LESSONS IDENTIFIED IN INDEPENDENT EVALUATION DEPARTMENT STUDIES AND PROJECT COMPLETION REPORTS FOR THE DESIGN OF SECOND LOWER SECONDARY EDUCATION FOR THE MOST DISADVANTAGED AREAS PROJECT

1.   The lessons were identified from the following ADB projects:

(i)   Project completion report (PCR) for VIE Lower Secondary Education Development Project (23 November 2007)
(ii)   PCR for VIE Second Lower Secondary Education Development Project (Circulation Date: 17 October 2013)
(iii)   PCR for Upper Secondary Education Development (15 October 2013)
(iv)   Project performance evaluation report (PPER) on the Vocational and Technical Education Project in Viet Nam (10-Apr-13)
(v)   PPER on the Technological and Professional Skills Development Sector Project in Indonesia (31-Oct-11)
(vi)   PPER Education Sector Development Program Mongolia 4 July 2007)
(vii)   PPER on the Skills Training and Vocational Education Project in the Republic of the Marshall Islands (12-Dec-12)
(viii)   Sector assistance program evaluation (SAPE) on Education Sector in Bangladesh: What Worked Well and Why under the Sector-Wide Approach?
(ix)   Program completion report validation report (PVR) on the Basic Skills Development Project in Bhutan (18-Nov-11)
(x)   PVR on the Decentralized Elementary Education Project (Sindh) in Pakistan (17-Sep-10)
(xi)   PVR on the Second Textbook Development Project in Uzbekistan (01-Jan-12)
(xii)   PVR on the Secondary Education Development and Improvement Project in the Philippines (26 April 2013)
(xiii)   PVR on the Teacher Training Project in Viet Nam
(xiv)   PCR Mongolia Second Education Development Project (11 December 2009)
(xv)   PCR on the Basic Education (Girls) Project in Lao People's Democratic (11-Sep-08)
(xvi)   PCR on the Education Sector Development Program in Cambodia (30-Jun-09)

Lessons Identified	How Lessons were Incorporated in LSEMDAP II Design
Project Design • Advance actions and project readiness filters should be applied to recruitment of consultants to minimize start-up delays. • The feasibility study report prepared by MOET needs to be consistent with the RRP. • Use market prices in cost estimates for civil works and involving local communities in the management of works. • The competitive based funding mechanism using block grants is a useful mechanism to upgrade the quality of education by promoting transparency and accountability, and building a strong sense of ownership among institutions.	• Recruitment of Project Start-up Support consultants and development of TOR for consultants are part of advanced action. • Consistency of Feasibility Study and RRP was assured because the PPTA was responsible for development of both documents. • Market prices were used in development of cost estimates. • The block grants for school clusters will be based on selection of submission from among school clusters.

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• The Project is designed and implemented at a time in which the Government was highly open to making changes and endorsing reforms. • A well-coordinated institutional arrangement among concerned agencies and institutions be in place before project appraisal. • Innovative cost sharing arrangements should be developed to ensure that very poor local government units are not hindered from participating in programs.	• The Government is highly committed to substantive renovation of the country's education system. • Concerned agencies and institutions were consulted extensively during project development. • The project is designed to specifically assist the most disadvantaged areas of the country and to provide fiscal resources to assist these areas in development of critically needed infrastructure and development of expertise.
Project Staffing • The procurement capacity of the executing and implementing agencies needs to be developed. • The project manager needs to be qualified and appointed early. • Strong management capacity is be a prerequisite to project implementation. • The PIU should have good staff, and a director who was knowledgeable, energetic, and efficient, and remain for the duration of program implementation. • Satisfactory performance of consultants. • Institutional capacity building is critical in monitoring and evaluating the project**.**	• Most of the project staff have had experience in the Lower Secondary for the Most Disadvantaged Regions Project. Key members of the project also participated in the PPTA. • The Project Manager has already been appointed by MOET and was the Project Manager for the PPTA. • Recruitment of the consulting firm will be closely monitored to ensure selection of quality consultants. • Project staff have experience with monitoring and evaluation of projects. • At least nine workshops are planned on planning and project implementation, M&E and reporting, procurement, financial management, and civil works
Teacher Training • Teachers require time and support to change teaching methods. • Increase the number of teachers from ethnic minority background • Use innovative approaches to recruit and train local ethnic teachers • An institutionalized professional development program for training teachers be developed as part of project design instead of individualized and one-time training programs. • It is necessary to strengthen financial management, bolster budgeting capacity, and enhance M&E at the school level.	• The project is implementing a new cluster school concept to better reach isolated schools in ethnic minority areas and the school clusters will be used throughout the project to address the professional development needs of teachers and managers. • One of the goals of the school cluster arrangement is to strengthen the school and financial management capacity of school managers. • The project will support the organization of in-country training for about 1,500 education managers from Departments and Bureaus of Education and Training (DOETs/BOETs) and LSSs on the implementation of project activities to support the achievement of the project outputs.
Project Implementation • The design of capacity building activities needs to be better structured with a model defining how knowledge and skills will be transferred and including pre- and post-training assessments to measure impact. • Encouraged the participation of the community in building more classrooms	• Capacity building training is planned for PPMUs that will utilize lessons learned from the first phase of the project and other ADB-funded projects. ADB staff will be involved in mentoring project staff in development and delivery of training. • Business outreach will be organized for project provinces to educate bidders about how to develop

