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Bangladesh Primary Education Annual Sector Performance Report - 2016



Monitoring and Evaluation Division
Directorate of Primary Education
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Preface

Article 17 of the Constitution outlines the goal of education as one offering a mass oriented, universal, free and compulsory education to all children in Bangladesh. In line with this goal, the focus of PEDP3 is to establish “an efficient, inclusive, and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh’s children from pre-primary through Grade 5 primary”.

The Directorate of Primary Education (DPE), through its Monitoring and Evaluation division, uses the Result Based Management (RBM) approach to provide information to facilitate planning and decision-making. To that end, the DPE needs a comprehensive evaluation of the progress of primary education on an annual basis. The First Annual Sector Performance Report (ASPR) was produced in 2009 following the pilot version in 2008.

The 2016 ASPR gives an in-depth analysis of primary education: outlining expected results by the PEDP3 Program Framework and then the actual results; evidence on medium-term performance (outcomes) and on short-term performance (outputs); and the sector budget trend and implementation.

The main data sources for the ASPR are the Annual Primary Census Report (APSC), the National Student Assessment (NSA), the Primary and Madrasha Education Completion Examination (PECE/EECE), the Household Income and Expenditure Survey (HIES), Education Household Survey (EHS), Education Watch Campaign for Popular Education (CAMPE) surveys and Multiple Indicators Cluster Survey (MICS) as well as other reliable sources.

I am pleased to present the 2016 ASPR. I offer my thanks to the Monitoring and Evaluation and Information Management Divisions, the ASPR Task Team, and all those who contributed to producing this report, thereby helping to promote an inclusive education for all the children of Bangladesh.

Mohammad Alamgir
Director General
Directorate of Primary Education
Ministry of Primary and Mass Education



Acknowledgements

The Monitoring and Evaluation (M&E) Division of DPE has been publishing the ASPR since 2009 including a pilot version in 2008. In its efforts to improve management for development results, the DPE is moving towards results-based management practices and a reporting system designed to inform planning and policy-making. The main information sources of ASPR 2016 are the Annual Primary School Census (APSC) and the National Student Assessment (NSA).

The purpose of ASPR is to integrate all available and reliable sources of information on the primary education sector. Accordingly, the key findings on CAMPE 2014, BANBEIS 2015, MICS 2012-13, EHS 2014 and HIES 2010 surveys are included in this report.

The 2016 ASPR is intended to put beneficiary level results in focus and so improve the effectiveness of measures taken to support the primary education sector. This intention is closely in line both with the objectives of the Government of Bangladesh and of the Paris Declaration on Aid Effectiveness on managing for results.

The DPE finds itself in a unique position to forge a focus on children in primary education through its sector wide program of co-operation with the development community: the PEDP3 offers an opportunity to share an analysis of sector performance and operational options that strengthen accountability.

I feel proud of the leadership of the DPE for organizing the preparation of the 9th ASPR. I express my sincere gratitude to the other DPE line divisions for their cooperation in linking statistical evidence on results with the realities of the planning process, to the PEDP3 donor consortium for its enduring efforts in supporting the capacity of DPE to improve results-based management practices, and to the RBM TA team in preparing this report. In spite of our best efforts, some unintentional errors may have crept into this report. Suggestions and comments are highly appreciated and will be appropriately addressed in the next ASPR.

Finally, I would like to express my gratitude to Mr. Mohammad Alamgir, Director General, DPE and Dr. Md. Abu Hena Mostofa Kamal, ndc, Additional Director General, DPE for their guidance and active support for the preparation of this report.

