Completion Report

Project Number: 30332
Loan Number: 1690
June 2008

Bangladesh: Secondary Education Sector Improvement Project

Asian Development Bank

CURRENCY EQUIVALENTS

Currency Unit   –   taka (Tk)

	At Appraisal (15 May 1999)	**At Project Completion** (25 April 2007)
Tk1.00 =	$0.02062	$0.014476
$1.00 =	Tk48.50	Tk69.08

ABBREVIATIONS

ADB	–	Asian Development Bank
BANBEIS	–	Bangladesh Bureau of Educational Information and Statistics
BEDU	–	Bangladesh Examination Development Unit
B.ED	–	bachelor of education
BISE	–	boards of intermediate and secondary education
DEO	–	district education officer
DICC	–	district implementation coordination committee
DSHE	–	Directorate of Secondary and Higher Education
EED	–	Education Engineering Department
EMIS	–	education management information system
FAPAD	–	Foreign Aided Projects Audit Directorate
HSEP	–	Higher Secondary Education Project
HSTTI	–	higher secondary teacher training institute
MOE	–	Ministry of Education
NAEM	–	National Academy for Educational Management
NCTB	–	National Curriculum and Textbook Board
PSPU	–	policy support and planning unit
SBA	–	school-based assessment
SEDP	–	Secondary Education Development Project
SEIC	–	secondary education improvement committee
SESDC	–	secondary education sector development center
SESDP	–	Secondary Education Sector Development Project
SESIP	–	Secondary Education Sector Improvement Project
SMC	–	school management committee
SPBMS	–	school performance-based management system
SSC	–	secondary school certificate
TTC	–	teacher training college
TQISEP	–	Teaching Quality Improvement in Secondary Education Project

GLOSSARY

upazila   –   lowest administrative unit in Bangladesh, earlier known as a *thana*

NOTES

(i)   The fiscal year (FY) of the Government of Bangladesh and its agencies ends on 30 June. FY before a calendar year denotes the year in which the fiscal year ends, e.g., FY2008 ends on 30 June 2008.

(ii)   In this report, "$" refers to US dollars.

Vice President	L. Jin, Operations 1
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CONTENTS

BASIC DATA

A.   Loan Identification

1.	Country	Bangladesh
2.	Loan Number	1690
3.	Project Title	Secondary Education Sector Improvement Project
4.	Borrower	People's Republic of Bangladesh
5.	Executing Agency	Directorate of Secondary and Higher Education
6.	Amount of Loan	SDR44,404,000
7.	Project Completion Report Number	1026

B.   Loan Data

1.   Appraisal
       - Date Started   8 February 1999
       - Date Completed   20 February 1999

2.   Loan Negotiations
       - Date Started   13 May 1999
       - Date Completed   15 May 1999

3.   Date of Board Approval   22 June 1999

4.   Date of Loan Agreement   24 June 1999

5.   Date of Loan Effectiveness
       - In Loan Agreement   22 September 1999
       - Actual   3 December 1999
       - Number of Extensions   2

6.   Closing Date
       - In Loan Agreement   30 April 2006
       - Actual   25 April 2007
       - Number of Extensions   1

7.   Terms of Loan
       - Interest Rate   1% per annum during the grace period,
                                                        and 1.5% thereafter
       - Maturity (number of years)   32 Years
       - Grace Period (number of years)   8 Years

8.   Terms of Relending (if any)   Not Applicable
       - Interest Rate
       - Maturity (number of years)
       - Grace Period (number of years)
       - Second-Step Borrower

9. Disbursements

    a.   Dates

Initial Disbursement	Final Disbursement	Time Interval
15 March 2000	25 April 2007	85 months
Effective Date	**Original Closing Date**	**Time Interval**
3 December 1999	30 April 2006	77 Months

    b.   Amount (**SDR'000**)
               ($'000)

Category or Subloan	Original Allocation	Last Revised Allocation	Amount Canceled (over utilized)	Net amount Available	Amount Disbursed	Undisbursed Balance (over disbursed)
01 Civil Works	**16,109**	**16,109**		**16,109**	**10,416**	**5,693**
	21,765	23,797	8,671	23,797	15,126	8,671
02 Equipment, Furniture, and Vehicle	**1,599**	**1,599**		**1,599**	**1,266**	**333**
	2,261	2,352	507	2,352	1,845	507
03 Institutional Linkage Contract and Consulting Services	**13,396**	**11,285**		**11,285**	**11,134**	**151**
04 Staff Development and Support Materials	**875**	**875**		**875**	**486**	**389**
	1,183	1,274	594	1,274	680	594
05 Studies and Sub-contracts	**1,667**	**1,667**		**1,667**	**1,042**	**625**
	2,252	2,392	951	2,392	1,441	951
06 School Improvement Fund	**272**	**272**		**272**	**251**	**21**
	368	394	32	394	362	32
07 Stipends	**8,614**	**9,540**		**9,540**	**14,536**	**(4,996)**
	11,639	12,190	(7,608)	12,190	19,798	(7,608)
08 Project Implementation Unit Costs	**275**	**275**		**275**	**34**	**241**
	371	411	366	411	45	366
09 Salaries and O&M	**44**	**1,229**		**1,229**	**757**	**472**
	60	1,776	719	1,776	1,057	719
10 Contingencies	**73**	**73**		**73**	**-**	**73**
	2,000	119	119	119	-	119
11 Service Charges	**1,480**	**1,480**		**1,480**	**1,276**	**204**
	1,974	2158	312	2,158	1,846	312
Total SDR	44,404	44,404		44,404	41,198	3,206
Total $	61,974	62,545	4,892	62,545	57,653	4,892

10.	Local Costs (Financed)	
	- Amount ($)	28,581,103
	- Percent of Local Costs	64%
	- Percent of Total Cost	39%

C.   Project Data

1.   Project Cost ($'000)

Cost	Appraisal Estimate	Actual
Foreign Exchange Cost	32,650	29,072
Local Currency Cost	53,350	44,962
Total	**86,000**	**74,034**

2.   Financing Plan ($'000)

Cost	Appraisal Estimate	Actual
Implementation Costs		
Borrower Financed	26,000	16,381
ADB Financed	58,000	55,807
Other External Financing	0	0
Total	**84,000**	**72,188**
IDC Costs		
Borrower Financed	0	0
ADB Financed	2,000	1,846
Other External Financing	0	0
Total	**86,000**	**74,034**

ADB = Asian Development Bank, IDC = Interest during construction.

3.   Cost Breakdown by Project Component ($'000)

Component	Appraisal Estimate	Actual
A. Strengthened Management	16,180	15,545
B. Quality Support Systems	16,062	4,383
C. Equitable Access to Secondary Education	51,252	51,520
D. Project Implementation Costs	506	1,102
E. Interest	2,000	1,846
Total	**86,000**	**74,034**

4.   Project Schedule

Item	Appraisal Estimate	Actual
Strengthening Management System and Capacity		
Policy support and strategy planning	January 2000	April 2001
Decentralized management	January 2000	April 2001
Performance -based management	February 2000	October 2001
Quality Support System		
Improving curriculum development	April 2000	April 2001
Student assessment	April 2000	January 2003
Reforming teacher education	April 2000	February 2001
Strengthening school management and supervision	January 2000	January 2001

Item	Appraisal Estimate	Actual
Equitable Access		
Facilities development	January 2000	July 2001
Female stipend support	January 2000	January 2000
Project Implementation Support		
Procurement of equipment, furniture, and vehicle	January 2000	April 2001

5.   Project Performance Report Ratings

Implementation Period	Ratings	
	Development Objective	Implementation Progress
From 24 June 1999 to 31 December 2006	S	S

S = satisfactory.

D.   Data on Asian Development Bank Missions

Name of Mission	Date	No. of Persons	No. of Person-Days	Specialization of Members[a]
Fact Finding	16 Nov–7 Dec 1998	4	84	c, d
Appraisal	8–20 February 1999	5	60	b, c, d
Inception	5–9 Feb 2000	1	5	a, e
Special Loan Administration (SLA) 1	29 Feb 2000	1	1	d
Review 1	21–25 Oct 2000	1	5	d
Review 2	22 Oct–11 Nov 2000	1	12	d
Special Loan Administration (SLA) 2	10 Nov 2000	1	1	a, d
Review 3	5–11 May 2001	1	7	d
Review 4	1–4 Jun 2001	1	4	a
Review 5	2–12 Dec 2001	2	12	a, d
Review 6	2–6 Mar 2002	1	5	d
Review 7	10–20 Jul 2002	2	22	a, d
Review 8	1–7 Nov 2002	1	7	d
Mid-term Review	23 Apr–2 May 2003	2	30	a, d
Review 9	1–9 Dec 2003	2	18	a, d
Review 10	10 May–9 Jun 2004	2	20	a, d
Review 11	21 Nov–9 Dec 2004	2	20	a, d
Review 12	23 May–9Jun 2005	2	17	a, d
Review 13	17 Nov–8 Dec 2005	2	20	a, d
Review 14	10 Apr–17 May 2005	2	13	a, d
Review 15	6–18 Dec 2005	1	13	d
Project Completion Review	22 Jan–19 Feb 2008	3	24	a, d, e

[a] Specialization of mission members are: a = administrative staff, b = counsel, c = education specialist, d = project specialist, e = staff consultant.

MAP

BANGLADESH
SECONDARY EDUCATION SECTOR
IMPROVEMENT PROJECT
(as completed)

89°00'E

91°45'E

N

0   25   50   75
Kilometers

25°30'N

INDIA

Panchagarh

Thakurgaon

Nilphamari

Lalmonirhat

Saydpur

Rangpur   Kurigram

Dinajpur   Pirbatipur

Gaibandha

Joypurhat   Bahadurabad

RAJSHAHI   Sherpur   Sunamganj   Tamabil
Chhatak

Netrokona

Jamalpur   Mohanganj   SYLHET   Sylhet

Naogaon   Bogra

Bhuapur   Mymensingh   Kulaura

Nawabganj   Modhupur

Siraganj   Habiganj   Moulvibazar

Rajshahi   Natore   Naika

Bonpara   Tangail   Kishoreganj

DHAKA

Pabna   Gazipur   Shahji Bazar   Ashuganj

Ishurdi   Brahmanbaria

Manikganj   Akhaura

Meherpur   Narsingdi

Chuadanga   Rajbari   Faridpur   DHAKA   Narayanganj

Jhenaidah   Daudkandi

Magura   Comilla

Chandpur

Jessore   Narail   Shariatpur   Laksham

Madaripur   Lakshmipur   Feni

Gopalganj   Khagrachari

Khulna   Jhalakati

KHULNA   Bagerhat   Barisal   Noakhali

Satkhira   Perojpur   Rangamati

Mongla   Bhola

(Chalna Port)   BARISAL

Patuakhali   Chittagong   Bandarban   Patiya

Khepupara

Barguna   CHITTAGONG

22°00'N

Bay of Bengal

Cox's Bazar

Teknaf   MYANMAR

St. Martin's Island

Legend:

▲ District Under Stipend Program

● District where New School Constructed

National Capital

⊗ Divisional Headquarters

◦ District Headquarters

River

District Boundary

Divisional Boundary

International Boundary

Boundaries are not necessarily authoritative.

89°00'E

91°45'E

I.   PROJECT DESCRIPTION

A.   Introduction and Rationale

1.   The Government of Bangladesh, with assistance from the Asian Development Bank (ADB), prepared the Secondary Education Sector Improvement Project (SESIP)[1] in 1999. The primary objectives of the Project were to assist the Government in reforming and restructuring the secondary education sector to improve the quality of education and produce a productive workforce on a sustainable basis.

2.   The project design emphasized establishment of a framework for more relevant secondary education in terms of efficiency, quality, and equity by (i) reducing student dropout and repetition; (ii) increasing attendance and success; and (iii) expanding access, especially by female students. The Project was prepared in line with the recommendations of the Secondary Education Sector Development Program (2000–2010), prepared with ADB-financed project preparatory technical assistance (PPTA).[2] The Project covered all of Bangladesh, including 53 *upazilas* selected to participate in the stipend program for female students (see project map). The Project started in June 1999 and was completed in December 2006.

B.   Components and Outputs

3.   The Project comprised three major components aimed at strengthening management systems and capacity, providing quality support systems, and equitable access. As designed the Project sought to undertake the following.

1.   Strengthening Management Systems and Capacity

4.   **Policy Support and Strategic Planning.** Establish a new Policy Support Planning Unit (PSPU) tasked with planning and monitoring in the zonal and district offices, carrying out policy studies, and setting up an education management information system (EMIS).

5.   **Decentralized Management.** Establish a decentralized management system to manage and monitor resources more efficiently to meet agreed external and internal performance goals, objectives, and standards, including strengthening the capacity of the Directorate of Secondary and Higher Education (DSHE) to implement and manage a decentralized EMIS.

6.   **Performance-Based Management.** Establish a performance-based management system suitable for monitoring the salary subvention program, which links school subventions to fulfillment of agreed quality standards.

2.   Quality Support Systems

7.   **Improving Curriculum Development.** Strengthen the curriculum development capacity of the National Curriculum and Textbook Board (NCTB) by supporting creation of professional curriculum developers, separating curriculum development from textbook production,

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[1] ADB.1999. *Report and Recommendations of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Secondary Education Sector Improvement Project.* Manila (Loan 1690–BAN[SF], approved on 22 June, for $60.0 million).

[2] ADB.1997. *Technical Assistance to the People's Republic of Bangladesh for the Secondary Education Sector Development Project.* Manila (TA 2908-BAN, for $740,000, approved on 4 November).

establishing a material development unit to produce prototype teaching materials, and upgrading the curriculum for grades 6–8 and grades 9–12 in a manner consistent with needs of the job market and higher education.

8. **Privatizing Secondary Textbooks.** Support privatization of textbooks for grades 9–10 produced by NCTB through options that include collaboration between local and foreign publishers, with the aim of improving the professionalism of and securing financing arrangements needed by the local publishing industry.

9. **Reforming Student Assessment and Public Examinations.** Strengthen the capacity of NCTB and the boards of intermediate and secondary education (BISE) through recruitment of additional staff and training of relevant staff and secondary school teachers on modern assessment techniques. Introduce regular student assessment in schools and public examinations, and use modern techniques to improve the academic performance of students and teachers and validate secondary school certificate (SSC) examinations against stated curriculum objectives, including through reliable and uniform question marking across all examination boards.

10. **Reforming Secondary Teacher Education.** Assist the Government to develop policy for teacher education (both pre-service and in-service), including regulations to set standards for all teacher training institutions (including in particular private teacher training institutions), support the process of reviewing and establishing teacher qualifications for grades 9–12 teachers, and reform the curricula of teacher training colleges (TTCs), with an emphasis on participatory teaching practices.

11. **Strengthening School Management and Supervision.** As part of the decentralization effort, support the introduction of a school performance-based management system through pilot testing; train head teachers, teachers, and members of school management committees; and replicate the approach nationwide.

12. **School Improvement Fund.** Provide funds to support implementation of plans for individual schools, prepared jointly by the teachers and school management committee, to improve the quality of education.

3. Equitable Access

13. **Facilities Development.** Provide additional facilities for an estimated 115 new secondary schools in (i) unions that were either not served or under-served; and (ii) additional classrooms in crowded schools, as determined by local school mapping. Facilities include new school buildings, reconstruction of schools damaged by floods in 1998, and additional classrooms, and needed furniture, toilets, tube wells, boundary walls, and science laboratory and technology workshops.

14. **Stipend for Females.** Provide continued stipends for female students in grades 6–10 in 53 disadvantaged *upazilas* supported under the Secondary Education Development Project (SEDP).[3] The stipends include tuition, examination and other fees, and purchase of textbooks and learning materials for an estimated 765,000 person-years of education for female students.

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[3] ADB.1993. *Report and Recommendations of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Secondary Education Development Project.* Manila (Loan 1268-BAN[SF], approved on 23 November, for $72.0 million).

II. EVALUATION OF DESIGN AND IMPLEMENTATION

A. Relevance of Design and Formulation

15. The project design was consistent with ADB's poverty reduction strategy in Bangladesh, focusing on human development through provision of secondary education. The project design was relevant to ADB's operational strategy, which emphasizes the need for reforms and restructuring to ensure effectiveness, efficiency, quality, and equity at all levels of secondary education.

16. The project design was appropriate as it drew upon proven achievements of several similar education sector projects that had been completed, especially the SEDP and Higher Secondary Education Project (HSEP).[4] Both SEDP and HSEP emphasized and made significant achievements in (i) institutional development; (ii) expanding access to education and stipends, especially for females; and (iii) improving the quality of education. The project design was tested and proven to be effective, and the design was followed for the design and implementation of the follow-up Secondary Education Sector Development Program (SESDP).[5]

17. The project design was relevant to the 5-year plan[6] (1997–2002) of the Ministry of Education (MOE) and consistent with the recommended policies and strategies of the Secondary Education Sector Development Program (2000–2010), prepared with technical assistance from ADB. The Project was relevant to the Government's policy reforms that focused on capacity building of secondary education, including decentralization and improvement of policy formulation, planning and management; and improvement in the quality and efficiency of education.

