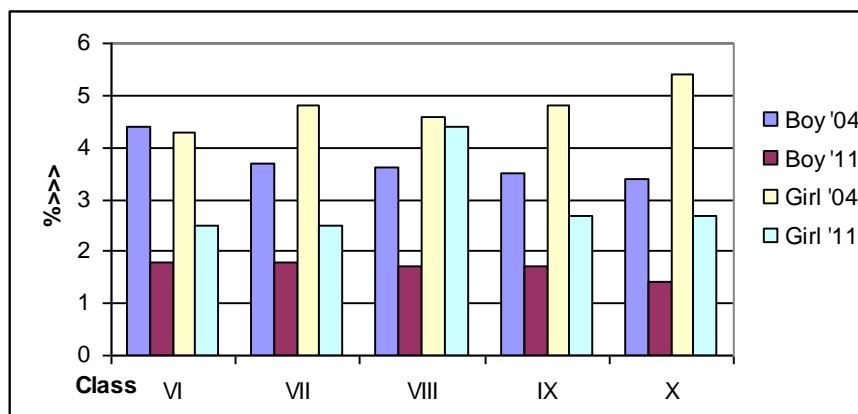
7. The impact study collected data on dropout of students in both rural and urban secondary schools during 2004–2011. The dropout rates of both boys and girls declined across all grades over the years in rural as well as in urban schools. The dropout rates of boys and girls at all five grades in 2011 are much less than corresponding dropout rates in 2004. Similarly, dropout rates of girls in 2011 in all five grades are much less than corresponding dropout rates in 2004 (Table A11.7, Figure A11.4).

**Table A11.7: Student Dropout Rate – All Schools**

Class	(%)															
	2004		2005		2006		2007		2008		2009		2010		2011	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
VI	4.4	4.3	3.2	4.0	3.6	2.9	2.9	3.7	3.8	3.2	2.7	3.5	2.3	3.2	1.8	2.5
VII	3.7	4.8	3.2	4.3	3.0	4.1	3.7	4.7	3.0	3.8	3.0	3.4	2.8	2.9	1.8	2.5
VIII	3.6	4.6	4.6	4.4	2.9	4.2	2.7	4.1	2.9	4.0	2.5	3.3	2.7	3.4	1.7	4.4
IX	3.5	4.8	2.8	3.9	3.1	4.5	3.3	4.4	2.7	4.6	2.6	4.8	2.1	3.0	1.7	2.7
X	3.4	5.4	3.7	5.9	3.1	5.7	3.0	6.3	3.4	5.3	2.5	5.7	2.2	3.6	1.4	2.7

Source: BANBEIS, Ministry of Education

**Figure A11.4: Dropout Rates in Secondary Schools Across all Grades**  
(%)



8. The impact study identified through interview of students the reasons students dropped out. The students identified 12 different causes of dropout from secondary schools. The top five causes in order of importance are (i) poverty and socioeconomic conditions, (ii) participation in family labor for socioeconomic reasons, (iii) lack of necessary awareness of guardian, (iv) lack of interest for higher education, and (v) early marriage (especially for girls). The analysis based on the causes of dropout, status of socioeconomic condition of the people, and government efforts to reduce school dropout rates concludes that the decline in dropout rate is the result of combined effects of motivation, improvement of school environment and management, improved teaching–learning techniques, and improvement of overall socioeconomic condition of people generally (Table A11.8).

**Table A11.8: Reasons for Dropout of Students from Schools**

Reason for Dropout	Rural [n=101]				Urban [n=48]				Total [n=149]			
	Before		After		Before		After		Before		After	
	No	%	No	%	No	%	No	%	No	%	No	%
1 Poor economic condition	78	77.2	84	83.2	34	70.8	36	75	112	75.2	120	80.5
2 Involvement in household/ economic activities	73	72.3	77	76.2	32	66.7	35	72.9	105	70.5	112	75.2
3 Lack of awareness of the guardian	72	71.3	74	73.3	29	60.4	29	60.4	101	67.8	103	69.1
4 Early marriage	50	49.5	45	44.6	22	45.8	22	45.8	72	48.3	67	45.0
5 Bad transport communication system	44	43.6	39	38.6	18	37.5	18	37.5	62	41.6	57	38.3
6 Lack of interest in education	57	56.4	53	52.5	23	47.9	24	50	80	53.7	77	51.7
7 Failed in the annual examination	46	45.5	39	38.6	19	39.6	19	39.6	65	43.6	58	38.9
8 “Eve teasing”	47	46.5	42	41.6	20	41.7	19	39.6	67	45.0	61	40.9
9 Behavior of the teachers in classroom	49	48.5	45	44.6	21	43.8	22	45.8	70	47.0	67	45.0
10 Personal reasons	41	40.6	37	36.6	16	33.3	17	35.4	57	38.3	54	36.2
11 Study elsewhere	17	16.8	17	16.8	17	35.4	16	33.3	34	22.8	33	22.1
12 Uncertainty of future employment	4	4.0	3	3.0	1	2.1	1	2.1	5	3.4	4	2.7

