

ASIAN DEVELOPMENT BANK

PCR: BAN 24256

PROJECT COMPLETION REPORT

ON THE

**SECONDARY EDUCATION DEVELOPMENT PROJECT
(LOAN 1268-BAN[SF])**

IN

BANGLADESH

September 2002

CURRENCY EQUIVALENTS

Currency Unit	-	taka (Tk)
At Appraisal (October 1993)		At Project Completion (June 2000)
Tk1.00 = \$0.025	-	\$0.020
\$1.00 = Tk39.80	-	Tk51.00

ABBREVIATIONS

ADB	-	Asian Development Bank
BANBEIS	-	Bangladesh Bureau of Educational Information and Statistics
B. Ed.	-	Bachelor of Education
BOU	-	Bangladesh Open University
BRM	-	Bangladesh Resident Mission
DD	-	deputy director
DEO	-	district education officer
DICC	-	District Implementation Coordination Committee
DSHE	-	Directorate of Secondary and Higher Education
EA	-	executing agency
IA	-	Implementing Agency
MOE	-	Ministry of Education
NCTB	-	National Curriculum and Textbook Board
O&M	-	Operation and Maintenance
PCC	-	Project Coordination Committee
PCR	-	Project Completion Report
PIU	-	Project Implementation Unit
SDR	-	Special Drawing Rights
SEDP	-	Secondary Education Development Project
SESIP	-	Secondary Education Sector Improvement Project
TA	-	technical assistance
TTC	-	teacher training college
USEPO	-	upazila secondary education project office

NOTES

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

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BASIC DATA**A. Loan Identification**

1.	Country	Bangladesh
2.	Loan Number	1268-BAN (SF)
3.	Project Title	Secondary Education Development Project
4.	Borrower	People's Republic of Bangladesh
5.	Executing Agency	Directorate of Secondary and Higher Education, Ministry of Education
6.	Amount of Loan	SDR50,721,000 (\$72,000,000 equivalent)
7.	Project Completion Report Number	PCR: BAN 712

B. Loan Data

1.	Appraisal	
	- Date Started	13 July 1993
	- Date Completed	31 July 1993
2.	Loan Negotiations	
	- Date Started	22 October 1993
	- Date Completed	26 October 1993
3.	Date of Board Approval	23 November 1993
4.	Date of Loan Agreement	17 December 1993
5.	Date of Loan Effectiveness	
	- In Loan Agreement	17 March 1994
	- Actual	16 March 1994
	- Number of Extensions	None
6.	Closing Date	
	- In Loan Agreement	30 June 2000
	- Actual	4 June 2001 ^a
	- Number of Extensions	None
7.	Terms of Loan	
	- Interest Rate	1% per annum
	- Maturity	40 years
	- Grace Period	10 years

^a The loan closing was delayed due to delay in transfer of loan savings of \$3.5 million to an account, which was opened under Loan 1486-BAN: Forestry Sector Project, to utilize the same for rehabilitation of the structures damaged by the southwest flood in 2000.

8. Disbursements
a. Dates

Initial Disbursement
10 May 1994

Final Disbursement
11 October 2000

Time Interval
6 years 5 months

Effective Date
16 March 1994

Original Closing Date
30 June 2000

Time Interval
6 years 3 months

b. Amount in \$

Category		Original Allocation	Last Revised Allocation	Amount Available	Net Amount Disbursed	Undisbursed Balance
01A	Civil Works –Teachers' Training Colleges	1,790,027	5,209,829	5,209,829	4,148,889	1,060,940
01B	Civil Works-Barisal TTC	1,269,060	1,232,471	1,232,471	1,005,513	226,958
01C	Civil Works-Secondary Schools	32,380,899	33,313,369	33,313,369	33,082,712	230,657
02	Equipment, Materials & Vehicle	2,379,132	3,936,333	3,936,333	3,353,744	582,589
03	Furniture	3,609,865	4,535,726	4,535,726	4,493,324	42,402
04	Consulting Services (Parts A, C, and D)	1,250,606	1,694,969	1,694,969	1,469,701	225,268
05	Fellowship	300,940	626,990	626,990	445,403	181,587
06	Training and Workshop	2,180,398	2,282,533	2,282,533	1,521,612	760,921
07	Incremental Recurrent Cost for the PIU	330,750	0	0	0	0
08G-LC	Consulting Services for Part B	2,000,118	292,979	292,979	138,439	154,540
08K-LC	Incremental Recurrent Cost for the Teachers Trainers	259,774	0	0	0	0
08L-LC	Stipend Program	19,649,134	17,692,499	17,692,499	17,692,499	0
09	Service Charge During Construction	2,099,485	2,069,842	2,069,842	2,069,842	0
10	Unallocated	2,499,812	0	0	0	0
Total		72,000,000	72,877,540	72,877,540	69,421,678	3,465,862

PIU = Project Implementation Unit, TTC = Teacher Training College

??There was no cancellation during implementation. Loan savings amounting to \$3.5 million to be utilized in Southwest Flood Damage Rehabilitation Project.

9.	Local Costs (Financed)	
-	Amount (\$)	52.08 million
-	Percent of Local Costs	80.27
-	Percent of Total Costs	63.34

C. Project Data

1. Project Cost (\$ million)

Cost	Appraisal Estimate	Actual
Foreign Exchange Cost	20.00	17.34
Local Cost	70.00	64.88
Total	90.00	82.22

2. Financing Plan (\$ million)

Cost	Appraisal Estimate	Actual
Borrower-Financed	18.00	12.80
ADB-Financed	72.00	69.42
Total	90.00	82.22

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

Component	Appraisal Estimate	Actual
A. Base Cost		
1. Civil Works (including land)	37.17	39.42
2. Equipment and Furniture	7.89	7.98
3. Consulting Services	3.39	1.61
4. Fellowship and Stipend	23.59	24.35
5. Workshops and Training	2.06	1.52
6. Project Implementation	0.90	2.64
7. Taxes and Duties	3.00	0.00
Subtotal	78.00	77.51
B. Contingencies		
1. Physical Contingencies	5.60	2.63
2. Price Escalation	4.30	0.00
Subtotal	9.90	2.63
C. Service Charge	2.10	2.07
Total	90.00	82.22

4. Project Schedule

Item	Appraisal Estimate	Actual
Date of Contract with Consultants		
Curriculum Reform	Mar 1994	Sep 1995
Instructional Materials	Mar 1994	Sep 1995
Teacher Training	Dec 1993	Sep 1995
Capacity Building for Planning and Management	Mar 1994	Mar 1996
Completion of Engineering Design and Supervision	Dec 1999	Dec 1999
Civil Works Contract		
Date of Award	Jun 1994	Dec 1994
Completion of Work	Dec 1999	Jun 2000
Equipment and Supplies		
Dates		
First Procurement	Mar 1994	Jun 1994
Last Procurement	Sep 1997	Dec 1999
Baseline Study		
Date of Start	Mar 1994	Jan 1997
Date of Completion	Sep 1994	Apr 1997
Stipend Program Impact Study		
Date of Start	Mar 1996	May 1998
Date of Completion	Aug 1996	Jun 2000
Benefits Monitoring and Evaluation (BME) Studies		
BME Study 1: Date of Start	Apr 1998	Dec 1999
Date of Completion	Sep 1998	Feb 2000
BME Study 2: Date of Start	Apr 1999	Jul 2000
Date of Completion	Sep 1999	Aug 2000

D. Data on Asian Development Bank Missions

Name of Mission	Date	No. of Persons	No. of Person- Days of Member	Specialization of Members
Fact-Finding	31 Mar to 20 Apr 1993	4	84	b, c, d, e
Appraisal	13 to 31 Jul 1993	5	105	a, b, c, d, e
Inception	5 to 7 Apr 1994	2	6	e
Review	19 to 24 Jun 1994	2	12	e
Review	8 to 12 Nov 1994	1	5	e
Review	22 to 27 May 1995	1	6	e
Midterm Review	13 to 17 May 1997	2	10	e
Special Review	11 to 14 Oct 1997	1	4	e
Review	3 to 8 Feb 1998	1	6	f
Review	3 to 6 May 1998	1	4	f
Review	27 Oct to 4 Nov 1998	1	8	f
Review	7 to 16 Apr 1999	1	7	f
Review	7 to 17 Oct 1999	1	7	f
Review	24 to 4 Jun 2000	1	6	f
Review	14 to 19 Oct 2000	1	6	f
Project Completion Review	1 Apr to 24 Jun 2002	3	75	c, f, g

a =counsel, b=economist, c=procurement of consultant specialist, d=programs officer, e=education, specialist, f=project specialist, g=project analyst.



I. PROJECT DESCRIPTION

1. The Project was the first major investment of the Asian Development Bank (ADB) to support the Government's efforts to improve general secondary education in Bangladesh. The major objectives were to assist the Government in enhancing secondary education by (i) improving the quality of secondary education, (ii) expanding of access on a selective basis, (iii) strengthening management and planning capacity, and (iv) enhancing resource mobilization and utilization.

2. The Project comprised the following main components:

- (i) **Quality improvement.** This component included (i) curriculum reforms for grades VI to X; (ii) instructional materials management; (iii) providing science kits and supplementary reading materials; and (iv) reforming teacher training curriculum, providing in-service and preservice teacher training through the teacher training institutes and expanding the latter's intake capacity by refurbishing the existing ones and establishing a new one in Barisal, an underserved area.
- (ii) **Expansion of access.** To provide more equitable access, the Project provided support for renovating or constructing new multipurpose classrooms in 1,840 secondary institutions (schools and madrasahs), with laboratories, toilets, supply of furniture, and tubewells for safe drinking water. To encourage gender equity, a stipend program was supported for female students in grades VI to X.
- (iii) **Capacity building for planning and management.** This component comprised strengthening the technical and administrative capability of the Directorate of Secondary and Higher Education (DSHE) from the central to field level through policy interventions for decentralization of management functions, recruitment and training of staff, procurement of equipment and vehicles; and strengthening school-level management by training the school headmasters in school leadership, management, governance, and assessment.

II. EVALUATION OF DESIGN AND IMPLEMENTATION

A. Relevance of Design and Formulation

3. The Secondary Education Development Project (SEDP) was designed to address these constraints: poor-quality education, particularly at the secondary level; poor physical infrastructure insufficient to accommodate the increased number of primary graduates; wide gender disparity at the secondary level with regard to enrollment of boys and girls; and a moribund teacher education program with limited scope of producing the required number of trained teachers for the schools to ensure national development through human resource development. The most significant project benefit expected at appraisal was the quantitative and qualitative improvement of secondary education. Therefore, the project design was highly relevant to the development needs of the country.