Md. Saber Hossain
Director, M&E Division
Directorate of Primary Education

Acronyms

| | |
|-----------|---|
| ACER | Australian Council for Educational Research |
| ADB | Annual Development Budget/Asian Development Bank |
| ADPEO | Assistant District Primary Education Officer |
| AOP | Annual Operation Plan |
| APSC | Annual Primary School Census |
| ASC | Annual School Census (Re-phrasing by MoPME as APSC) |
| ASPR | Annual Sector Performance Report |
| ATEO/AUEO | Assistant Thana/ Upazila Education Officer |
| BANBEIS | Bangladesh Bureau of Educational Information and Statistics |
| BBS | Bangladesh Bureau of Statistics |
| B. Ed. | Bachelor of Education |
| BDT | Bangladeshi Taka |
| BNFE | Bureau of Non-Formal Education |
| BRAC | Bangladesh Rural Advancement Committee |
| C-in-Ed | Certificate in Education |
| CAMPE | Campaign for Popular Education |
| CDVAT | Custom Duty and Value-Added Tax |
| CELS | Child Education and Literacy Survey |
| CHTs | Chittagong Hill Tracts |
| CPD | Continuous Professional Development (Training) |
| DFID | UK Department for International Development |
| DLI | Disbursement Linked Indicator |
| DPEd | Diploma in Primary Education |
| DPs | Development Partners |
| DPE | Directorate of Primary Education |
| DR | Descriptive Role |
| ECL | Each Child Learns |
| ECNEC | Executive Committee for National Economic Council |
| EDI | Education Development Index |
| EECE | Ebtedayee Education Completion Examination |
| EFA | Education for All |
| EHS | Education Household Survey |
| EIA | English in Action |
| ESR | Education Sector Report |
| EU | European Union |
| GAR | Gross Attendance Rate |
| GER | Gross Enrolment Rate |
| GPS | Government Primary School |
| HIES | Household Income and Expenditure Survey |
| ICT | Information and Communication Technology |
| JARM | Joint Annual Review Mission |
| JICA | Japan International Cooperation Agency |
| KPI | Key Performance Indicator |
| LOC | Learning Outcome Category |
| MICS | Multiple Cluster Indicator Survey |
| M&E | Monitoring and Evaluation (Division) |

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|--------|---|
| IMD | Information Management Division |
| MOC | Ministry of Commerce |
| MOE | Ministry of Education |
| MOPA | Ministry of Public Administration |
| MOPME | Ministry of Primary and Mass Education |
| MOSW | Ministry of Social Welfare |
| MSS | Mean Scale Score |
| MTBF | Medium-Term Budgetary Framework |
| MTR | Mid-Term Review of PEDP3 |
| NAC | National Assessment Cell |
| NAPE | National Academy for Primary Education |
| NAR | Net Attendance Rate |
| NCTB | National Curriculum and Textbook Board |
| NER | Net Enrolment Rate |
| NFE | Non-Formal Education |
| NGO | Non-Government Organization |
| NNPS | Newly Nationalized Primary School |
| NSA | National Student Assessment |
| PECE | Primary Education Completion Examination |
| PEDP | Primary Education Development Program |
| PETS | Public Expenditure Tracking Survey |
| PPE | Pre-Primary Education |
| PPRC | Power and Participation Research Centre |
| PPS | Probability Proportionate to Size |
| PSQL | Primary School Quality Level |
| PTI | Primary Training Institute |
| RBM | Result Based Management |
| RNGPS | Registered Non-Government Primary School (currently NNPS) |
| ROSC | Reaching Out-of-School Children |
| SCR | Student-Classroom Ratio |
| SIDA | Swedish International Development Agency |
| SLIP | School Level Improvement Plan |
| SMC | School Management Committee |
| SSPS | Social Sector Performance Survey |
| STR | Student-Teacher Ratio |
| SWAp | Sector-Wide Approach |
| TPEP | Thana Primary Education Plan |
| UEO | Upazila Education Officer |
| UEPP | Upazila Education Performance Profile |
| UK | United Kingdom |
| UNICEF | United Nations Children's Fund |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UPEP | Upazila Primary Education Plan |
| URC | Upazila Resource Centre |
| WB | World Bank |
| WFP | World Food Program |

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Executive Summary

The Annual Sector Performance Report (ASPR) is one of the most substantial reports that Directorate of Primary Education (DPE) has been publishing since 2009. The main purpose of this report is to describe the status and achievement trend of Primary education in Bangladesh. The primary data sources of the ASPR are the Annual Primary School Census (APSC), the National Student Assessment (NSA), the primary Education Completion Examination (PECE) result, the Household Income and Expenditure Survey (HIES), the Education Household Survey (EHS), reports from DPE line divisions and other credible sources of data such as Bangladesh Bureau of Educational Information & Statistics (BANBEIS), the Multiple Indicator Cluster Survey (MICS) and the Education Watch survey by the Campaign for Popular Education (CAMPE) etc.

