

Background of the Project

Bangladesh has achieved significant increases in secondary education enrollment in the past two decades, which is made notable by the achievement of gender parity in enrollment numbers. Growth has been met through the fast growth of non-government schools and madrasahs, which comprise over 95% of all schools. Although government is not the main provider of secondary education, financing assistance is offered to the large majority, mainly in the form of salary subvention.

However, monitoring and evaluation to ensure the quality of the rapidly expanding numbers of schools and madrasahs have been challenging within the small-scale management system of the relevant education agencies. The quality of education and educational outcomes remain a major issue. Dropout and failure rates across the general secondary schools and madrasahs remain high. Problems of unsuitable curriculum and examinations, poor textbooks, and ineffective teaching for the majority of students remain.

The lack of central and decentralized systems for monitoring, evaluation, and quality assurance for school support and development remain as the central concern.

Systematic targeting and support to identified underserved areas of secondary provision is now reducing problems of access. Continuing targeted support is required to preserve gains in enrollment.

To address these issues of management, quality, and access in the secondary education subsector, Government is implementing the Secondary Education Sector Development Plan 2000-2010.

Objectives and Scope

The overall objectives of the SESDP is to contribute to poverty reduction in Bangladesh by improving the relevance of secondary education to the needs of the labor market. SESDP is aimed at achieving strengthened management, enhanced quality, and improved equity of access to secondary education. SESDP will support the implementation of the updated SESDP. Relevant and quality education will support the continued social and economic development of Bangladesh, which will, in turn, expand employment opportunities for its population.

Components of the Program

- Strengthening of management and Transparency in secondary education management
- Improving the quality of secondary education, and
- Enhancing of equity of access to secondary education.

Impact and Outcome

The program loan will support the implementation of policy reforms to achieve:

- (i) strengthened management and governance of secondary education
- (ii) improved quality of secondary education learning and
- (iii) enhanced equitable access to secondary education.

Consulting Services

In order to implement various components of the program 92 person-months of International Consultants, 212 Person-months of Domestic Consultants and 10 person-months of Individual consultant will be required the selection engagement of all consulting services to be financed under the program will be in accordance with the Guidelines on the use of Consultants by ADB and it Borrowers, April 2006.

A. International Consultants

a) Education System Management Specialist/Team Leader (42 person-months)

The specialist will:

- i. assist the project implementation unit (PIU) and Directorate of Secondary and Higher Education (DSHE) for the planning of a Project Monitoring System and development of necessary baseline data and procedures for implementation and reporting;
- ii. plan and supervise system reviews and prepare recommendations for specific action, on the structure and operational and management systems of National Curriculum and Textbook Board (NCTB), Board of Intermediate and Secondary Education (BISE), Directorate of Inspection and Audit (DIA), DSHE, and DSHE vis-a-vis decentralization and necessary field reallocations of staff to meet reallocated responsibilities;
- iii. assist DSHE in implementing increased decentralized management and training and upgrading of staff;
- iv. analyze the strengths and weaknesses of the school performance based management system (SPBMS), assessment of the level of capacity building for improved academic supervision and school management; and propose strategies for further strengthening of the system;
- v. assist DSHE in developing and implementing an monitoring and quality assurance (MQA) system to monitor the performance of secondary schools and madrasahs based on the SPBMS, and to develop transparent procedures for the linking of subvention based to school performance;
- vi. assist DSHE in the adaptation of SPBMS for the madrasah;
- vii. coordinate and monitor the services of the school ICT specialist recruited individually; and
- viii. develop Terms of Reference for and organize third-party validation assessment studies to assess the quality of data and monitor the implementation of the MQA system.

b) Curriculum Development and School-Based Assessment (SBA) Specialist (12 person-months)

He/She will assist NCTB to further increase its secondary curriculum capacity as developed under Secondary Education Sector Improvement Project (SESIP) and to complete the review and development of the curriculum for the full secondary cycle, grades 6-12, with appropriate school-based assessment (SBA) processed, and closely correlated with the emerging examination reforms initiated under SESIP.