4. The design and formulation of the Project was also relevant and consistent with ADB's country strategy of developing human resources by increasing access to education, improving the quality of education, reducing gender disparity, and improving the management capability of the system. The Government's approach was consistent with ADB's overarching goal of poverty reduction through activities to promote economic growth, develop human resources, and improve the status of women.

B. Project Outputs

5. The outputs of the Project are multidimensional. As envisaged at appraisal, the curriculum and instructional material of secondary education were reformed, 1,410 schools were equipped with science kits and furniture, 10,000 headmasters received management training, infrastructure of schools was expanded, and 1,448,278 female students received stipends. The infrastructure of 53 offices of the Upazila Secondary Education Project were established and equipped with the necessary personnel and materials. To improve the quality of classroom teaching, training facilities at the teacher training colleges (TTCs) were enhanced. Moreover, the capacity of the district, zonal, and central level offices of DSHE were strengthened through training and material support. The outcomes of the Project, by component, are presented in paras. 6 to 18.

1. Component A: Quality Improvement

6. Recognizing irrelevant curriculum and outdated textbooks as one of the causes of poor-quality education, it was envisaged at appraisal that curriculum and instructional materials for secondary education (grades VI-X) would be revised and redesigned to make them relevant to students and national needs. The curriculum of grades VI through X was revised and redesigned and instructional materials in the form of textbooks were developed and introduced in the school system in FY1996/97. Curriculum and instructional materials were developed through a participatory approach involving stakeholders: classroom teachers, supervisors, teacher educators, subject specialists, etc. The textbooks were developed through noted educationists drawn mostly from schools, colleges, and universities. Books were printed under the guidance of the National Curriculum and Textbook Board (NCTB). Curriculum and textbooks thus developed were introduced in grades VI, IX, and X in 1996 and in VII and VIII in 1997, and have been in use since then. Before the curriculum and textbooks were introduced, teachers all over the country received 3-day dissemination training using training materials developed for the purpose. In a bid to bring in overall reform, the Project also envisaged to privatize the publication, printing, and distribution of textbooks. However, this was not fully achieved due mainly to lack of adequate capacity and interest in the private sector. It was therefore agreed that this issue would be fully addressed in the follow-on project, i.e., Secondary Education Sector Improvement Project (Loan 1690-BAN [SF])¹.

7. For qualitative improvement a twofold approach was applied. The teacher education curriculum was redesigned with the involvement of practicing teacher educators and specialists in pedagogy. A total of 15 textbooks (Appendix 1) for the teacher education program were developed and printed. This was the first endeavor in this regard since the independence of Bangladesh. Before that, no textbook was available in Bangla for the teacher education program. One hundred sets of textbooks were supplied free of cost to

¹ ADB. 1999. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Bangladesh for the Secondary Education Sector Improvement Project*, Manila.

each of the Government TTCs. However, due to shortage of time, it was not possible to orient the TTC teachers on the revised curriculum. As a result, TTC teachers faced some difficulties in fully grasping and delivering the new curriculum.

8. Barisal Division was an underserved area in terms of TTC availability. A new TTC was established in Barisal under this Project. The college received all the needed facilities. The TTC acquired 53 full-time staff, of whom 32 were professional staff including the principal, vice-principal, associate professors, assistant professors, and lecturers.

9. To increase the number of trained teachers, all the 10 TTCs were expanded with physical facilities (Appendix 2) and additional teaching staff, 10 in each college, to run the program in two shifts. Moreover, one additional vice-principal was placed in each of the 10 TTCs. The intake capacity of the TTCs increased with the additional classrooms and new facilities constructed for the trainees. Two dormitories, each accommodating 100 trainees, were constructed in each of the TTCs including that in Barisal. All the dormitories were equipped with the necessary furniture. All the 11 TTCs were provided with new furniture for use in the classrooms. The auditorium of Dhaka TTC was renovated and equipped with the necessary furniture and equipment. Each of the 10 old TTCs was provided with 22 new staff, including one vice-principal and 10 lecturers/assistant professors.

10. As part of quality improvement, 12,535 of a targeted 12,500 teachers received training for the Bachelor of Education (B. Ed.). Out of them 7,708 were male and 4,827 were female. In addition, 657 of 750 received training for the Masters of Education (M. Ed.). Of this group, 308 were male and 349 were female. The ratio of women TTC graduates increased to 43% in 1999, compared with 33% in 1992. All the trainees received a stipend from the Project during their training. Further, about 134,000 schoolteachers received training on the revised and modified curriculum covering 19 subjects. Various national and zonal workshops were organized on curriculum reform, teacher training, female education, planning and management development, and project monitoring and evaluation.

11. Another quality component of the project was the supply of science kits and educational charts, and training of the headmaster and science teachers on the use and maintenance of the science kit. A science kit containing a number of science equipment and chemicals was supplied to 1,410 project schools/madrasahs. A total of 1,840 sets of educational charts were given to project schools/madrasahs. The headmaster and one science teacher from each of the project schools (1,410) received a 1-day training on the use and maintenance of the science kit. A set of supplementary reading materials was given to 1,824 project schools.

2. Component B: Expansion of Access

12. Expansion of access to secondary schools/madrasahs was one major focus of the project. School buildings were constructed to provide expanded access to the students of the rural areas. A 3-room building that can accommodate 50 students in each room was constructed in each of 1,824 secondary institutions against a target of 1,840 (Appendix 2). The appraisal estimate of 1,840 was not met as additional classrooms in 16 schools were already constructed under other projects. Each constructed school was provided with a tubewell and sanitary latrine. The construction work was done by the facilities department (FD) of the Ministry of Education (MOE) following a prototype design. The necessary furniture was also procured and supplied to the project schools/madrasahs.

13. To encourage and enhance the enrollment of female students at the secondary level, the Project provided for stipends to all girls enrolled in grades VI through X in all the schools and madrasahs in 53 upazilas. The Project started financing the stipend to girls of grade VI and IX in 53 upazilas in 1994. It started providing stipend to all girls of grades VI through X from 1995 and continued up to 2000. A total of 1,448,278 female students received a stipend under the Project, compared with the appraisal target of 920,000 students (Appendix 3).

3. Component C: Capacity Building for Planning and Management

14. Considering the limited capacity of DSHE in subsector planning and academic management, the Project provided support to improve the directorate's planning and management capabilities through consultant services, in country and international training to its professionals working at central, zonal, district, and upazila levels, and recruitment of staff.

15. An associated technical assistance² was provided to develop and strengthen DSHE's strategic planning and policy-oriented management capacity (Appendix 4). To strengthen management, the consultants recommended realignment of the organizational, functional, and individual responsibilities of DSHE. But implementation of the recommendations had been limited due mainly to the lengthy bureaucratic approval process requiring interministerial consultations. However, work has been good in the development of curricula and instruction materials, which laid a good foundation for the subsequent improvement of curricula and syllabi by the consultants under the loan. The consultants also trained 25 DSHE staff and 54 headmasters in assessing education quality. A short-term study trip was arranged under the TA for five senior officials of MOE; DSHE; Planning Commission; project implementation unit (PIU); and implementation, monitoring and evaluation division to familiarize them with the appropriate operation of secondary education in the region. As part of capacity building, the Project supported study visits to foreign countries for MOE and DSHE staff. Six overseas study visits involving 47 participants were undertaken. A 2-day orientation training on management and academic supervision was given to 64 district education officers (DEOs), 8 deputy directors (DD), and 16 inspectors of school. DSHE greatly benefited from the training provided under the Project. A list of the training and fellowships implemented is given in Appendix 5.

16. Another capacity-building component of the Project was training of the headmasters in schools management and supervision. A total of 10,000 headmasters received a 5-day training at the district level using a specially designed training manual. Before this, the headmasters never had training to improve their capacity as leader of the schools. Although planned much earlier, the training of the headmasters was held toward the end of the Project mainly due to bureaucratic delays. During the Project Completion Review Mission's visit, many headmasters rated the training as satisfactory. They were found to utilize training skills in improving overall school management for quality improvement.

17. To ensure regular and frequent supervision of the schools/madrasahs by field-level education officials, 63 jeeps (one in each District Education Office) and one speedboat (to one District Education Office), and 8 jeeps (one in each zonal office of DSHE) were provided. To supervise and guide the classes taken by the B.Ed. trainees in different schools and to follow up the classroom performances of the products of the TTCs in their respective

² ADB. 1993. *Technical Assistance to Bangladesh for Institutional Strengthening of the Directorate of Secondary and Higher Education*, Manila.

schools, each of the 11 TTCs received one jeep and one microbus with drivers. Motorbikes were given to Upazila Secondary Education Project officers to increase their mobility in monitoring the stipend program.

18. As part of DSHE strengthening, a new unit entitled Training Unit was established under DSHE with nine full-time staff, including, among others, one director, one deputy director, and one assistant director. For managing the female stipend program, 53 Upazila Secondary Education Project offices were established, each with seven full-time staff including one project officer and one assistant project officer. The Project greatly augmented the capacity of DSHE and its field offices by providing training, staff, and equipment and other necessary logistics.

C. Project Costs

19. At appraisal the total cost of the Project was estimated at \$90.0 million equivalent including foreign exchange of \$20.0 million and local currency equivalent of \$70.0 million. At completion, the actual project cost was \$82.22 million of which foreign exchange costs were \$17.34 million and local costs were \$64.88 million equivalent. The actual contribution from the Government amounted to \$12.8 million, compared with the appraisal estimate of \$18.0 million. The cost underrun was mainly due to the depreciation of the taka against the US dollar, and the high provisions for physical contingencies and price escalations. The Government made the necessary counterpart funds available on time.

D. Disbursements

20. The actual loan disbursement was \$69,421,678 (SDR47,961,454) or about 96% of the net loan of \$72.99 million (SDR50.72 million) as of the loan closing date. The surplus loan funds were due mainly to the devaluation of the taka against the US dollar. A surplus amounting to \$3,465,862 (SDR2,759,546) was diverted to the Forestry Sector Project³ to finance the rehabilitation of infrastructure damaged by the southwest flood. According to the provision of the Loan Agreement, the PIU used the imprest fund provided under the loan by establishing an imprest account (IA) with Bangladesh Bank. The imprest ceiling was \$5.0 million and the total disbursement was \$55.46 million through the statement of expenditure (SOE) procedure. The average turnover of IA was 1.98. The IA was fully liquidated before the loan closing date. The imprest fund has ensured an uninterrupted flow of funds for implementing project activities. Besides, the SOE procedure facilitated the disbursement claims from ADB with regard to small contracts. The EA found both IA and SOE procedures to be very useful.

