

Government of the People's Republic of Bangladesh  
Secondary Education Development Program (SEDP)  
Program Coordination Unit (PCU)  
Secondary & Higher Education Division  
Ministry of Education

Memo No: sedp/pcu/pro/pcu(S-5)/2023/906

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**Terms of Reference (TOR)**  
**\*National Firm to Conduct Test Administration of NASS 2023**

**1. Background and Rationale**

**1.1. Background and Objective of the Program:**

Ministry of Education (MOE) decided to undertake a phased transition to a Sector-wide Approach (SWAp) modality for development in secondary education beginning with the approval and implementation of a comprehensive Secondary Education Sector Road map. Based on the SWAp Road map, a phased transition to a SWAp was initiated by MOE. The government officially decided to adopt full SWAp in Secondary Education sub-sector aimed at Grade 12 completion by increased numbers of students, including those from disadvantaged groups, organised around three Results:

- Improved **quality**: teaching and learning; curriculum, learning materials and examinations; digitisation;
- Increased **quantity**: student access, participation and retention; carefully-planned construction and renovation;
- Increase **efficiency**: Effective, decentralised management; systematic programme monitoring; satisfactory and timely resolution of key policy issues.

In the interests of successful implementation of the ongoing and proposed schemes under the program, the revised SEDP document for the approval of the Honorable Prime Minister (HPM) on 11 June 2023. The Revised Secondary Education Development Program (SEDP) is being implemented over the course of seven years from the financial year (FY) 2018/19 to FY 2024/25. SEDP covers grades 6-12, annually supporting more than 12 million students and 438,000 teachers from more than 20,960 general schools, 9,400 madrasahs, and 7761 technical education institutes under DTE including 1190 general schools with SSC vocational stream programs. SEDP spans the entire activities of Ministry of Education (MoE) excluding those for higher education (post grade 12). The purpose of the SEDP is to achieve a more efficient, equitable, inclusive and quality secondary education system towards developing the 21<sup>st</sup> century global citizens.

**1.2 Cost of SEDP and Financing:** The Government's SEDP five-year cost was 1,37, 667.30 Crore BDT and the revised seven-year program cost is estimated to be 1,56, 035.29 Crore BDT. Out of the total cost, it is estimated that the operating expenditure and development expenditure under the revised SEDP will stand at 1,27,955.05 Crore BDT and 28,080.23 Crore BDT respectively. SEDP is financed primarily from the Government sources, with support from development partners as budget support (treasury model), including the World Bank and ADB. The planned contribution from the World Bank was US\$ 510 million plus US\$ 10 million GFF grant, and from ADB US\$ 225 million. UNICEF and UNESCO is providing technical assistance in selected areas, within the program framework but the cost of the technical assistance is not part of the program costs. From FY 2018 to FY 2023, the World Bank has disbursed 487 million US\$ and the ADB has disbursed 200 million US\$ to the government treasury upon achievement of the relevant DLIs/DLRs.

**1.4. Schemes under SEDP and the PCU:** Focusing on different results and sub-results areas, the revised SEDP program has been approved with a proposal of 12 schemes and out of the 12 schemes, Management, Technical Assistance and Coordination of Secondary Education Development Program is one of the schemes to coordinate the SEDP. The scheme is also named as Program Coordination Unit



(PCU) and its activities is implemented through several implementing partners such as Directorate of Secondary and Higher Education (DSHE), Directorate of madrasah Education (DME), Boards of Intermediate and Secondary Education (BISEs), National Curriculum and Textbook Board (NCTB), National Academy of Education Management (NAEM), Teachers' Training Colleges (TTCs), Bangladesh Madrasah Teachers' Training Institute (BMTTI), National Teachers Registration and Certification Authority (NTRCA), Department of Inspection and Audit (DIA), Bangladesh Bureau of Education Information and Statistics (BANBEIS), Education Engineering Department (EED) and other implementing partners to be involved during implementation process. The PCU is led by a National Program Coordinator, Ex-officio Additional Secretary of SHED and manned by a number of consultants of different tiers, regular officers on deputation and other support staff.

## **2. National Assessment of Secondary Students (NASS)**

**2.1. Under this sub-result area, DSHE's ongoing student assessments SEDP supports:** (i) the review of DSHE's Learning Assessment of Secondary Institutions (LASI) to further strengthened for institutionalization. (LASI has been reviewed and the name has been changed to the National Assessment of Secondary Students (NASS); (ii) NASS-19 has been completed for the Grade 6, 8 and Grade 10 National Assessment of Secondary Students (NASS) on a nationally representative sample in Bangla, English, and Mathematics; (iii) identify Grade 6 students' readiness gaps, and provide remedial support; and (iv) undertaken technical analysis of student assessment results, with report preparation and dissemination to support further planning of learning interventions, and use to measure long-term improvement in learning outcomes. The NASS has been captured the key elements of national SDG4 achievements, including reading skills achievement levels.