Source: DSHE.2012.Independent Impact Study of Teaching Quality Improvement Project. Dhaka

## E. Reduced Repetition

9. The study noted that the rate of students repeating a grade at secondary level had declined. It also found that repetition rates of both boys and girls declined across all grades between 2004 and 2011. The repetition rates of boys and girls at all five grades in 2004 was much higher than corresponding repetition rates in 2011.

10. Further, it is observed that repetition at grade X is the highest, and is the lowest at grade VI. Generally, the higher the grade the higher is the repetition rate. Repetition of girls is generally 23%–54% higher than the rate of repetition of boys at grade X. The repetition rate for girls at grade VI is 31%–74% percent higher compared to the repetition of boys in rural areas. In urban schools the repetition rate of girls in grade X is 4%–36% higher compared to the repetition of boys in urban schools. Thus, it was found that the repetition rate of girls is higher than the repetition rate of boys in the same grade and this is true across all grades.

11. The impact study found that, during 2004–2011, there was a considerable decline in the repetition rates of both boys and girls at all grades in rural as well as urban secondary schools. Improved school management, teaching quality, mentoring, and student academic performance

are the important reasons for the decline of repetition rates of students at the same grade (Tables A11.9–A11.10 and Figures A11.5–A11.6).

**Table A11.9: Repetition Rate of Students in Same Grade – All Grades, 2004–2010**  
(%)

Class	2004		2005		2006		2007		2008		2009		2010		2011	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
VI	4.9	4.2	3.4	4.2	3.3	3.0	4.0	4.3	3.2	3.2	3.3	4.1	3.7	3.2	2.7	2.4
VII	3.8	5.5	3.7	4.5	3.7	4.4	3.3	4.1	3.3	4.1	2.8	3.9	3.0	3.4	2.6	2.8
VIII	3.9	5.2	3.6	5.0	3.3	4.4	3.7	3.8	3.0	4.0	2.8	3.8	3.7	5.0	3.9	4.9
IX	3.4	4.1	3.3	3.6	3.3	3.6	3.9	4.1	3.5	3.6	2.9	4.2	3.4	3.7	2.9	3.4
X	7.5	9.2	6.2	9.9	5.7	9.4	7.2	8.9	5.7	10.0	5.8	8.1	4.6	7.8	4.1	6.3

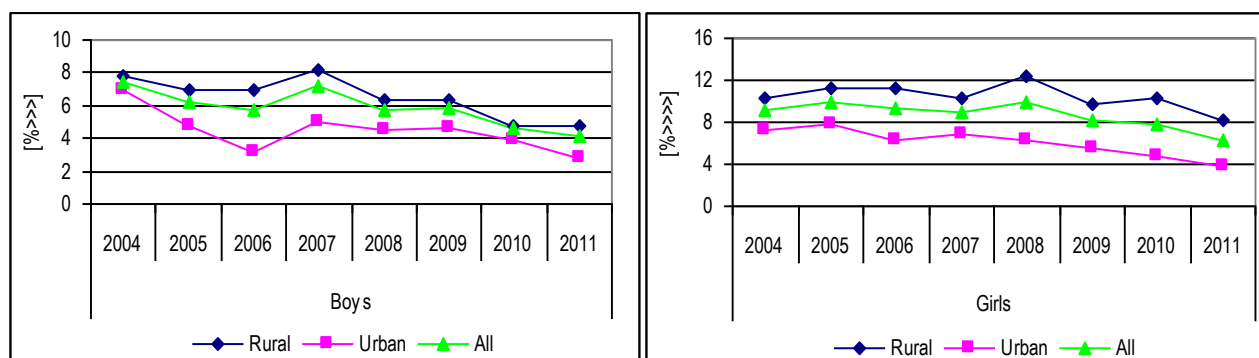
Source: BANBEIS.2011. Educational Statistics 2011, Dhaka