E. Project Schedule

21. The Loan Agreement was signed on 17 December 1993 and the loan became effective on 16 March 1994 (within 90 days after loan approval) without any delay. However, implementation of some project activities such as curriculum revision, instruction materials development, and capacity building for management and planning, etc., suffered initial delays due to the 2-year delay in recruiting the consultants. In addition, selecting the schools was also a lengthy process. Approval of the lists of schools went through several administrative layers, slowing project implementation. Despite all the delays, the PIU with

³ ADB. 1996. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to Bangladesh for the Forestry Sector Project*, Manila.

accelerated efforts succeeded in accomplishing all the planned physical activities before the loan closing date. The Project was physically completed on 30 June 2000 as scheduled, with 100% physical completion (Appendix 6), but the loan was financially closed later due to delays in transferring surplus loan amounts to the Forestry Sector Project to use the surplus funds for rehabilitating infrastructure damaged by the southwest flood in 2000.

F. Implementation Arrangements

22. As envisaged at appraisal, DSHE was the Executing Agency for the Project. A PIU was established under the DSHE with 39 staff including one project director, two deputy project directors, and three assistant directors. Additional staff were recruited for various related agencies as envisaged under the Project (Appendix 7). The PIU was responsible for day-to-day operation of the Project. A district implementation coordination committee (DICC) was established in each district to coordinate civil works and school-based activities, including in-service teacher training. A project coordination committee (PCC) comprising members from the Economic Relations Division, Planning Commission, DSHE, and other related institutions was constituted with the secretary of MOE as the chairperson to provide guidance and policy decisions, and to coordinate with other related projects in the sector. The PCC met more or less regularly and provided the necessary support and guidance to the PIU. However, most of the DICCs were not able to function as expected due mainly to their existing heavy workloads. Despite that, the project activities were not hampered, as any likely adverse impact was minimized by intensive follow-up and coordination by the PIU.

23. As envisaged under the Project, an engineering consultant was engaged to design and supervise the civil works for a new TTC at Barisal and to refurbish old ones. The responsibility for design and supervision of school/madrasah construction was given to the FD without engaging an external supervision consultant as planned. As a result, the quality of civil works initially suffered due to inadequate supervision and quality control measures. The situation, however, subsequently improved through intensive supervision and monitoring by both the PIU and ADB.

24. As envisaged at appraisal, activities such as curriculum reform, instructional materials development, and staff development through seminars, workshops, and training programs were conducted with the assistance of consultants. There was no deviation from the appraisal agreement except for the problem noted in para. 23.

G. Conditions and Covenants

25. The Borrower complied with most of the conditions and covenants (Appendix 8). Project-related reports, audited project accounts, and financial statements were submitted generally on time. Three major unfulfilled covenants were the (i) privatization of printing, publication, and distribution of textbooks; (ii) decentralization of the DSHE management system; and (iii) adequate budgetary allocations to meet the incremental recurrent cost of staff salaries and operation and maintenance (O&M) costs after loan closing. The appraisal assumptions were not realistic. With regard to the first covenant, the private sector was not ready to assume the responsibility for publishing textbooks. The second covenant required lengthy interministerial consultations. ADB and the Government later agreed to address the two issues under the follow-on project. The third covenant relating to adequate budgetary allocations to meet staff salaries and O&M cost is awaiting approval from the Ministry of Finance. Currently, salaries and operation costs are borne on an ad hoc basis by block allocations from MOE. It is to be noted that the Government has given top priority to the

education sector, including secondary education, in the current year's budget. The current year's allocation for education is 14.2% higher than the revised allocation for FY2001/02.

H. Related Technical Assistance

26. An associated TA (footnote 2) was provided to develop and strengthen DSHE's strategic planning and policy-oriented management capacity. Under the TA, four international consultants provided professional support covering (i) organization and management, (ii) monitoring and evaluation, (iii) teacher training, (iv) curriculum development, and (v) developing instructional materials and planning facilities. To strengthen management, the consultants recommended realigning the organizational, functional, and individual responsibilities of DSHE. But implementation of the recommendations had been limited due mainly to the lengthy bureaucratic approval process requiring lengthy interministerial consultations. However, the TA team's good work in curriculum and instruction materials development contributed significantly in laying a good foundation for the subsequent improvement of curricula and syllabi by the consultants under the loan. Training activities conducted under the TA also was relevant for strengthening the technical and administrative capability of the DSHE staff. A separate TA completion report is given in Appendix 4.

27. Under the loan, the Project also provided support for 51 person-months (p-m) of international and 86 p-m of domestic consulting services. The services of 11 international consultants (46 p-m) and 13 domestic consultants (105 p-m) were utilized (Appendix 9). The consulting services underwent some adjustments to obtain better outputs for the Project. Initially there was no provision for domestic consultants in teacher training, but it was felt possible in the implementation stage to replace two international consultants—one for science curriculum development and the other for mathematics curriculum development—with domestic consultants. The local counterparts successfully performed the tasks. As a result, instead of involving two international consultants for curriculum development, one domestic consultant (educational policy specialist) was engaged for 8 p-m and one international consultant (teacher training specialist)—humanities was engaged for 5 p-m. ADB concurred with all the adjustments. The adjustments had no adverse affect on the Project, and in fact, were helpful.

28. The consultants carried out their tasks in a professional manner. The major areas of consultancies were curriculum reform, instructional materials development, teacher training, capacity building for planning and management, engineering design and supervision for civil works, and research studies (Appendix 10). Under the active participation and guidance of the consultants, the curricula for grades VI through X were reformed, instructional materials for the same grades were developed, master trainers received training, the management information system was redesigned, a plan for decentralizing the management system was developed, workshops for different stakeholders were organized, and research studies were conducted. The performance of the consultants was considered satisfactory.

I. Consultant Recruitment and Procurement

29. ADB recruited the consultants for the TA in accordance with the *Guidelines on the Use of Consultants*. The Government selected and engaged the consultants, including the design and supervision consultant for civil works under the Project, in accordance with ADB's *Guidelines on the Use of Consultants*. Engaging consultants under the loan was delayed by about 2 years due to the lengthy decision-making process of the Government.

30. Vehicles, office equipment, science equipment, chemicals, furniture, and books, etc. were procured through local competitive bidding procedures (Appendix 11). Goods and related services, and civil works from loan funds were procured in accordance with the *Guidelines for Procurement*. No significant problems were encountered in purchasing equipment and other goods.

J. Performance of Consultants, Contractors, and Suppliers

31. The performance of the consultants for both the TA and the loan was considered satisfactory. The performance of the contractors and suppliers was generally satisfactory. The performance of the contractors engaged by the PIU for constructing Barisal TTC and refurbishing the existing 10 TTCs was satisfactory. However, that of contractors selected by FD was not so satisfactory, mainly because of lack of adequate supervision. Suppliers delivered goods against the work orders and as per specifications in a satisfactory manner and provided after-sale services satisfactory to the PIU.

K. Performance of the Borrower and the Executing Agency

32. The Borrower attached great importance to the Project. At all times, counterpart funds were available in time for project implementation. The EA ensured coordination among the various bodies including PIU, TTCs, and the Schools and FD. The PIU adopted all measures to successfully implement the Project. The Government has already initiated the process to transfer the project activities to the revenue budget. It is expected that it will be realized by end-2002. In the meantime, MOE is meeting the expenditures through allocations under a block grant. The performance of both the Borrower and the EA has been satisfactory.

L. Performance of the Asian Development Bank

33. ADB efficiently discharged all its responsibilities in project implementation. All approvals and disbursements were made on time and monitoring was done at every stage. ADB including its Bangladesh Resident Mission (BRM) provided all necessary support and advisory services on time. The concerned staff of BRM responded promptly whenever any problem arose and gave the PIU the necessary assistance in solving problems. The overall performance of ADB including the BRM was considered satisfactory.

III. EVALUATION OF PERFORMANCE

A. Relevance

34. The Project design was relevant to its set targets and objectives. It was consistent with the development strategy of the Government as well as the lending policy and strategic objectives of ADB. From the early 1990s, ADB has been giving special emphasis on poverty reduction through human development by emphasizing basic and secondary education. Therefore, the Project was consistent with the lending policy and strategic objectives of ADB. Although, no major change was needed in the overall scope and design of the Project, some minor adjustments were found appropriate after an assessment of the capacity of the domestic consultants. International consulting services were replaced with domestic services. Similarly, some activities that were not in the original design—training of senior

science teachers and district education officials—were included. These additional activities enhanced the relevance of the Project in achieving its goals and objectives.

B. Efficacy in Achievement of Purpose

35. The Project achieved most of its immediate purposes and objectives. There has been a rapid increase in enrollment, particularly of girls, as a result of project interventions such as the female stipend program, construction of additional classrooms, and supply of furniture to schools. According to the Bangladesh Bureau of Educational Statistics, secondary enrollment increased from 34.9% in 1996 to 41.3% in 1999. The female enrollment rate increased to 45.56% in 2000 compared with 35.52% in 1997. There has been a 14% reduction in the dropout rate and 17% in the repetition rate in grades VI through X during the project period. The intake capacity of the TTCs doubled from 3,000 to 6,600 due to the introduction of double shifts in each TTC, establishment of a new TTC, and addition of teaching staff in all TTCs. Construction of two hostels at each TTC also provided additional residential facilities to the trainees. The estimated number of beneficiaries in the project appraisal was 4,600,000 secondary students. But the actual number was much higher—7,379,716 students, of which 44.57% were female, mostly from the rural and disadvantaged areas. The disparity between boys and girls was reduced during the project period.

36. The redesigned curricula and instructional materials were introduced in grades VI through X in all schools and have been used since academic year 1996/97. The project schools received science kits and sets of library books. The headmasters of the schools received training and a manual on schools management. Field assessment found that three fourths of the trained headmasters utilized their training skills in better managing the affairs of their schools. They considered the training as helpful.

37. Establishment of new infrastructure at 53 upazilas provided scope for managing the female stipend program in the upazilas. Providing one jeep to each zonal and district office, one motorcycle to each of the 53 upazila offices, and one jeep and one microbus to each TTC allowed extensive and frequent school visits.

38. Reforming the curriculum of the teacher education program and developing 15 textbooks for that program made an improvement over the previous situation. Trainees of all the 11 TTCs have used the textbooks extensively enabling 12,535 teachers to receive the B.Ed. and 657 to receive the M.Ed., and organizing seminars, workshops, etc. were helpful for the professional growth of the teachers.

C. Efficiency in Achievement of Outputs and Purpose

39. The efficiency of any project that is assessed in terms of inputs and outputs is difficult to measure in the case of a human resource development project. Inputs in such a project are an investment, but returns are measured in the long-term. Investment in curriculum reform, instructional materials development, reform in the teacher education program and engagement of additional personnel in TTCs, providing B.Ed. and M.Ed. degrees to more teachers, providing science kits and books to the schools, expanding physical infrastructure to accommodate more students, and providing stipend for female students will have a far-reaching impact on the quality of education. From such endeavors, short-term quantitative returns like increase in enrollment, decrease in dropout, or increase in attendance rates can be assessed. Considering the trend of increasing secondary enrollment, it is estimated that

about 210.0 million students will be beneficiaries of the Project over a 20-year period. It is not yet time to assess the qualitative return. However, increased enrollment, particularly of girls, will have a far-reaching impact on population growth, health, sanitation, child care, female empowerment, family income, and standard of living.