The Third Primary Education Development Program (PEDP3) has synchronized all of its activities through Results Based Management (RBM) approach its goal. The experiences learnt from PEDP-2, helped DPE to follow RBM approach to achieve a large proportion of expected results under this program. The RBM uses 'the results chain' which demonstrates how resources (inputs) are deployed (for 'activities') to produce short term results ('outputs'). These 'outputs' in turn, lead to a better education for children in schools in the medium term ('outcomes'), as well as, to long term benefits for the primary education of the country as a whole. Simultaneously a number of discrete projects under formal and non-formal education also contribute for advancing the quality of primary education. This report aims to incorporate a wide range of information including the above mentioned discrete projects so that it could support the decision makers to plan and take decision effectively. PEDP3 has emphasized to institutionalize many of its activities which expect to create opportunities in improving the quality of primary education. This report focuses on both of the activities of PEDP3 and discrete projects which have been used in its situational analysis to understand the Primary Education Sector Performance of Bangladesh as a whole.

Main Findings

Basic Information on Primary Education

- The 2015 school census covered 122,176 (25 types) formal and non-formal primary level educational institutes. Among those, 38,306 (31.4%) are Government Primary School (GPS); 25,240 (20.7%) are Newly Nationalized Primary School (NNPS); 18,318 (15%) are Kindergartens; 13,522 (11%) are BRAC schools; 6,258 (5.1%) are ROSC Anandya schools; 2,877 (2%) are Ebtedayee Madrasha; 5,599 (4.6%) are High Madrasha attached Ebtedayee, 112 (0.1%) are Registered Non-Government Primary School (RNGPS); 1,926 (1.6%) are Non-Registered Non-Government Primary School (NRNGPS); 55 (0.05%) are PTI Experimental schools; 106 (0.1%) Community schools; and 152 (0.1%) are Shishu Kollyan schools.
- The total student enrolment in 2015 was 19,067,761 (Boys 9,369,079 and girls 9,698,682) in all primary level educational institutes. The percentage of girls was 50.9% overall. The percentages of girls in the two major categories of schools - GPS and NNPS - were 51.9% and 51.2% respectively.

- Employed teachers numbered 527,798. Of these, male teachers comprised 213,499 (40.5%) and female teachers 314,299 (59.5%). The percentages of female teachers in the two major categories of schools - GPS and NNPS – were 66.4% and 51% respectively. The share of female teachers has increased significantly over the past six years from 43.5% in 2009 to 59.5% in 2015.
- The Ministry of Primary and Mass Education (MoPME) is the main primary education provider. In 2015, the number of MoPME-managed schools was 72,155 (60%) with 75% of the country's students and 64% of teachers. Other major providers of primary education included the Ministry of Education (MoE) at 8.2%, the Ministry of Commerce (MoC) at 15% and the NGOs under the NGO Bureau at 13.3%.
- There are different types of non-formal institutes in Bangladesh. Around 500 NGOs run Learning Centers (only Grade 1 or Grade 1-2) or full-fledged schools. BRAC is the largest NGO operating primary schools. There are about 532,335 students in 17,826 schools managed directly by BRAC and 148,416 students in 4,965 schools managed by BRAC's partner NGOs, as shown in BRAC's administrative records for 2015.

Learning Outcomes

Student learning achievement is the core goal of the PEDP3. In this report, Learning Outcomes are measured, using the National Student Assessment (NSA) and the Primary Education Completion Examination (PECE), and discussed in Chapter 3. The PECE, which has taken place annually since 2009, is complemented by the NSA, which takes place every two years.

The percentage of students who pass these exams appears to be broadly similar. The pass rate for the PECE (which means the student gets a score of 33% or above) was 98% in 2015. In the NSA, to achieve the required Grade level of “competencies” or “learning outcomes”, a student has to score 50% or more. About 75% of Grade 3 students in Bangla and 57% in Mathematics were successful and about 25% of Grade 5 students in Bangla and Mathematics achieved that score in 2013.

