

Social Safeguard Monitoring Report

Project No. 44213-016-17
Semestral Report
December 2017

**Loan no. 3047 & 3320 BAN (COL): Secondary Education Sector
Investment Program (Tranche 1 and 2)**

**Prepared by Directorate of Secondary and Higher Education (DSHE), Ministry of Education
for the Asian Development Bank**

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Summary of the Opportunities and Achievements of the Secondary Education Sector Investment Program (SESIP) Towards Tribal People's Development

A. Opportunities of Tribal People's Development through Secondary Education Sector Investment Program (SESIP)

1. The education sector of Bangladesh in general and the secondary education sub-sector in particular has unique opportunities for development of the Tribal Population through targeting the minority and underserved and disadvantaged population who lack adequate access. Bangladesh promotes equal opportunities for all the citizens particularly for the people of remote areas where educational facilities are weak and inadequate, high incidence of poverty and prevalence of peculiar social barriers. These issues are common among the tribal population who has special needs due to cultural and language barriers and lack of necessary employable skills needed by the job markets. The SESIP has availed the opportunities of targeting the secondary education students, schools, teachers, school management committee, and parents of the tribal areas. SESIP placed special attention to tribal students to cover up their shortcomings and difficulties in educational achievements.

2. The Secondary Education Sector Investment Program (SESIP) will support the government's reform of secondary education (grades 6–12) into a system that builds the foundation for a skilled labor force and prepares youths to meet the requirements of a rapidly developing economy. It will support advanced teaching and learning programs that use information and communication technology (ICT), as well as prevocational and vocational programs, teacher development, and examination reforms. It will promote gender-equitable and pro-poor stipends for students. It will help to establish more decentralized and efficient allocation and use of resources, as well as strengthen sector performance monitoring. The investment program will build upon the ongoing Secondary Education Sector Development Program¹ and the Second Teaching Quality Improvement Project.² It will further benefit from the experience of the Third Primary Education Development Project (PEDP3), which uses disbursement-linked indicators (DLIs).³ The investment program links disbursement to the achievement of key results. It will further support the transition to a sector-wide approach (SWAp). by implementing Secondary Education Development Program (SEDP) over FY 2017/2018 to FY 2021/22.

B. Impact and Outcome

3. The expected impact of the program is increased employability of secondary education graduates. The expected outcome is a more efficient, equitable, and higher-quality secondary education system.

Categorization of the project: It is a category C project in terms of Involuntary Resettlement impacts and a category B project in terms of IP impacts.

The project components do not include any land acquisition or infrastructure development issues. They are rather limited to recruitment and training of teachers to improve teaching, schooling and to promote better instruction materials to benefit the IP children through better education and learning skills and increase employment opportunities in the area. Therefore, no Resettlement Plan will be required for the project. The main purpose of SESIP is to: To increase equitable access and retention and reduce dropout, to support pro poor, to improve access and retention by providing resource teachers in selected schools. The most

¹ ADB. 2006. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Secondary Education Sector Development Program*. Manila.

² ADB. 2012. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Second Teaching Quality Improvement Project*. Manila.

³ ADB. 2011. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Third Primary Education Development Project*. Manila.

important one is to ensure that elements of inclusiveness such as gender, minority ethnic group, disabled, religious and disadvantaged peoples issues.

C. Outputs

4. SESIP has three outputs: (i) enhanced quality and relevance of secondary education, (ii) more equitable access and better retention, and (iii) strengthened secondary education management and governance.

5. SESIP's overall objective is to improve student performance through improved quality of the secondary education provision. Overlapping tranches allow for revised planning of activity inputs based on implementation observations. Tranche 2 design results from wide consultation among implementing stakeholders. Inputs into existing programs and selection of new programs are based on these discussions considering NEP 2010 targets, MOE priorities, and the Secondary Education Sector Road Map for 2013-2023.

6. The reforms undertaken through the SESIP are general without placing any specific attention to particular sections of the population including nearly 1.4 million tribal populations. However, the tribal area secondary school students and teachers are considered with due importance as underserved areas of special needs.