40. The initial impact of the Project was assessed in the field as part of the PCR Mission. The impact study (Appendix 12) revealed that there had been a 30% increase in female enrollment and 12% for boys during 1993 and 1999. Project schools succeeded in accommodating a larger number of students due to expansion of the school buildings and supply of furniture from the Project. BANBEIS data indicates a 12% increase in completion rate. The supply of science kits enriched the facilities for science teaching, management training strengthened the capacity of the headmasters in many schools, infrastructural development and deployment of more teachers in the TTCs and establishment of one new TTC improved the training facilities for teachers. In addition, training of zonal DDs, inspectors, and DEOs enhanced their skill and capacities, and the supplied vehicles gave them scope for closer supervision of schools. Although the impact of the reformed curriculum and instructional materials of the secondary level and that of the reformed teacher education curriculum is yet to be fully reflected in the classroom performance of the teachers and students, it is expected that the situation will improve in the near future, with support given under the follow-on project (footnote 1).

D. Preliminary Assessment of Sustainability

41. Sustainability of the project interventions largely depends on the willingness and commitment of the Government. The process of incorporating incremental recurring costs of new establishments needs interministerial decision. The process of absorbing additional staff of old TTCs, all the staff of the new TTC, Upazila Secondary Education Project office has started. Incorporating the new positions in the budget of the Government will make them sustainable. MOE assured that they will be included in the revenue budget of the republic by end-2002. All are now functioning under a block grant from MOE (Appendix 13).

42. Expanded physical facilities in the schools and TTCs under the Project, such as additional classrooms, latrine, tubewell in the schools, new infrastructure in Barisal TTC, and hostels in 11 TTCs are well used. However, many are not properly maintained for lack of funds. MOE needs to allocate funds necessary for maintaining the facilities. The female stipend program is continuing. The vehicles are being used. The reformed curricula of grades VI through X including instructional materials and redesigned curriculum and instructional materials for the teacher education program, are in use throughout the country. Therefore, the conclusion is that activities initiated under the Project will be sustained in the future.

E. Environmental, Sociocultural, and Other Impacts

43. The civil works were accomplished with due care for environmental considerations. The construction of sanitary latrines in the project schools and TTCs also helped improve the general environment. Moreover, the revised curriculum at the secondary level included issues relating to good health practices, sanitation, and environmental concerns to increase students' awareness and consciousness of such issues.

44. The revised secondary and TTC curricula and trained academic staff are expected to have far-reaching impacts on the sociocultural enhancement of secondary-level students. Learners will be conscious of ecological balance and environmental protection. The

expansion of girls' education will have a positive impact on the development of a learning society. The Project also substantially contributed to the well-being of women with its focused objective of increasing their access to secondary education through stipends for the students as well as for the trainee teachers.

IV. OVERALL ASSESSMENT AND RECOMMENDATIONS

A. Overall Assessment

45. Most of the activities of the Project were accomplished as envisaged at appraisal (Appendix 14). Reform of the secondary curricula and instructional materials, reform of the teacher education curriculum, supply of science kits and books, training of teachers, training of headmasters on management, supply of furniture, refurbishment of old TTCs and establishment of one new TTC, expansion of school buildings, and provision of stipend for female students and vehicles for supervision were accomplished. However, some objectives such as decentralization of the management system, privatization of textbook publications, and building the capacity of DSHE were not achieved due to reasons explained earlier. The quantitative achievements of the Project are commendable; they set the foundation for qualitative advancement. Judged by the accomplishment of the broad objectives, the Project is rated successful.

B. Lessons Learned

46. To maximize the benefits from the renewed and redesigned curricula, the implementers must have the necessary orientation. The revised teacher education curriculum would have given better output if all the teacher educators of all TTCs had been reoriented on the revised curriculum.

47. To ensure sustainability, the formalities regarding the transfer of facilities and staff under any project to the Government's recurrent budget should be completed well before the end of the project. This transfer will reduce the sufferings of the employees under the project. Moreover, it will increase the job satisfaction of the employees and will have a positive impact on the outputs. Any future project design should carefully address the issue of sustainability.

48. Some major loan covenants like the decentralization of DSHE, and privatization of textbooks printing and publication, etc., were not fulfilled. Such loan covenants should have been properly assessed before their inclusion in the Project, keeping in mind the Government's capacity to achieve them within the project duration.

C. Recommendations

1. Future Monitoring

a. Project-Related

49. An in-depth study to assess the impact of the redesigned curriculum of the teacher education program should be undertaken during 2004 as part of the proposed project performance audit report. The study should examine the change in classroom performance

of the teachers who were trained under the new curriculum. As part of the study, a comparative analysis should be made of the classroom performance of the teachers who were trained under the new curriculum, those who were trained under the old curriculum, and those who received no training.

50. The professional strengthening and decentralization of DSHE should be accomplished through the ongoing Secondary Education Sector Improvement Project (footnote 1). Both ADB and MOE should closely monitor progress so that there is no slippage this time.

51. The Government should approve MOE's proposal to transfer relevant project staff and facilities to the revenue budget without any further delay. The Government also needs to maintain the facilities provided under the Project and to make adequate budgetary allocations for the necessary maintenance.

b. Timing of Project Performance Audit Report

52. A project performance audit report can be prepared in 2004 to assess the Project's long-term development impact.

2. General

53. The existing Upazila Secondary Education Project office should be upgraded with the necessary staff and equipment for the purpose of regular and intensive supervision and monitoring of the secondary schools.

54. To ensure proper improvement of classroom teaching-learning practices, monitoring the performance of secondary-level school teachers and students should be strengthened. A monitoring model such as the Primary School Performance Monitoring Model developed under ADB assistance⁴ for the primary school subsector, should be developed for the secondary level and used after regular intervals. In addition, MOE should strongly emphasize continuous development of secondary school teachers through both in-service and refresher training programs.

⁴ ADB. 1997 *Technical Assistance to Bangladesh for School Performance Monitoring Project*, Manila.

LIST OF TTC BOOKS PUBLISHED UNDER THE PROJECT

Sl. No.	Title	Writers	Editor
A. Compulsory Subject			
1.	Foundation of Education	1. Rashida Begum Director General (Rtd.), DSHE 2. Giasuddin Ahamed Director (Rtd.), DSHE	Iqbal Aziz Muttaqi Professor IER, Dhaka University
2.	Psychological Foundation of Education	1. Lutfunnesa Begum Professor, IER, Dhaka University 2. Momtazuddin Ahmed Principal Teachers Training College	Muhammad Anwar Ali Principal College of Education and Development, Dhaka
3.	Secondary Education	1. Md. Gholam Rasul Mia Director (Training), DSHE 2. M. A. Wahab Professor and Dean School of Education Bangladesh Open University	Md. Delwar Hossain Shiekh Associate Profesor IER, Dhaka University
4.	Education Administration and Management	1. Mohammad Ali Rtd. Member (Curriculum), NCTB Dhaka 2. Rowshan Ara Chowdhury IER, Dhaka University	Rashida Begum Director General (Rtd.), DSHE Dhaka
5.	Measurement and Evaluation in Education	1. Shahjahan Tapan Professor, IER Dhaka University 2. Abdur Rashid (Rtd.) Principal, TTC Chittagong	Md. Eltasuddin Chairman (Rtd.) NCTB
B. Elective Subjects			
1.	Bangla	1. Muhammad Shamsul Kabir Professor & Dean (Rtd.) School of Education Bangladesh Open University 2. A. H. M. Amirul Islam Project Director (Rtd.) Newly Nationalized Govt. Mohila College Development Project DSHE	Marium Anam Chowdhury, Principal (Rtd.) TTC, Feni

Sl. No.	Title	Writers	Editor
2.	English	1. Meher Aftab Assistant Professor Bangladesh Open University Gazipur – 1700 2. Kiswar Kamal Khan Assistant Professor TTC, Dhaka	Muhammad Mokkarram Hossain Principal (Rtd.), TTC (Male) Mymensingh
3.	Mathematics	1. Md. Anwar Ali Principal College of Education and Dev. Dhaka 2. Md. Romiz Uddin Ahmed Assistant Professor, TTC Dhaka	A. M. M. Ahsanullah Professor (Rtd.) Titumir College Dhaka
4.	Physics	1. Sattaya Brota Roy Deputy Executive Director National Secondary Education and Science Dev. Center, TTC Dhaka 2. Monira Hossain Associate Professor School of Education Bangladesh Open University Gazipur	Md. Mobarak-UI-Islam Professor Bangladesh Open University
5.	Chemistry	1. Md. Abul Ehsan Professor, IER Dhaka University 2. Syeda Tahmina Akhter Departmental Head Science and Mathematics Education Department, IER Dhaka University	Md. Gholam Rasul Mia Director (Training), DSHE Dhaka
6.	Biology	1. Iqbal Aziz Muttaqi Professor, IER Dhaka University 2. Kazi Afroz Zahan Ara Assistant Professor, IER Dhaka University	Ayesha Khatun Director General, NAEM Dhanmondi, Dhaka
7.	Social Science	1. Md. Lutfur Rahman Khan Vice Principal, TTC Mymensingh	Rowshan Ara Begum Principal (Rtd.), TTC (Female) Mymensingh

Sl. No.	Title	Writers	Editor
		2. Abdul Malek Assistant Professor, IER Dhaka University	
8.	History	1. Md. Ibne Inam Professor (Rtd.) Dhaka College 2. Santosh Kumar Indu Associate Professor, TTC Khulna	A.K.M. Mozammel Haq Principal (Rtd.), TTC Feni
9.	Geography	1. Md. Abdul Awal Khan Professor, IER Dhaka University 2. Khurshid Akter Assistant Professor National Secondary Education and Science Dev. Center, TTC Dhaka	U. S. Sakina Begum Principal (Rtd.), TTC Dhaka
10.	Business Education	1. Md. Mahfuzur Rahman Vice Principal (Rtd.) Dhaka College 2. M. Ashraf Ali Khan Assistant Director Selected Private High School & Dev. Project, DSHE, Dhaka	Giasuddin Ahamed Director (Training) Rtd., DSHE Dhaka

IMPLEMENTATION OF CIVIL WORKS

Particulars	Appraisal (No.)	Actual (No.)
New Construction		
Barisal TTC		
Hostels	2	2
Administration Block		
Classrooms	1	1
Library Building		
Refurbishing of TTCs		
Teacher Training Colleges (existing)		
Hostels (new construction)		
Dhaka	2	2
Rajshahi	2	2
Rangpur	2	2
Jessore	2	2
Mymensingh (Male)	1	1
Mymensingh (Female)	1	1
Feni	2	2
Chittagong	2	2
Comilla	2	2
Khulna	2	2
Constructing School Buildings	1,840	1,824
(Includes three classrooms, one of which is multipurpose)		
Latrine	1,840	1,786
Tubewell	1,840	1,772
TTC = Teacher Training College		