18. The project design was sound and replicable, and Project remained relevant between appraisal and completion, as indicated by the adoption of the same design by a subsequent project (SESDP).

B. Project Outputs

19. Overall, the Project achieved all its expected outputs; costs, benefits, efficiency, and time expended were as projected at appraisal, with the exception that the closing date was extended by 8 months, mainly to bridge the gap between the completion of the Project and commencement of SESDP, which was beyond the control of the Executing Agency (EA).

1. Strengthening Management Systems and Capacity

20. **Policy Support and Strategic Planning**. The Project established a policy support and planning unit (PSPU) within DSHE, and an education management information system (EMIS).

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[4] ADB.1991. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Higher Secondary Education Project.* Manila (Loan 1123-BAN[SF], approved on 21 November, for $49.2 million).

[5] ADB.2006. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Secondary Education Sector Development Program.* Manila (Loan 2266-BAN[SF], approved on 26 October, for $85 million).

[6] Ministry of Education. 1997. *National Education Policy Report 1997.* Dhaka.

21.   **Decentralized Management.** The Project carried out research to develop a decentralized management model, which identified (i) appropriate frameworks, policies and systems for decentralization; and (ii) the roles, authority and training needs of new and existing staff at all levels. Government-approved phased decentralization commenced with the immediate decentralization of major DSHE responsibilities for teacher salary subvention on a pilot basis in the Chittagong, Khulna, and Mymensingh zones. However, this has yet to be implemented due to litigation that was filed protesting the decentralization; the Ministry of Education is seeking to vacate the case. The Project also recruited and trained additional staff and established the enhanced infrastructure facilities needed for the decentralized management system to manage teacher salary subvention.

22.   **Performance-Based Management.** The Project developed a school performance-based management system (SPBMS), which was pilot tested and evaluated in 40 selected schools in three pilot districts (Jamalpur, Kishoreganj, and Netrokona). The major performance indicators chosen to measure school performance were: (i) leadership of the head teacher; (ii) effectiveness of the school management committee; (iii) professionalism and motivation of teachers; (iv) student attendance, dropout, and completion; (v) student performance; (vi) co-curricular activities; and (vii) guardian-teacher relations.

23.   The Project conducted an independent study that found SPBMS to be effective in improving school performance. The study suggested the need to: (i) organize intensive training for teachers and members of school management committee, especially the head teacher; (ii) include school-based management and co-curricular activities in teacher training programs; (iii) optimize teacher workloads by reducing the size and number of classes per teacher and increasing the number of teachers in each school; (iv) arrange awareness-building training for the community (and particularly parents) on school-based management; and (v) address all issues and constraints to implementation of SPBMS before disseminating it nationwide.

24.   By the end of the Project SPBMS and the use of performance indicators was introduced in about 9,000 secondary schools, with selected teachers, head teachers, and members of school management committees trained. Introduction of SPBMS has strengthened monitoring, supervision, and evaluation of secondary school quality; facilitated information-based school improvement planning; and improved academic supervision.

2.   Quality Support Systems

25.   **Improving Curriculum Development.** The Project supported capacity building of NCTB for development of curriculum and educational materials, through recruitment and training of new staff, both at home and abroad. The Project also supported planned restructuring of NCTB and capacity building for curriculum research and development, and separation of curriculum development from textbook activities. The Project developed a modern skills-based or unitrack[7] curriculum for grades 9–10 that will correlate the curricula of grades 6–8 and grades 11–12 under SESDP. The new curriculum is being reviewed and refined before being implemented.

26.   The Project also developed teaching and learning materials, and disseminated these to over 70,000 secondary school teachers. The capacity of NCTB has been considerably enhanced, especially in needs-based curriculum development, the production of teaching learning materials, and the training of teachers in the dissemination of the SBA system.

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[7] Curriculum for single system of general secondary education (grades 9-10) in Bangladesh

27.   **Privatizing Secondary Textbooks.** The Project carried out a study of the feasibility of privatizing secondary school textbook publishing, including a review of the existing situation and consultation with relevant stakeholders. The study suggested criteria for privatization and guidelines and a process for implementation, including establishment of an independent textbook evaluation committee. The Project provided assistance to private sector publishers, editors, and authors in the production of improved textbooks, by providing manuals and training for concerned specialists in syllabus and textbook planning, the design of instructional materials, presentation of learning materials, and editing techniques.

28.   With the approval of the MOE, NCTB privatized the publishing of 19 out of 33 textbooks (including textbooks on general science, history, biology, physics, business studies, English II, Bangla Shahapath, Arabic, Islam, Hinduism, Budhism, Christianity, Sanskrit, Bangla grammar, Pali, social studies, music, fine arts, and vocational education). Publication of the remaining textbooks will be gradually privatized.

29.   **Reforming Student Assessment and Public Examinations.** The Project developed a school-based assessment (SBA) system for grades 6–9 under the leadership of the NCTB Secondary Assessment Unit utilizing newly recruited and trained staff. SBA emphasized the importance of student-centered learning methods and of teachers providing students with regular feedback on their progress. SBA included development and assessment of a range of student learning outcomes based on different teaching and learning strategies. The strategies included development of (i) intellectual skills that extend beyond simply the recall of knowledge (e.g., understanding, application, analysis, higher-order thinking and problem solving); and (ii) personal and social skills (e.g., values and attitudes, cooperative learning, and social decision making). SBA student performance tests assess class work, homework, assignments, oral presentations and group activities.

30.   The Project tested and evaluated the SBA system; after finding it suitable and effective in improving the quality of secondary education, it was disseminated nationwide for Bangla, English, mathematics, science, and social science. The Project trained 50 selected teachers at home and abroad during development of the SBA system, and locally trained 61,468 teachers from 14,000 secondary schools in implementing the SBA system. The ongoing SESDP is providing similar training to cover all secondary schools and teachers.

31.   The Project produced teachers' guide and manuals for implementation of the SBA system. The SBA system has proven to be helpful for regular assessment in schools, and an effective and popular tool for improving the academic performance of teachers and students that is appreciated by them, as well as by parents.

32.   The Project established the Bangladesh Examination Development Unit (BEDU) with four newly recruited staff who were trained locally and internationally. With the assistance of the project consultants BEDU developed a detailed proposal for reform of secondary school certificate (SSC) examinations, in order to improve validation of SSC exams against stated curriculum objectives for all subjects, including reliability of question marking and increased uniformity across examination boards. The Government approved the proposal for examination reforms after a pilot test, and found it feasible and effective in improving the quality of secondary education through improved teacher and student performance.

33.   The Project also trained 126 BISE-nominated personnel as master trainers of head examiners, question setters, markers, and examination moderators, in preparation for the introduction of the reformed examination system, which is scheduled to begin with students that

take SSC examinations in 2010 (originally scheduled for 2009). The Project made preparations for awareness-raising among teachers, students, parents, education professionals, and local elites about the needs and benefits of the reforms. In order to familiarize students with the new type of questions, and based on wide stakeholder consultations, the Government has decided to begin implementing examination reforms in 2010 with two subjects (Bangla and religious studies), with implementation of full examination reforms in all subjects to take place beginning with the SSC examination to be held in 2011. However, the new questions will be used immediately in grades 6–9.

34.   **Reforming Secondary Teacher Education.** The Project facilitated the work of a Secondary Teacher Education Task Force, which was established by the Government in June 2001. The Task Force made recommendations for 48 important reforms and improvements relating to improving teacher competency with respect to classroom instruction, consistent with the reformed secondary education system. The focus was on reform of teacher education policy, and development of pre-service teacher education programs in teacher training colleges (TTCs), higher secondary teacher training institutes (HSTTIs) and in-service training programs. The Government has approved 20 recommendations and did not approve (and dropped) 15 others; 13 have been referred for further review.

35.   The Project developed a revised teacher education curriculum that was accredited by the National University of Bangladesh, approved by the Government, and introduced in all public and private teacher training institutes beginning in 2007. The revised curriculum focused on skills for effective classroom performance and was developed on the basis of a comparison of current programs with regional and world practices, and on the outcomes of three special research studies.

36.   The Project provided international training on teacher education development to 67 individuals (268 person-days) from different teacher training institutions, arranged in-country training for 92 educators (3,155 person-days), and organized several workshops on teacher education and training and policy. In addition, 1,700 secondary school teachers received in-service domestic training for 1–3 weeks from the National Academy for Educational Management (NAEM).

37.   Policy initiatives and major secondary teacher education reforms included a new competency-based bachelor of education (B.Ed) program, an upgraded teacher education faculty, and new staffing models for increased faculty sizes and enhanced opportunities within the TTCs and HSTTIs. The agreed reforms will be implemented under the ongoing Teaching Quality Improvement in Secondary Education Project (TQISEP).[8]

38.   **School Improvement Fund (SIF).** The Project distributed school improvement funds to 350 poorly-performing schools in three pilot districts (Jamalpur, Kishoregonj, and Netrokona) to improve the quality of education. The schools were selected on the basis of performance, distance from nearest township, and number of students. An assessment of the school improvement funds found positive impacts on school performance in terms of student enrollment, attendance, and success, and recommended the program be expanded.

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[8] ADB. 2004. *Report and Recommendations of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Teaching Quality Improvement in Secondary Education Project.* Manila (Loan 2101-BAN[SF], approved on 9 November, for $69.0 million).

3. Equitable Access

39. **Facilities Development.** Through local school mapping the Project identified unions that are not served or are underserved by secondary schools, and assessed the condition of existing schools. The Project established 59 new secondary schools, well below the 115 that were targeted, due to problems with the timely availability of land. The new schools should be rapidly included under the monthly payment order (MPO) system to allow teachers to receive salary subvention without further delay. The Project constructed two or three additional classrooms in 111 overcrowded schools; the target called for classrooms to be added to 115 schools, but four were dropped due to lack of room for expansion. The Project reconstructed 20 schools damaged during the 1988 flood, and repaired 96 of the 120 flood-damaged schools proposed for repairs. Details are in Appendix 1.

40. The Project also provided support for other infrastructure, including construction of 52 district education offices, an education complex at Dhaka, five zonal education offices, rehabilitation of nine secondary education sector development centers, and new training facilities for the National Academy for Educational Management, to facilitate decentralized and performance-based management. Details are in Appendix 1.

41. **Stipends for Females.** The Project expanded equitable access for female secondary students in grades 6–10 in the 53 disadvantaged *upazilas* supported under the SEDP by providing stipends for 4,408,219 person-years of education, compared to 765,000 person-years targeted. In addition, the Project established a central monitoring system for stipend administration, conducted awareness-building campaigns and workshops, and carried out external monitoring and tracer studies. The Project also developed a proposal on pro-poor stipend distribution criteria.

C. Project Costs

42. Total project cost was estimated at $86.0 million equivalent, with $32.6 million (38%) in foreign currency and $53.4 million equivalent (62%) in local currency. Actual cost at project completion was $74.0 million equivalent, including a foreign currency cost of $29.0 million (39%) and local currency cost of $45.0 million equivalent (61%). Actual expenditures for foreign currency were reduced by 11%, and for local currency by 16%, resulting in a 14% reduction in the total cost. The ADB loan amount under the Project was $60.0 million, of which $57.6 million (96%) was utilized; $4.89 million in loan savings was cancelled during the loan account closing on 25 April 2007. The savings stemmed mainly from appreciation[9] of the SDR against the US dollar and local currency, reduced works compared to what was envisaged at appraisal, and lower costs than estimated for procurement of goods and services.

D. Disbursements

43. Of the total ADB loan of $60.0 million, $57.6 million equivalent was disbursed by loan closing. Out of the total amount disbursed, $29.0 million was in foreign currency and the remaining $28.6 million equivalent in local currency. Analysis of the disbursement schedule shows that the disbursement schedule at appraisal was realistic, with actual disbursements occurring almost as scheduled, indicating a smooth flow of funds for project implementation. An imprest account was established for the project loan funds and the statement of expenditure

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[9] At appraisal SDR1 = $1.35, and $1.0 = Tk43.65; at loan closing SDR1 = $1.53 and $1 = Tk69.08.

procedure was followed. The imprest account and statement of expenditure procedures facilitated smooth project implementation. The turnover of the imprest account was satisfactory with a ratio of 2.55.

E.   Project Schedule

44.   The loan agreement was signed on 24 June 1999, became effective on 3 December 1999, and was scheduled to close on 30 April 2006. Closing was delayed by 8 months (to 31 December 2006) due to the need to bridge the gap between closing of the Project and inception of the SESDP. However, project implementation was efficient, with most activities satisfactorily completed within the extended project period (Appendix 2).

F.   Implementation Arrangements

45.   DSHE was the EA for the overall project, with the responsibility to plan, organize, manage, supervise, coordinate, and monitor project implementation. A Project Implementation Unit (PIU) headed by a full-time project director was responsible for day-to-day project implementation under the DSHE. Retained and new SEDP staff supported project implementation (Appendix 3). In addition, a total of 554 person-months of consultant services (275 person-months of international and 279 person-months of national consultant services) were utilized for overall project management and specialist services under the loan. Four link institutions were contracted: (i) the Asian Institute of Technology, Thailand; (ii) University of Malaya, Malaysia; (iii) University of Melbourne, Australia; and (iv) Christchurch College of Education, New Zealand. The consultants and professional staff and the link institutions organized 36 local and 29 international training courses, respectively (Appendix 4). In addition, the consultants and professional staff prepared 77 major reports (Appendix 5). The Project also provided necessary implementation support for equipment, vehicles, and furniture (Appendix 6).

46.   As per the project design, a number of committees were formulated to coordinate various activities at different levels. A District Implementation Coordination Committee (DICC) was established in each district to coordinate civil works and the school improvement fund. A Secondary Education Improvement Committee (SEIC) was responsible for long-term secondary education policy issues; it included representatives from relevant departments and was headed by the secretary of MOE. The implementation arrangements were satisfactory.

G.   Conditions and Covenants

47.   The conditions and covenants were generally complied with. However, a number of conditions and covenants relating to various reforms (establishing a policy support planning unit, decentralization of management, performance-based school management, privatization of secondary textbooks, reforms of student assessment and public examinations, and reform of secondary teacher education) were challenging and compliance was therefore delayed, but they were ultimately complied with. Details are in Appendix 7.

H.   Related Technical Assistance

48.   ADB provided PPTA to the Government of Bangladesh on grant basis to assist develop the Secondary Education Development Program (2000-2010) and prepare an investment project (SESIP). A team comprising six international (for 21 person-months of services) and six domestic (20 person-months of services) consultants carried out a feasibility study in 1998 and prepared the SESDP (2000–2010) in the first phase. The PPTA reviewed a number of

significant cross-cutting secondary education issues, such as the purpose of secondary education; access and equity, especially in underserved areas; the quality of secondary education; system and institution management; public-private partnerships; and a lengthened primary education cycle. The second phase of the PPTA prepared the Project based on the recommendations of SESDP, past experience (especially from the ADB-financed SEDP and HSEP), and extensive stakeholder consultations. The Project was later implemented satisfactorily without any design changes. The overall performance of the PPTA was satisfactory.

I.   Consultant Recruitment and Procurement

49.   Goods and services were procured following *ADB's Guidelines on the Use of Consultants* and *Guidelines for Procurement*. However, there was a delay of about 14 months in recruiting consultants, due to a lengthy procurement process, including approval at various levels such as pre-qualification (4 months), bid evaluation (4 months), and contract signing (3 months). The delay in recruitment of consultants caused some initial project implementation problems, but was accommodated through adjustments and flexible implementation plans. Overall, project implementation experienced no major problems or procurement difficulties.

J.   Performance of Consultants, Contractors, and Suppliers

50.   The performance of consultants and link institutions was generally satisfactory and instrumental in successful project implementation. The Project utilized 176 civil works contracts, and an external construction supervision consultant, and the performance was satisfactory in all cases. In addition the Project administered more than 30 contracts for purchase of furniture, equipment, and vehicles; the performance of these suppliers was also satisfactory.

K.   Performance of the Borrower and the Executing Agency

51.   The performance of the Borrower was satisfactory. The Borrower made the necessary counterpart funds available on time and responded quickly and positively to specific recommendations made by ADB for accelerating project implementation. The performance of the EA (including the PIU) was also satisfactory, as they successfully implemented all the project components. The EA implemented the Project with the necessary cooperation and assistance from concerned ministry (MOE), and departments, such as NCTB, National Academy for Educational Management (NAEM), Bangladesh Bureau of Educational Information and Statistics (BANBEIS), BISE, TTCs, HSTTIs, Education Engineering Department (EED), school management committees (SMCs), and beneficiary educational institutions. The EA responded quickly to ADB's requests and recommendations and assisted the review missions. The EA was responsive with respect to the selection of schools, design and approval, construction, and monitoring and evaluation.