7. However, the SESIP would have no negative impact on the tribal people rather the program implementation on a nation-wide scale would improve the quality of secondary education for every secondary level student of all locations including the tribal populations. The wide ranged decentralization of responsibilities at various levels within the secondary education sub-sector would contribute to faster decision-making benefiting rural communities including the tribal people living in rural and remote areas. Monitoring and quality assurance measures to be developed and implemented would be supportive and useful to identify and taking actions for weak-performing schools and students particularly of rural areas especially remote areas including the areas of tribal population such as CHT, Netrokona, Sylhet, Patuakhali, Mymensingh, Kishoreganj, Rajshahi, and Dinajpur where most of the tribal people live.

8. Implementation of curriculum, supporting practical based science teaching, establishing 640 ICT Learning Centers, school based performance monitoring would enhance the learning and analytical skills of the students contributing to improved learning relevance to the labor market. This enhanced opportunities of the students to fetch high income-earning skills and jobs of secondary education students including the tribal students.

9. A new harmonized poverty-targeted stipend scheme would directly benefit the tribal students. Resource Teacher Program and Reading Habit Development scheme would particularly include the IPs. Construction of additional classrooms, supply of science equipment & furniture, office equipment, and ICT Learning Centers would expand access to improved educational environment and information technology. The poor students particularly of remote areas would get increased equity to better learning environment in crowded schools enrolling girls or underserved area schools having no facilities as much. This would also include the IPs.

10. Tribal Population (TP) comprise about less than 2% (1.4 million) of the population of Bangladesh. Bangladesh is largely a mono-cultural society, with the notable exception of the minority tribal communities living in the Chittagong Hill Tracts (CHT), in parts of Sylhet, Mymensingh, Dinajpur, Patuakhali, and Rajshahi. Highest concentration of the tribal population is in the three hill districts (Rangamati, Bandarban and Khagrachari) of the Chittagong Hill Tracts (CHT) region. The population of CHT is about 1.4 million out of that

nearly 50% are tribal population comprising 12 different ethnic origins. According to a study⁴ conducted in 1999 the populations of the 12 ethnic tribal groups are Chakma (21.5%), Marma (15.5%), Tripura (11.3%), Tanchanga (5.0%), Kheyang (3.6%), Pankhua (3.6%), Bawm (3.4%), Khumi (3.4%), Chak (1.6%), Lushie (0.8%), and Rakhain (0.8%). The remaining 26.3% is Bangali. However, the population of Bangali has increased over the year through migration into the CHT and migration of the tribal population to outside the CHT.

11. The tribal populations have different social organization, marriage custom, birth and death rite, food and other social customs from the people of the rest of the country. There is lack of information on their socioeconomic indicators. Tribal communities largely speak Tibeto-Burman languages. The largest tribal groups are the Chakmas (21.5%), Marmas (15.5%), Tripuras (11.3%), and Tanchanga (5.0%).

12. The tribal population had limited access to education in the past. However, they are increasingly coming out from earlier situations and accessing to the expanded education facilities of the remote areas established in the recent time through improvement of communication system, establishment of educational institutions, and higher emphasis placed on development through education of the tribal people.

13. The Chittagong Hill Tracts Development Plan was designed to assure the optimal participation of tribal communities particularly the women and communities living in remote areas of the CHT. Some of the objectives of the plan have already been achieved in the context of secondary education, which are indicated from the comparative data of the “baseline scenario” and the “improved scenario” in the CHT Region Development Plan, TA No. 3328-BAN, Final Report. Apart for the CHT Region Development Plan of the GoB, different nongovernment organizations also relentlessly working towards the development of the tribal communities. Of the educational programs, BRAC has been supporting 400 schools of the secondary education system.

D. Legal Framework

14. Bangladesh Constitution provides recognition of the equal rights of all citizens irrespective of ethnicity, religion, birthplace, and gender. Accordingly, a specified number of public sector jobs and seats in government education institutions are reserved for tribal populations to bringing them at par. In addition, separate laws have also been enacted that contain reference to tribal population including among others for the education of tribal people. These include the East Bengal State Acquisition and Tenancy Act of 1950; the Chittagong Hill Tracts Regulation of 1900; Hill District Council Acts of 1989; and the Chittagong Hill Tracts Regional Council Act of 1998. The Poverty Reduction Strategy Paper (PRSP) recognizes the problems they face and their lack of opportunities. The PRSP has recommended actions to improve the situation of tribal communities including access to education at all levels.