**Table A11.10: Overall Trend of Repetition at Same Grade – Grade X, 2004–2011**  
(%)

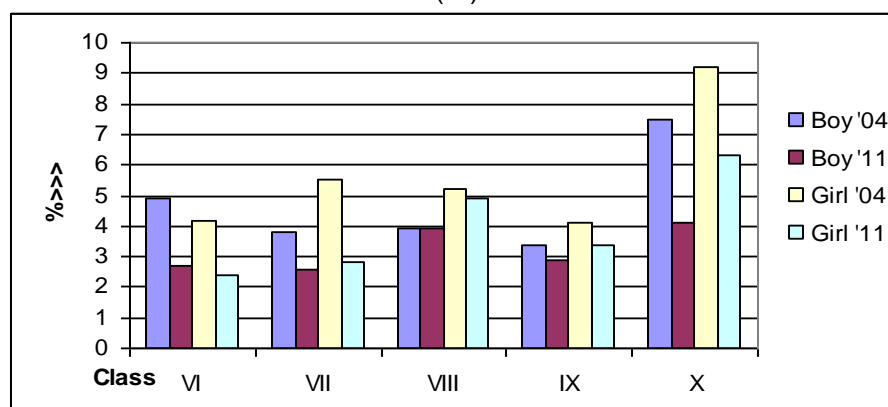
Area	Boys								Girls							
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
Rural	7.8	6.9	6.9	8.2	6.3	6.3	4.8	4.7	10.2	11.3	11.3	10.2	12.4	9.7	10.2	8.2
Urban	7.0	4.7	3.2	5.0	4.5	4.6	3.9	2.8	7.3	7.8	6.3	6.9	6.3	5.5	4.8	3.8
All	7.5	6.2	5.7	7.2	5.7	5.8	4.6	4.1	9.2	9.9	9.4	8.9	10.0	8.1	7.8	6.3

Source: BANBEIS.2011. Educational Statistics 2011, Dhaka

**Figure A11.5: Repetition Rates of Students in Grade X in Rural and Urban Areas, 2004–2011**



**Figure A11.6: Repetition Rates of Students in Same Grade Across all Grades, 2004–2011**  
(%)



## F. Improved Student Academic Achievement – Lower Secondary Level

12. The impact study assessed the impact of teaching quality in lower secondary schools based on the pass rates in public examinations such as the Junior Secondary Certificate (JSC) and Secondary School Certificate (SSC). The government has been conducting JSC examinations since 2010. The impact evaluation study analyzed the success rates of students at national level for 2010 and 2011. The success rates of students are as high as around 90%. It was noted that the success rate of boys increased by 4% and that of girls by 6% in 2011 from 2010. It was also noted that the success rates of girls was 4%–6% higher than that of boys (Table A11.11).

**Table A11.11: Success Rate of Students in Public Examinations – Junior Secondary Certificate**  
(%)

Item	2010	2011
Boys	87.0	91.0
Girls	84.0	90.0

Source: BANBEIS.2011. Educational Statistics 2011, Dhaka

## G. Improved Student Academic Achievement – Upper Secondary Level

13. The success rate of students is one measurement of the quality of education at all standards. The government conducts public examination at grade X every year through the Boards of Intermediate and Secondary Education at the same time. The results are published separately, but at the same time. The government takes the aggregate of the results to assess national student success rates. The impact evaluation study analyzed and compared the national aggregate success rates of students for 2004–2011 (Table A11.12 and Figure A11.7).

14. Analysis of the results of SSC examination between 2004 and 2011 indicated a rapid increase of pass rates. Pass rates increased by 34.2% between 2004 and 2011—4.9% per annum. The average increase of pass rate for boys is 33.8% and 34.7% for girls—4.8% per annum for boys and 5.0% per annum for girls. The impact study estimates that the project has made major contributions towards increasing the pass rates as a result of improved teaching quality in secondary schools through project interventions. The interventions like the teacher training impacted on the quality of teaching in the secondary schools which caused improved academic achievement of the students.