RECIPIENTS OF FEMALE STIPEND

Year	Enrollment
1994	64, 036
1995	139,882
1996	236,671
1997	285,411
1998	343,942
1999	378,336
Total	1,448,278

TECHNICAL ASSISTANCE COMPLETION REPORT

TA 1991-BAN : Institutional Strengthening of the Directorate of Secondary and Higher Education				TA AMOUNT APPROVED: \$490,000.00	
				REVISED AMOUNT : -	
EXECUTIVE AGENCY : Directorate of Secondary and Higher Education			FUND SOURCE: Technical Assistance Special Fund	TA AMOUNT UNDISBURSED : \$12,005.93	TA AMOUNT UTILIZED : \$477,994.07
REPORT DATE: -	APPROVAL DATE : 23 Nov 1993	SIGNING DATE: 17 Dec 1993	CONSULATNT FIELDING DATE : 4 July 1994	TA Completion Date Original: May 1995 Account Closing Date Original:	Actual: July 1995 Actual: May 1999

TA Description

In November 1993, ADB approved a loan for Secondary Education Development Project (Loan No. 1268-BAN(SF)) to support Government's plans to strengthen secondary education by expanding access and improving quality of education through teacher training and curriculum revision, and strengthening management and planning capacity of the Directorate of Secondary and Higher Education (DSHE). This technical assistance project (TA), which is piggybacked to the loan project, was also approved.

TA Objectives and Scope

The objective of the TA was to strengthen DSHE's capabilities for policy analysis and planning of the secondary education subsector. The TA scope included (i) establishing services for strategic planning and policy oriented management covering the fields of organization and management, monitoring and evaluation, teacher training, curriculum development, instructional materials development, and educational facilities planning; and (ii) training for DSHE staff at central, zonal and district levels.

TA Inputs Evaluation

The original TA inputs comprised 20 person-months of international consulting services. A total of four individual consultants were engaged, namely, an organization and management of education specialist (team leader), a curriculum development specialist, a teacher-training specialist, and an education facilities management specialist. However, the services of the team leader were extended by two months to (i) allow an overlap of services with the consultants to be fielded under the loan project for orientation and briefing; and (ii) makeup loss of working days due to frequent general strikes in the country which adversely affected implementation schedule of the consultants. The inputs provided by the consultants were considered appropriate. The consultants held discussion with various stakeholders in a participatory manner to formulate recommendations, which could be implemented under the prevailing conditions and constraints. The TA design was relevant in terms of its objectives and terms of reference were appropriately formulated.

DSHE had adequately provided administrative and logistical supports to the consultant team. Consulting services commenced on 4 July 1994, and completed in July 1995. The TA consultants commenced their services seven months after the TA signing date due to delay in loan effectiveness, and procedural delays to replace the originally selected team leader. Transfer of the main counterpart staff, Director Planning and Development, who was the most knowledgeable person on the TA activities, temporarily hindered the TA implementation process. This happened during a critical time in the implementation of the consultants' recommendations in midterm report.

Performance of the consultants both in terms of conduct of services and quality of work was satisfactory. The consultants in general complied with their TOR and had established working relationship with the counterpart agencies. ADB intensively monitored the TA implementation progress in conjunction with review of the loan project. ADB had provided timely and relevant comments to achieve the TA objectives. Final report was submitted in October 1995 after incorporating comments from the ADB.

TA Outputs Evaluation

The TA made substantial output in line with the TA objectives. Reports prepared by the consultant offered important recommendations on institutional and policy-related matters. The midterm report formed the basis for many recommended actions including (i) documentation of organization and position charters for monitoring and evaluation of performance, (ii) formation of an executive management committee to effectively monitor and manage the functions of the DSHE, (iii) bifurcation of DSHE into the Directorate of Secondary Education and the Directorate of Higher Education, (iv) development of teacher training colleges as a main source of quality teacher training, etc.

In the management strengthening area, the consultant's recommendation focused on (i) refining the definition of goals and objectives of the DSHE in the long term; (ii) appropriateness of its organization structure in relation to the Ministry of Education (MOE) and actual practice in the field; and (iii) realignment of organizational, functional and individual responsibilities of the DSHE. Implementation of the recommendations in the management strengthening area, however, had been limited due partly to changes in senior counterpart staff, lengthy bureaucratic approval process requiring inter-ministerial decision, and lack of follow-up from the DSHE.

In respect of curriculum strengthening, the curriculum development specialist assisted in preparing the framework and guidelines for curriculum and textbook revision. There were seven recommendations on curriculum strengthening, most of which had been implemented. This had provided a good foundation for subsequent improvement in curriculum and syllabi by the consultants engaged under the loan project.

The consultants also developed a self-assessment quality education questionnaire (QEQ) to quantitatively measure the quality of education at school level. This was followed by eight training programs on QEQ, the objectives of which were to (i) help participants measure the quality of education in a school, (ii) identify areas for quality education improvement, (iii) establish priorities for school level quality education improvement programs, and (iv) develop action plans at the school level. Participants at the training programs included 54 headmasters and headmistresses, 8 district education officers, and 14 secondary education Thana project officers. The program commenced with 40 schools in Dhaka, and later expanded to more than 200 schools in several districts.

A short-term overseas study tour were arranged under the TA for five senior government officials from MOE, DSHE, and the National Curriculum and Textbook Board to familiarize them with appropriate secondary education operation in the regions. The field visits were made to India, Sri Lanka, and the Philippines, which have similar development characteristics to Bangladesh. The participants gained considerable knowledge through the study tour which contributed to their professional development, particularly in the areas of decentralized nature of operation, monitoring and evaluation system, professionalism of teacher training and development, and institutionalization of administrative and managerial training.

The TA consultants had adequately responded to their terms of reference. The consultants produced an inception report, a midterm report and final report on time. The consultants analyzed information in a satisfactory manner, and performed advisory and training functions satisfactorily.

TA Overall Assessment and Rating

The consultants had been successful in identifying and recommending necessary changes to strengthen DSHE's capabilities for policy analysis, planning, and management of the secondary education. Despite the good achievement by the consultants, the outcome of the TA in terms of strengthening DSHE's capabilities was less than satisfactory in absence of the Government's approval and implementation of the consultants' recommendations. The TA is, therefore, rated partly satisfactory.

Major Lessons Learned

Institutional strengthening is a long-term process requiring comprehensive support, training and monitoring which is difficult to accomplish within the short span of a single TA duration. More effective results could be obtained from sustained long-term inputs. Secondly, the strong commitment and full support of the highest level of the Government is required to effect any change in DSHE with over 31,000 staff, having very complex relationship with several government agencies. Thirdly, the discontinuity of a senior counterpart staff for the TA had disrupted implementation of the TA activities. Hence, avoiding heavy reliance on a single officer could have mitigated this unfavorable outcome.

Recommendations and Follow-Up Actions

ADB approved in 1999 a new project Secondary Education Sector Improvement Project (Loan No. 1690-BAN (SF)) for overall improvement of the secondary education including capacity strengthening of DSHE as envisaged under this TA. In order not to repeat an unfavorable outcome, it is recommended that both MOE and ADB work closely to develop a strategy to enable the Government to systematically address inter-related issues and to ensure successful implementation of consultants' recommendations.

FELLOWSHIPS, WORKSHOPS, AND STUDY TOURS

Subject	As per Appraisal			Actual
		Duration	Number of Staff	
A. Quality Improvement				
1. Curriculum Reform				
a. National Workshops	Local	3 days	95	95
b. Master Trainer	Local	10 days	16,560	13,745
c. Orientation Workshop	Local	3 days	-	3,809
d. Core Trainer			-	14,766
e. Training of Subject Teacher			-	133,533
2. Teacher Training				
a. TTC Management	Regional	20 days	115	115
b. TTC Academic	Regional	20 days	3	2
c. National Workshop	Local	3 days	3	2
d. Orientation Workshop	Local	10 days	-	-
3. Scholarships				
a. B.Ed. (3 years)	Local	10 months	12,500	12,535
b. M.Ed. (3 years)	Local	1 year	750	657
B. Capacity Building for Planning and Management				
1. Central and Zonal Tours				
2. Zonal and District Training	Local	30 days	8+16	8+16
3. Headmaster	Local	5 days	10,000	10,000
C. Project Implementation				
1. Study Tours				
2. M & E Workshops	Local	10 days	64	64
3. Project Implementation and Development	Overseas	3 months	-	-

M & E = Monitoring and Evaluation, TTC = Teacher Training College

PROJECT IMPLEMENTATION SCHEDULE

Project Activity		1994				1995				1996				1997				1998				1999				2000			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
A. Quality Improvement																													
1.	Curriculum Reform																												
	a. Consultants																												
	b. Syllabus Development																												
	c. Orientation Training																												
2.	Instruction Materials																												
	a. Consultants																												
	b. Workshop																												
3.	Teacher Training																												
	a. Consultants																												
	b. Subject Development																												
	c. TTC																												
	d. Barisal Teachers College																												
	e. Fellowships																												
B. Expanded Access																													
1.	Design and Supervision																												
2.	Female Schools																												
3.	Nongovernment Schools																												
4.	Madrasah Schools																												
5.	Female Stipend																												
C. Capacity Building for Planning and Management+B54																													
1.	Consultants																												
2.	Training																												
D. Studies																													
1.	Special Studies																												
2.	Monitoring and Evaluation																												
3.	Midterm Review																												

Target
Achievement

RECRUITMENT OF PERSONNEL

Sl. No.	Position	Target	Achievement
A. Project Implementation Unit			
1.	Project Director	1	1
2.	Deputy Project Director	2	2
3.	Assistant Director	3	3
4.	Computer Programmer	1	1
5.	Research Officer	5	5
6.	Accounts Officer	1	1
7.	Data Entry Operator	4	4
8.	Accountant	2	2
9.	Stenographer	1	1
10.	Storekeeper	1	1
11.	Typist-cum-Clerk	4	4
12.	Driver	4	3
13.	Messenger	1	1
14.	Peon	6	6
15.	Cleaner	1	1
16.	Guard	2	2
17.	Sweeper	1	1
	Subtotal (A)	40	39
B. Zonal Offices of Facilities Department			
1.	Executive Engineer	2	2
2.	Assistant Engineer	4	4
3.	Sub-Assistant Engineer	8	8
4.	Accountant	2	2
5.	LDA-Cum-Typist	2	2
6.	Driver	2	2
7.	Peon	2	2
	Subtotal (B)	22	22
C. Directorate of Secondary and Higher Education			
1.	Director (training)	1	1
2.	Deputy Director	1	1
3.	Assistant Director	1	1
4.	Research/Account Officer	1	1
5.	Data Entry Operator	1	1
6.	Typist	1	1
7.	Driver	2	1
8.	Peon	2	2
	Subtotal (C)	10	9