However, the tests themselves are different. The National Student Assessment aims to test more of the critical thinking skills and competencies that students need. The PECE is more traditional. An important task for the PEDP3 is to improve the national curriculum and the competency based Grade 5 PECE test items so that students learn and are tested on the skills needed for life.

As highlighted in Chapter 3, in previous years, there was no systematic information on learning outcomes that could be used for trend analysis. However, the evidence over the last ten years (NSA and Education Watch Survey) suggests there is progress. The analysis of the 2013 National Student Assessment shows that the factors most closely associated with student achievement are teacher qualifications, class size and number of days the school is open. All of these improved steadily during PEDP3 and will continue to be a focus of Post-PEDP3. Ways of measuring them will also be raised to an international standard.

Many things influence learning. So it is difficult to identify exactly what will be most effective when trying to improve learning outcomes. Exams that only test rote-learning and ability to recall facts

have a strongly negative influence on creativity and teacher innovation. Teachers need encouragement to try new teaching ideas. An examination that tests thinking skills can help to support more creative teaching. The new curriculum and examinations will also give teachers and students a better understanding of the skills they, the students, must acquire.

Support for the NAPE and NCTB that developed the new curriculum and examination system is a major task of the PEDP3. The work of the National Assessment Cell (NAC) in the M&E Division, the National Curriculum and Textbook Board (NCTB) and the National Academy of Primary Education (NAPE) has had undoubtedly a positive effect on learning outcomes. Teacher training, both pre- and in-service, through the PTIs and URCs, has also played an important related role. But it is necessary to carefully monitor outputs and outcomes (student achievement) separately from the work of the organizations just mentioned to be able to compare and identify the determining factors of student learning achievement.

Universal Access and Participation

The goal of PEDP3 is that all children of primary school age go to school. In PEDP3, emphasis is also put on pre-primary schooling: children who attend pre-primary schools learn better and stay longer when they enter primary school. The provision of pre-primary education (PPE), in other words 'baby classes', has seen tremendous growth. The Government has now formalised the provision of PPE in DPE-managed primary schools; PEDP3 will support the implementation of this framework. This year has seen a substantial increase in Grade 1 enrolment of those who completed the baby class in the previous year (96% in 2015 up from 42% in 2010). In 2015, 97% GPS and NNPS have operated pre-primary classes.

The gross enrolment rate (GER) - in other words the number of children enrolled in Grades 1–5 relative to the total population of children aged 6–10 (official primary school age) - was 109.2% in 2015 (up from 107.7% in 2010). The net enrolment rate (NER) - in other words the number of children of official primary school age (6–10 years) enrolled in Grades 1–5 relative to the total population of children aged 6–10 years - was calculated to be 97.9% (up from 94.8% in 2010). The total enrolment in formal primary education of children aged 6–10 has increased considerably since 2010, but declined noticeably in 2015 (by 0.5 million pupils). The enrolment increase is attributed to: the communication campaign for 100% enrolment by the Government; Stipend Program; School Feeding Program; Operationalize Pre-primary Education; introduction of PECE; etc. The decline is due to a gradual decrease in population growth, which is consistent with the lower intake in primary education.

Although almost all girls go to school, an improved situation since the commencement of the PEDP3, it now seems that boys in some Upazilas may be leaving school early. Enrolments have improved considerably since the PEDP3 2010 baseline, but areas with out-of-school children persist, according to EHS with around 17% children aged 6-10 years out of school. According to various household surveys conducted over the past decade, the proportion of children who are out of school has fluctuated between 7% and 25%. Those families, who traditionally find it hard to send their children to school (poorer, disadvantaged and ethnic families), will also find it harder in future to send their children to school without new approaches.

There is a substantial variation in rates of primary school exclusion across the seven divisions: in 2011, the proportion of out-of-school children varied from 19.7% in Khulna to 26.6% in Sylhet. The disparity at lower geographical units is even more marked. Participation rates in primary school also vary by poverty status. Household survey data from 2014 reveal that the gap in the NAR between the poorest and richest households was 11 percentage points. This gap in NAR for the poorest and richest households was much larger for boys (15 percentage points) than for girls (five percentage points).