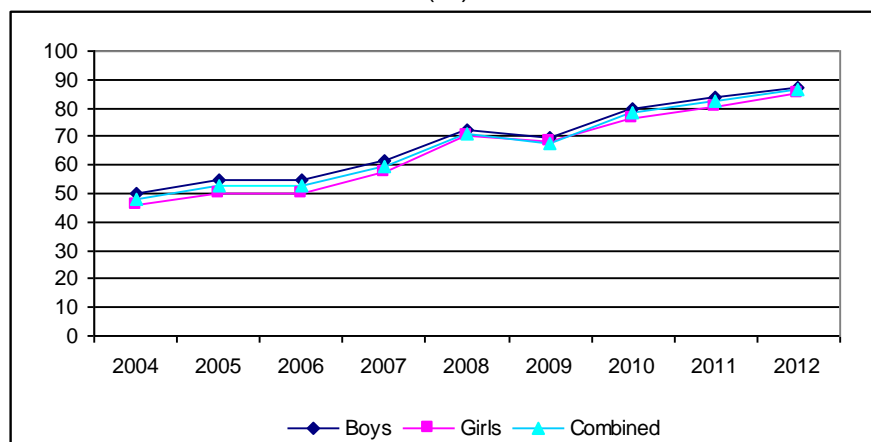
**Table A11.12: Success Rate of Student in Senior Secondary Certificate Examination by Gender and Year**  
(%)

Year	National <sup>a</sup>			Sample Schools <sup>b</sup>		
	Boys	Girls	Combined	Boys	Girls	Combined
2004	49.7	46.0	48.0	71.8	69.0	70.5
2005	54.9	49.9	52.6	75.5	72.1	73.8
2006	54.9	49.9	52.6	78.0	73.3	75.9
2007	61.4	57.3	59.5	76.0	73.1	74.6
2008	72.6	70.4	70.8	82.3	79.6	81.0
2009	69.7	68.4	67.4	82.9	79.8	81.4
2010	80.0	76.4	78.2	88.8	85.0	87.0
2011	83.5	80.7	82.2	90.1	88.2	89.2
2012	87.3	85.4	86.3			

a Source: BANBEIS, Ministry of Education

b Source: Study Survey of 149 schools

**Figure A11.7: Growth of Student Success Rates in Senior Secondary Certificate (%)**



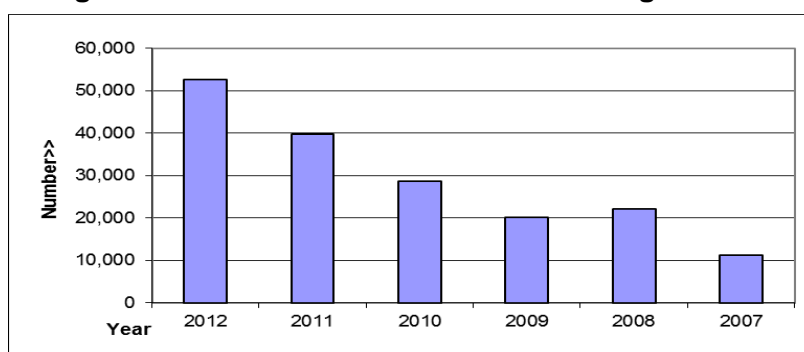
15. The impact study analyzed student pass rates in terms of increase of the percentage of students that passed with a minimum of 33% of marks out of the total number of students appearing in the SSC examination, and also the increase of the percentage of students securing higher Grade Point Average (GPA) grades (securing GPA 5 in a five-point scale). Analysis indicated that the number of students securing GPA 5 rapidly increased through 2011, manifesting higher quality achievement beyond merely the passing of examinations. Higher levels of excellence by students in general indicated improved quality of teaching-learning in secondary schools (Table A11.13 and Figure A11.8).

**Table A11.13: Number of Students Securing GPA 5**

Year	Number of Students
2012	52,560
2011	39,769
2010	28,671
2009	20,136
2008	22,045
2007	11,140

Source: DSHE.2013.Database.Dhaka

**Figure A11.8: Number of Students Securing GPA 5**





16. The impact study assessed the performance of the secondary education sector in terms of the trend of increasing the number of schools where all students passed in SSC examination as well as the trend of reducing the number of schools where none passed in the SSC examination. The study noted that the number of all passed schools rapidly increased during the project and the number of zero passed schools sharply declined to almost zero during the same period. It is seen from Table A11.14 that the number of all passed schools in 2005 was only 537 and the number of all passed schools dramatically increased to 3,377 in 2012 (six times). Similarly, the number of zero passed schools was 424 in 2005 and it fell to only 14 in 2011 (Table A11.14 and Figure A11.9).

**Table A11.14: Number of All Passed and Zero Passed Schools, 2005–2012**

Year	Number of All Passed Schools	Number of Zero Passed Schools
2005	537	424
2006	1,429	193
2007	774	248
2008	2,272	91
2009	2,726	72
2010	2,927	49
2011	2,017	28
2012	3,377	14

Source: DSHE.2013.Database.Dhaka

**Figure A11.9: Trend of the Number of All Pass and Zero Pass Schools, 2005–2012**