E. Achievements of Secondary Education Sector Investment Program (SESIP) for addressing Issues Related to Tribal People

16. Program coverage: SESIP is a countrywide major program of education covering all secondary schools and Madrashas. The program would support reforms through:

Result Area 1: Enhanced Quality and Relevance in Secondary Education Programs

Output 1.1: Improved Quality and Relevance of Curriculum

Output 1.2: Strengthened Teacher Capacity

⁴ 1999.Hassall & Associates, New Zealand and Eusuf and Associates, Bangladesh. Dhaka

Output 1.3: Improved Classroom Assessment Procedures and National Assessment and Examinations

Output 1.4: Enhanced Use of ICT for Pedagogy

Output 1.5: Improved Labor Market Relevance

Result Area 2: Increased Equitable Access and Retention to Secondary Education

Output 2.1: School Infrastructure Improved

Output 2.2: Flexible Learning Pathways

Output 2.3: Access and Retention Improved

Results Area 3: Strengthened Governance, Management, and Administration

Output 3.1: Strengthened Decentralized Education Management

Output 3.2: Strengthened Education Information Management

Output 3.3: Improved Teacher Management

Output 3.4: Effective Planning, Management, Coordination, and Harmonization

Output 3.5: Strengthened Monitoring, Evaluation, and Reporting

17. Strengthened Decentralized Education Management (TR. 1 & 2): SESIP is aimed at strengthening the management capacity of DSHE through decentralization of responsibilities. One significant achievement under SESIP is decentralization of MPO functions using online system. SESIP provided additional manpower for field offices with logistics support. SESIP would also support construction of 25 Thana Education Offices in metropolitan areas, extension of 64 DEO buildings and construction of Bandarban DEO Office. Separate Land Plans for each Thana office are included in RDPP. Out of 25 Thana Education Offices, land for 6 has been identified and necessary action is under process by EED.

18. Resource Teacher Program (Tranche 2)

The Resource Teacher Program is the first of four pillars of the Student Support Initiative (SSI), a coherent program designed to improve access and retention of marginalized groups, particularly small ethnic communities and girls. The Resource Teacher Program (RTP) program will be phased-in, beginning with 1000 rural schools, for providing needs-based academic and extra-curricular support for students before and after school, or arranged as needed. The RTP is not intended to provide additional, regular classroom teachers, but to help identify and support marginalized or “at risk” students with more individual, or small group attention with the intent to build confidence in areas of need. Resource Teachers will be recruited from the local community, and will support students through group activities such as learning groups, language groups, sports groups, social awareness and confidence building, and other activities as needed to encourage students to come to school, and stay in school. RTP plan has been drafted in English and Bangla; and has been approved. Resource Teacher Program Status as follows:

- **Resource Teacher Program (TR. 2):** Resource Teachers Implementation Plan has been approved by MOE .
- An advertisement was made for recruitment of 1000 RT on 02 January 2018.
- 36000-applicants applied for the post on line. This is the first time a large candidate selection process was done using software, giving appropriate weight age.
- 3540 candidates participated in the Viva Voce, and the Viva Voce is already completed.
- Final selection of 1000 RTPs has been made and approved by the selection committee.

- As per requisition of the institution, subject-based selection for 454 English teachers, 279 Science teachers, and 257 Math teachers.
- Appointment letter has been prepared.
- The selected candidates will be provided a daylong Orientation Training at Dhaka on 10-14 March 2018.
- Orientation Program Schedule has been prepared.
- Orientation Program Budget has already been approved.
- The selected candidates will also be provided a 10 days intensive residential training will start probably 21 April 2018. The preferred areas for training will be pedagogy, inclusive education, educational management and subject content areas.
- Draft Training Manual of RT has been prepared. Need to arrange a Workshop for the finalization of the draft manual.
- Resource Teacher Program Agreement for Secondary Schools has been prepared and already send to respective institutions.
- An action plan has been prepared for implementation of RTP.