The specialist will:

(i) assist NCTB prepare a 6-year National Secondary Curriculum Plan (NSCP) that provides a logical framework for the planned redevelopment of secondary curriculum and its dissemination for the period 2007-2012;

(ii) assist the Secondary Curriculum Wing (SCW) monitoring section of NCTB to establish appropriate baseline data for each of the planned curriculum reviews, and before the commencement of introduction of the revised curriculum;

(iii) assist the Member Curriculum prepare at the commencement of each year an annual secondary curriculum work plan based on progress and any necessary adjustments to the NSCP, including the preparation of SCW work schedules and budget allocations for development and dissemination;

(iv) assist the Team Leader (TL) and NCTB for the review of the structure and operational and management systems of NCTB, including SCW staffing and for the introduction of improved personnel management procedures;

(v) support and guide the planning and implementation of the SBA component for all curricula, and assist in the planning and delivery of capacity building programs for teachers on school based assessment processes to assist student learning;

(vi) assist the NCTB to develop mechanisms for the monitoring of the effectiveness of curriculum dissemination;

(vii) coordinate and advise the school ICT specialist on curriculum-related matters; and

(ix) assist the NCTB in planning and commencing a systematic school-based evaluation of the new grades 9-10 curriculum following its first full phase of implementation.

c) Examination Development Specialist (18 person-months)

He/She will assist the Boards of Intermediate and Secondary Education, particularly through the Bangladesh Examination Development Unit (BEDU) developed under SESIP to further increase

their technical capacity to develop and implement examination reform for the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) examinations as initiated under SESIP.

The specialist will:

(i) review the current status of the examination reforms initiated under SESIP, identify critical issues that may impede continuing development, and propose options and strategies for a medium and long-term development strategy plan, particularly in regard to the relationship between curriculum objectives and intended learning outcomes, classroom teaching and learning and the public examinations;

(ii) develop and assist with on the-job training and application activities to extend the capacity of the BEDU officers as the core professional group for examination development;

(iii) assist BEDU in establishing a national resources bank on psychometrics comparative examination statistics and international examination development;

(iv) assist the BISE in developing and overseeing training programs to ensure the continuing upgrading of a sustainable core group of master trainers for the ongoing training of new and existing examination personnel, including specifications and exemplar questions, and content and question analysis;

(v) assist in establishing systems for test development and assist NCTB develop a common approach to the formative and summative assessment of learning achievement across all subjects, as appropriate;

(vi) assist in the design of guidance and dissemination training materials and activity-based workshop processes for teachers on new examination question styles and associated changes in classroom teaching and learning;

(vii) assist the BISE and their senior officers to facilitate continuing cooperation in the development and implementation of technical reforms in the setting and marking of the public examinations, and for ensuring consistent national standards across BISE, subjects, and years; and

(viii) assist the Madrasah Education Board (MEB) on examination processes and reforms to ensure the appropriate testing of all curriculum objectives, and uniformity of standards of common subjects across all Boards.

d) Madrasah Education Sector and Development Specialist (20 person-months)

He/She will work with the MEB, the DSHE, and the Alia Madrasahs, and relate closely with the NCTB, the Madrasah Teacher Training Institute (MTTI), and the curriculum and examination consultants, and Teaching Quality Improvement in Secondary Education Project (TQI) teacher training consultants.

The specialist will:

(i) review the current status of secondary level education provision in the Alia Madrasah in curriculum, textbooks, teaching, assessment and examinations, equivalence and transferability and future training and job opportunities for graduates; identification of critical issues within the institutions, the DSHE and the support agencies which may impede development of equality of standards and opportunity for madrasah students, and preparation of a proposal of preliminary options, strategies and plans for medium and long-term assistance;

(ii) assess the needs of the MEB in administering, managing, and monitoring madrasah education towards modernization and improvement of its quality to equivalence with general secondary education standards, and development of a detailed time-bound capacity strengthening plan for MEB to ensure more effective organization, functioning and system development;

(iii) assess the role of DSHE in its functions in regard to the alia madrasah and the development of detailed recommendations for strengthening and assistance;

(iv) prepare specific recommendations for MOE, and detailed time-bound plans and procedures, for the modernization of the alia madrasah curricula of grades 6-10 to attain full equivalence with that of general education, and for the development of related textbooks and teaching and learning materials;

(v) provide specific assistance for the implementation of agreed curriculum development processes for grades 6-10, following MOE approvals;

(vi) assist the MEB in the development of appropriate assessment and examination processes to ensure that all learning objectives of the new curriculum are validly and equitably assessed;