**2.2** Secondary education in Bangladesh spans grades 6 to 10. Bangladesh has pursued a service delivery strategy in the secondary education sector which combines public financing with private provision. Around 98% of schools are these aided non-government schools. 81% of the share of secondary enrollment is in secular aided government schools while 17% of the enrollment is in registered reformed aided non-government madrasahs. Secondary education is under the supervision of the Directorate of Secondary and Higher Education (DSHE) in the Ministry of Education.

The Secondary Education Quality and Access Enhancement Project (SEQAEP) with the IDA financing (credit 5325-BD), which started in 2008 in 122 upazilas throughout Bangladesh, emphasized on the improvement of the education quality by introducing a series of academic support interventions and incentive schemes to improve the quality of education. One of the main objectives of the SEQAEP was to systematically measure the quality of learning by national curriculum-based numeracy and literacy testing on a sample basis. The results of these independent assessments were to be fed back to policymakers and stakeholders to raise their awareness about the quality of education, and adjust quality-related policies and interventions accordingly. The long-term vision was to build the appropriate capacity to mainstream the assessment system.

The Monitoring and Evaluation Wing (MEW) under DSHE led implementation of Learning Assessment of SEQAEP Institutions (LASI) in July 2012 and December 2013, and Learning Assessment of Secondary Institutions in October 2015 and November 2017. Grade 9 students were tested in 2012 and grade 6 and 8 students were tested in 2013 and 2015 in the subjects of Bangla, English and Math. In 2017, in addition to Grade 10 students were also tested in the same subjects. The result of 2012 LASI was compiled in a report and nationally disseminated as a first systemic learning assessment in secondary education in the country. While the first two rounds of LASI covered only SEQAEP upazilas, the Additional Financing of the SEQAEP which became effective in February 2014 extended the LASI to nationwide coverage. Therefore, the LASI 2015 and 2017 were administered with a representative sample of all secondary institutions in the country, and named as Learning Assessment of Secondary Institutions (LASI). LASI was conducted in November 2017 in Bangla, English and mathematics for grades 6, 8 and 10. LASI renamed National Assessment of Secondary Students (NASS) and conducted survey on 2019 of Bangla, English and mathematics for grades 6, 8 and 10 under SEDP.





Taking cognizance of the benefits accruing from the previous rounds of LASI & NASS and its implications on improving the quality of learning outcomes among secondary school students, the Ministry of Education, under the Secondary Education Development Programme has included learning assessments as one of the core themes. The National Assessment of Secondary Students (NASS) 2023 will continue the initiatives taken under the previous rounds of LASI & NASS with additional subject Science to be assessed for grade 6 and 8 of participating students.

### 2.3 Objectives for the Consultancy

The primary objective of the consultancy is to conduct field implementation and report generation of the learning assessment in English, Mathematics, and Bangla at the Grades 6, 8, & 10 and Science at the Grades 6 & 8 under the overall guidance of the MEW of DSHE, and under technical guidance of the learning assessment specialist, which is responsible for printing test materials including test manual and guideline, planning the survey, ensuring the quality implementation of the survey, leading the analysis of the results, report generation, printing and dissemination. The assignment entails Technical Assistance to support the government system.

### 2.4 Scope of work

#### Part-A: Scope of Service in relation to NASS test conduct

The firm will be responsible for implementation of the field survey, test marking and data entry & the clean database and analysis of the data. The primary role of the firm under this assignment is implementation of the assessment tests by:

- Printing Test Booklets, administration manual and guideline,
- Organizing Training for the test administrators and supervisors at the field level;
- implementing the main survey assessment tests in the field, and
- Collecting all answer scripts of all grades and subjects and bring them all including unused question booklets and other materials to its Dhaka Office after NASS test administration.
- Evaluating the scripts of the Constructed Response Questions (CRQ) and entering the data.
- Each answer script will have two parts; one is Multiple Choice Questions (MCQ) and the other is Constructed Response Questions. The CRQ portion of each answer script will be evaluated by the test markers following the marking guideline/rubrics provided by MEW, DSHE and the MCQ portion will go for data entry directly.
- The Firm will accomplish the tasks maintaining the specified standards provided by the student's assessment specialist (An Individual Consultant of SEDP). The firm will report to the MEW of DSHE and PCU, SEDP. It will be the firm's responsibility to take corrective measures at its own cost when its outputs are not considered to be of sufficient quality to the SEDP and MEW.
- The learning assessment specialist (an Individual Consultant of SEDP) and MEW, DSHE will be responsible for developing the test instruments and questionnaires, sampling, training. The details of responsibilities of MEW and PCU, SEDP are described in the Annex of this TOR.