L.   Performance of the Asian Development Bank

52.   The performance of ADB was satisfactory. ADB fielded 22 missions (including 15 review missions) as needed to closely review and assess progress and identify implementation problems and constraints through field visits and discussions with the Borrower, EA, consultants, and other stakeholders, including the beneficiaries. The project inception, midterm review, and PCR missions were conducted on time. ADB's Bangladesh Resident Mission closely monitored project implementation and promptly acted on requests for approval, disbursement, changes and modifications. ADB closely followed up with the

Government on policy issues related to compliance with important loan covenants. The Borrower and EA appreciated the support and assistance provided by ADB, particularly the Bangladesh Resident Mission.

III.   EVALUATION OF PERFORMANCE

A.   Relevance

53.   The Project is rated "highly relevant", as the design and intended outcome of the Project were found to be highly relevant to the Government's development goals, objectives and purposes, and priorities for human resources development. The project design was also highly relevant to the Government's plan for structural reforms and institutional development and improvement of the quality of education. The design was also highly relevant to ADB's sector strategy for poverty reduction through improvement of human resources with an emphasis placed on increased access of the poor female students to education.

54.   The project design supported the Government's policies and plans through assistance to implementing the SESDP (2000–2010). The Project made significant contributions to strengthening the institutional capacity of the Ministry of Education for planning, managing, and monitoring the secondary education system through support for the establishment of the PSPU, international and domestic training, and provision of necessary human resources. Further, the Project assisted decentralized management and development of school performance-based management systems that will continue to enhance the quality of secondary education.

B.   Effectiveness in Achieving Outcome

55.   The Project is rated "highly effective", as the design and implementation was found to be highly effective in achieving the Project's expected outcome. The activities for strengthening management systems and capacity of MOE and all concerned agencies, improving the quality of support systems, and expanding access were effective in producing the expected outcomes (e.g., improved efficiency, quality, equity, and capacity building).

56.   The project design was effective in establishing a framework to improve secondary education efficiency, quality, and equity. Student enrollment increased by 9% between 1998 and 2005 (from 6,769,078 to 7,398,552), while attendance rates for grades 6–10 increased from 60% in 1998 to 65% in 2005. The repetition rates for grade 6–9 students remained around 5% during the project period, as targeted during appraisal. Details are in Appendix 8.

57.   Pass rates for the secondary school certificate examination increased from 35% in 2001 to 55% in 2007. The pass rates for higher secondary certificate examinations increased from 46% in 1998 to 59% in 2005. Female student participation rates for grade 6–10 students were 47% in 2005 compared to 46% in 1998. Details are in Appendix 8.

C.   Efficiency in Achieving Outcome and Outputs

58.   Project implementation is rated "efficient". The Project significantly improved internal efficiencies (through provision of a better classroom and school environment) and external efficiencies (by providing a quality education that enables a transition to higher education and/or

skillful learning achievements). The Project improved internal efficiency of the secondary education system by expanding access through the establishment of additional schools in underserved or un-served areas, repairing and renovating dilapidated schools, and adding classrooms in overcrowded schools. Furthermore, the Project improved classroom conditions by providing necessary furniture for students and teachers. As a result, enrollment and average student attendance rates increased (para. 56) between 1998 and 2005.

59.   The Project substantially improved the quality of secondary education through upgrading of curriculum; introduction of cost-effective, high-quality textbooks; separation of textbook publication from curriculum development; upgrading of NCTB staff through hiring of professionals and training; privatization of textbook publication; and the introduction of SBA and examination reforms. The Project improved the performance of secondary schools through the introduction of SPBMS and intensive academic supervision utilizing additional staff provided under the Project. The Project enhanced the teaching ability of secondary school teachers through intensive subject-based training, and thereby contributed to an improvement in the quality of secondary education. Improvements in education quality are manifested by increased enrollment, attendance, participation, and success rates and reduced fail and repetition rates across all grades generally, and grade 10 in particular (paras. 56–57).

60.   ADB's internal processing and administration of the Project was efficient. Project preparation and administration, including the resolution of implementation issues with the Borrower and DSHE, was prompt and appropriate. The organization and management of DSHE and other participating agencies (NCTB, BISE, NAEM, TTCs, and HSTTI) was sound and supported effective project implementation. The consulting services helped DSHE and all participating agencies build institutional capacity. The Borrower's provision of counterpart funds was timely and adequate.

D.   Preliminary Assessment of Sustainability

61.   Sustainability of the Project is rated "likely", as demonstrated by the commitments and progress made by (i) MOE in policy support and fund allocation, (ii) DSHE in decentralization, (iii) NCTB in separating textbook production from curriculum development and privatizing 19 of 33 textbooks; (iv) BISE in reforming the examination system, and (v) the secondary schools in adopting SPBMS and SBA and examination reforms.

62.   The Government has already made the necessary allocations to sustain the project activities, which cover: (i) establishment of new infrastructure, (ii) repair and renovation of dilapidated school infrastructure, (iii) teacher salaries, (iv) textbook supplies, (v) stipends, and (vi) pre-service and in-service training of teachers. In addition, approval and implementation of the follow-up SESDP has helped ensure that activities initiated under the Project will be replicated across the country. Project activities and interventions initiated under the Project are likely to produce a sustainable improvement in the quality of secondary education.

E.   Impact

63.   The Project has had a significant impact on the secondary education sub-sector in terms of institutions, the quality of secondary education, and other related aspects. Evidence of institutional impact consists of strengthening (i) MOE's policy and planning capacity; (ii) the capacity of DSHE for decentralized performance-based management, and school performance-based management; and (iii) the capacity of NCTB for improving the quality of (a) textbooks, (b) curriculum development, and (c) textbook publishing. Moreover, there was institutional impact in

BISE through examination system reforms; capacity building of the teacher training institutions for reform of the teacher education system; and provision of new and/or renovated schools in un- and under-served areas and improved classroom-learning environments in existing schools. Details are in Appendixes 8 and 9.

64.	The Project increased efficiency and equity across the secondary education sub-sector as manifested by increased enrollment and attendance and female student participation in schools, increased success and reduced fail rates in public examinations, and reduced repetition rates (paras. 56–57) during the project period. Details are in Appendixes 8 and 9.

## IV.	OVERALL ASSESSMENT AND RECOMMENDATIONS

### A.	Overall Assessment

65.	The Project was designed in line with Government education sector policies, ADB's country strategy and sector development policy, and the need for major reform of the secondary education sub-sector. The Project was implemented as conceived.

66.	Overall, the Project is rated "successful", based on a detailed assessment of relevance, effectiveness in achieving outcomes, efficiency in achieving outputs and outcomes, sustainability, and impacts (paras. 53–65). The Project is highly relevant, highly effective in achieving outcomes, efficient in achieving outcomes and outputs, likely sustainable, and had a significant impact.

### B.	Lessons

#### 1.	Related to Project Design

67.	Reforms of any social development sector (such as the education sector) require a long implementation period, persistent pursuit of a reform agenda, and continued budgetary support to accomplish targeted improvements. In this case the project duration was considered inadequate to accomplish the many needed reforms.

#### 2.	Related to Project Implementation

68.	Without school-based, hands-on training support for teachers, the new facilities and equipment provided to schools to improve the learning environment remain underutilized, due to the teachers' lack of familiarity and skills, and the absence of requirements compelling their use. The equipment is not adequately used or properly maintained, and is not replaced in a timely manner.

69.	Effective school leadership brings significant changes to school management and performance. Special attention and resources should be directed to enhancing the leadership capability of the head teacher and chairperson of the school management committee, in order to improve education quality.

70.	The Project has established necessary academic supervision and inspection system at the field level in secondary schools through the provision of an adequate number of assistant inspectors, upazila academic supervisors, and research officers. These officers in addition to their normal academic functions often carry out administrative duties. In some cases more than

one officer is assigned to the same school for academic supervision. Consequently effective professional academic supervision is affected.

C.   Recommendations

1.   Project-Related

71.   To improve school performance, academic field supervisors should be exclusively devoted to professional academic supervision, instead of also carrying out other routine duties. All three categories of staff (e.g., *upazila* academic supervisors, assistant inspectors, and research officers) can be merged into a single category (assistant inspectors) with unified job responsibility and, only one officer should be assigned to each school for academic supervision.

72.   DSHE should continue to arrange focused leadership development training in school administration and management for the head teachers and chairpersons of school management committees, and include their leadership capability as an indicator of performance when evaluating the school, head teacher, and school management committee chairperson.

73.   **Future Monitoring.** The Government should provide continued support for the policy support planning unit through provision of (i) human resources, (ii) regular training and retraining, (iii) funds and logistical facilities, and (iv) maintenance of infrastructure established under the Project.

74.   SESDP should monitor progress and ensure continuation of ongoing reforms, including DSHE decentralization, the performance-based school management system, school-based assessment, public examination reform, capability building of NCTB for curriculum development and production of quality textbooks, privatization of textbook publication, teacher training, and completion of civil works.

75.   **Covenants.** All major covenants were complied with as envisaged. However, several ongoing activities (such as teacher training, SPBM, SBA, and examination reform) are being pursued under the ongoing SESDP.

76.   **Further Action or Follow-Up.** Follow-up action should be taken regarding the Government's commitment to implementation of secondary education reforms, and especially decentralization, privatization of textbook publication, SPBMS, SBA, and the examination system. The Government should also ensure that new schools are expeditiously included in the MPO, so that the teachers receive their salaries, and school performance improvements are sustained.

2.   General

77.   Future similar projects could focus on building community participation in and contributions toward the maintenance of secondary school infrastructure and equipment, thereby reducing the Government's burden and increasing the lifespan of the infrastructure.

INFRASTRUCTURE FACILITIES DEVELOPMENT – CIVIL WORKS

Item of Work	Targets	Achievements	Remarks
1 Reconstruction of Flood Damaged Schools (1998)	20	20	All sites completed and handed over.
2. Construction of DEO Offices	52	52	All sites completed and handed over.
3. Construction of ZEO Office	5	5	All sites completed and handed over.
4. Construction of Education Complexes in Dhaka and Chittagong	2	1	Site at Dhaka completed and handed over while site at Chittagong in incomplete due to legal disputes.
5. Extension of NAEM	1	1	Completed.
6. Rehabilitation of 9 SESDCs	9	9	All sites completed and handed over.
7. Rehabilitation of Flood (1998) Damaged School	100	96	All sites completed except four sites that were later dropped.
8. Construction of Toilets and Tube-wells in Project Schools	900	868	Total 1,736 latrines and 1,356 tube-wells were established in respectively in 868 and 872 schools.
9. Construction of Additional Classrooms	115	111	111 sites completed and fours dropped due to lack of land.
10. Construction of New Schools in Underserved Unions.	115	59	59 sites completed and the rest were dropped due to delay of timely availability of lands.
11. Vertical Extension and Ssite Services Wwork at 56 Sites (50 DEOs, 4 ZEOs, and 2 education complexes)	56	55	55 sites completed and the site at Chittagong is incomplete due to legal disputes.
12. Vertical extension of NAEM and Supply of Lift	1	1	Completed.

DEO = district education officer, NAEM = National Academy for Educational Management, SESDC = secondary education sector development center, ZEO = zonal education office.

Source: Directorate of Secondary and Higher Education (DSHE), Bangladesh

IMPLEMENTATION SCHEDULE – ORIGINAL AND ACTUAL

Project Component	Major Activities	Original and Actual	Implementation Schedule – Original and Actual																										
			Year 1 (2000)				Year 2 (2001)				Year 3 (2002)				Year 4 (2003)				Year 5 (2004)				Year 6 (2005)				Year 7 (2006)			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A. Strengthening Management System and Capacity	1. Policy Support and Strategy Planning	Original																													
		Actual																													
	2. Decentralized Management	Original																													
		Actual																													
	3. Performance-based Management	Original																													
		Actual																													
B. Quality Support System	4. Improving Curriculum Development	Original																													
		Actual																													
	5. Student Assessment System	Original																													
		Actual																													
	6. Reforming Teacher Education	Original																													
		Actual																													
	7. Strengthening School Management and	Original																													
		Actual																													
C. Equitable Access	8. Facilities Development	Original																													
		Actual																													
	9. Female Stipend Support	Original																													
		Actual																													
D. Project Implementation Support	10. Equipment, Furniture and Vehicles	Original																													
		Actual																													

Legend: Original ───────
         Actual   ━━━━━━━

Source: Directorate of Secondary and Higher Education (DSHE), Bangladesh

RECRUITMENT AND UTILIZATION OF MANPOWER

Name of Post	Provision	Recruited	Actual
A. Project Implementation Unit			
Project Director	1	4	1
Deputy Director	4	12	4
Assistant Director	8	19	7
Project Officer	2	7	2
Accounts Officer	1	1	1
Administrative Officer	1	3	1
Computer Operator	6	9	6
Accountant	1	1	1
Office Secretary/Stenographer	1	2	0
Storekeeper	1	2	1
Driver	4	5	4
Cash Sarker	1	1	1
Member of Lower Subordinate Services (MLSS)	9	15	8
Sweeper	1	1	1
B. Policy Strategy Planning Unit			
Deputy Director	1	2	1
Assistant Director	3	6	2
Programmer	1	2	1
Research Officer	4	9	4
Documentation Officer	1	1	1
Assistant Programmer	1	1	0
Computer Operator	2	2	1
Member of Lower Subordinate Services (MLSS)	2	2	2
C. Education Management Information System			
System Analyst	1	1	1
Programmer	4	5	2
Assistant Programmer	1	1	1
Computer Operator	6	6	6
Member of Lower Subordinate Services (MLSS)	2	2	2
Curriculum Specialist	20	25	19
Specialist (Materials Development)	4	5	2
Specialist (Evaluation)	4	4	3
Computer Operator	2	2	1
Driver	1	1	1
Member of Lower Subordinate Services (MLSS)	5	5	5
Specialist (Examination Evaluation)	2	2	1
Research Officer	2	2	1
Computer Operator	1	1	1
Training Specialist	25	30	25
Driver	1	1	1

Source: Directorate of Secondary and Higher Education (DSHE), Bangladesh

Name of Post	Provision	Recruited	Actual
D. Department of Inspection and Audit			
Assistant Inspector	50	59	17
Driver	1	1	1
E. Academic Supervision Unit			
Upazila Academic Supervisor	260	303	212
F. Office of District Education Officers			
Research Officer	64	79	39
Assistant Inspector	256	325	172
Data Entry Operator	64	66	60
G. Offices of Zonal Education Officers			
Programmer	9	9	6
Research Officer	27	32	14
Assistant Inspector	27	37	22
Data Entry Operator	9	9	9
H. *Upazila* Offices – 53 *Upazila*s (Retained from the Secondary Education Development Project)			
Assistant *Upazila* Secondary Education Officer	53	19	49
Accountant	53	26	46
Night Guard	53	7	50
Sweeper	53	6	52
Total	**1,116**	**1,175**	**871**

Source: Directorate of Secondary and Higher Education (DSHE), Bangladesh

TRAINING CONDUCTED UNDER THE PROJECT

Table A3.1: International Training and Study Tours

Focus of Training and Training Courses by Link Training Institutions	Participating Institutions/ Participants	Number of Participant	Duration
A. **Policy Support and Strategic Planning (AIT, Thailand)**			
1. Policy research methodologies, planning and budgeting, monitoring and evaluation	PSPU, Staff MOE, DSHE, planning	8/15	3.5 months
2. Senior policy and planning	MOE, DSHE, PIU	10	2 weeks
3. Senior planning	MOE, DSHE, PIU	7	12 days
4. Policy support and strategic planning	MOE, DSHE, PIU	8	3.5 months
5. Management and planning, supervision, monitoring, and reporting skills	MOE, PC, DSHE, SESIP, PIU	14	1 month
B. **Decentralized Education Management (AIT, Thailand)**			
1. Education management and training methodology and skills	New NAEM trainers	4/25	4 months
2. Decentralized Education Management (AIT, Thailand)			
3. Education management and training methodology and skills	New NAEM trainers	7/25	4 months
4. Education management and training methodology and skills	New/Existing NAEM trainers	9+5/25	3.5 months
5. Education management and training methodology and skills	Existing NAEM trainers	10	3 months
6. Policy, planning, and decentralized management	MOE, DSHE, PIU	8	11 days
7. Educational management and training methodology and skills	Existing NAEM trainers	5	3 months
C. **Curriculum Improvement (University of Malaysia, Malaysia)**			
1. Secondary subject-based curriculum development, classroom based assessment of curriculum and evaluation of textbooks as effective instructional materials	New curriculum specialist	9/26	4 months
2. Secondary subject-based curriculum development, classroom based assessment of curriculum and evaluation of textbooks as effective instructional materials	New curriculum specialist	7/26	4 months
3. Secondary subject-based curriculum development, classroom based assessment of curriculum and evaluation of textbook as effective instructional materials	Existing NCTB curriculum specialist	2/26	3.5 months
4. Prototype materials and equipment development	New MDU officers	4	4 months
5. Curriculum and curriculum dissemination and evaluation	MOE, NCTB, DSHE, SESIP, Schools	10	8 days
D. **Assessment System (University of Melbourne, New Zealand)**			
1. School-based assessment for secondary education (NCTB) and modern examination methods (BISE)	New NCTB SAU New BEDU exam officers	4 4	6 months

Focus of Training and Training Courses by Link Training Institutions	Participating Institutions/ Participants	Number of Participant	Duration
2. Formative and summative assessment, assessment instruments, and examination administration	NCTB officials BISE officials	9 9	3 months
3. Assessment development, school-based assessment, and linkages between assessment and curriculum development	NCTB subject development groups	25	4 weeks
4. Assessment development, school-based assessment, and linkages between assessment and curriculum development	NCTB subject development groups	25	4 weeks
5. Secondary subject-based curriculum and school-based assessment	Existing NCTB curriculum specialists	8/26	4 months
E. Teacher Education (Christchurch College of Education, New Zealand)			
1. Learning theory, teaching competencies, teaching methods, teaching practice, and assessment of teacher's qualifications	Current TTC and HSTTI lecturers	22	4 months
2. Learning theory, teaching competencies, teaching methods, teaching practice, and assessment of teacher's qualifications	Current TTC and HSTTI lecturers	21	4 months
3. Learning theory, teaching competencies, teaching methods, teaching practice, and assessment of teacher's qualifications	Current TTC and HSTTI lecturers	21	4 months
4. Modern teacher education curriculum for secondary education	Teacher education lecturers and curriculum developers	9	4 months
5. Secondary education teacher education	TTC HSTTIs principals and directors, DSHE	9	10 days
6. Secondary education teacher education	Secretary, Sr. Asst. secretary, MOE; Directors, DSHE and Principal, TTC	7	8 days
7. Secondary education teacher education	Deputy Secretary. MOE; Director, DSHE; Director, HTTI and Principal, TTC	8	11 days

AIT = Asian Institute of Technology, BISE = board of intermediate and secondary education, DSHE = Directorate of Secondary and Higher Education, DIA = Directorate of Inspection and Audit, EMIS = education management information system, HSTTI = higher secondary teacher training institute, MOE = Ministry of Education, NAEM = National Academy for Educational Management, NCTB = National Curriculum and Textbook Board, PSPU = Policy Support Planning Unit, PIU = project implementation unit, SESIP = Secondary Education Sector Improvement Project, SMC = school management committee, TTC = teacher training college, UAS = *upazila* academic supervisor.