19. Pre-Vocational and Vocational (Tranche 2)

The National Education Policy 2010 (NEP) mandates the attachment of pre-vocational and vocational programs in Class VI to Class VIII in general and madrasah streams. The purpose of the program is to broaden learning opportunities for students by providing pre-vocational opportunities (theoretical and hands-on), and needs-based, hands-on vocational skill development to help prepare student for skills based opportunities and trades after their formal education. According to BANBEIS data 2013, over 2200 general education schools with attached technical programs. Under tranche 2, SESIP will begin a phased approach to building pre-vocational and vocational capacity in general education schools by selecting 10 schools from each district (640 schools), and provide the necessary infrastructure, equipment, training, and teaching staff to run the program. To prepare for the initiative, one international and one national consultants have been recruited to prepare a Pre-Vocational and Vocational Implementation Plan (PVIP). The PVV needs assessment has been completed, and the draft PVIP has been submitted to the MOE for approval. Discussion meetings were held in May and June with DSHE and MOE stakeholders. The PVV international consultant has completed his assignment.

Current Quarter Progress: Confirmation from MOE on PVV design modality; Draft list of schools based on approved PVIP sent to MOE for their concurrence.

Pre-Vocational & Vocational Program Status

PROGRAM: PRE-VOCATIONAL & VOCATIONAL PROGRAM					
MILESTONE	Consultant TOR prepared	TOR approved by ADB	EOI	Negotiations	Fielding
CONSULTANT RECRUITMENT	Done	Done	Done	Done	Done
MILESTONE	Needs Assessment	PVIP Plan	PVIP Approved	Procurement	
PROGRAM STATUS	Done	Done	Done	Not yet	

20. **Training Program:** SESIP has conducted different training programs for the secondary level teachers of the whole country that included the CHT districts as well. From the three tribal districts, 634 teachers on Curriculum Dissemination; 30,407 teachers on Life Skill Based Training, 47,433 on Teacher Curriculum Guide and Capacity Building have been trained up to December 2017. To ensure quality education DPP/RDPP of SESIP has the provision of different types of professional training, such as teachers, head teachers, SMC members and relevant officials of DSHE, SPSU, NAEM, NCTB, BISE ZEO, DEO, USEO AND OTHERS. Under this provision, several types of training already have been conducted in Tranche 2. Among these below, the table shows the numbers of Small Ethnic Community teachers taken SESIP training.

The statistics of the SESIP training programs that were conducted during July 2017 to December 2017 are tabulated below:

Sl. No.	Name of the training	Total number of Training	Indigenous Peoples	Male	Female	% Percent
1	Curriculum Dissemination	634				
2	CQ	0				
3	PST	0				
4	PBM	0				
5	LSB	30407	11	5	6	
6	TCG	47433	187	131	56	
7	Capacity Building	59				
8	ICT	0				
	Total	78533	198	136	62	0.25

Source: SPSU

Among the trained teachers Indigenous Peoples percentage is 0.25%.

21. ICT Learning Centers

ICT for Pedagogy (ICT4P) is a long-term vision for secondary education. SESIP begins the institutionalization of ICT for Pedagogy by design and implementation of school-based ICT Learning Centers (ILC). Under Tranche 1 and Tranche 2, SESIP will install and make operational ILC in 640 schools. Milestones of the program design are: feasibility study; approved implementation plan; selection of schools, rehabilitation of schools, procurement and installation of goods, preparation of e-materials; training of SMC/HT and teachers; ILC operational.

A need for a ICT System Architect was determined to be necessary to ensure the technical installation readiness coordination among all ILC initiatives. The System Architect recruitment was agreed by ADB, and ICT system architect has been fielded.

ICT Learning Center Milestones

PROGRAM: ICT LEARNING CENTERS					
MILESTONE	Feasibility Study	Approved ILC Implementation Plan	School Selection	School Rehabilitation	
PROGRAM STATUS	Completed	Approved as Year 3 DLI 2	Done	Nearly Completed	
MILESTONE	Procurement and Installation of Goods	Preparation of e-learning materials	Training of SMC/HT teachers	of ILC Operational	
PROGRAM STATUS	GD-4 Contract Awarded GD-40 Contract evaluation done	Firm fielded and e-Learning Material development on-going	Training manual drafted	Not Yet	

REMARKS: ILC are DLI. Year 2 (14/15) DLI was achieved (feasibility study); Year 3 (14/15) DLI is on track (Approved ILC Implementation Plan); Year 4 DLI will not be met due to lengthy procurement processing time. Overseas training is offered to HT/Supers and on teacher of 640 schools.