(vii) assist the MEB to prepare teachers' manuals and guides and provide assistance to the approved authority for the publication of appropriate textbooks for the new curriculum:

(viii) develop a madrasah teacher training plan in the new curricula in coordination with TQI and the MTTI;

(ix) develop a public information program with DSHE and MEB to inform parents, students, teachers, and other stakeholders of the benefits of the new curricula and alleviate concerns they may have; and

(x) support the development of the model madrasahs particularly for the introduction of the revised curricula, monitor teaching and learning outcomes against baseline, and prepare a pilot report of initial findings on the curriculum implementation in the model madrasah.

B. Domestic Consultants

a) Education System Management Specialist/Deputy Team Leader (48 person months)

He/She will, in the absence of the TL, have overall management and supervision of the TA team, coordinate their work, and ensure the quality and timely production of their inputs. When necessary, the Deputy TL will represent the TL at the Steering and Project Implementation Committees, and ensure the establishment and maintenance of constructive relations between the project and the government and between the project and other projects - particularly the TQI project.

The specialist will:

(i) assist the TL, PIU and DSHE for the planning of a Project Monitoring System and development of necessary baseline data and procedures for implementation and reporting;

(ii) assist the TL to review, plan and conduct system reviews and prepare recommendations for specific action, on the structure and operational and management systems of NCTB, BISE, DIA, DSHE, and DSHE vis-a-vis decentralization and necessary field reallocations of staff to meet reallocated responsibilities;

(iii) assist the DSHE in the implementation of increased decentralized management and the training and upgrading of staff;

(iv) with the TL and the SPBMS Specialist, analyse the strengths and weaknesses of the SPBMS, assessment of the level of capacity building for improved academic supervision and school management, and propose strategies for further strengthening of the system;

(v) assist DSHE to develop and implement a MQA system to monitor the performance of secondary schools and madrasahs based on the SPBMS, and to develop transparent procedures for the linking of subvention based to school performance;

(vi) assist DSHE to develop and implement a plan to transform the PSPU into the Policy Support, School Monitoring and Quality Assurance (PMQA) Unit;

(vii) assist DSHE to develop annual SPBMS training and implementation plans, review and refine SPBMS guides and materials, and implement SPBMS nationally; and

(viii) oversee the adaptation of SPBMS for the madrasah.

b) School Monitoring and Quality Assurance and Performance-Based Management Specialist (36 person-months)

He/She will assist the review, consolidation of the Government's initiatives under SESIP for the introduction of the SPBMS for school strengthening SESIP and its national extension across all

upazila, and to trail madrasah, and will, in particular assist DSHE to establish impact monitoring and quality assurance functions to ensure the effective system management of SPBMS on a national basis and its direct links to financial assistance to schools.

The specialist will:

(i) assist the TL and the deputy team leader (DTL) in the analysis of the strengths and weaknesses of the school performance based management system (SPBMS), assessment of the level of capacity building for improved academic supervision and school management; and preparation of proposed strategies for further strengthening of the system;

(ii) provide support to DSHE and subdistrict personnel in implementing SPBMS;

(iii) refine SPBMS per feedback received and needs of users;

(iv) review and refine SPBMS guides and implementation materials;

(v) lead the adaptation of SPBMS and its related materials to madrasah education;

(vi) develop an annual SPBMS training plan for sub-district personnel, academic inspectors, research officers, school, and madrasah personnel and coordinate its implementation;

(vii) supervise the activities of the project training teams at the field level; and

(ix) assist DSHE in the planned integration of the SPBMS into the MQA system, and assist in the determination of training needs for DSHE officers and the provision of training assistance.

c) Education Management Information System (EMIS) Specialist (24 person-months)

He/She will assist DSHE to further increase and extend the coverage of the EMIS capacity as developed under SESIP and to ensure systematic coordinated functions to serve MOE, BANBEIS and DSHE centrally and in the field offices.