Source: Directorate of Secondary and Higher Education (DSHE), Bangladesh

Table A3.2: In-country Training

	Participant	Participants	Duration	Person-Days
A.	**Policy Support and Strategic Planning**			
1.	New PSPU staff	6	10 weeks	300
2.	Existing DSHE staff	6	6 months	720
3.	Policy makers	6	3 weeks	92
4.	Policy makers	6	6 months	720
5.	Zonal planning support staff	8	12 weeks	480
6.	New DSHE decentralized management staff	3	9 weeks	135
7.	District planning staff: pilot district-UAS	32	12 weeks	1,920
8.	DSHE staff	15	1 week	75
B.	**Decentralized Performance Based Education Management/School Strengthening**			
1.	Stakeholders beneficiaries	515	1 week	2,575
2.	New NAEM trainers	25	24 weeks	3,000
3.	Existing NAEM trainers	10	10 weeks	500
4.	DSHE managers	236	4 weeks	4,720
5.	New and existing DIA staff	74	8 weeks	2,960
6.	Communities, stakeholders	500	1 week	2,500
7.	DSHE field officers (newly recruited) orientation	220	2 days	440
8.	New DSHE field officer	220	9 days	1,950
9.	Existing DSHE field trainers (SMCs)	600	2 days	1,200
10.	Selected DSHE field staff	54	9 days	486
11.	DSHE district/Zonal Manager Workshops	1,095	1 day	1,581
12.	EMIS support	1	120 persons	120
C.	**Curriculum Development and School-Based Assessment**			
1.	NCTB Curriculum and material development specialist	20	2 months	800
2.	Existing NCTB curriculum development staff	28	16 weeks	2,240
3.	8 curriculum subject development teams	10 teams	6 week	2,400
4.	Teacher dissemination	69,120	2 days	138,240
D.	**Examination System Reforms**			
1.	Teachers in pilot districts	200	4 weeks	4,000
2.	BISE examination committee members	175	4 weeks	3,500
3.	Teachers who will develop teachers guide	250	6 weeks	7,500
4.	Research studies	7	7 months	980
5.	Community awareness program (additional)	1,242	1 day	1,242
6.	BISE examination committee members (8 groups)	126	4 days	2,016
7.	Examination reforms	15	7 days	105
E.	**Teacher Education**			
1.	Teacher education, competencies and curriculum	10	9 months	1,800
2.	Existing TTC and HSTTIs	58	4 weeks	1,160
3.	Project key persons	9	1 week	45
4.	Teacher education	15	2 weeks	150
5.	TTCs/ HSTTIs/ Teachers	20/workshop	1 week each	500

BISE=Board of Intermediate and Secondary Education, DSHE=Directorate of Secondary and Higher Education, DIA=Directorate of Inspection and Audit, EMIS=education management information system, HSTTI=Higher Secondary Teacher Training Institute, NCTB=National Curriculum and Textbook Board, PSPU=Policy Support Planning Unit, SMC=school management committee, TTC=Teacher Training College, UAS=*upazila* academic supervisor.

Source: DSHE, Bangladesh.

REPORTS PRODUCED BY THE CONSULTANTS AND STAFF UNDER THE PROJECT

	Title	Dates
A.	**Strengthened Management Systems and Capacity**	
1.	Secondary Education Sector Improvement Project: Inception Report	01 May 2001
2.	Education Management and Information System (EMIS) 1: Report on Education Management and Information System (Management 1)	30 September 2001
3.	Workshop Report: Policy and Planning for Secondary Teacher Education Reform	15 November 2001
4.	Performance Based Management 1: Report (Management 3)	31 January 2002
5.	Decentralized Education Management: Report on Decentralized Management and Secondary Education (Management 2)	March 2002
6.	Curriculum Development Papers 1: Curriculum Development	01 April 2002
7.	Policy and Strategic Planning (Management): Report on Policy Support and Strategic Planning (Management 4)	30 June 2002
8.	Briefing Paper on: A Proposed Plan for Establishing Professional Specialization and Increasing Personnel Effectiveness Within the Education Cadre of Bangladesh	28 July 2002
9.	Personnel Management 1: Report on Personnel Management (Management 5)	September 2002
10.	Performance Based Management 2: Report on Development and Implementation of Indicators by School and College Task Forces in 2002 (Management 6)	30 March 2003
11.	Decentralized Management Research Study 1: Inception Report	15 March 2003
12.	Decentralized Management of Secondary Education: Research Study 1, Interim and Draft Final Report	October 2003
13.	First Phase Post International Follow-up Training Report Policy Support and Strategic Planning Sub-Group 1	December 2003
14.	In-Country Preparatory Training Report Policy Support and Strategic Planning Sub-Group 2	Dec. 01-15, 2003
15.	Research Study: National Workshop on Decentralized Management of Secondary Education	11 April 2004
16.	Workshop on: "Feedback from Study Tours"	12 April 2004
17.	Decentralized Management of Secondary Education: Research Study 1, Draft Final Report	June 2004
18.	Decentralized Management of Secondary Education: Research Study 2, Research Design	June 2004
19.	Policy and Strategic Planning (Management): Report on Improved Policy Support and Strategic Planning 2 (Management 7)	14 July 2004
20.	Report: School Management Committees and their Operations (Research Study 2)	16 August 2004
21.	Decentralized Management of Secondary Education: Research Study 2; Inception Report	25 August 2004
22.	Decentralized Management of Secondary Education: Final Report, Research Studies 1 and 2	November 2004
23.	Revised Draft Final Report: Performance Based Management, Evaluation and Implementation Plan of Pilot (Research Study-1)	November 2004
24.	Policy and Strategic Planning (Management) 9: Improved Policy Support and Strategic Planning Unit	6 April 2005
25.	Final Report Four Policy – Linked Studies	30 April 2005
26.	Policy Support and Planning Unit: Four Policy-Linked Studies Summaries and Major Recommendations	31 July 2005
27.	EMIS Status Report	30 June 2006

	Title	Dates
28.	School Performance-Based Management System (SPBMS) Implementation Status, 30 June 2006	30 June 2006
29.	School Performance-Based Management System (SPBMS) Implementation Status, At Project Completion	30 December 2006
B.	**Quality Support Systems**	
1.	Teacher Education 1: Report on Teacher Education	30 June 2001
2.	Assessment System 1: Report on Assessment Systems	09 August 2001
3.	Workshop Report: Assessment and Examination Reform	09 August 2001
4.	Textbook Privatization 1: Report on Textbook Privatization	30 September 2001
5.	Curriculum Reorganization and Training 1: Report on Curriculum	30 September 2001
6.	Assessment System 2: Report on Assessment Systems	16 February 2002
7.	Teacher Education Research Study 1: The Success of Non-Teacher B.Ed. Graduates of Year 2002 in Obtaining Employment as a Teacher	March 2002
8.	Workshop Report: First National University Workshop for Private Teacher Training Colleges	04 March
9.	Final Report: GOB, Secondary Teacher Education Task Force	April 2002
10.	Textbook Privatization 2: Report on Proposal for the Privatization of Secondary Textbooks	May 2002
11.	Assessment: Proposal for the Introduction of HSC Examination Reforms	June 2002
12.	Assessment: Proposal for the Introduction of SSC Examination Reforms	June 2002
13.	Assessment System 3: Report on Assessment Systems	11 July 2002
14.	Assessment: International Training Orientation Program Papers	11 July 2002
15.	Assessment Training 2: Assessment Systems: Training Modules and Materials	November 2002
16.	Assessment: Assessment Research Study 1 Review of Assessment Scheme for SSC Vocational	December 2002
17.	Curriculum 2: Action Plan for the Evaluation and Revision of Grades 9–10 Curriculum	September 2002
18.	Assessment Systems 4: Report Assessment Systems	November 2002
19.	Methods and Techniques of Curriculum of Development: Papers Prepared for a Training program in Curriculum Development	December 2002
20.	Assessment Research Study 2 An Evaluation of the Curriculum (Including Syllabuses, Textbooks and Assessment) for Grades 9–10	January 2003
21.	Workshop Report: Developing the Quality of Initial Teacher Education Report of the 2nd National University Workshop for Teacher Training Colleges	24 March 203
22.	Assessment Systems 5: Report on Assessment Systems	March 2003
23.	Curriculum 3: Reorganization and Restructuring of the Secondary Curriculum Wing NCTB	07 May 2003
24.	Assessment Systems 6: Report on Assessment Systems	July 2003
25.	Assessment Systems 7: Report on Assessment Systems	December 2003
26.	Workshop Report: Report on the Delivery and Initial Outcomes of the International Teacher Education Training Program Presentation, NCTB, 4 December 2003	4 December 2003
27.	Report on Five National Orientation Workshop on the Introduction of a Unitrack Curriculum in Grades 9–10	January 2004
28.	Report on Five National Orientation Workshop on B.Ed. Teaching Practice at Government TTC	7 February 2004

	Title	Dates
29.	Teacher Education	March 2004
	Research Study 2: The Experiences and Perceptions of Competencies Developed among Preservice Graduates on the B.Ed. Course in both Government and Private Teacher Training College, 1999-2000	
30.	Teacher Education Component: B.Ed. Practice Teaching: The Views of Head Teachers of Practice School, A Report from 10 workshop at Government TTC	March 2004
31.	Assessment Systems 8: Report on Assessment Systems	March 2004
32.	Assessment Systems: Proposal for Reform of the Secondary School Certificate Examination	June 2004
33.	Assessment Systems 9: Report on Assessment Systems	July 2004
34.	Teacher Education: National University: Secondary Teacher Education B.Ed. Curriculum	October 2004
35.	Curriculum: Report: National Workshop on the Unitrack Curriculum of Grades 9–10	20 October 2004
36.	Assessment: Interim Report on SBA: Grades 6–10	November 2004
37.	Teacher Education: A Guideline for Teaching Practice	December 2004
38.	Teacher Education: Research Study 3 Final Report: Characteristics, Work Experiences, Attitudes and Beliefs of Secondary Teacher Education in Bangladesh in 2003	December 2004
39.	Assessment Systems 10: Report on Assessment Systems	December 2004
40.	Assessment: Report on a Feasibility Study on Introducing SBA in Classes IX and X as a Component of the SSC Examination	February 2005
41.	Progress Report:	February 2005
	Establishment and Development of a Materials Development Unit within NCTB 2002-2004	
42.	Assessment Systems 11: Report on Assessment Systems	July 2005
43.	Assessment Systems 12: Report on Assessment Systems	November 2006
44.	Assessment Systems 13: Report on Assessment Systems	December 2006
45.	Curriculum 4: Curriculum Development Unit (CDU), and Material Development Unit (MDU), Activities 2006	December 2006
C.	**Equitable Access**	
1.	Third Progress Report:	March 2004
	Integrated Monitoring and Trace Study on Female Stipend Program Under SESIP	
2.	Final Report:	23 February 2005
	Training Needs Analysis and Impact Assessment (Research Study 3)	
3.	Final Report:	June 2006
	Integrated Monitoring and Tracer Study on Female Stipend Program Under SESIP	

B.Ed.=Bachelor of Education, CDU=Curriculum Development Unit, EMIS=education management information system, HSC=Higher Secondary Certificate, NCTB=National Curriculum and Textbook Board, MDU=Materials Development Unit, SSC=Secondary School Certificate, SESIP=Secondary Education Sector Improvement Project, SBA=school-based assessment, TTC=Teacher Training College.

Source: Directorate of Secondary and Higher Education (DSHE), Bangladesh

PROCUREMENT OF OFFICE EQUIPMENT, VEHICLE, AND FURNITURE

Table A6.1: Procurement and Distribution of Office Equipment

	Item	Provision	Procured	Distributed
1	Computer	742	722	697
2	Laptop	02	02	02
3	Printer	525	415	415
4	Color Printer	07	04	04
5	Line Printer	03	02	02
6	Network Card, Modem for PC	587	360	127
7	Air Conditioner	99	98	98
8	Photocopier	27	27	27
9	Electric Stencil Cutter (ESC)	01	01	01
10	Duplicate Machine	01	01	01
11	Map Copier	01	01	01
12	OHP	02	02	01
13	Electric Copy Board	04	04	04
14	AV Equipment	01	00	00
15	Fax	05	05	05
16	Intercom (35 channels)	01	01	01
17	Telephone	341	76	76
18	Mobile	01	01	01
19	Generator	01	01	01
20	Delegate Unit	03	02	02
21	Dial-Up Internet	334	164	164
22	Broad Band Internet	01	01	01
23	Accessories for Internet	74	74	74
24	Multimedia Projector	05	04	04
25	Software	13	13	13
26	Server	16	16	16
27	Radio Modem	06	06	06
28	Router	01	01	01
29	Website	01	01	01
30	Ethernet Switch	15	15	15
31	LAN	01	01	01
32	Data Format Printing	01	01	01
33	Workshop Equipment	01	01	01
34	Basic Equipment	139	133	133
35	Scanner	11	09	09
36	Hub Switch	15	08	08
37	DVD and CD Writer	10	06	06
38	GPS Receiver	08	08	08
39	Other	12	07 (refrigerator-01, television-01, camera-01 portable air cooler-02, spiral binding machine-01, Cyklos001)	07

CD=compact disc, DVD=digital video disc, ESP=electric stencil cutter (ESC), GPS=Global Positioning System, LAN=local area network, OHP=overhead projector, PC=personal computer.