22. Salary Support: SESIP has been providing salary support to the teaches and employee of three schools in the CHT which were established under SESDP. These schools in the underserved remote areas of the CHT to expand existing access to quality secondary education.

In the reported year 2016 – 2017 SESIP spent about Tk. 51, 86,054

23. Practical Science Teaching

Science enrolment in Class 9 has been in a declining trend. To help boost science enrolment, SESIP focuses on making science more attractive to Class 8 leavers. To improve science group enrolment, SESIP emphasizes the strengthening of science education. The purpose of the Practical Science Teaching program is to make science more attractive to students in order to reverse the trend in declining science group enrolment. To support practical science, SESIP will: 1) provide science equipment and furniture to all schools; 2) prepare and disseminate a “make science attractive” media campaign for community awareness and buy-in; 3) undertake CPD training program of all secondary and madrasah science teachers in practical science teaching methodologies; and 4) improve monitoring and mentoring of science teachers.

The Practical Science Teaching Program is DLI-linked, and implementation is in five (5) stages: Piloting; Phase 1: Initial teacher training; Phase 2: Monitoring & Mentoring; and Phase 3: follow-up training; and Phase 4: program review and evaluation. The Program is being implemented by NCTB and DSHE.

Current Quarter Progress: Considerable progress has been made up to Sept 2017 towards achieving the program targets under the DLI. The following table provides a snapshot of the program:

Practical Science Teaching Program Milestones

Pilot – Target 200 schools		
Milestone	Date Achieved	Remarks
Program Plan	Completed	
Writers Selection	17 December 2014	
Needs Assessment Workshop	27 December 2014	
Writers Orientation Workshop	12 January 2015	
Final Materials draft	20 May 2015	
Printing	31 May 2015	
Pilot Training Program	30 June 2015	348 schools 58 Districts 366 Teachers
Phase 1 – Target 5000 schools		
Materials Finalization	25 February 2016	
TOT – Target 960 teachers	22 April 2016	Teachers: 743 Field officers: 114 Total: 857
Teacher Training – Target 50,000	June 2016	Total trained 35,915. Simultaneous rollout in 64 Districts.
Teacher Training – Target 20,000	Nov-Dec 2016	Total trained 35,915. Simultaneous rollout in 64 Districts.
Teacher Training – Target 30,000	June 2017	Total Trained 19,000 Grand total 55,915

24. Head Teachers' and Madrasah Supers' Training Program

Institution Head Training Program (TR. 2): SESIP is undertaking a comprehensive school Head Teacher and Madrasah Super training program. The purpose of the program is to engage institution heads to support the quality improvement initiatives identified by the MOE an DSHE as important steps towards achieving quality improvement in the classroom and the long-term targets set forth in the 7th five year plan, and the Sustainable Development Goals (SDG). The institution Head training manual has been prepared during this quarter. Teacher educators from TTCs and IER are the primary authors of the program. Content for the program was identified/verified through consultations undertaken by SESIP. The program focuses on HT/Supers as teacher mentors, providing standards for classroom observation through Learning Facilitator Competency Standards (LFCS). Sessions include Web-based Data Management. TOT begin in October, with 1200 as the Master Trainer target. 634 Head Teacher and Madrasah Supers trained by 31 December 2017.

25. **National Assessment Center (TR 2):** SESIP supports establishment of a National Assessment Center (NAC) as a research entity. Concept paper and a draft act have been prepared for NAC.

26. **National Exam. Innovations (TR 1 & 2):** In continuation with the previous ADB supported program SESDP, SESIP supports the on-going reform initiatives in assessment and exam field. Training completed for 63,574 teachers on reformed exam system. Results of SSC and HSC 2016 analyzed and a set of actions adopted for further improvement of the exam system by introducing sample marking, standardization of raw exam scores etc. Impact studies are currently underway for 2017 SSC and HSC results. At the request of the

MOE, BEDU has undertaken a Head Examiner study for quality baseline quality assurance. These studies will be presented to the MOE soon. A study on CA completed and manual preparation in progress.