The number of children with disabilities enrolled (total 67,840, boys 37,564 and girls 30,276) in GPS and NNPS rose faster for children with physical disabilities and eyesight problems including those children in pre-primary classes (total 11,272, boys 6,334 and girls 4,938) than those children with mental disabilities.

During the five year period of PEDP3, the quality of information on education in Bangladesh has improved a lot. Before the end of PEDP3, it is expected that the preparation of reliable population projections at the Upazila level will be available to calculate enrolment and completion rates, and this will also continue into Post-PEDP3. A plan needs to be developed to strengthen cooperation between DPE and other institutions that gather school information to ensure the timely collection of accurate data through APSC from all types of schools. This will enable PEDP3 to compare the performance of each upazila and to focus support where it is most needed; and then to measure the effect of that support on further improvement of access to, and participation of all children in primary education.

Disparities

In spite of some impressive achievements in PEDP-III, an education divide persists in primary cycle completion rates and learning outcomes between geographical locations (urban, urban slum, rural and remote areas as well as between children from families with different levels of income. Enrolment disparities continue between boys and girls. In 2015, the gender parity index was 1.08% for the GER (and 1.02% for the NER), indicating that a higher proportion of girls than boys attend primary school. The lowest percentage of male students was observed in the east of the country along a belt that begins in Cox's Bazar and continued through Comilla to Sylhet including Dhaka and adjacent districts of Dhaka. Poorer families and those from ethnic minorities are more at risk of dropping out of school before Grade 5. Chapter 3 provides a general picture of the geographical areas where students are more at risk of failing to complete school, or of passing the Grade 5 examination. Education indicators in areas with challenging geographic, climatic and economic characteristics, such as the haor and char areas, are lower than in the rest of the country. Additional assistance is a priority for the PEDP3 in reducing these disparities.

School feeding (provided to 1.4m children), and stipends (given to 13 million children) encourage poor families to keep children in school, and the ROSC Project (3 lac) gives them a second chance for education. DPE needs to monitor closely those who are receiving these benefits to ensure that the support goes to those children who need it most.

In Bangladesh, there are around two million people from ethnic minorities, who between them speak thirty different languages. Most live in tribal areas and are very poor. These minority children

have less access to school than other children. The Government has been continuing its efforts since the beginning of the PEDP3 to educate these children in their mother tongues and to develop textbooks in 5 ethnic group languages..

The Government has also given priority to construction, teacher training and materials for schools in areas that need more support. To provide all villages with schools, the Government constructed 1500 schools in non-school areas through a discrete project. This will help reduce disparities between regions. The strategies are targeting the children from ultra-poor family in the marginalized areas include the Reaching Out-of-School Children Project and Second Chance Education.

With better information and greater capacity at upazila level, it will be possible for PEDP3 to monitor the weakest upazilas and the areas where performance is poorest (see Chapter 3 in Table 2.2 of KPI-9 and 15 for the PEDP3). Table 2.2 verifies, through a PSQL and KPI based composite indicators that a minimum standard of infrastructure and professional support is in place in each school. This information can target assistance to low performing upazilas to reduce the disparity between the lowest and the highest performing areas.

Decentralisation

A key dimension of the PEDP3 is the expansion of decentralized planning, management and monitoring at district, upazila and school levels. The preparation and implementation of the School Level Improvement Plans (SLIP) and Upazila Primary Education Plans (UPEP) play a role in reducing disparities and increasing participation within schools and upazilas. Another dimension of decentralization is the delegation of certain administrative powers and functions of DPE in a more comprehensive and systematic manner, including the strengthening of field level offices through filling vacancies at PTIs, UEOs and URCs. This will involve capacity building programs to strengthen the planning and monitoring functions of field level offices and to provide personnel with leadership development.

The UPEPs and the SLIP programs received greater support from the PEDP3 than from PEDP 11, but UPEP has not yet received any fund for implementation of the plan. A total of 40% of upazilas just received funding for preparing the plan only. Consequently, the upazilas have not followed carefully the instructions for preparing the plan.