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and school facilities.	contracts and mistakes to avoid when bidding via technical workshops, disclosure of basic information regarding of procurement procedures for works and goods in secondary education projects funded by ADB on the project website and local newspapers.
• Include special arrangements to expeditiously address critical cases like corruption without jeopardizing regular implementation.	• "Post review" triggered by monthly status reports containing risk indicators (e.g., number of bid documents purchased, number of bids submitted, number of responsive bids, reasons why lowest price bidder is rejected, value/reasons behind variations). • Bidding documents and complaints will be prominently displayed on the project website and there will be a dedicated complaint hotline/email information. • Results of bidder complaint investigations will be posted on websites. • ADB staff consultant will prepare independent construction quality audits.
• The development of textbooks and related teaching aids needs to be meticulously synchronized with the new curriculum development in order to avoid any delays and lost time. • Establish clear direction and responsibility regarding their use and maintenance of the science laboratory equipment and libraries. Guidelines for their use should be immediately prepared and implemented.	• An advisory committee, including international and national ethnic minority education development consultants, textbook developers, and CPMU staff, will be set up to ensure the quality of implementation of the new textbooks. • Training will be provided to teachers and school managers on the use and maintenance of science laboratory equipment and libraries.
ADB • The ADB project specialists should have extensive country knowledge and experience. • Even when ADB is working with a development partner reputed to have sector expertise, it remains important for ADB to have sufficient understanding of the issues to be able to address the developing member country's capacity problems. • ADB can further strengthen its supervision of project implementation and monitoring as well as evaluation activities under its current and planned projects.	• The ADB project specialist that supervised the PPTA for the project has extensive experience and knowledge about the education system in Viet Nam.
Monitoring and Evaluation • Continuous training in M&E needs to be adapted to the context of project information needs and existing M&E procedures and processes. • Collection of data for education indicators must be improved and a national achievement test must be introduced to allow the Government and donors to	• Project staff have extensive experience in monitoring and evaluation developed during the first phase (LSMDRP) and were involved in developing the Design and Monitoring Framework for the project. • Data for education indicators will be drawn from MOET data sources and project collection of data. • The National Achievement Monitoring program is now in place and data from this source will be used as one

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evaluate the impact of project activities on learning outcomes. • The intended results of the project are better managed if an effective benefit monitoring and evaluation system is installed from the outset. • Emphasis be placed on establishing baselines for output and outcome indicators at project start-up and ensure that output and outcome data were available.	of the indicators of project success. • Baseline data have been and will be collected at the start of the project.

ADB = Asian Development Bank, BOET = Bureau of Education and Training, CPMU = central project management unit, DOET = Department of Education and Training, LSEMDAP II = Second Lower Education for the Most Disadvantaged Areas Project, MOET = Ministry of Education and Training, M&E = monitoring and evaluation, PIU = project implementation unit, PPTA = project preparatory technical assistance, RRP = report and recommendation of the President, TOR = terms of reference.