The specialist will:

(i) design and supervise end-user trials and user information needs analysis studies for the current EMIS in DSHE;

(ii) review and redefine as required the job descriptions of the EMIS-related staff in DSHE and in the zones, districts, and sub-districts;

(iii) refine EMIS and GIS according to the results of the end-user trials and user needs analysis study;

(iv) design and implement a series of training workshops to provide EMIS use training to personnel from MOE, DSHE, and other agencies, including district and zonal managers;

(v) design and implement a range of activities to increase EMIS awareness and promote EMIS use for education managers in DSHE and MOE;

(vi) liaise with PMQA Unit and BANBEIS to prepare plan for data collection, verification, data entry and use of outputs generated by these systems;

(vii) oversee the EMIS software enhancement by the implementing firm; and

(viii) review the data collection and verification system and suggest enhancements.

d) Human Resource Management Specialist (8 person-months)

He/She will work in the implementation of decentralization and functional specialization across the secondary education system as a whole, including DSHE, and in the Specialist education agencies.

The specialist will:

(i) conduct a survey into the current HRM processes and practices in the DSHE and related agencies, including the current system of job descriptions, work evaluation and appraisal reports;

(ii) assist DSHE and each agency to define its internal responsibilities for HRM, including the preparation of job descriptions, the appraisal of officers against defined tasks and goals, and the development of on-the-job training support;

(iii) assist DSHE and the agencies to conduct job analyses of all specialist positions from research officer and above;

(iv) assist DSHE and each agency to collect data concerning all aspects of personnel (including personal bio-data, qualifications, professional record, training, appraisal reports, positions held, skills and qualifications) to be recorded on a database linked to the EMIS;

(v) assist in establishing and operating systems to gather and maintain all relevant information about each post or job to be recorded on a database linked to EMIS;

(vi) assist DSHE and each agency to establish and operate systems to gather and maintain all relevant employment related information about the organization to be recorded on a database linked to EMIS;

(vii) assist in undertaking procedures to ensure that all developed systems are institutionalized so that systems can be self-maintaining;

(viii) assist in designing an appropriate appraisal methodology linked to the resources of the modified HRM systems; and

(ix) assist in the administration, timely, and review collection of appraisal reports, and develop processes to identify their strengths and weaknesses.

e) Curriculum Development and School Based Assessment Specialist (24 person-months)

He/She will work with the international Curriculum and SBA Specialist to assist NCTB to further increase its secondary curriculum capacity as developed under SESIP and to complete the review and development of the curriculum for the full secondary cycle, grades 6-12, with appropriate SBA processes, and closely correlated with the emerging examination reforms initiated under SESIP.

The specialist will:

(i) assist NCTB prepare a 6-year national secondary : curriculum plan (NSCP) that provides a logical framework for the planned redevelopment of secondary curriculum and its dissemination for the period 2007-2012;

(ii) assist the SCW monitoring section of NCTB to establish appropriate baseline data for each of the planned curriculum reviews, and before the commencement of introduction of the revised curriculum;

(iii) assist the Member Curriculum prepare at the commencement of each year an annual secondary curriculum workplan based on progress and any necessary adjustments to the NSCP, including the preparation of SCW work schedules and budget allocations for development and dissemination;

(iv) assist the TL and NCTB for the review of the structure and operational and management systems of NCTB, including SCW staffing and for the introduction of improved personnel management procedures;

(v) support and guide the planning and implementation of the SBA component for all curricula, and assist in the planning and delivery of capacity building programs for teachers on school based assessment processes to assist student learning;

(vi) assist the NCTB to develop mechanisms for the monitoring of the effectiveness of curriculum dissemination;

(vii) coordinate and advise the school ICT specialist on curriculum-related matters; and

(viii) assist the NCTB in planning and commencing a systematic school-based evaluation of the new grades 9-10 curriculum following its first full phase of implementation.

f) Examination Development Specialist (24 person-months)

He/She will work with the International Examination Development Specialist to assist the Boards of Intermediate and Secondary Education, particularly through the Bangladesh Examination Development Unit (BEDU) to further increase their technical capacity to develop and implement examination reform for the SSC and HSC examinations as initiated under SESIP. S/he will assist the Boards of Intermediate and Secondary Education, particularly through the Bangladesh Examination Development Unit (BEDU) developed under SESIP to further increase their technical capacity to develop and implement examination reform for the SSC and HSC examinations as initiated under SESIP.