27. **Life Skills:** SESIP targets 82,000 secondary teachers in 44 districts and other stakeholders trained in Life Skills-based education (LSB). The program is a continuation of the LSB program undertaken by NCTB with support from UNICEF. The program emphasizes elements of life skills currently in the 2012 national curriculum and additional content approved by NCTB. Topic areas of the LSB program include: human and family health, reproductive health, sexually harassment, social skills, and other areas important for enabling citizens to live a safe, healthy, and productive lives.

Under SESIP, the LSB program will affirm and make any determined inputs into the current program. LSB Training Manual developed after field baseline impact study and needs assessment. TOT is was completed by March 2017, with 1500 master trainers trained. Phase 1 local training commenced in February.

Current Quarter Progress: Phase 1 LSB training completed by June 2017, with 50,000 teachers trained in 44 districts. The remaining districts will be covered by September 2017.

28. **Refurbishment of Schools:** Under Tranche 1, 100 prioritized schools are selected for infrastructure improvement based on basic criteria of being in needy areas. However, DSHE has no systematic school infrastructure assessment system to identify and prioritize school and madrasah infrastructure needs. The long-term plan of SESIP is to implement a 5-year rolling prioritized infrastructure development plan based on EMIS school infrastructure data. Education Institution Infrastructure Construction Policy Guideline (EICPG) have been prepared and await approval that define minimum school quality standards for education institutions (schools, madrasah). Secondary School Quality Standards (SSQS) have been prepared as need-based indicators, and are under the process of institutionalization, with indicators and web-based data capture tools prepared, and field level officials trained. All schools in the EMIS database will be assessed on their status of infrastructure need, and then prioritized for improvement based on defined standards. An independent national firm under SD-4 will be fielded to undertake a sampling exercise to validate the accuracy of the EMIS data. The Infrastructure Development Plan has been drafted based on SSQS data.

Key milestones for this program are: preparation of school quality standards; drafting of the EICPG; prioritizing of all schools, fielding of firm for infrastructure assessment verification (SD-4); verification report of EMIS data. Minimum Construction Standards have been drafted; SD-4 data verification study contract has been awarded. EICPG presented to the MOE, and await a policy decision.

Current Quarter Progress: MOE policy discussions and approval of documents; Revise drafts as needed; Prepare final draft of the Infrastructure Development Plan

Table Refurbishment of Schools Milestones

PROGRAM: REFURBISHMENT OF SCHOOLS				
MILESTONE	Preparation of SSQS	Drafting & approval of EICPG	SSQS data capture	Selection of prioritized schools
PROGRAM STATUS	Done	Done	Ongoing	Ongoing
MILESTONE	Infrastructure Development Plan drafted	Fielding of Firm for Infrastructure assessment verification (SD-4)	Assessment Verification Report	Approved Infrastructure Development Plan
PROGRAM STATUS	Being drafted	Firm Selected to be fielded in August	Due in October 2017	Not yet

29. Community Awareness (Tranche 2): The third SSI pillar is a community awareness campaign focusing on sexual harassment and other social issues. The campaign's basic principles, guidelines, and terms of reference will be prepared by SESIP consultants; and a local firm will be contracted to design and implement it based on the basic principles and guidelines. Campaign activities will be focused at the District level, and will integrate fully with the Resource Teacher Program. A national firm will be recruited for this work under SD-29. Concept paper for student counseling prepared; training brochure drafted. Fielding of Inclusive Education Specialist in June.

Current Quarter Progress: training plan drafted.