Sl. No.	Position	Target	Achievement
D.	Zonal Education Offices and District Education Offices		
1.	Driver (Zonal Offices)	8	8
2.	Driver (District Offices)	63	63
3.	Speedboat Operator	1	1
	Subtotal (D)	72	72
E.	Barisal Teacher Training College		
1.	Principal	1	1
2.	Vice Principal	1	1
3.	Associate Professor	1	1
4.	Assistant Professor/Counselor	11	11
5.	Lecturer	12	12
6.	Librarian	1	1
7.	Research Assistant	2	2
8.	Assistant Librarian-cum-Cataloguer	1	1
9.	Physical Education Teacher	1	1
10.	Laboratory Assistant	1	1
11.	Head Clerk	1	1
12.	Accountant	1	1
13.	Cashier	1	1
14.	Accounts Assistant	1	1
15.	Typist	2	2
16.	Cash	1	1
17.	Book Sorter	1	1
18.	Mechanic-cum-Electrician	1	1
19.	Peon	9	9
20.	Sweeper	1	1
21.	Driver	2	2
	Subtotal (E)	53	53
F.	Ten Teacher Training Colleges		
1.	Vice Principal	10	10
2.	Assistant Professor	4	4
3.	Lecturer	96	96
4.	Driver	20	20
5.	Peon	20	20
6.	Guard	20	20
7.	Cook	20	20
8.	Bearer-cum-Cook Helper	20	20
9.	Cleaner	10	10
	Subtotal (F)	220	220
G.	Thana Secondary Education Project Office		
1.	Thana Secondary Education Project Officer	53	53
2.	Assistant Thana Secondary Education Project Officer	53	53

Sl. No.	Position	Target	Achievement
3.	Accountant	53	53
4.	Typist-cum-Clerk	53	53
5.	Night Guard	53	53
6.	Sweeper	53	53
7.	Peon	53	53
	Subtotal (G)	371	371
	Grand Total	788	786

COMPLIANCE WITH MAJOR LOAN COVENANTS

Loan Covenant	Reference	Status
A. Standard Covenants		
1. The Borrower will make available, promptly as needed, the funds, facilities, services, land, and other resources that are required, in addition to the proceeds of the Loan, for carrying out the Project and for the operation and maintenance of the project facilities.	Article IV Section 4.02	Complied with
2. In carrying out the Project, the Borrower will cause competent and qualified consultants and contractors, acceptable to the Borrower and ADB, to be employed to an extent and on terms and conditions satisfactory to the Borrower and ADB.	Article IV Section 4.03	Complied with
3. (a) The Borrower will maintain, or cause to be maintained, records and accounts adequate to identify the goods and services and other items of expenditure financed out of the proceeds of the Loan, to disclose the use thereof in the Project, to record the progress of the Project (including the cost thereof) and to reflect, the operations and financial condition of DSHE and any other agency responsible for carrying out the Project and operating the project facilities, or any part thereof.	Article IV Section 4.06	Complied with
(b) The Borrower will (i) maintain, or cause to be maintained, separate accounts for the Project; (ii) have such accounts and related financial statements, audited annually, in accordance with sound auditing standards, by auditors acceptable to ADB; (iii) submit to ADB, as soon as available but in any event not later than six months after the end of each related fiscal year, unaudited copies of such accounts and financial statements, and not later than nine months after the end of each related fiscal year, certified copies of such audited accounts and financial statements and the report of the auditors relating thereto; and (iv) submit to ADB such other information concerning such accounts and financial statements and the audit thereof as ADB will from time to time reasonably request.		Complied with
4. (a) The Borrower will furnish, or cause to be furnished, to ADB all such reports and information as ADB reasonably requests concerning (i) the Loan, and the expenditure of the proceeds and maintenance of the service thereof; (ii) the goods and services and other	Article IV Section 4.07	Complied with

Loan Covenant	Reference	Status
<p>items of expenditure financed out of the proceeds of the Loan; (iii) the Project; (iv) the administration, operations and financial conditions of DSHE and any other agency responsible for carrying out the Project and operating the project facilities, or any part thereof; and (v) any other matters relating to the purposes of the Loan.</p>		
<p>(b) The Borrower will furnish, or cause to be furnished, to ADB quarterly reports on carrying out the Project and on the operation and management of the project facilities in such form and in such detail and within such a period as ADB reasonably requests.</p>		Complied with
<p>(c) Promptly after physical completion of the Project, but in any event not later than three months thereafter, or such later date as may be agreed upon for this purpose between the Borrower and ADB, the Borrower will prepare and furnish to ADB a report, in such form and in such detail as ADB reasonably requests, on the execution and initial operation of the Project, including its cost, the performance by the Borrower of its obligations under the Loan Agreement, and the accomplishment of the purposes of the Loan.</p>		Complied with
<p>B. Project-Specific and Other Related Covenants</p>		
<p>5. The Borrower will ensure that the Project Implementation Unit (PIU) established in DSHE continues to implement the Project during project implementation. The PIU will be headed by a full-time Project Director who will be responsible for the day-to-day operations of the Project. The Project Director, PIU will be assisted by 2 deputy directors who will be jointly responsible for overseeing the project activities. During the project implementation period, the PIU will be integrated into a project implementation section (PIS) in DSHE, which will be created and which will be responsible for implementing all projects in secondary education. The Borrower and ADB will review the post of the Project Director, PIU, within a year of the effective date for the purpose of integrating the PIU into the PIS.</p>	<p>Schedule 6 Para. 3</p>	<p>Complied with, but integration of the PIU into a PIS to be established within DSHE will be addressed under Loan 1690-BAN(SF): SESIP.</p>
<p>6. Within a month of the effective date, the Borrower will establish a Project Coordination Committee (PCC) within MOE to provide effective coordination of the Project with other related projects. The Borrower will ensure that the PCC is chaired by the Secretary, MOE and that its other members will include the Additional</p>	<p>Schedule 6 Para. 4</p>	Complied with

Loan Covenant	Reference	Status
Secretary, MOE; the Joint Secretary, MOE; the Director General, DSHE; the Project Director, PIU; the Chief, Planning Cell of MOE; the Chairman, Madrasah Education Board; the Director, FD; the Chairman of the BISEs; the Chairman, NCTB; the Director General, NAEM; a representative each from the Implementation Monitoring and Evaluation Division of the Ministry of Planning, the Planning Commission and the Economic Relations Division, Ministry of Finance; and the heads of the project implementation units under ongoing ADB-financed projects in secondary education, including the Bangladesh Open University Project (Loan 1173-BAN[SF]).		
7. The Borrower will establish a district implementation coordination committee (DICC) in each district covered under the Project to coordinate the civil works and school-based activities, including in-service teacher training provided under the Project. Each DICC will be chaired by the District Education Officer and other members will include a representative each of the District Facilities Department and the District administration, and the secondary school headmasters concerned.	Schedule 6 Para. 5	Complied with
8. (a) The criteria for the Stipend Program agreed upon between the Borrower and the ADB will be that the eligible secondary school obtains the agreement of the female student's parent/guardian that the female student will (i) attend school for at least 75% of each semester of the school year; and (ii) remain unmarried throughout the period or the balance period of grades VI and X.	Schedule 6 Para. 6	Complied with
(b) The Borrower will pay tuition fees as its contribution to the Stipend Program during the project implementation period.		Complied with
9. The Borrower will ensure that the publication, printing, and distribution of all secondary school textbooks are carried out by the private sector as from 1 January 1996. For this purpose, the Borrower will by 31 December 1994 issue guidelines on the privatization of the publication, printing, and distribution of such textbooks from 1 January 1996.	Schedule 6 Para. 7	Partially complied with. This will be fully addressed under Loan 1690-BAN(SF): SESIP.
10. Qualifications of newly recruited secondary school teachers: By 31 December 1998, the Borrower will ensure that all newly recruited secondary school teachers from grades VI through VIII hold at the	Schedule 6 Para. 8	Complied with

	Loan Covenant	Reference	Status
	minimum a Bachelor of Education (B.Ed.) degree.		
11.	By 30 June 1995, the Borrower will cause the Bangladesh Open University (BOU) to accredit MOE's in-service programs within its B.Ed. degree courses.	Schedule 6 Para. 9	Done
12.	Female entrants to teacher training colleges: The Borrower will ensure that the percentages of female entrants to the TTCs is increased from 33% as of 31 December 1992 to 45% as of 31 December 1997.	Schedule 6 Para. 10	Percentage of female entrants to TTCs increased to 43% as of 31 December 1999.
13.	Budget allocations: Without limiting the generality of the provisions of Section 4.02 of this Loan Agreement, the Borrower will (i) ensure that adequate budgetary allocations are made to meet the incremental recurrent costs of staff salaries and operation and maintenance costs after the Loan closing date, and (ii) by 31 December 1997, ensure that recurrent budgetary allocations for junior secondary education is increased to 60%.	Schedule 6 Para. 11	Partially complied with
14.	Preventive maintenance program: Within a year of the effective date, the Borrower will implement for the project facilities a preventive maintenance program acceptable to ADB. For this purpose, the Borrower will ensure that individual schools provided with physical facilities under the Project provide to the Borrower satisfactory evidence of their capacity to undertake preventive maintenance programs, using either local community participation or other resources.	Schedule 6 Para. 12	Complied with
15.	Selection of schools: (a) DSHE will submit to ADB for its approval 3 lists of the secondary schools for rehabilitation and/or construction of classrooms to be covered under the Project. For this purpose, the first and second lists of about 460 secondary schools will be submitted by 31 December 1994. Except as the Borrower and ADB may otherwise agree, the first, second, and final lists will comprise rural non-government schools, madrasah schools, and rural nongovernment schools and female schools, respectively.	Schedule 6 Para. 13	Complied with
	(b) Each list will be prepared based on the following criteria which will be applied sequentially: (i) the school will have achieved the best results in the thana concerned with performance in the examinations conducted by the BISE concerned but not below 60% of such results and will have had an average of 10		Complied with