Source: Directorate of Secondary and Higher Education (DSHE), Bangladesh

Table A6.2: Procurement Vehicles

	Type of Vehicle	Provision	Procured	Distributed
1	Vehicles Jeep	03	03	03
2	Microbus	06	06	06
3	Motorbikes	318	192	192
	Total	**327**	**201**	**201**

Source: Directorate of Secondary and Higher Education (DSHE), Bangladesh

Table A6.3: Procurement and Distribution of Furniture

	Procured for Unit	Provision (Tk)	Procured (Tk)
1	Project Implementation Unit (PIU)	2087,000	1,426,120
2	Education Management Information System (EMIS)	200,000	200,000
3	Policy Support Planning Unit (PSPU)	10,000,000	1,044,413
4	National Curriculum and Textbook Board (NCTB) – Publication	426,000	794,067
5	National Curriculum and Textbook Board (NCTB) – Curriculum	172,000	
6	Boards of Intermediate and Secondary Education (BISE)	172,000	179,622
7	Department of Inspection and Audit (DIA)	500,000	00
8	Ministry of Education (MOE)	40,000	00
9	*Upazila* Academic Supervisors (UAS)	5,200,000	4,124,000
10	*Upazila* Secondary Education Officers (USEO)	1,060,000	1,060,000
11	District Education Officers (DEO)	3,796,000	3,601,104
12	Zonal Education Officers (ZEO)	350,000	346,260
13	Schools (New/Rehabilitated)	29,920,000	6,103,590

Source: Directorate of Secondary and Higher Education (DSHE), Bangladesh

STATUS OF COMPLIANCE WITH LOAN COVENANTS

	Covenant	Reference in the Loan Agreement	Status of Compliance
1	The Borrower shall cause the Project to be carried out with due diligence and efficiency and in conformity with sound administrative, financial, engineering, environmental and educational practices.	Section 4.01(a)	Complied with.
2	The Borrower shall make available, promptly as needed, the funds, facilities, services, land and other resources which are required, in addition to the proceeds of the Loan, for the carrying out of the Project and for the operation and maintenance of the Project facilities.	Section 4.02	Complied with.
3	In the carrying out of the Project, the Borrower shall cause competent and qualified consultants and contractors, acceptable to the Borrower and the Bank, to be employed to an extent and upon terms and conditions satisfactory to the Borrower and the Bank.	Section 4.03(a)	Complied with.
4	The Borrower shall cause the Project to be carried out in accordance with a policy framework, education practices, plans, design standards, specifications, work schedules and construction methods acceptable to the Borrower and the Bank. The Borrower shall furnish, or cause to be furnished, to the Bank, promptly after their preparation, such frameworks, plans, design standards, specifications and work schedules, and any material modifications subsequently made therein, in such detail as the Bank shall reasonably request. Any proposed amendment to the policy framework or changes to the SESDP which may affect the Project, shall be discussed in advance and agreed with the Bank.	Section 4.03(b)	Delayed compliance.
5	The Borrower shall ensure that the activities of DSHE and its other departments and agencies with respect to the carrying out of the Project and operation of the Project facilities are conducted and coordinated in accordance with sound administrative policies and procedures	Section 4.04	Complied with.
6	The Borrower shall make arrangements satisfactory to the Bank for insurance of the Project facilities to such extent and against such risks and in such amounts as shall be consistent with sound practice.	Section 4.05(a)	Complied with.
7	Without limiting the generality of the foregoing, the Borrower undertakes to insure, or cause to be insured, the goods to be imported for the Project and to be financed out of the proceeds of the Loan against hazards incident to the acquisition, transportation and delivery thereof to the place of use or installation, and for such insurance any indemnity shall be payable in a currency freely usable to replace or repair such goods.	Section 4.05(b)	Complied with.
8	The Borrower shall maintain, and cause DSHE and its other departments and agencies to maintain, records and accounts adequate to identify the goods, services and other items of expenditure financed out of the proceeds of the Loan, to disclose the use thereof in the Project and all subprojects, to record the progress of the Project and the subprojects	Section 4.06(a)	Complied with.

	Covenant	Reference in the Loan Agreement	Status of Compliance
	(including the cost thereof) and to reflect, in accordance with consistently maintained sound accounting principles, the operations and financial condition of the agencies of the Borrower responsible for the carrying out of the Project and subprojects and operation of the Project facilities, or any part thereof.		
9	The Borrower shall (i) maintain, or cause DHSE and its other department and agencies carrying out the Project, to maintain, separate accounts for the Project; (ii) have such accounts and related financial statements audited annually, in accordance with appropriate auditing standards consistently applied, by independent auditors whose qualifications, experience and terms of reference are acceptable to the Bank; (iii) furnish to the Bank, as soon as available but in any event not later than 12 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 (including the auditors' opinion on the use of the Loan proceeds and compliance with the covenants of this as well as on the use of the procedures for the imprest account and statement of expenditures), all in the English language; and (iv) furnish to the Bank such other information concerning such accounts and financial statements and the audit thereof as the Bank shall from time to time reasonably request.	Section 4.06(b)	Complied with.
10	The Borrower shall enable the Bank, upon the Bank's request, to discuss the Borrower's financial statements for the Project and the SESDP and its financial affairs related to the Project and the SESDP from time to time with the Borrower's auditors, and shall authorize and require any representative of such auditors to participate in any such discussions requested by the Bank, provided that any such discussion shall be conducted only in the presence of an authorized officer of the Borrower unless the Borrower shall otherwise agree.	Section 4.06(c)	Complied with.
11	The Borrower shall furnish, or cause to be furnished, to the Bank all such reports and information as the Bank shall reasonably request concerning (i) the Loan, and the expenditure of the proceeds and maintenance of the service thereof; (ii) the goods, services and other items of expenditure financed out of the proceeds of the Loan; (iii) the Project; (iv) the administration, operations and financial condition of DSHE and the other departments and agencies of the Borrower responsible for the carrying out of the Project and operation of the Project facilities, or any part thereof; (v) financial and economic conditions in the territory of the Borrower and the international balance-of-payments position of the Borrower; and (vi) any other matters relating to the purposes of the Loan.	Section 4.07(a)	Complied with.

	Covenant	Reference in the Loan Agreement	Status of Compliance
12	Without limiting the generality of the foregoing, the Borrower shall furnish, or cause to be furnished, to the Bank quarterly reports on the carrying out of the Project and on the operation and management of the Project facilities. Such reports shall be submitted in such form and in such detail and within such a period as the Bank shall reasonably request, and shall indicate, among other things, progress made and problems encountered during the quarter under review, steps taken or proposed to be taken to remedy these problems, and proposed program of activities and expected progress during the following quarter.	Section 4.07(b)	Complied with.
13	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 for this purpose between the Borrower and the Bank, the Borrower shall prepare and furnish to the Bank a report, in such form and in such detail as the Bank shall reasonably request, on the execution and initial operation of the Project, including its cost, the performance by the Borrower of its obligations under this and the accomplishment of the purposes of the Loan.	Section 4.07(c)	Complied with.
14	The Borrower shall enable the Bank's representatives to inspect the Project, any subproject, the goods financed out of the proceeds of the Loan, and any relevant records and documents.	Section 4.08	Complied with.
15	The Borrower shall ensure that the Project facilities are operated, maintained and repaired in accordance with sound administrative, financial, engineering, environmental, educational and maintenance and operational practices.	Section 4.09	Complied with.
16	**Imprest Account.** Except as the Bank may otherwise agree, the Borrower shall establish immediately after the Effective Date, an imprest account in dollars at a commercial bank designated by the Bangladesh Bank and acceptable to the Bank to expedite disbursements of the Loan proceeds. The imprest account shall be established, managed, replenished and liquidated in accordance with the Bank's "Loan Disbursement Handbook" dated June 1996, as amended from time to time, and detailed arrangements agreed upon between the Borrower and the Bank. The initial amount to be deposited into the imprest account shall not exceed five hundred thousand dollars ($500,000).	Schedule 3, para. 5(a)	Complied with.
17	**Statement of Expenditures.** The statement of expenditures (SOE) procedure may be used for reimbursement of eligible expenditures and to liquidate advances provided into the imprest account, in accordance with the Bank's "Loan Disbursement Handbook" dated June 1996, as amended from time to time, and detailed arrangements agreed upon between the Borrower and the Bank. Any individual payment to be reimbursed or liquidated under the SOE procedure shall not exceed the equivalent of fifty thousand dollars ($50,000).	Schedule 3, para. 5(b)	Complied with.

	Covenant	Reference in the Loan Agreement	Status of Compliance
18	**Management Advisory Services Contract.** The Borrower shall enter into a contract with a consortium of consultants and Link Institutes (the "Consortium") to provide management advisory and consulting services, international and in-service training, fellowships, research and policy studies, and related goods and materials, under the Project (the "Management Advisory Services Contract"). The selection and engagement of consultants and Link Institutes will be subject to the provisions of this Schedule.	Schedule 5, para. 1	Complied with.
19	The services of international and domestic consultants and Link Institutes will be utilized in the carrying out of the Project, particularly with regard to: (a) education performance management; (b) education quality; (c) privatization for textbook publishing; (d) personnel management and administration; (e) education management information systems; (f) decentralized management systems; (g) curriculum reorganization and training; (h) curriculum development; (i) curriculum and textbook evaluation; (j) teacher education and teacher education curriculum; (k) student learning and development; (l) subject-based assessment; (m) education policy and strategic planning; (n) performance-based management system development, including administrative and financial components; (o) materials development; (p) assessment techniques; and (q) training related to the specialist areas above.	Schedule 5, para. 2	Complied with.
20	**Fellowships under the Master Advisory Services Contract.** The Borrower shall follow Bank-approved criteria and procedures in selecting individuals for fellowships. A list of nominated candidates, their qualifications and justifications for the candidate's participation in the training and the nominated Link Institute shall be submitted to the Bank for approval prior to the award of the fellowship.	Schedule 5, para. 6	Complied with.
21	**Additional Domestic Consulting Services.** The services of competent domestic consultants will be utilized for the purpose of school mapping, supervision of civil works, computer training, data processing and analysis, research studies and for monitoring and evaluation work not included as part of the Management Advisory Services Contract. The terms of reference of the domestic consultants will be as determined by agreement between the Bank and the Borrower.	Schedule 5, para. 7	Complied with.
22	**Study Tours.** All Bank-financed study tours proposed by the Project Executing Agency shall require prior approval of the Bank.	Schedule 5, para. 10	Complied with.
23	**Project Executing Agency.** DSHE as the Project Executing Agency shall have the overall responsibility for planning, organizing, managing, supervising, coordinating and monitoring the Project.	Schedule 6, para. 1	Complied with.
24	**SESDP Coordination.** The Borrower shall maintain the project coordination committee established during SEDP.	Schedule 6, para. 2	Complied with.

	Covenant	Reference in the Loan Agreement	Status of Compliance
	The committee shall be reconstituted as the Secondary Education Improvement Committee (SEIC) within three months of the Effective Date and shall convene at least quarterly. The SEIC shall be responsible for detailed policy formulation, planning and evaluation of the reform agenda for the secondary education system under SESDP, including all policy reforms required under the Project. The chairperson of the SEIC shall be the Secretary of MOE and shall comprise representatives from DSHE, MOE, NCTB, FD, BISE, NAEM, DIA, BANBEIS, the PIU, the Borrower's Planning Commission, Economic Relations Division of the Ministry of Finance, Ministry of Establishment, Ministry of Chittagong Hill Tracts Affairs, Implementation Monitoring and Evaluation Division.		
25	**Project Implementation Unit.** The Borrower shall ensure that the Project Implementation Unit (PIU), established under SEDP, shall work as the PIU under this Project and shall be strengthened, in particular through recruitment of additional staff. The PIU shall be responsible for day-to-day Project implementation and for (i) detailed Project planning and scheduling; (ii) approval and overseeing implementation of subprojects; (iii) procurement of all goods and services except as otherwise agreed with the Bank; (iv) except as otherwise provided in Schedule 5, recruitment and supervision of consultants; (v) project accounting, including arranging necessary audits; (vi) disbursement of funds, including timely submission of withdrawal applications; (vii) management of the imprest account; and (viii) reporting to the Bank of Project progress. Throughout Project implementation the PIU shall be headed by a full-time Project Director acceptable to the Bank assisted by competent professional staff. To facilitate better working collaboration with the DSHE for implementation of the Project, the Borrower shall ensure that the PIU shall be located in the DSHE building.	Schedule 6, para. 3	Complied with.
26	The PIU shall prepare quarterly reports in accordance with Section 4.07(b) and such report/reports shall provide details in respect of (i) progress made against established targets, both technical and financial; (ii) the status of performance indicators; (iii) problems encountered during the quarter, steps taken and proposed to be taken to resolve the problems; (iv) compliance with loan covenants; and (v) the proposed program activities to be undertaken during the succeeding quarter.	Schedule 6, para. 4	Complied with.
27	A Policy Support and Planning Unit (PSPU) shall be constituted within 12 months after the Effective Date. The unit shall continue the work of the existing Planning and Development Wing, and in addition, undertake work on policy support and strategic planning activities. To strengthen the policy support and strategic planning functions of the unit, the Borrower shall ensure that	Schedule 6, para. 5(a)	Delayed compliance.

	Covenant	Reference in the Loan Agreement	Status of Compliance
	additional staff under the Project will be recruited within 12 months after the Effective Date.		
28	Six months prior to Project completion, the Borrower shall restructure the Planning and Development Wing at DSHE. The wing shall consist of (i) the Policy Support and Planning Unit and (ii) a Project Management Unit. Each unit shall be headed by a Deputy Director.	Schedule 6, para. 5(b)	Complied with.
29	DSHE shall ensure that the Project Management Unit, referred to in sub-para. (b) above, shall be staffed by a core group of permanent staff with appropriate qualifications and experience. In selecting such staff, preference shall be given to those who have worked in the project implementation units of ongoing donor-assisted projects. The responsibility of the Project Management Unit shall include: (i) overseeing the implementation of all donor assisted and special projects in the secondary education sub-sector; (ii) providing advice and guidance on accounting, procurement and consultant management and other matters related to project implementation; (iii) coordinating implementation of donor-assisted projects in the sector; and (iv) monitoring and evaluation.	Schedule 6, para. 5(c)	Complied with.
30	**District Implementation Co-ordination Committee.** The Borrower shall establish a District Implementation Coordination Committee (DICC) in each district where a subproject is located to coordinate the civil works, the school improvement program, workshops on school facilities and maintenance of schools. Each DICC shall be chaired by the District Education Officer and its other members shall include a representative each of the district FD, the concerned SMCs, NGOs and the concerned secondary school head teachers.	Schedule 6, para. 6	Complied with.
31	**Annual Operational Plan.** For each year of Project implementation, the Borrower shall prepare an Annual Operational Plan, which shall include (i) data on the proposed budgetary allocations to the education sector; (ii) the status of agreed policy reforms; and (iii) fully costed proposed Project activities for each subcomponent of SESDP, including performance targets and Government contribution requirements. The Borrower shall ensure that adequate budgetary allocations for the Project activities are made under the total SESDP budgetary allocation in its Annual Development Program. Each Annual Operational Plan shall be finalized by 30 April on each calendar year during Project implementation.	Schedule 6, para. 7	Complied with.
32	**Phased Implementation.** The Project shall be implemented over a period of six years, in two three-year phases. Phase 1 shall focus on recruitment of consultants and Link Institutes, training, school	Schedule 6, para. 8	Complied with.

	Covenant	Reference in the Loan Agreement	Status of Compliance
	mapping and pilot testing the programs to be developed under the Project, such as the decentralized management system, the decentralized EMIS system, and the performance-based management system. Progress of the policy reforms, pilot testing of the programs under the Project and lessons learned in Phase 1 shall be reviewed by the Borrower and the Bank during the midterm review, referred to in para. 43 of this Schedule 6. During Phase 2, lessons learned in Phase 1 will be incorporated and to the extent agreed with the Bank, the Borrower shall expand the piloted programs beyond the Pilot Area.		
33	**Preparation and Implementation of Subprojects.** Subject to para. 15 of Schedule 6, the DICC concerned shall submit a subproject proposal to the PIU for approval. The proposals shall be prepared in accordance with criteria and guidelines prepared by the Bank in consultation with the Borrower and in a form agreed upon between the Borrower and the Bank. Each subproject proposal shall include the following: (i) a package of school facilities to be constructed or expanded; (ii) a proposal for school improvement funds, if required; and (iii) a detailed implementation plan for the first year of the proposed subproject.	Schedule 6, para. 9	Complied with.
34	**Subproject Implementation Procedures.** Each DICC shall submit to the PIU (i) an updated implementation plan each year and (ii) quarterly reports which shall include a summary of implementation progress compared with the plan, a financial summary showing funds allocated, committed and disbursed, a list of ongoing contracts together with their physical progress, progress and problems with the school improvement funds program and a list of issues and proposals for resolution.	Schedule 6, para. 10	Complied with.
35	Proposals for school improvement funds (SIF) shall be selected on the basis of criteria to be agreed between the Bank and the Borrower.	Schedule 6, para. 11	Complied with.
36	The sites in underserved areas at which new schools are to be constructed shall be selected based on following criteria: (i) there is no other secondary school within three kilometers of the site or there is a natural barrier which hinders access to an existing school; (ii) population in the catchment area is at least 4,600 in respect of coeducational secondary schools and at least 9,200 for single sex secondary schools; (iii) the site must be at least one acre; (iv) there must be demonstrated community interest and involvement, including commitment to undertake preventive maintenance programs; and (v) there must be a sufficient number of junior secondary schools in the catchment area of the proposed secondary school to generate at least 280 students for the proposed school.	Schedule 6, para. 12	Complied with.
37	The schools to be selected for additional classroom construction shall be selected based on the following	Schedule 6, para. 13	Complied with.