#### Part-B: Scope of Services in relation to NASS 2023 Report Generation and Dissemination

- Review the quality of data;
- Analyse the student assessment results, where possible, in collaboration with the government team (MEW officials and Individual Consultant of SEDP), and produce technical and public reports by providing grade level proficiencies for different grades.
- Conduct an analysis of student, school, and teacher background. The analyses should be focused on learning skill;

- Organizing residential capacity building program (min 3 days) for the MEW and SEDP officials to lead this activity.
- Produce an implementation review report and provide recommendations for the future improvement in the implementation of the exercise.
- Finalize the technical and public reports through a stakeholder consultation workshop;
- Print the technical and public reports;
- Disseminate the final report through a national workshop.

**Instruments will include the following modules.**

- I. **Learning assessment tests:** administered for sampled students. Bangla, mathematics and English tests for grades 6, 8 & 10 and Science for grades 6 & 8 in about 1000 institutions.
- II. **Head teacher questionnaire module:** administered one questionnaire per school. This will include questions about the school environment, teachers, and community.
- III. **Student questionnaire module:** administered for the same sampled students. This module will collect students' household information.
- IV. **Teacher questionnaire module:** administered for the subject teachers (Bangla, English, Math and Science) of sampled institutions.
- V. **Final survey:** The expected sample size for main survey will be the following. The number of students and institutions will be approximately 81000 students (Grade6-27000 + Grade8-27000 + Grade10-27000) and in about 1000 institutions representative about 85-90 upazillas of the 64 districts in the country.

## **2.5 Tasks and Responsibilities for the Consultancy and Estimated Timeline**

- i. Print all survey instruments for the main survey provided by MEW, DSHE. Approximate numbers of documents are:
  - a) Main Survey: 5 modules (4 subjects + 1 questionnaire) for about 54,000 students and 4 modules for grade 10 (3 subjects + 1 questionnaire) for about 27,000 students
  - b) 1 module for about 1000 schools, 1 module for about 5000 subject teachers.
  - c) Manuals: 4000 Nos. for supervisors and test administrators
- ii. Organize training for (a) field supervisors, (b) test markers, and (c) Data entry staff. Ensure all trainees are participating. MEW, SEDP, DSHE officers will attend in the training as resource persons.
- iii. Test Data entry and delivery of clean data to MEW, DSHE.
- iv. The Firm will arrange meetings and workshop/seminars as and when required to address the problems.
- v. Under the overall guidance of the SEDP and MEW and technical guidance of the learning assessment specialist, the main survey (test administration) will be conducted within 1 days.
- vi. Prepare and submit a field work completion report to the MEW, which describes (i) how survey was implemented, (ii) issues with implementation, including logistical problems, response rates, etc.
- vii. Mark tests, enter data, and conduct consistency checks to ensure accuracy of data entry. Data entry format will be provided by the consultant of SEDP.
- viii. Submit database to the MEW and consultant of SEDP for technical review.
- ix. Finalize the database based on the queries from the learning assessment specialist and SEDP/MEW, and submit the final database to consultant of SEDP for clearance.

## **3 Deliverables and total Inputs**

### **3.1 Deliverables:**

- i. Training of the enumerators, field supervisors, test markers and data entry operators.



- ii. Main Survey is administered in sampled institutions and survey completion report is submitted to SEDP and MEW.
- iii. Data entered in pre-defined database Form with minimal errors and error-free final database submitted.
  - a) First datasets will be submitted to MEW, DSHE after completing 1st time entry.
  - b) Second datasets will be submitted to MEW, DSHE after consistency checked by the consultant of SEDP and MEW, DSHE for ensuring accuracy of data.

### 3.2 Total inputs required:

The Firm will finish all the tasks in between February 2024 to July 2024

## 4 Payment schedule

Signing of the contract (Advance)	10%
Inception Report	10%
Completion of the field work of Main Survey (submission of field work report)	20%
Attainment of clean data sets acknowledged by the individual consultant of SEDP and MEW, DSHE	20%
Report Generation and Printing	30%
Dissemination of the final report	10%

## 5 Experience of the firm, professional consultant and staff:

### A. Experience of required firm:

- i. Minimum 10 years general experience in the field of education;
- ii. Good communication/outreach with the secondary level institutions;
- iii. Minimum 3 years of experience in conducting/coordinating similar examination/assessment/ research data collection preferably at national level students assessment.