Loan Covenant	Reference	Status
students per year passing such examinations; (ii) the school will not have been included in any building construction project financed by the Borrower or any external agency in the past 5 years; and (iii) the school will have been the earliest school recognized by the Borrower.		
16. Local training and workshops and overseas fellowships: DSHE will be responsible for (i) the preparation of criteria for selection of candidates for the local training and workshops, and the overseas fellowships; and (ii) making arrangements to carry out such training, workshops, and fellowships, all as acceptable to ADB.	Schedule 6 Para. 14	Complied with
17. Midterm review: The Borrower and ADB will jointly undertake a midterm review of the Project at the end of the third year of project implementation. The midterm review will review all aspects of the Project, including the Stipend Program, and will identify any problems and constraints in project implementation. The results of the midterm review will be discussed by the Borrower and ADB for remedial action to be taken to ensure the effective implementation of the Project and achievement of its objectives.	Schedule 6 Para. 16	Complied with
18. Monitoring and evaluation: The Borrower will ensure that DSHE's policy, planning, and monitoring functions relating to the institutionalization of central, district, and school-level monitoring and evaluation capacity under the project are transferred from the PIU to the concerned zonal and district offices of MOE during the project implementation period.	Schedule 6 Para. 17	Being addressed under SESIP
19. The Borrower will ensure that benefit monitoring and evaluation (BME) activities are carried out during project implementation and after completion of the Project. The data to be used for the BME activities including the performance indicators and associated methodologies will be as agreed upon by the Borrower and ADB.	Schedule 6 Para. 18	Complied with

PROCUREMENT OF CONSULTING SERVICES

Sl. No.	Position	Person-Months	
		Appraisal	Actual
A.	International Consultants		
	For grades VI to VIII		
1.	Team Leader – Curriculum Development Specialist – Science	6	6
2.	Curriculum Development Specialist – Mathematics	4	4
3.	Curriculum Development Specialist – Social Studies	4	4
4.	Curriculum Development Specialist – Life Skills	4	4
	For grades IX to X		
5.	Curriculum Development Specialist – Science	6	0
6.	Curriculum Development Specialist – Mathematics	4	0
7.	Curriculum Development Specialist – Humanities	4	4
8.	Instructional materials Management Specialist	3	3
9.	Foundation of Education Specialist	4	4
10.	Teacher Training Specialist (science)	4	4
11.	Teacher Training Specialist (mathematics)	4	4
12.	Teacher Training Specialist (humanities)	4	4
13.	Education Policy and Planning Specialist	0	5
	Sub-total	51	46
B.	Domestic Consultants		
	For grades VI to VIII		
1.	Curriculum Development Specialist – Science	8	11
2.	Curriculum Development Specialist – Mathematics	7	9
3.	Curriculum Development Specialist – Social Studies	6	8
4.	Curriculum Development Specialist – Life Skills	6	8
		0	0
	For grades IX to X		
5.	Curriculum Development Specialist – Science	7	9
6.	Curriculum Development Specialist – Mathematics	7	7
7.	Curriculum Development Specialist – Humanities	7	9
8.	Instructional Materials Management Specialist	6	8
9.	Education Management Specialist Administration	8	7
10.	Education Management Specialist – Planning	8	7
11.	Education Management Specialist – Finance	8	7
12.	Education Management Specialist Training	8	7
13.	Teacher Training Specialist	0	8
	Sub-total	86	105
	Total	137	151

REPORTS PRODUCED BY THE CONSULTANT TEAM

Sl. No.	Subject
1.	A Review, International Comparative Analysis and Improved Model for Curriculum Planning and Development in Bangladesh
2.	Evaluation, International Comparative Analysis, Improved Curriculum Model and Action Plan for General Science (Class VI to VII)
3.	Review and Recommendations for Improvement of General Science Curriculum (Class VI to VIII)
4.	Analysis, International Comparative Analysis, Improved Curriculum Model and Action Plan for Mathematics (Class VI to VII)
5.	Review and Recommendations for an Improved Curriculum of Mathematics (Class VI to VIII)
6.	Analytical Review, Recommendations and Action Plan for Mathematics Curriculum (Class IX to X)
7.	Review, Proposed New Model and Action Plan for Implementation of Chemistry Curriculum (Class IX to X)
8.	Review, International Comparative Analysis, New Curriculum Model, and Action Plan for Social Science (Class VI to VIII)
9.	Review and Recommendations for an Improved Curriculum for Social Science (Class VI to VIII)
10.	Review and Analysis, New Curriculum Model, and Action Plan for Humanities (Economics), History, Geography (Class IX to X)
11.	Comparative Analysis of Curricula of 1977 and 1995 for Civics, Economics, History, Geography (Class IX to X)
12.	Review of the 1977 and 1995 Life Skills Curriculum and Action Implementation Plan (Grades VI to VIII)
13.	Review, International Comparative Analysis, New Curriculum Model, and Action Plan for Life Skills (Class VI to X)
14.	The State and Future Development of Instructional Materials Management in Bangladesh
15.	Manual for Editing Textbooks
16-22.	Seven (7) Interim Reports on Various Topics Relating to Writing, Editing, Testing of Textbooks

Sl. No.	Subject
23.	Review and Recommendations on Teacher Training in Bangladesh
24.	Comparative Analysis of Teacher Training Programs in Selected Foreign Countries
25.	Survey of Teacher Training Colleges of Bangladesh
26.	Proposed 5-Year Development Plan for Teacher Training and Education
27.	System Review: Policy Framework for Secondary Education and Capacity Building for DSHE
28.	Finance and Budgeting of Secondary Education
29.	Strengthening the Planning Capacity of the Directorate of Secondary and Higher Secondary Education
30.	Organization and Management of Secondary Education Sector and Secondary Schools
31.	Management Training for Secondary Education Personnel
32.	Modified and Renewed Curriculum Design and Syllabi Improvement, General Science (Class VI to VIII) and Chemistry (Class IX to X)
33.	Modified and Renewed Curriculum Design and Syllabi Improvement, Mathematics (Class VI to X)
34.	Teacher Education: Development of B. Ed. and M. Ed. Syllabi
35.	Final Report Agenda for Action (Volume I and Volume II)

PROCUREMENT OF EQUIPMENT, FURNITURE, AND VEHICLES

Sl. No.	Name of Item	Target	Achievement
1.	Science equipment for TTC (set)	2	2
2.	Science equipment for schools/madrasah (set)	1840	1410
3.	Office equipment for MOE (set)	1	1
4.	Office equipment for PIU (set)	1	1
5.	Office equipment for TTC (set)	1	1
6.	Office equipment for FD Zone (set)	1	1
7.	Office equipment for DSHE (set)	1	1
8.	Office equipment for Consultant (set)	1	1
9.	Office equipment for TSEPO (set)	1	1
10.	Furniture for TTC (set)	11	11
11.	Furniture for school/madrasah (set)	1840	1824
12.	Furniture for MOE (set)	1	1
13.	Furniture for PIU (set)	1	1
14.	Furniture for FD Zone (set)	2	2
15.	Furniture for DSHE (set)	1	1
16.	Office equipment for TSEPO (set)	53	53
17.	Utensils for TTC	11	11
18.	Books for TTC	11	11
19.	Books for school/madrasah (set)	1840	1824
20.	Jeep	80	80
21.	Microbus	14	14
22.	Car	1	1
23.	Speedboat	1	1
24.	Motorcycle	54	54

DSHE = Directorate of Secondary and Higher Education, FD = Facilities Department, MOE = Ministry of Education, PIU = Project Implementation Unit, TSEPO = Thana Secondary Education Project Office, TTC = Teacher Training College.

BRIEF FINDINGS OF THE IMPACT ASSESSMENT STUDY

A. Introduction

1. As part of the Project Completion Report (PCR) on the Secondary Education Development Project (SEDP), a study in March-April 2002 assessed the impact of the Project.

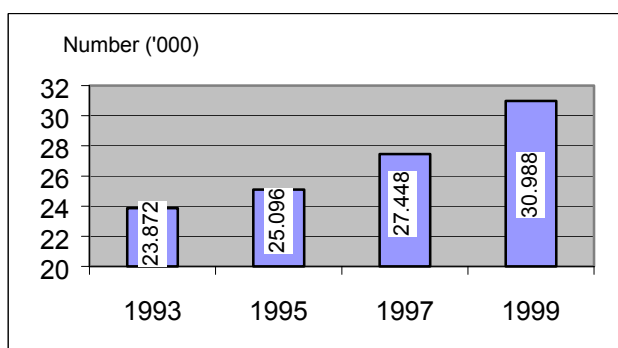
2. The sample for the study was drawn from the schools/madrasahs, upazila secondary education project offices (USEPOs), district education offices (DEOs), zonal offices of the Directorate of Secondary and Higher Education (DSHE), teacher training colleges (TTCs) and DSHE. Data for the study were collected through six specially designed instruments. The data collection activities of the study included (i) interview of 60 head-masters, (ii) observation of school conditions and review of records of 60 schools, (iii) observation of classroom performance of teachers and students in grade IX in 60 schools, (iv) focus group discussion with the staff of 8 USEPOs, (v) interview of 10 DEOs, (vi) interview of 5 divisional deputy directors, (vii) focus group discussion with the headmasters and staff of 6 TTCs, and (viii) interview of the former project director and staff of SEDP.

B. Major Findings of the Study

1. Female Stipend Program

3. All enrolled female students who fulfilled specific conditions received a stipend. The female stipend program had a tremendous positive impact on female enrollment. The number of female students increased from 23,872 in 1993 to 30,988 in 1999 in 8 upazilas. The rate of increase was 30% (Figure A12.1).

Figure A12.1: Increase (%) in Female Enrollment

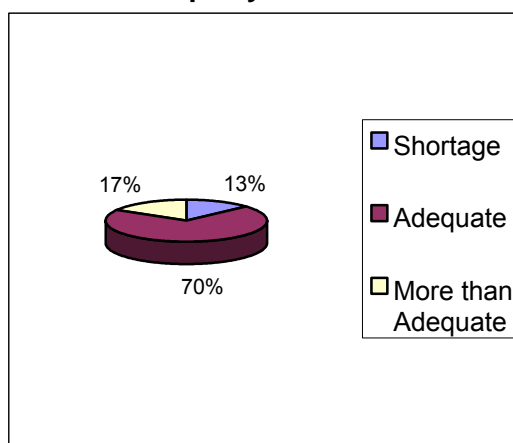


4. Male students' enrollment during the said period increased by 12%. As no other major intervention was given, particularly to female students, the conclusion is that the rapid increase in female enrollment occurred due to the stipend program.

2. New Classrooms

5. In each of the 60 surveyed schools, a 3-room building was constructed. Apart from some defects like cracks in walls and rod, cement and concrete (RCC) frame in some buildings (23%), the overall quality of construction seemed to be good in other schools (77%). However, maintenance was poor in at least one half of the schools. Lack of fund was cited as the major cause of poor maintenance.