	Covenant	Reference in the Loan Agreement	Status of Compliance
	criteria: (i) there is no other secondary school within three kilometers of the site or there is a natural barrier which hinders access to an existing school; (ii) at least 280 students attend the school; (iii) there are at least 60 students to one classroom; (iv) population in the catchment area is at least 4,600 in respect of coeducational secondary schools and at least 9,200 for single sex secondary schools; and (v) there must be demonstrated community interest and involvement, including commitment to undertake preventive maintenance programs.		
38	The subproject proposals for the first 15 subprojects in the Project Area selected by the PIU for inclusion in the Project shall be submitted to the Bank for approval prior to their implementation. Thereafter, the Bank shall randomly select subproject proposals for submission to the Bank for approval. All other subproject proposals for inclusion in the Project shall be sent to the Bank for its information. The Bank may refuse to finance any subproject which does not meet the agreed criteria.	Schedule 6, para. 14	Complied with.
39	All subprojects shall be approved within three years after the Effective Date. Subproject proposals submitted after such date shall not qualify for financing under the Project.	Schedule 6, para. 15	Complied with.
40	The PIU shall employ participatory approaches (including the involvement of local communities, NGOs, women and representatives from any local tribal people) in subproject identification, planning and implementation as described in the Bank's Framework for Mainstreaming Participatory Development Processes (a copy of which has been provided to DSHE).	Schedule 6, para. 16	Complied with.
41	Within two years after the Effective Date, the Borrower shall develop a plan to establish functional specialization within the education cadre. The objective of the plan shall be to ensure that staff with specific capacity and training (including training provided under the Project) in the areas of pedagogy and education management are assigned to those areas on a long-term basis.	Schedule 6, para. 17	Complied with.
42	The Borrower shall ensure that DSHE staff, who receive training under the Project shall not, except in consultation with the Bank, be reassigned outside their area of specialization during the Project period.	Schedule 6, para. 18	Complied with.
43	**Decentralized Management, EMIS and Performance based Management.** The Borrower shall test the (i) decentralized management system, (ii) decentralized EMIS and (iii) the performance-based management system to be developed under the Project in the Pilot Area within three years after the Effective Date. Following the pilot testing, the decentralized models shall be evaluated by the Borrower. If the Bank and the Borrower agree that the evaluation indicates that the systems can be effectively replicated, an implementation plan shall be developed by the Borrower which sets out the extent to which each of the new decentralized systems shall be	Schedule 6, para. 19	Delayed compliance.

	Covenant	Reference in the Loan Agreement	Status of Compliance
	replicated throughout Bangladesh during Phase 2 of Project implementation. The Borrower shall ensure that the systems are replicated in accordance with the agreed implementation plan during Phase 2 of the Project.		
44	As part of the implementation of the decentralization policy, the Borrower shall ensure that the necessary budgetary allocations are made available in a timely manner to the local authorities to effectively implement the policy.	Schedule 6, para. 20	Complied with.
45	**Improving Curriculum.** NCTB shall ensure that all work in textbook publishing is undertaken by appropriately skilled and experienced staff and not by the staff retained by NCTB for curriculum development work.	Schedule 6, para. 21	Complied with.
46	NCTB shall establish a Materials Development Unit within NCTB within one year after the Effective Date to develop prototype-teaching materials.	Schedule 6, para. 22	Complied with.
47	Prior to the end of the Project implementation period, the Borrower shall ensure that the necessary subject curricula for grades 9 and 10 shall be developed to follow on from the revised curricula for the primary education subjects for grades 6–8.	Schedule 6, para 23	Complied with.
48	**Privatizing Secondary Textbooks.** Following the completion of the feasibility study to be conducted under Part B, Component (2) of the Project, the Borrower and the Bank shall agree upon the most appropriate methods for the privatization. Privatization guidelines and procedures acceptable to the Bank shall be prepared by NTCB and the privatization shall be commenced within three years after the Effective Date.	Schedule 6, para. 24	Complied with.
49	**Reforming Student Assessment and Public Examination.** Within three years after the Effective Date, newly trained staff at NCTB and BISE shall prepare a teacher's guide on school-based subject assessment and course materials to train trainers to introduce school-based subject assessment at the district and school level. By the end of the Project implementation period, the Borrower shall ensure that at least 250 teachers are trained in modern school-based assessment techniques.	Schedule 6, para. 26	Complied with.
50	BISE shall develop modern, effective instruments to measure student performance, including the introduction of a new higher secondary certificate examination and a new grade 10 examination to replace the existing secondary school certificate examination.	Schedule 6, para. 27	Complied with.
51	**Reforming Secondary Teacher Education.** The Borrower shall ensure that at least 50% of all vacant, sanctioned postsof lecturers, associates and assistant professors in TTCs will be filled within two years after the Effective Date.	Schedule 6, para. 28	Complied with.

	Covenant	Reference in the Loan Agreement	Status of Compliance
52	MOE shall increase its teacher training budget for secondary education schoolteachers by a minimum of 10% per annum for each year of the Project period, beginning with Fiscal Year 1999–2000. Paragraph 11 of Schedule 6 of the SEDP dated 17 December 1993 and para. 42 of Schedule 6 of the Higher Secondary Education Project dated 6 January 1992 between the Bank and the Borrower are hereby amended with respect to recurrent costs related to teacher training by the provisions of this para. 29.	Schedule 6, para. 29	Complied with.
53	The Borrower shall ensure that an appropriate regulatory framework is established to monitor the quality and standards of the private teacher training institutes.	Schedule 6, para. 30	Complied with.
54	Within three years after the Effective Date, the Borrower shall develop a comprehensive policy framework for the improvement and further development of teacher training.	Schedule 6, para. 31	Complied with.
55	**Strengthening School Management and Supervision.** The Borrower shall ensure that at least 10 *upazila*-based academic supervisors are appointed to each district within the Pilot Area within two years after the Effective Date. NAEM, in association with NGOs or other suitable agencies, shall develop and implement a training course on school management and academic performance for thana-based academic supervisors, head teachers and SMC chairpersons. Within three years after the Effective Date, the Borrower shall evaluate the pilot program for *upazila*-based academic supervisors and, in consultation with the Bank, the Borrower shall decide whether to expand the program during Phase 2 of Project implementation.	Schedule 6, para. 32	Delayed compliance.
56	School Mapping. Within three months after the Effective Date, the Borrower shall identify at least 115 underserved unions to be targeted for school mapping. An underserved union shall be a union with a below-average number of secondary schools.	Schedule 6, para. 33	Delayed compliance.
57	**Staffing of New Schools.** The Borrower shall ensure that all the teachers required for each school to be constructed under a subproject shall be appointed as soon as practicable if construction is completed within the first half of the academic year, and in any event at least 75% of the teachers for the school shall be appointed at least one month prior to commencement of the next academic year following completion of such construction and best efforts are made to recruit female teachers, and teachers from tribal communities for such schools in areas with significant tribal populations.	Schedule 6, para. 34	Delayed compliance.
58	**Land Acquisition.** Without limiting Section 4.02, the Borrower shall acquire, or cause to be acquired, free of encumbrance and prior to construction, all land and rights over land for the schools to be included in the subprojects.	Schedule 6, para. 35	No land acquisition required.
59	The PIU shall ensure that (i) all schools are constructed in accordance with the Borrower's existing laws, regulations and standards concerning environmental protection, the applicable Bank environmental	Schedule 6, para. 36	Complied with.

	Covenant	Reference in the Loan Agreement	Status of Compliance
	assessment requirements and environmental review procedures and any other applicable environmental guidelines and procedures; and (ii) if any resettlement effects are expected as a result of the construction of a new school, a resettlement plan shall be prepared and implemented in accordance with the Bank's Handbook on Resettlement.		
60	**Female Stipend Program.** The criteria for the stipend program, as agreed between the Borrower and the Bank, shall be that only schools in the 53 thanas identified under the SEDP shall continue to be eligible to participate in the female stipend program and each eligible secondary school must obtain the agreement of the female student's parent/guardian that the female student shall (i) attend school for at least 75% of each semester of the school year; (ii) remains unmarried throughout the period, or the balance of the period, from Grade 6 to 10; and (iii) secure on average a minimum grade of 45% in school examinations. During Phase 2 of the Project, the Bank and the Borrower shall review and reorient the female stipend program to ensure its sustainability and to ensure priority to the needy students.	Schedule 6, para. 37	Complied with.
61	The Borrower shall ensure that (i) school-compliance with the criteria shall be strictly enforced, (ii) tracer studies, in a form to be acceptable to the Bank, are conducted to measure the impact of the female stipend program, (iii) that an independent, external entity acceptable to the Bank is appointed to monitor school-compliance with the female stipend program; and (iv) the stipend program includes water supply and sanitation awareness programs.	Schedule 6, para. 38	Delayed compliance.
62	**Transfer to Revenue Budget.** The Borrower shall ensure that Project operational costs shall be transferred to its revenue budget in accordance with the Borrower's procedures promptly after completion of the Project.	Schedule 6, para. 39	All operating costs transferred to development budget under SESDP.
63	**Recruitment and Training of Female Staff.** The Borrower shall ensure that all staff to be recruited under the Project shall be recruited in a timely manner and in the event that candidates for the same position have equal and comparable experience and qualifications, women candidates shall be given preference in recruitment.	Schedule 6, para. 40	Delayed compliance.
64	In selecting staff for training under the Project, the Borrower shall ensure that women are encouraged to apply for training and where candidates for the same position have equal and comparable experience and qualifications, women candidates shall be given preference.	Schedule 6, para. 41	Complied with.
65	**Benefit Monitoring and Evaluation.** DSHE, through its EMIS, shall regularly monitor performance of the Project and SESDP, including monitoring indicators as agreed between the Borrower and the Bank. The benefit monitoring and evaluation of the Project shall be based on the Bank's Benefit Monitoring and Evaluation Handbook for Bank Staff, Staff of Executing	Schedule 6, para. 42	Complied with.

	Covenant	Reference in the Loan Agreement	Status of Compliance
	Agencies and Consultants. Annual operational reviews shall be prepared within two months of the end of each year of Project implementation.		
66	**Midterm Review.** After the third year of Project implementation, the Borrower and the Bank shall jointly carry out a midterm review of the Project. The Borrower shall prepare a midterm report prior to the midterm review. The review shall consider inter alia the progress and appropriateness of the Project scope, design, policy reforms, institutional reforms, implementation arrangements (including the involvement and impact of local communities on planning and implementation) and any other relevant issues under SESDP or the Project. The midterm review shall also identify changes in the secondary education subsector since the time of Project appraisal by the Bank; reassess the impact of the Project with regard to future Project implementation and sustainability; assess implementation performance against Project performance indicators; review and establish compliance with the Borrower's obligations under this, with particular focus on the progress of the pilot programs and decentralized management; textbook privatization, teacher education and examination reform; progress in institutional capacity; and the effectiveness of the female stipend program; and identify problems and constraints. The activities to be carried out and the targets to be achieved during Phase 2 of the Project shall be assessed in light of the findings of the midterm review and the lessons learned during Phase 1 and adjustments may be made in the Project scope, design and implementation.	Schedule 6, para. 43	Complied with.
67	**SESDP Implementation.** The Borrower shall implement the SESDP in a timely manner, and in consultation with the Bank in respect of those elements of the SESDP, which are related to the Project.	Schedule 6, para. 44	Complied with.
68	The PIU shall develop a public information campaign to disseminate information to local communities and stakeholders on the policy changes being implemented under SESDP.	Schedule 6, para. 45	Delayed compliance.

BANBEIS=Bangladesh Bureau of Educational Information and Statistics, BISE=Board of Intermediate and Secondary Education, DSHE=Directorate of Secondary and Higher Education, DIA=Directorate of Inspection and Audit, DICC=district implementation coordination committee, EMIS=education management information system, FD=Finance Division, HSTTI=higher secondary teacher training institute, MOE=Ministry of Education, NAEM=National Academy for Educational Management, NCTB=National Curriculum and Textbook Board, NGO=nongovernment organization, PSPU=Policy Support Planning Unit, PIU=project implementation unit, SESDP= Secondary Education Sector Development Project, SESIP=Secondary Education Sector Improvement Project, SMC =school management committee, SIF=school improvement funds, SOE=statement of expenditure, SEIC=secondary education implementation committee, SMC=school management committee, TTC=teacher training college.

Source: DSHE, Bangladesh; and Bangladesh Resident Mission of ADB.

ACHIEVEMENT OF PROJECT TARGETS – LOGFAME INDICATORS

Design Summary Project Component	Project Targets (Verifiable Indicators)	Status Against Targets
A. Objectives/Purpose		
• Establish a framework for more relevant secondary education in terms of efficiency, quality and equity	**Efficiency** • Repetition rates maintained at 5% by 2005	2005 repetition rates grade 6: boys 4.8%, girls 4.6% grade 7: boys 5.0%, girls 4.3% grade 8: boys 5.5%, girls 4.5% grade 9: boys 4.7%, girls 4.5% grade 10: boys 15.9%, girls 18.0%
	Access	Student enrollment 1998: 6,769,078 2005: 7,398,552 Increase: 9%
	• Attendance rates increased from 60% (1998) to 65% by 2005.	Attendance rates: 2005 grades 6–10: boys 65%, girls 65%
	Quality • Exam pass rates for grade 10 secondary school certificate (SSC) increased from 48% (1998) to 55% by 2005 and for grade 12 higher secondary certificate (HSC) from 37% (1998) to 40% by 2005.	Exam pass rates: SSC: 35% in 2001, 56% in 2007 HSC: 28% in 2001, 59% in 2005
	Equity • Female student participation (grades 6–10) maintained at 46%	2005: Female student participation grades 6–10, 47.2%; (Total female enrolment, grades 6–10, 52.3%)
B. Strengthened Management Systems and Capacity		
1. Policy support and strategic planning improved	• Policy support and strategic planning unit established and 11 staff recruited by December 2001	• Operational model developed • Functional relationships between PSPU and P&D wing established • PSPU staff recruited and job descriptions agreed • Induction and international training provided • Supervised on-the-job training and experience (including research studies) • Work programs and budgets developed
	• Planning and monitoring units established in zonal offices by February 2004 and 8 zone and 64 district education office (DEO) staff recruited by Jan 2005	• Facilities established and all staff recruited and trained
	• A plan for professional specialization within the education cadre prepared by September 2001	• MOE approvals and instructions issued to all relevant agencies (DSHE, BISE, NCTB, TTCs) in June 2006 for implementation
	• Three policy studies conducted by December 2002.	• Four supervised, file-based policy studies designed and implemented by PSPU officers as the basis for development of PSPU internal research, analysis and reporting capacity, 2004–2005
	• Education Management Information System (EMIS) installed and operating at national headquarters, and to some extent at zones and districts, by June 2003	• EMIS established by the Project

	Design Summary Project Component	Project Targets (Verifiable Indicators)	Status Against Targets
2.	Decentralized performance-based management system designed, tested, and implemented	• Regulations defining the roles and responsibilities at each level of the Directorate of Secondary and Higher Education (DSHE) administration prepared by December 2001	• Two decentralization research studies carried out under the MOE Decentralized Education Research Steering Committee. MOE approved the studies' major recommendations for implementation.
		• A decentralized model for planning, allocation, and managing educational resources, developed, tested, and evaluated by September 2002	• Detailed recommendations and proposals reviewed by MOE; ministerial approval granted in July 2006 for implementation of transfer of key DSHE responsibilities to three zones on a pilot basis as recommended.
		• Number of new positions at zonal, district and *upazila* levels identified and pilot staff assigned by June 2001	• New positions of assistant inspector, research officer, and upazila academic supervisor established at zonal, district and *upazila* levels, and pilot staff assigned and trained
		• 25 NAEM master trainers recruited by September 2002 and trained by June 2003	• New NAEM master trainers recruited and international and national training provided for trainers for decentralized performance-based management 2002–2004; new training facilities constructed at NAEM
		• System extended to six zonal and 56 DEO offices by January 2005	• System extended to six zonal and 56 DEO offices
3.	School management and academic supervision strengthening	• A school performance-based management (SPBM) model developed, tested, and evaluated by September 2002	• SPBM designed, tested, and implemented.
		• Staff all levels, including 50 new Directorate of Inspection and Audit staff, trained in the new system by October 2002	• Concerned staff at all levels trained
		• Extent of implementation of models in other zones and districts	• Implemented across the Project
		• Client satisfaction level	• Independent external research study to develop training needs analysis of head teachers and SMCs
		• Community involvement	• All stakeholders, including community, involved
		• Training needs analysis of secondary head teachers done by September 2000	• Training needs analysis completed.
		• 30 new *upazilas* based pilot supervisors recruited and trained for academic supervision	• Pilot supervisors recruited
		• 60 school heads and 60 SMC members trained by Jan 01	• Training conducted
		• Pilot program implemented and evaluated by Sep 02	• Pilot program implemented and evaluated
		• Supervisory system and head teacher and SMC person programs expanded by Jun 03	• Programs expanded