### B. professional consultant and staff:

- i. **Team leader (One Person):** Minimum of master degree in Social Science, Statistics, Economics, Mathematics, Education or related subject with minimum 10 years of experience of survey.
- ii. **Psychometrician (One Person):** Minimum of Master's (preferably PhD) degree in psychometrics, statistics or relevant field and minimum 10 years of international experience in IRT analysis including at least 2PL, Horizontal and Vertical Equating in the field of large-scale learning assessment test. Preferably with experience of large-scale learning assessment in Bangladesh.
- iii. **Education Specialist (One Person):** Minimum of PhD degree in the relevant field and minimum 15 years of international experience in learning assessment program. Experience in IRT (Item Response Theory) based report writing and large-scale learning assessment in Bangladesh.
- iv. **Survey/Field Coordinator (One Person):** Minimum Master's degree from a recognized University in Education/Statistics/ Economics/ Management/Business management or related subject with at least 10 years' experience in Coordinator Monitoring field survey/assessment/examinations.
- v. **Survey Supervisors (Four Person):** Minimum of master in Social Science, Statistics,

Economics, Mathematics or Education, Management/ Business Management or related subject with minimum 5years of experience as a survey/examination/assessment conducting supervisor and 10 years of survey/examination/assessment experience.

- vi. **Marking Supervisors (Four Person):** Minimum of master degree in each test subject of English, Bangla, Science and Mathematics or related subject with minimum 5 years of teaching experience, learning assessment, or experience in work related to curriculum contents.
- vii. **Database Administrator (One Person):** Minimum of bachelor degree in Statistics, Economics, Mathematics Computer Science or related subject with minimum 5 years of experience as a database administrator.

### C. Other Staff Required

- i. Sufficient number of field supervisors and test administrators to implement the learning assessment test in 6, 8 and 10 grades in about 1000 schools in 02 (two) day.
- ii. Sufficient number of qualified test markers to finish marking within 02 (two) weeks of test implementation.
- iii. Sufficient number of qualified data entry operators to finish data entry within 01 (one) month to finish marking.



## Annex: Responsibility Matrix

Activities	Agencies/Responsibilities		Timeline
	MEW, DSHE & SEDP	National Firm	
Printing Test Booklets, Questionnaires and Survey Manual	Provide final soft copies of Test Booklets, Questionnaires and Survey Manual	Timely printing with maintaining quality	2 <sup>nd</sup> week of February 2024 week of February 2024
Training test administrators and supervisors	Trained field enumerators and field supervisors.	Organize training.	3rd week of February 2024
Main Survey Administration	Quality Monitoring survey administration	Ensure survey implementation take place with quality.	4 <sup>th</sup> week of February 2024
Training test markers, and data entry staff who belong to the Local survey firm.	Trained test markers and data entry operators	Organize training.	1st week of March 2024
Main survey marking take place with quality.		Main survey marking take place with quality.	1 <sup>st</sup> and 2 <sup>nd</sup> week of March 2024
Data entry, and data cleaning	Advise on methodology, provide data entry format, and provide initial supervision to ensure that the data are entered correctly and cleaned for analysis.	Enter data and cleaned with quality	1 <sup>st</sup> - 4 <sup>th</sup> week of March 2024
Analysis of Main Survey Data for NASS 2023	Quality review	Psychometrician review the quality of data; analyse the student assessment results in collaboration with the government team and produce technical and public reports. Also conduct an analysis of student, school, and teacher background. The analyses should be focused on learning skill. The report describing the results should provide details on grade level proficiencies, on	1 <sup>st</sup> - 4 <sup>th</sup> week of April 2024



Activities	Agencies/Responsibilities		Timeline
	MEW, DSHE & SEDP	National Firm	
		growth between classes and across cycles. It should also provide policy recommendations in the report. It should also identify the strengths and weaknesses of the methodology used, analyse the gaps and suggest steps to be taken moving forward. Provide necessary capacity building for the national team to lead this activity.	
Draft report for NASS 2023	Quality review and collaborate with the Firm	Generate report describing the results and providing details on grade level proficiency, on growth between classes and across cycles. It should also provide policy recommendations in the report. It should also identify the strengths and weaknesses of the methodology used, analyze the gaps and suggest steps to be taken to move forward.	1 <sup>st</sup> - 4 <sup>th</sup> week of May 2024
Draft Report Dissemination	Present the preliminary result (report) of the analysis at a workshop	Organize the stakeholder consultation workshop	1 <sup>st</sup> week of June 2024
Finalization the Report and Printing	Summaries the comments from different stakeholders	Finalize and Publish the technical and public reports by incorporating comments from stakeholders.	2 <sup>nd</sup> week of June 2024
Final Report Dissemination	Present the final result (report) of the analysis	Organize the national workshop to disseminate the report	4 <sup>th</sup> Week of June 2024