Figure A12. 2 : Adequacy of Classroom Facilities

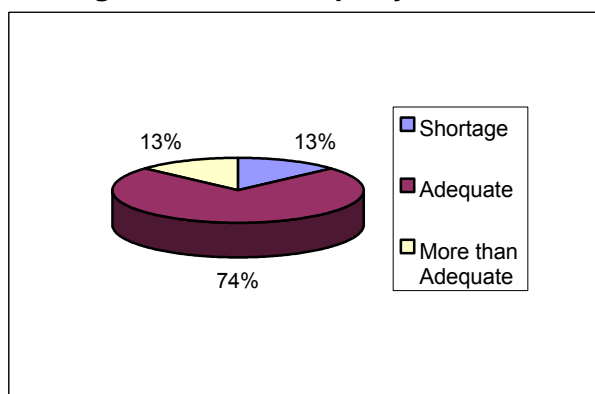


6. Although there was a rapid increase in enrollment in the 60 schools, 42 (70%) had adequate classroom space to accommodate students, 10 (16.7%) had more than adequate space, and only 8 (13.3%) had shortage of classroom space (Figure A12.2). Construction of classrooms was a positive factor that allowed the accommodation of an increased number of students.

3. Furniture

7. All the 60 schools received furniture for the use of the students. A total of 44 schools (73.3%) had adequate furniture, only 8 (13.3%) had shortage of furniture, while an equal number (13.3%) had more than adequate furniture in the classrooms (Figure A12.3).

Figure A12.3 : Adequacy of Furniture



8. Furniture from the Project enabled the schools to accommodate an increased number of students. Otherwise, the schools would have faced problems in accommodating the large number of students.

4. Science Kits and Training for Teachers

9. Of the 60 institutions surveyed, 50 had a science group. All the 50 schools were given science kits. The headmaster and one senior science teacher of each school received 1-day training in using and maintaining the science equipment. The physical appearance of the science kits indicated that they were frequently used in 12 schools (24%) and seldom used or not used in other schools.

5. Training in Management for Head Teachers

10. The Project accorded a 5-day management and supervision training to 10,000 headmasters at the district level using the cascade model. The heads of 46 (76.6%) of the 60 schools surveyed received this training. Others either were not headmasters then or could not attend due to personal reasons. Of the 46 trained headmasters, 30 (65.2%) brought some changes in their respective schools using their training experiences. The changes are following: introducing a monthly examination, using teaching aids, maintaining school records properly, supervising the classroom performance of teachers, introducing the yearly academic plan, etc. Other headmasters were found to be reluctant to make any change in the school, and a few of them seemed incapable.

6. Infrastructural Development of Teacher Training Colleges

11. A new TTC was established at Barisal under the Project. All construction activities—a three-storey building for academic and administrative purposes, a house for the principal, two dormitories for students, and one auditorium—were completed. One men's and one women's dormitory, each with 100-bed capacity, were constructed in other old TTCs. The construction works seemed to be satisfactory. Optimum use of all the facilities—classrooms, library, laboratory, office room, students' dormitories—is evident in Barisal TTC. Among the five other TTCs observed, the dormitories of three were fully utilized by the trainees while those of two TTCs were found to be partly utilized.

7. Placement of Staff in the TTCs

12. The Project placed 53 employees including 32 professional staff in Barisal TTC. Each of the 10 other TTCs got 22 staff including one vice-principal and 10 lecturers/assistant professors from the project. With the new staff in Barisal TTC and additional staff in other TTCs, double shifts became possible. Trainees enrolled in each academic session more than doubled.

13. On the average, each TTC enrolled 506 trainees per year during the project period as against 275 before the Project.

8. Reform of B.Ed. Curriculum

14. The Bachelor of Education (B. Ed.) curriculum was reviewed and redesigned under the Project. Following the redesigned curriculum, 15 textbooks for the B.Ed. program were developed. One hundred sets of textbooks were supplied free to each of the 11 TTCs.

15. The PCR Mission found that the teachers and the trainees of the TTCs widely used the textbooks. Although the teachers of TTCs considered the new curriculum as better than the old one, they felt the need for further developing it. They wanted more emphasis, in terms of both time and marks, on practice teaching and integration of content and method.

16. The expanded infrastructure of the TTCs and the additional staff helped to enroll almost double the number of trainees. However, the very modalities of training need to be developed further.

9. Reform of Secondary Education Curriculum

17. As a measure for improving the quality of education the curriculum and instructional materials of grades VI through X were revised, redesigned, and implemented. The curriculum was developed and published in two volumes. Following the new curriculum, 45 textbooks for grades VI through X were developed and introduced in grades VI, IX, and X in 1996 and in grades VII and VIII in 1997. Since then, the curriculum and instructional materials have been in use.

18. The majority of the teachers judged the curriculum and textbooks developed under the Project are better than the previous ones. However, observation of the classroom performance of the teachers and the students revealed that the curriculum was not properly implemented in the classroom; as a result, the benefit of the redesigned curriculum could not be fully reaped.

10. Classroom Performance of the Trained Teachers

19. A total of 60 classrooms were observed using a specially designed observation schedule. All the 60 teachers whose classes were observed were trained (having B.Ed or M.Ed. degrees). Only 16 (26.7%) of them participated in the curriculum dissemination training organized under SEDP. One out of every 12 teachers was found to apply the appropriate strategies, to some extent, in the classrooms. They succeeded to keep the students actively engaged in learning activities. The majority of the students seemed to have acquired the competencies from their lessons. Others failed to facilitate students' learning. The classroom observation indicated that the success of the teacher training program in producing a positive change in a teacher's performance was limited.

C. Recommendations

20. The study made the following recommendations:

- (i) Provide for a yearly recurrent grant to all educational institutions for proper maintenance of properties.
- (ii) Emphasized the practical part of the science subjects at the secondary level. Make practical classes for each subject part of the weekly routine. Ensure proper and frequent use of the science kit through frequent school supervision.
- (iii) To ensure proper and effective implementation of the school curriculum, orient teachers through intensive training before implementing new curriculum.

- (iv) Develop the curriculum of the teacher education program (B.Ed) further by providing for change in the modalities of training. Before implementing the new curriculum in TTCs, orient the teacher trainers about the new curriculum, particularly about revised modalities of training.

INCREMENTAL RECURRENT EXPENDITURE PROVIDED BY THE GOVERNMENT^a
(Taka)

Year	Amount
1993/94	49,697,000.00
1994/95	228,943,000.00
1995/96	157,437,000.00
1996/97	95,184,000.00
1997/98	129,850,000.00
1998/99	224,896,000.00
1999/2000	120,536,000.00
2000/02	46,777,682.00
(After expiry of SEDP) up to Feb 2002	

^aGovernment of Bangladesh contribution to SEDP.

BENEFITS MONITORING AND ACHIEVEMENT

	Indicative Indicator of Achievement	Achievements
A. Long-Term Objectives and Beneficiaries		
Increase the number and quality of secondary school graduates for the local labor market, further studies, and citizenship	Reduced dropout and repetition rates in grade VI, VII and X	About 14% reduction in dropout rate and 17% in repetition rates in grades VI through X
	Increased entry to grade XI studies	Entry to grade XI increased to about 20%
	Improved entry to paid and self-employment	Increase in entry to self-employment (no study was undertaken to assess the extent of increase.)
	5% increase per annum graduate output and quality to 1998	Completion rate increased from 57.51% in 1996 to 62.41% in 1999.
	Staffing ratio 29:1 by 1995, 30:1 by 1998 Unit cost contained, Tk1,000 per annum by 1995	Staffing ratio 42:1 in 1999 Unit cost Tk972 in 1999
	Performance-based subvention system by 31 Dec 1998	Performance-based subvention is being addressed under Secondary Education Sector Improvement Project (SESIP)
Improve secondary education resource utilization, planning and management, including at central, district, and community levels	Restructured Directorate of Secondary and Higher Education (DSHE) by 31 Dec 1995	Restructuring of DSHE is being addressed under SESIP.
Increase the output of qualified secondary school graduates from disadvantaged areas, including the rural poor and females, and provide stipend to females in 53 thanas.	30% enrollment rate by 31 Dec 1998	Enrollment rate increased to 41.26% in 31 Dec 1999.
	25% female enrollment rate by 31 Dec 1998 (1.7 million)	Female enrollment rate increased to 44.57% in 31 Dec 1999.
	Increased rural enrollment rates by 31 Dec 1998 (3.0 million)	Rural enrollment rate increased to about 40% in 31 Dec 1999.

	Indicative Indicator of Achievement	Achievements
B. Short/Medium-Term Objectives and Beneficiaries		
Improve the efficiency and effectiveness of secondary education, focusing on grades VI to VIII	Revised curriculum and assessment framework for core subjects	Curricula of grades VI through X were reformed.
	10,000 per annum teachers with preservice training by year 2000	Teachers were given preservice training.
	10,000 per annum teachers with in-service training by year 2000	Teachers received in-service training.
Improve the policy, planning, information gathering, quality assurance, management and monitoring systems at central, district, and local levels	Improved textbook quality and availability	All textbooks of grades VI through X were revised.
	Expanded advisory/audit/inspection system by 31 Dec 1995	Being implemented under SESIP.
Improve sustainable access to secondary education and teacher training programs for disadvantaged areas and groups	Upgraded ZEOs and DEOs cadres	Being addressed under SESIP.
	4,000 female teachers trained by 31 Dec 1997	5,662 female teachers received preservice training by Dec 1999.
	500 district/thana teacher resource centers established	Thana resource centers are being established under Promote Project.
C. Outputs	Additional 100,000 students enrolled by 31 Dec 1998	Additional 2,121,478 students enrolled by Dec 1999.
	Improved/Expanded school infrastructure	1,840 schools refurbished by 31 Dec 1998
Expanded teacher training cadre	1,824 school refurbished by 2000	
	11,000 teachers trained in B.Ed. program each year from 31 Dec 1997	7,000-9,000 teachers trained in B.Ed. program each year

Indicative Indicator of Achievement					Achievements
Expanded preservice teacher education system	Teacher Training Colleges (TTCs) refurbished; 1 new TTC				10 TTCs refurbished, 1 new TTC in Barisal
Revised curriculum syllabus and exam frameworks	National guidelines published (31 Dec 1995)				Curriculum and syllabus revised and published
Improved textbook development system		Private/public staff cadre trained; books tested and published			Some public staff cadre trained; all textbooks of grades VI through X tested and published
D. Medium/Long-Term Outputs					
Improved school management systems		10,000 principals trained; management guides produced			10,000 headmasters trained, management guide produced and distributed
Improved policy, planning, monitoring systems		Central, zonal, district staff trained; documentation produced			64 central, 24 zonal, and 64 district staff trained
Improved secondary school graduate output		Improved Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) results			Improving slowly
Increased secondary school graduates		5% increase per annum from 1 Jan 1995			Improving slowly
E. Inputs					
Government- and Asian Development Bank-Financed	Annual disbursement levels against schedules				On time
International/Domestic consultants		Timely completion of assignment			Assignment of international and domestic consultants completed during project period