Design Summary Project Component	Project Targets (Verifiable Indicators)	Status Against Targets
C.	**Improvement Quality Support Systems**	
1. Curriculum development capacity strengthened	• Curriculum development work separated from textbook production	• Curriculum development separated from textbook production
	• 52 NCTB curriculum developers and materials developers trained by September 2003	• Training of in-house specialist in curriculum development, curriculum research and evaluation undertaken
	• 8 curriculum subject development teams trained by June 2003	• Curriculum subject development teams trained
	• Revised, more relevant curriculum developed by January 2005	• Uni-track curriculum for grades 9–10 developed
2. Textbooks for grades 9–10 privatized and improved learning materials used	• Secondary textbook publishing privatized by September 2002.	• 19 out of 33 textbooks privatized; remainder will be privatized progressively.
	• Materials Development Unit established by November 2000.	• Materials development unit established within NCTB
	• Learning materials developed and used in schools by September 2003.	• Necessary learning materials developed
3(i) Student assessment systems reformed and strengthened	• Four additional staff assigned to the Assessment Unit by August 2000	• Secondary assessment Unit established with four newly appointed officers
	• Secondary school-based assessment systems developed by January 2003	• SBA developed
	• New modules, teachers guide and training materials developed and disseminated by August 2003	• One-year pilot test conducted with 1,500 teachers in the lead schools and evaluated the modules, teachers' guide', and training materials, and found them replicable.
	• Four new and nine existing NCTB staff trained in secondary school-based assessment by January 2002	• Proposed model SBA approved for introduction in grades 6–9 following completion of pilot testing, evaluation and nationwide dissemination to 61,000 teachers
	• 250 NCTB subject development group members trained by October 2002	250 subject teachers in 49 selected lead schools trained in the use of SBA systems and teachers guides
Student examination systems reformed and strengthened	• 175 BISE examination committee members trained locally by September 2003	• New Bangladesh Examination Development Unit (BEDU) established at Dhaka BISE. Functions and job descriptions agreed to and four officers and support staff appointed
	• Four new and nine existing staff at the Boards of Intermediate and Secondary Education (BISE) trained in modern public examination processes by January 2002	• 4 BEDU and 9 BISE officers received international training in modern examination techniques and in-country follow-up training
	• Modern examination systems introduced in HSC by December 2003	• Detailed technical proposals for examination reform developed following current systems review and stakeholder consultative and development workshops 2001–2003
		• 175 BISE nominated examination committee personnel trained for question setting, moderation of new exam questions and production of pilot exam papers
		• National pilot of proposed reforms through pilot SSC

Design Summary Project Component	Project Targets (Verifiable Indicators)	Status Against Targets
		examination
		• 175 BISE-nominated examination committee personnel trained for question marking of new exam questions and marking of pilot exam papers
		• Review of reform proposals in light of evaluation of pilot exam, report and approval by NCCC. Official notification by MOE July 2005
		• Training of nominated personnel as master trainers to prepare for introduction of reformed SSC examinations, 2009
4. Teacher education reformed	• Policy for teacher education developed by November 2003 including (i) revised courses and qualifications for training, and (ii) career structure for teachers	• Policy development completed
	• New modernized teacher education curriculum developed by November 2003	• Recommendations of Personnel Management Report for restructure of TTC staffing prepared.
		• International training in modern teacher education for teacher trainers and study tours for system managers completed
	• Piloting of the new curriculum and further revisions completed by August 2005	• Dissemination workshop program for teacher educators and teachers on new B.Ed. and teaching practice systems held 2004–2005
	• 70% of vacant posts in TTCs and HSTTIs filled by September 2002	• More than 70% teachers recruited against the vacant posts
	• 58 TTC and HSTTI faculty trained	• In-service training for existing secondary teachers completed through NAEM
D.	• 115 new schools and 225 additional classrooms constructed and/or repaired and equipped by February 2005	• 115 overcrowded schools and 115 underserved unions were selected through school mapping. • Construction of additional classrooms in 111 overcrowded schools and construction of 59 new schools completed
	• 120 flood damaged schools reconstructed and repaired by February 2002	• 96 flood-damaged schools repaired and 20 schools reconstructed
	• Classroom-learning environment improved in some 350 schools.	• School Improving Funds distributed to 350 low-performing schools
	• 765,000 person–years of education for grade 6–10 girls in 53 upazilas	• Total of over 5 million person-years of education made available for grade 6–10 girls

BEDU=Bangladesh Examination Development Unit, BISE=Board of Intermediate and Secondary Education, DEO=district education officer, DSHE=Directorate of Secondary and Higher Education, DG=director general, EMIS= education management information system, HSC=higher secondary certificate, HSTTI=Higher Secondary Teacher Training Institute, ITEC=Independent Textbook Evaluation Committee, NCCC=National Curriculum Coordination Committee, NCTB=National Curriculum and Textbook Board, NAEM=National Academy for Educational Management, NTRCA=National Teacher Registration and Certification Authority, NU=National University, MOE=Ministry of Education, MPO=monthly payment order, MOU=memorandum of understanding, PSPU=Policy Support Planning Unit, P&D=planning and development, RO=regional officer, SPBMS=school performance-based management system, SSC = secondary school certificate, SMC = school management committee, SBA = school-based assessment, TTC = teacher training college, UAS = *upazila* academic supervisor.

Sources: DSHE, Bangladesh; and Bangladesh Bureau of Educational Information and Statistics.

INITIAL PROJECT BENEFITS AND IMPACTS SURVEY

A.   Introduction

1.   The Project Completion Review (PCR) Mission carried out a survey to assess project benefits and tentative impacts on secondary schools, teachers, students, and the quality of education. The survey collected both quantitative and qualitative information from the schools, teachers, school management committees, parents, students, and local elites during January–February 2008.

B.   Methodology

2.   The survey covered all six divisions (Barisal, Chittagong, Dhaka, Khulna, Rajshahi, and Sylhet). One district and one *upazila* were randomly selected from each division, and twelve secondary schools were randomly selected from each of the six divisions —six from the urban and semi-urban areas and six from the rural areas. The six urban schools comprised two secondary schools from the divisional headquarters, and two schools each from the headquarters of the selected district and *upazila*. The six rural schools were selected randomly from the rural secondary schools located outside the *upazila* headquarters. Therefore, in total 72 secondary schools (36 urban and 36 rural) were randomly selected from the six divisions. Structured and semi-structured questionnaires and data collection sheets were used for collecting data and feedback.

3.   The survey collected information regarding enrollment, success rates, repetition and dropout, student attendance, teacher qualifications and training, school management committees, status of introduction of school based assessment (SBA), school performance based management system (SPBMS), and examination reforms. The survey also collected information on the response of teachers, parents and students about the benefits of SBA and SPBMS and examination reforms. In addition, the survey gathered feedback on the likely impact of SBA on the academic performance of students and teachers, the impact of SPBMS on the performance of schools, and the capability of teachers. The survey feedback is summarized below.

C.   Feedback of PCR Mission Survey

      1.   Growth of Students, School, and Teachers

4.   Data of the Bangladesh Bureau of Educational Information and Statistics indicated that during 1998–2005 student enrollment increased by 27%, number of secondary schools and teachers increased respectively by 44%, and 9%. The Mission also observed that the number of trained teachers increased by 90% during the same period. The Project contributed significantly to expanded student access (through enrollment of additional students), improvement of secondary education quality (through reduction of the teacher student ratio), and extensive teacher training. The PCR Mission survey in selected schools noted teaching staff levels were satisfactory; schools had an average of 15 teaching positions, with 13 teachers in place. Of these, 12 received salary subvention, and 10 had teacher education (Tables A9.1–A9.3).

Table A9.1: Growth of Secondary Schools, Teachers, and Student Enrollment (1998–2005)

Year	Schools	Increase (%) Point to Point	Teachers	Increase (%) Point to Point	Students	Teacher–Student Ratio
1998	14,518		165,213		6,789,078	41
1999	15,460	6.49	173,897	5.26	7,236,939	42
2000	15,720	1.68	174,146	0.14	7,646,885	44
2001	16,166	2.84	183,277	5.24	7,887,010	43
2002	16,562	2.45	186,949	2.00	8,162,134	44
2003	17,386	4.98	206,557	10.49	8,126,362	39
2004	18,267	5.07	214,673	3.93	7,503,247	35
2005	18,500	1.28	238,158	10.94	7,398,552	31
Increase (1998-05)	27.43		44.15			(-)10

Source: Bangladesh Bureau of Educational Information and Statistics (BANBEIS), 2005.

Figure A9.1: Growth of Secondary Schools and Student Enrollment (1998–2005)
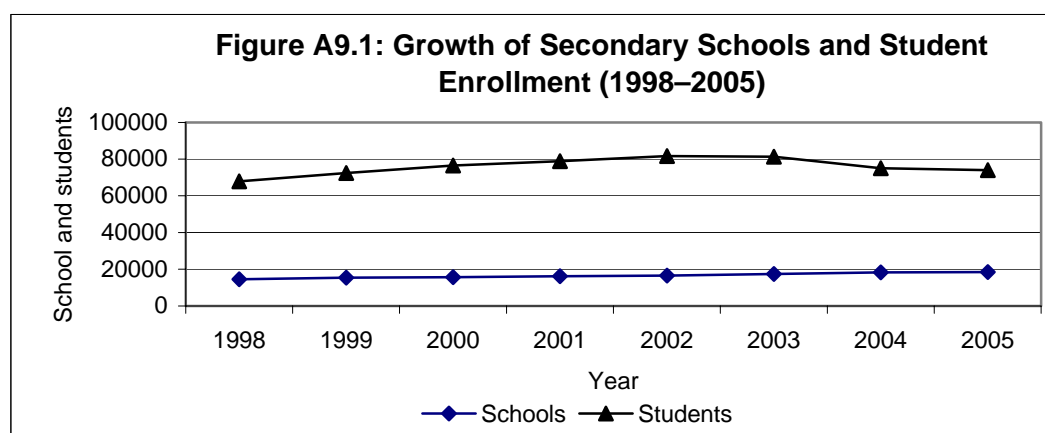
Table A9.2: Growth of Trained Teachers in the Secondary Education Sector (1998–2005)

Year	Total Teachers	Total Trained Teachers	% Trained Teachers	% Change (Point to Point)
1998	165,213	67,070	40.60	
1999	173,897	75,942	43.67	59.40
2000	174,146	79,878	45.87	56.33
2001	183,277	85,914	46.88	54.13
2002	186,949	91,123	48.74	53.12
2003	206,557	100,377	48.60	51.26
2004	214,673	108,362	50.48	51.40
2005	238,158	127,489	53.53	49.52
Change between 1998 and 2005				90.08

Source: Bangladesh Bureau of Educational Information and Statistics (BANBEIS), 2005.
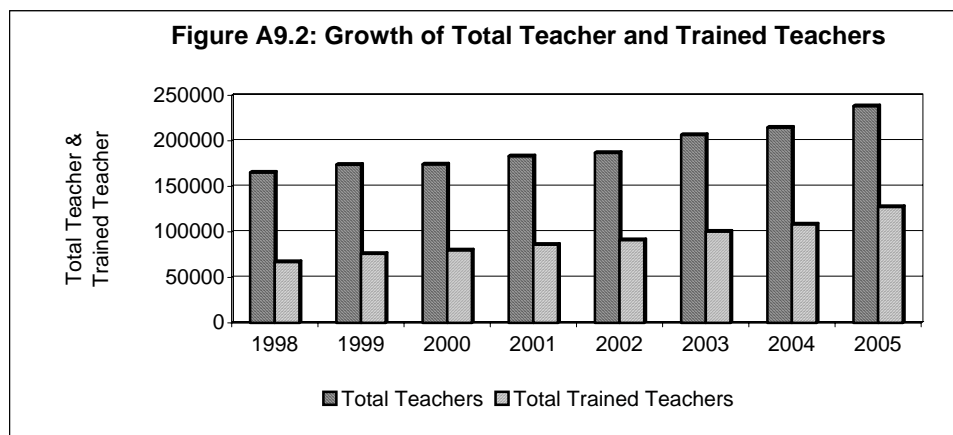
Figure A9.2: Growth of Total Teacher and Trained Teachers

Table A9.3: Status of Teaching of Teachers for Implementation of Reforms

Status of Teaching Staff in Schools	Status in 2008
Average number of sanctioned posts of teachers per school	15
Average actual number of teachers present	13
Average number of posts of teachers under MPO	12
Average number of teachers with B.Ed/M.Ed Degrees	10

B.Ed.=bachelor of education, M.Ed.=master of education, MPO=monthly payment order
Source: Project Completion Review Mission Survey, 2008

2.   Preparation for Implementation of SBA, SPBMS, and Examination Reforms

5.   The PCR Mission gathered information from selected schools about the preparedness of the schools for implementation of SBA, SPBMS, and examination reforms in terms of training of teachers, supplies of necessary forms and manuals and guidelines, and creation of awareness among the stakeholders (teachers, school management committee local elites, parents, and students).

6.   It was found from the survey that almost all head teachers and two out of every five SMC members (including the chairperson) had received orientation regarding implementation of SBA, SPBMS, and examination reforms in the respective schools. On average 20% of all teachers at surveyed schools received training on all reforms; 33% of teachers had received training in one of the three reform areas (SBA, SPBMS, and examination reform).

6.   As part of implementation preparedness the Project developed forms and manuals for each reform area; the necessary forms and manuals concerning SBA had been received in adequate quantity by 56% of schools; 33% had received sufficient forms and manuals for SPBMS, and 31% for examination reforms. The PCR Mission noted that successful reform implementation relied on all schools receiving sufficient numbers of the necessary forms (Tables A9.4–A9.5). The PCR Mission considered that all teachers should have been provided training on SBA, SPBMS, and examination reforms, and all schools supplied with necessary forms before reform implementation commenced.

Table A9.4: Training of Teachers on SBA, SPBMS, and Examination Reforms

Status of Teaching Staff in Schools	Status in 2008
In average number of head teachers received training on SBA	0.92
In average number of head teachers received training on SPBMS	0.99
Average number of SMC members received training on SPBMS	0.39
Average number of teachers received training	3.00
Average number of teachers received training on SBA	5.00
Average number of teachers received training on SPBMS	5.00
Average number of teachers received training on Examination Reforms	5.00

SBA=school based assessment, SPBMS=school performance based management system
Source: Source: Project Completion Review Mission Survey, 2008

Table A9.5: Supply of Forms and Manuals for Implementation of SBA, SPBMS, and Examination Reforms

Adequacy of Forms and Logistics	Adequacy of Forms (% Schools)		
	SBA	SPBMS	Exam Reforms
Quantity (forms and logistics) received is adequate	56	33	31
Quantity (forms and logistics) received is inadequate	30	28	29
Forms and logistics not received at all	14	39	40

SBA=school based assessment, SPBMS=school performance based management system
Source: Project Completion Review Mission Survey, 2008

7.   The PCR Mission survey found that SBA, SPBMS, and examination reforms had been partially introduced by 62%, 43%, and 51% of schools, respectively. However, with respect to SBA implementation, urban schools had achieved better progress than rural schools, with the latter outperforming urban schools in SPBMS and examination reform implementation. The survey also indicated that implementation of SBA, SPBMS, and examination reforms commenced during the last year of project implementation (2006) and then gradually accelerated. It found that implementation of SBA, SPBMS, and examination reforms had not been implemented by 10%, 57%, and 46% of schools, respectively. Moreover, while some schools have planned full implementation of SBA (69%), SPBMS (50%), and examination reforms (46%), the remainder have developed no plans to implement these important education quality reforms (Tables A9.6–A9.8).

8.   The PCR Mission noted that the follow-up Secondary Education Sector Development Project should emphasize reform implementation; stress the need for preparation, commitment, seriousness, planning and identification of targets; and take timely steps to create the necessary awareness of and interest in reforms among stakeholders.

Table A9.6: Schools Initiated Implementation of SBA, SPBMS, and Exam Reforms–Urban and Rural

Status of Implementation	Urban Schools		Rural Schools		All Schools	
	Number	%	Number	%	Number	%
Schools partially implemented SBA	25	69	20	55	45	62
Schools partially implemented SPBMS	15	42	16	44	31	43
Schools partially implemented Exam Reforms	17	47	22	61	37	51

SBA=school based assessment, SPBMS=school performance based management system
Source: Source: Project Completion Review Mission Survey, 2008

Table A9.7: Schools Initiated Implementation of SBA, SPBMS, and Exam Reforms–Years

Status of Implementation	% Schools Implemented Reforms in				% Schools not Implemented
	2005	**2006**	**2007**	**2008**	
Schools Implemented SBA	0	12	46	32	10
Schools Implemented SPBMS	0	3	29	11	57
Schools Implemented Examination Reform	0	3	8	43	46

SBA=school based assessment, SPBMS=school performance based management system
Source: Source: Project Completion Review Mission Survey, 2008

Table A9.8: Future Plan of the Schools for Full Implementation of SBA, SPBMS, and Exam Reforms

Plans of Schools for Implementing Reforms of	Plans for Implementation	
	Plans Full Implementation	**No Plans Yet**
Schools plans full implementation of SBA	69	31
Schools plans full implementation of SPBMS	50	50
Schools plans full implementation of Exam Reform	60	40

SBA=school based assessment, SPBMS=school performance based management system
Source: Source: Project Completion Review Mission Survey, 2008

3.   Creating Awareness and Interests of Stakeholders for the Reforms

9.   The PCR Mission assessed the indicative level of awareness and interest among stakeholders (teachers, SMCs, local elites, parents, and teachers). It observed that while the 63% of local elites have a high level of awareness of SBA, far fewer are adequately aware of SPBMS (26%) and examination reforms (28%). The survey found that awareness of reforms among parents was similar to that of the local elites, with 69%, 21%, and 28% of parents conversant with the SBA, SPBMS, and examination reforms, respectively. The students in grade 9 (who will be the first to receive the benefits of the reforms in public examinations) were found to be more aware of the SBA and examination reforms (92% and 66%) than of SPBMS (35%), as the latter relates more to the school than the students (Tables A9.9–A9.11).