The specialist will:

(i) review the current status of the examination reforms initiated under SESIP, identify critical issues that may impede continuing development, and propose options and strategies for a medium and long-term development strategy plan, particularly in regard to the relationship between curriculum objectives and intended learning outcomes, classroom teaching and learning and the public examinations;

(ii) develop and assist with on-the-job training and application activities to extend the capacity of the BEDU officers as the core professional group for examination development;

(iii) assist BEDU in establishing a national resources bank on psychometrics, comparative examination statistics and international examination development;

(iv) assist the BISE in developing and overseeing training programs to ensure the continuing upgrading of a sustainable core group of master trainers for the ongoing training of new and existing examination personnel, including specifications and exemplar questions, and content and question analysis;

(v) assist in establishing systems for test development and assist NCTB develop a common approach to the formative and summative assessment of learning achievement across all subjects, as appropriate;

(vi) assist in the design of guidance and dissemination training materials and activity-based workshop processes for teachers on new examination question styles and associated changes in classroom teaching and learning;

(vii) assist the BISE and their senior officers to facilitate continuing cooperation in the development and implementation of technical reforms in the setting and marking of the public examinations, and for ensuring consistent national standards across BISE, subjects, and years;

(viii) assist the MEB on examination processes and reforms to ensure the appropriate testing of all curriculum objectives, and uniformity of standards of common subjects across all Boards; and

(ix) provide specialist translation assistance, including technical translation, as required.

g) Madrasah Education Sector and Strategy Specialist (36 person-months)

He/She will work with the International Madrasah Education Specialist, the Madrasah Education Board (MEB), the DSHE, and the alia madrasahs, and relate closely with the NCTB, the Madrasah Teacher Training Institute (MTTI) and the curriculum and examination consultants, and TQI teacher training consultants to assist the development of acceptable secondary madrasah curriculum with full equivalence to the core subjects of general education.

The specialist will:

(i) review the current status of secondary level education provision in the alia madrasah in curriculum, textbooks, teaching, assessment and examinations, equivalence and transferability and future training and job opportunities for graduates; identification of critical issues within the institutions, the DSHE and the support agencies which may impede development of equality of standards and opportunity for madrasah students, and preparation of a proposal of preliminary options, strategies and plans for medium and long-term assistance;

(ii) assess the needs of the MEB in administering, managing, and monitoring madras education towards modernization and improvement of its quality to equivalence with general secondary education standards, and development of a detailed time-bound capacity strengthening plan for MEB to ensure more effective organization, functioning and system development;

(iii) assess the role of DSHE in its functions in regard to the alia madrasah and the development of detailed recommendations for strengthening and assistance;

(iv) prepare specific recommendations for MOE, and detailed time-bound plans and procedures, for the modernization of the alia madrasah curricula of grades 6-10 to attain full equivalence with that of general education, and for the development of related textbooks and teaching and learning materials;

(v) provide specific assistance for the implementation of agreed curriculum development processes for grades 6-10, following MOE approvals;

(vi) assist the MEB in the development of appropriate assessment and examination processes to ensure that all learning objectives of the new curriculum are validly and equitably assessed;

(vii) assist the MEB to prepare teachers' manuals and guides and provide assistance to the approved authority for the publication of appropriate textbooks for the new curriculum;

(viii) develop a madrasah teacher training plan in the new curricula in coordination with TQI and the MTTI;

(ix) develop a public information program with DSHE and MEB to inform parents, students, teachers, and other stakeholders of the benefits of the new curricula and alleviate concerns they may have; and

(x) support the development of the model madrasahs particularly for the introduction of the revised curricula, monitor teaching and learning outcomes against baseline, and prepare a pilot report of initial findings on the curriculum implementation in the model madrasah.

h) Social Development and Gender Specialist (12 person-months)

He/she will work across all components of the project as appropriate, and in close consultation with the TL and all specialists, DSHE and the education agencies.

The specialist will:

(i) provide assistance in formulating draft policies on gender and indigenous peoples;

(ii) review and develop documents on gender and indigenous peoples in Bangladesh and involve in awareness raising activities;

(iii) participate in training gender focal points and gender resource groups;

(iv) provide guidelines in incorporating gender sensitive strategies in curricula, project documents, and reports;

(v) monitor activities across the components so that the gender and indigenous peoples issues are addressed properly; and

(vi) monitor the collection of gender- and indigenous peoples-disaggregated data through the EMIS.