Community Awareness Program Milestones

PROGRAM: COMMUNITY AWARENESS PROGRAM				
MILESTONE	Concept Paper Prepared	Program Plan	Implementation of the Plan	Local Training Begins
PROGRAM STATUS	Done	Not done	Not done	Not done

30. Pre-Vocational and Vocational (Tranche 2)

The National Education Policy 2010 (NEP) mandates the attachment of pre-vocational and vocational programs in Class VI to Class VIII in general and madrasah streams. The purpose of the program is to broaden learning opportunities for students by providing pre-vocational opportunities (theoretical and hands-on), and needs-based, hands-on vocational skill development to help prepare student for skills based opportunities and trades after their formal education. According to BANBEIS data 2013, over 2200 general education schools with attached technical programs. Under tranche 2, SESIP will begin a phased approach to building pre-vocational and vocational capacity in general education schools by selecting 10 schools from each district (640 schools), and provide the necessary infrastructure,

equipment, training, and teaching staff to run the program. To prepare for the initiative, one international and one national consultants have been recruited to prepare a Pre-Vocational and Vocational Implementation Plan (PVIP). The PVV needs assessment has been completed, and the draft PVIP has been submitted to the MOE for approval. Discussion meetings were held in May and June with DSHE and MOE stakeholders. The PVV international consultant has completed his assignment.

Current Quarter Progress: Confirmation from MOE on PVV design modality; Draft list of schools based on approved PVIP sent to MOE for their concurrence.

Pre-Vocational & Vocational Program Status

PROGRAM: PRE-VOCATIONAL & VOCATIONAL PROGRAM					
MILESTONE	Consultant TOR prepared	TOR approved by ADB	EOI	Negotiations	Fielding
CONSULTANT RECRUITMENT	Done	Done	Done	Done	Done
MILESTONE	Needs Assessment	PVIP Plan	PVIP Approved	Procurement	
PROGRAM STATUS	Done	Done	Done	Not yet	

F. Tribal People's Development

31. SESIP has no provision to prepare a separate Tribal People's Development tool but followed the GoB universal strategy and policy to ensure quality education of all secondary level students of all parts of the country enrolling at grade 6 with highest emphasis placed on ensuring secondary education by all primary passed students. This assures access of all students including the tribal and difficult to accessing areas and poor students irrespective of gender.

32. Government has universal strategies and plans for addressing issues like aspirations, needs, and preferred options of affected population and local social organization; cultural beliefs, ancestral territory, and resource use patterns among the affected population; impact on all sections of the population including mitigation of development project adverse effects; strengthening social, legal, and technical capabilities of public institutions to all sections of the population; involving local organizations and non-governmental organizations in project implementation; provision of adequate budget allocations; and close monitoring.

33. Secondary Teacher Development Policy

SESIP will lead the preparation of a Secondary Teacher Education Policy (STDP) that will draw together work being undertake in the TQI II project, such as institutional partnership for teacher development, minimum standards for teaching competency, 3-step registration, establishment and institutionalization of the National Teacher Education Council (NTEC), Centers of Excellence, and other policy measures. Strategically, the preparation of the STDP will undertake wide consultations at the national, zonal, district, and upazila level to identify policy options, and undertake a feasibility analysis for implementation of key policy initiatives under Tranche 3. The following table identifies key milestones.

Secondary Teacher Development Policy

PROGRAM: SECONDARY TEACHER DEVELOPMENT POLICY (STDP)

MILESTONE	National Consultations	Policy Draft	National Workshop on the draft policy	Approval by MoE
PROGRAM STATUS	Done in all zones except Dhaka	Draft prepared	Not yet	Not yet

34. In fact, no specific tribal people's action plan was developed to incorporate tribal population to prevent exclusion of tribal people from project beneficiary group, specific needs of tribal population under SESIP, and formulating common community action plan where tribal people live with non-tribal people in the same area.

35. Harmonized Stipend Program Bangladesh provides stipend subvention for non-urban poor students in secondary level general schools and madrasah. However, the four (4) existing stipend programs in secondary and higher secondary are managed and administered separately, each using different targeting, recruitment, administration and management arrangements within the respective programs. Bangladesh would like to harmonize the existing stipend programs under one stipend program, with uniform coverage, targeting, recruitment, subvention rates, administration, management, and monitoring. A firm has been procured under SD-5 package to undertake a comprehensive stipend project/program review, and prepare recommendations for harmonization of all stipends under on program to commence after 2017. PMC has fielded one international and one national consultant to support the stipend program transformation. The consultants' tasks include raising awareness among stakeholders, and carry forward the stipend review recommendations by preparing a Harmonized Stipend Program Implementation Plan (HSSIP), a new stipend manual, and preparing and implementing a national training program for the harmonized stipend. Revised stipend study report submitted to the MOE; report under consideration.