Table A9.9: Level of Awareness of Local Elites about SBA, SPBMS, and Examination Reforms

Level of Awareness of Local Elites	Level of Awareness of Local Elites on SBA, SPBMS, Exam (%)		
	SBA	**SPBMS**	**Examination Reforms**
Very High	17	7	4
High	46	19	24
Average	18	22	19
Poor	8	14	12
Absent	3	12	14
Negative	1	4	7
Unaware	7	22	20

SBA=school based assessment, SPBMS=school performance based management system
Source: Project Completion Review Mission Survey, 2008

Table A9.10: Level of Awareness of Parents about SBA, SPBMS, and Examination Reforms

Level of Awareness of Parents about SBA, SPBMS, Exam Reform	Level of Awareness of Parents on SBA, SPBMS, Exam (%)		
	SBA	SPBMS	Examination Reforms
Conversant	13	5	6
Clear	56	16	22
Unclear	17	33	32
Unaware	13	45	33
Negative	1	1	7

SBA=school based assessment, SPBMS=school performance based management system
Source: Project Completion Review Mission Survey, 2008

Table A9.11: Level of Awareness of Grade IX Students about SBA, SPBMS, and Examination Reforms

Level of Awareness of Parents about SBA, SPBMS, Exam Reform	Level of Awareness of Parents on SBA, SPBMS, Exam (%)		
	SBA	SPBMS	Examination Reforms
Conversant	34	6	14
Clear	58	29	52
Unclear	5	35	20
Unaware	3	30	14

SBA=school based assessment, SPBMS=school performance based management system
Source: Project Completion Review Mission Survey, 2008

10.   The level of interest of the head teacher, teachers, and SMC chairpersons and members has implications for successful reform implementation in a given school. The PCR Mission survey found that head teachers were highly interested in SBA (92%), SPBMS (68%), and examination reforms (79%); among teachers 40%, 46%, and 35% (respectively) were highly interested, while among SMC chairpersons 80%, 44% and 54% exhibited high levels of interest (Tables A9.12–A9.14).

Table A9.12: Level of Interests of Head Teachers in SBA, SPBMS, and Examination Reforms

Interests of the Head Teachers'	% Head Teachers Interested in Reforms				
	Very High	High	Average	Poor	Absent
Interests of the head teachers in SBA	61	31	4	3	1
Interests of the head teachers in SPBMS	33	35	15	11	4
Interests of the head teachers in Exam Reform	32	47	12	6	3

SBA=school based assessment, SPBMS=school performance based management system
Source: Project Completion Review Mission Survey, 2008.

Table A9.13: Level of Interests of Teachers in SBA, SPBMS, and Examination Reforms

Interests of Teachers	Level of Interest (% Teachers)		
	High	Medium	No interest
Level of interests of teachers to implement SBA in schools	40	45	15
Level of interests of teachers to implement SPBMS in schools	46	36	18
Level of interests of teachers to implement exam reforms	35	40	25

SBA=school based assessment, SPBMS=school performance based management system
Source: Project Completion Review Mission Survey, 2008.

Table A9.14: Level of Interests of Chairperson of SMC in SBA, SPBMS, and Examination Reform

SMC Chairpersons' Interested to Implement SBA, SPBMS, and Examination Reforms in Schools	% SMC Chairpersons Interested in Reforms					
	Very High	High	Average	Poor	Absent	Unaware
Interests of Chairperson to implement SBA	40	40	8	2	6	4
Interests of Chairperson to implement SPBMS	15	29	24	11	14	7
Interests of Chairperson to implement Exam Reform	21	33	20	4	15	7

SBA=school based assessment, SMC=school management committee, SPBMS=school performance based management system
Source: Project Completion Review Mission Survey, 2008.

4.   Project Benefits and Impact

11.   The PCR Mission assessed the tentative impact of additional access to secondary education; training of teachers; motivation and awareness of improvements in the quality of education; reforms undertaken to increase student enrollment and attendance; success in school and public examinations; enrollment in higher education; increased employment rates; and decreases in repetition and dropout.

12.   The survey indicated student attendance had increased across all grades between 1998 and 2007, with attendance of female students higher than that of male students. Both male and female student enrollment increased during this period. Success rates in school final examinations increased for both males and females, while repetition and dropout rates remained unchanged (around) 10% (Tables A9.15–A9.16).

Table 9.15: Attendance of Students by Grades 6–9 Students in Surveyed Schools (1998–2005)

Year	Attendance (%)											
	Grade VI			Grade VII			Grade VIII			Grade IX		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1998	70.33	76.99	73.20	70.10	76.75	73.13	70.69	76.07	73.07	72.13	77.05	74.35
1999	70.02	76.74	73.03	71.74	75.97	73.66	71.83	75.58	73.53	72.18	75.03	73.45
2000	70.31	75.83	72.75	69.81	76.04	72.73	70.78	75.84	73.13	71.14	75.65	73.20
2001	72.30	78.89	75.27	73.13	77.46	75.17	72.12	77.63	74.72	71.59	77.64	74.40
2002	73.90	80.03	76.74	72.72	78.92	75.72	72.34	77.93	75.07	74.23	77.87	76.08
2003	72.81	77.77	75.18	71.86	77.64	74.75	71.47	76.50	73.96	72.33	75.85	74.11
2004	70.94	75.78	73.74	71.32	77.50	74.33	72.71	77.19	74.84	73.47	77.09	75.19
2005	72.80	77.91	75.16	73.28	76.83	74.99	72.54	77.07	74.73	73.16	75.29	74.15

Source: Project Completion Review Mission Survey, 2008.

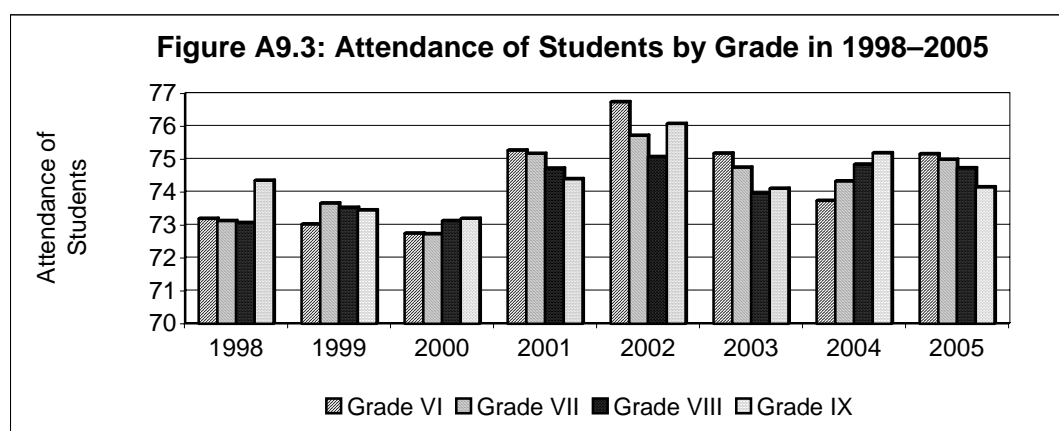**Figure A9.3: Attendance of Students by Grade in 1998–2005**

Table 9.16: Enrollment, Success in Annual Examinations, Repetition and Dropout – Grades 6–9

Year	Enrollment			Passing			Repetition			Dropout		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
1998	16,467	13,096	29,563	12,867	10,961	23,828	1,739	930	2,669	1,713	1,245	2,958
1999	16,728	13,589	30,317	13,436	11,579	25,015	1,726	957	2,683	1,562	1,094	2,656
2000	16,832	14,125	30,957	13,274	11,720	24,994	1,599	988	2,587	1,608	1,202	2,810
2001	16,959	14,561	31,520	13,456	12,069	25,525	1,580	1,031	2,611	1,556	1,400	2,956
2002	16,068	14,952	31,020	12,860	12,624	25,484	1,377	953	2,330	1,691	1,247	2,938
2003	15,795	15,445	31,240	12,609	12,176	24,785	1,408	1,087	2,495	1,565	1,995	3,560
2004	15,208	13,751	28,959	11,826	10,751	22,577	1,509	1,036	2,545	1,707	1,799	3,506
2005	15,073	13,425	28,498	11,976	10,800	22,776	1,432	1,137	2,569	1,706	1,511	3,217
2006	15,003	13,340	28,343	11,727	10,805	22,532	1,436	1,006	2,442	1,666	1,430	3,096
2007	15,904	13,968	29,872	12,491	11,459	23,950	1,617	1,132	2,749	1,618	1,410	3,028

Source: Project Completion Review Mission Survey, 2008.

13.   The success rate in SSC examinations increased for both male and female students between 1998 and 2007 in the surveyed schools. The survey also estimated total marks secured per student in various grades in the school final examinations in grades 6–9, and test examinations in grade 10. The average marks per student improved, indicating performance of all students generally improved, and suggesting an improvement in secondary education quality overall (Tables A9.17–A9.18).

Table A9.17: Appearance in SSC Examination and Success Rates – All Groups

	Appear SSC Exam			Passed					
Year	**Boys**	**Girls**	**Total**	**Boys**	**%**	**Girls**	**%**	**Total**	**%**
1998	2,890	1,654	4,544	1,405	48.62	714	43.17	2119	46.63
1999	2,947	1,888	4,835	1,586	53.82	907	48.04	2493	51.56
2000	3,166	1,983	5,149	1,484	46.87	908	45.79	2392	46.46
2001	2,961	1,782	4,743	1,482	50.05	764	42.87	2246	47.35
2002	3,446	2,093	5,539	1,751	50.81	879	42.00	2630	47.48
2003	3,243	1,944	5,187	1,468	45.27	765	39.35	2233	43.05
2004	2,650	1,742	4,392	1,388	52.38	851	48.85	2239	50.98
2005	2,913	1,905	4,818	1,611	55.30	902	47.35	2513	52.16
2006	3,008	1,983	4,991	1,782	59.24	1,093	55.12	2875	57.60
2007	3,056	2,114	5,170	1,788	58.51	1,041	49.24	2829	54.72

SSC=secondary school certificate examination
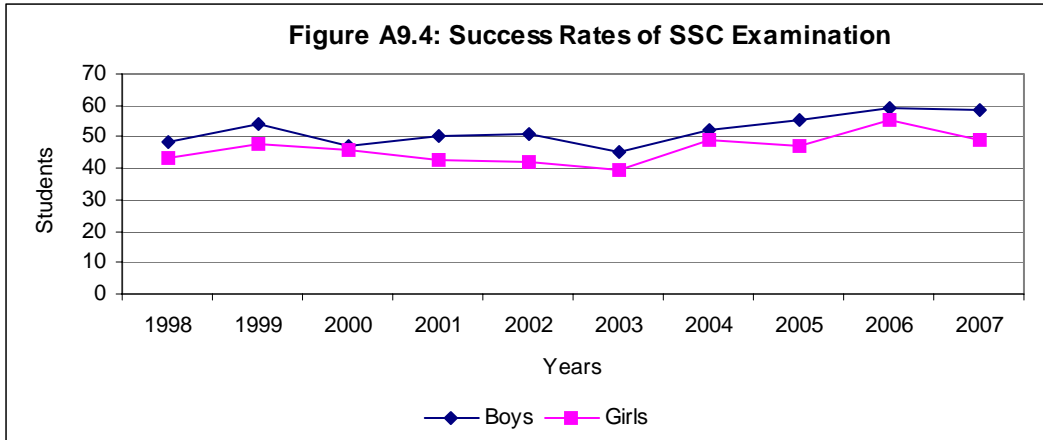Source: Project Completion Review Mission Survey, 2008.

Figure A9.4: Success Rates of SSC Examination

Table A9.18: Average Total Marks Secured per Student – All Grades

Grade	Average Marks Secured per Student (1998–2007)											
	1998			**2001**			**2005**			**2007**		
	Boys	**Girls**	**Average**	**Boys**	**Girls**	**Average**	**Boys**	**Girls**	**Average**	**Boys**	**Girls**	**Average**
VI	442	470	455	442	462	451	445	441	443	449	459	454
VII	482	472	477	476	472	474	466	457	462	492	480	486
VIII	489	485	487	468	477	473	457	469	463	490	486	488
IX	522	516	519	515	515	515	543	528	535	552	523	538
X	507	498	503	483	523	501	525	532	528	528	507	518

Source: Project Completion Review Mission Survey, 2008.

Figure A9.5: Average Total Marks Secured
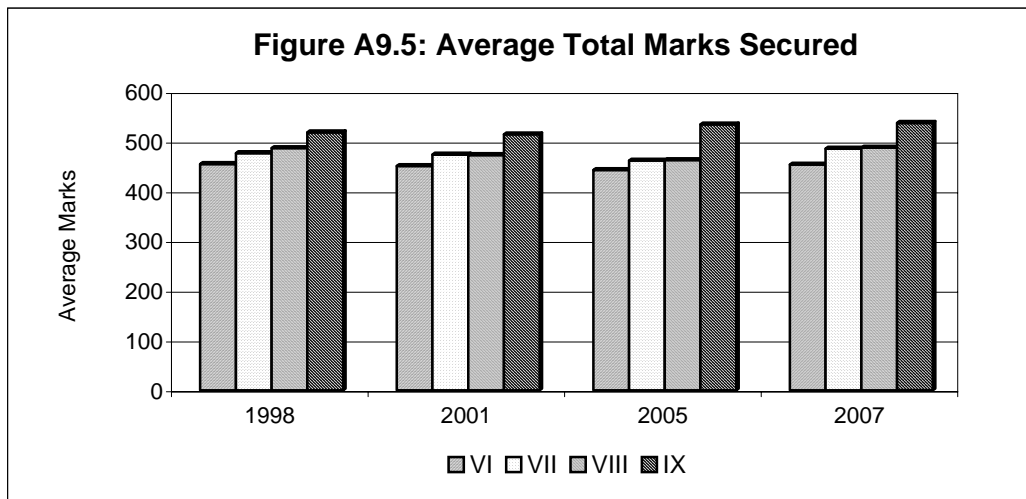
14.   The PCR Mission survey traced 2,421 randomly selected students from the surveyed schools who appeared in the SSC examinations in 1998, 2001, 2005, and 2007 and noted positive changes in success rates, failure rates, enrollment in higher grades, repetition, and employment. The survey indicated that while the success rates for boys increased, the rates for failure, enrollment in higher grades, repetition, employment, and unemployment all decreased. In case of girls, however, although the rates for success, enrollment in higher grades, repetition, and unemployment increased, while failure and employment rates declined (Tables A9.19–A9.20).

Table 9.19:Tracking of Grade X male Students after Appearing SSC Examination – All Grades

	Feedback of Tracing of Boy Students (1998–2007)												
	Total	**Passed**		**Failed**		**Enrolled**		**Repeat**		**Employed**		**Unemployed**	
Year	**Traced**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
1998	814	258	31.7	94	11.5	182	94	54	94	118	94	108	94
2001	815	287	35.2	77	9.45	195	77	49	77	84	77	123	77
2005	790	270	34.2	76	9.62	213	76	47	76	51	76	133	76
2007	792	282	35.6	64	8.08	231	64	32	64	20	64	163	64

SSC=secondary school certificate examination
Source: Project Completion Review Mission Survey, 2008.

Table A9.20:Tracking of Grade X Female Students after Appearing SSC Examination – All Grades

	Feedback of Tracing of Boy Students (1998–2007)												
	Total	**Passed**		**Failed**		**Enrolled**		**Repeat**		**Employed**		**Unemployed**	
Year	**Traced**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
1998	494	156	31.6	62	12.6	103	20.9	24	4.8	48	9.7	101	20.4
2001	547	187	34.2	57	10.4	127	23.2	27	4.9	48	8.8	101	18.5
2005	660	227	34.4	65	9.85	178	27.0	37	5.6	26	3.9	127	19.2
2007	637	213	33.4	67	10.5	174	27.3	43	6.7	11	1.7	129	20.3

SSC=secondary school certificate examination
Source: Project Completion Review Mission Survey, 2008.