Current Quarter Progress: No decision has been made by MOE. Stipend study report will be approved soon.

Harmonized Stipend Program Milestones

PROGRAM: HARMONIZED STIPEND PROGRAM

MILESTONE	Fielding of PMC Stipend Consultants	Fielding of Stipend Study Firm	Draft Report for Harmonized Stipend (HS)	Approved Report
PROGRAM STATUS	Done	Done	Done	Done
MILESTONE	Draft HS Implementation Plan	Approved HS Implementation Plan	Draft HS Stipend Manual	Stakeholder Training
PROGRAM STATUS	Due	Due	Due	Due

36. Upazila Awards Program (Tranche 2)

The fourth SSI pillar is an Upazila Awards Program for Life-Long Learning. The program will establish competition for students to prepare a feasible and innovative life-long learning plan towards personal success. The three-tiered program will award one boy and one girl from each school, to compete at union level, then at Upazila level. Winners will be awarded some amount of tuition subvention. Planning will be undertaken by the SESIP PMC Social Consultant for Stipend consultant to work with government to identify basic principles and guidelines, with implementation through the Upazila Secondary Education Office.

Current Quarter Progress: Work on the program initiated with support from PMC Stipend consultant (national).

Upazila Awards Program Milestones

PROGRAM: UPAZILA AWARDS PROGRAM

MILESTONE	Program Plan
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PROGRAM STATUS	Not yet started
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G. Implementation Arrangements

37. The executing agency for the SESIP is the Ministry of Education (MOE), while the Directorate of Secondary and Higher Education (DSHE) is the implementing agency. DSHE ensured that total inclusiveness is ensured through the SESIP and all covenants are fully met with. The Sector Program Support Unit is responsible to implement the project ensuring all design parameters and objectives including social and gender and other aspects with ultimate goal of ensuring quality secondary education and inclusiveness for the secondary level students enrolling at grade 6.

H. Cost Estimates and Financing

38. There are separate budget allocation for three components and activities. The allocations seem adequate as almost all activities could be implemented smoothly so far. However, No separate budget allocation has been earmarked for addressing tribal population issues.

I. Monitoring and Evaluation:

39. Monitoring & Evaluation of development and non-development will be strengthened under SESIP. An Institutional Development Plan (IDP) on M&E will be prepared to identify areas of need and provide recommendations for building-up a data-driven monitoring system. The Monitoring and Evaluation Wing (MEW) in DSHE is the central body in implementing the IDP. The MEW was established under the SEQAEP project has the mandate to monitor and report national education quality performance. However, in practice the MEW has limited its scope to the 215 Upazilas identified for stipend and other support under SEQAEP. The IDP will provide a way forward for this. Part of this activity will be the preparation and approval of Secondary Schools Quality Standards that define key performance indicators (KPI) in 1) teaching facilities and equipment; 2) student/teacher ratio; 3) head teacher and teacher qualifications and performance; 4) SMC composition and

procedures; 5) school financing, and 6) assessment. The PMC will provide one (1) international M&E specialist, and one (1) national M&E Specialist to undertake the preparation of the IDP by June 2015 as DLI. The technical assistance will support the DSHE Monitoring & Evaluation Wing (MEW) to prepare and integrate the SSQS into one school monitoring instrument. The IDP will include recommendations to strengthen the wing to monitor schools in all Upazila, and to work with the DSHE Planning & Development Wing to prepare the first Annual Secondary Education Performance Report by 2017. The assessment will specifically analyze the data supply chain to inform recommendations for efficiency and reliability improvement.

Strengthening Monitoring & Evaluation Milestones

PROGRAM: STRENGTHENING MONITORING & EVALUATION							
MILESTONE	Fielding PMC	of	M&E Consultations		Draft IDP		Approved IDP
PROGRAM STATUS	Done		Done		Done		Approved
MILESTONE	ASPR agreed	outline	ASPR prepared	draft	ASPR revised	draft	ASPR Approved
PROGRAM STATUS	Agreed		Under preparation		Not yet		Not yet