Despite recent achievements, an education divide persists between regions (urban, urban slum, rural, and remote areas) and between children from well-off and less well-off families. As mentioned, the PEDP3 is addressing the needs of the more disadvantaged groups through targeted stipends and school feeding programs. Regional disparities are addressed in part through a progressive, needs based initiative to improve the school environment and infrastructure.

The functions decentralized in Division, District and the Upazila Education offices and schools can be categorized into two types: 1) Administration and 2) Financial Management. These functions are delegated to the local education authority as per the Government Orders (GOs) issued by MoPME, which are updated from time to time in accordance with changes in central government policies, and gradually expanded under the PEDP3. Altogether, there have been four Government Orders (GOs)

issued by MoPME relating to functional assignments at different levels (district levels 21, upazila levels 12 and school level 1)

In the PEDP3, field staff will have greater responsibility for management decisions on both the use of resources and accountability for results. Training, support for data collection and close monitoring the utilization of SLIP grant will be serious responsibilities for field staff. The work of school inspectors will also become more important as in the Post-PEDP3 program, and this will be more effectively connected to the PEDP3 targets.

Effectiveness

Easily accessible information and strong local management will help to ensure that the planned support provided through PEDP3 goes to those who need it most, and it will also show whether the programs are effective or not. With further support for planning and monitoring - such as that provided for field staff through RBM, Inclusive Education (IE), School Level Improvement Plan (SLIP) and Upazila Education Performance Profile (UEPP) related training during the PEDP3 –Head Teachers and managers in schools and Upazilas will have a better understanding of targets, and local performance and priorities. Plans to increase local decision-making on budget disbursement will be strengthened with greater accountability for results by UEOs and Head Teachers.

Repetition rates have dropped over the period 2010-2015 and stood at 6.2% in 2015. Repetition was considerably lower in Grade 5 than in other grades. Dropout rates have been falling in all grades in recent years (20.4% in 2015), with the exception of Grade 4. The cycle completion rate or cohort completion rate – the percentage of students reaching Grade 5 and taking the PECE - has seen a gradual improvement since 2010. The rate increased more significantly between 2010 and 2011, from 60.2% to 70.3%, a raise of over 10%. While this is a positive development, there is still significant geographic variation in the number of students who make it to Grade 5, with the best performing Upazilas in parts of Dhaka, Khulna and Chittagong divisions, and the least performing ones in the northern part of the country. Due to late enrolment and repetition, many children do not complete primary education until the age of 14–15 years.

The coefficient of efficiency (a measure of repetition and dropout) has improved considerably between 2010 and 2015, from 62% to 80%. On an average, it dropped 3.6 percentage points in each year. The number of input years per graduate has improved to 6.2 years, exceeding the PEDP3 target of 7.5 years but still far from the ideal five years. Transition rate to Grade 6 increased from 94% in 2013 (source: MICS) to 94.6% in 2014 (boys 96.8% and girls 94.6%) and to 96.1% in 2015 (Source: BANBEIS).

Outputs Level Achievement

Primary School Quality Level (PSQL) indicators were first used to ensure minimum standards in primary schools under PEDPII and were continued under PEDP3. The 2015 achievements of PSQL indicators are as follows:

- Almost all (99.9%) schools now get free textbooks in the first month of the school academic year (PSQL1), and 87% before starting the academic year, in contrast to only one-third of the schools that received their textbooks in time in 2010.
- The majority of Head and Assistant teachers have the required teaching and training qualifications (PSQLs 2, 3, 4 & 13). In 2015, 88.7% of teachers had a professional qualification (C-in-Ed, B.Ed., M.Ed. and DPED) up from 83% in 2010. Female assistant teachers of NNPS are constitutes the group of teachers furthest from achieving the target (only 76% are trained in NNPS compared to 88.7% in GPS). Regarding in-service training, only 73.4% (male 79.1% and female 69.9%) of teachers (Head and Assistant) received subject-based training in 2015. This was slightly lower than the PEDP3 baseline of 84.7% in 2010. Participation of females (70%) lagged behind that of males (79%). About 89.7% of teachers (Head and Assistant) (male 90% and female 89%) received Sub-cluster training compared to 88% of teachers (Head and Assistant), male (87% and female 88%) in 2010. 50% of GPS and 49% of NNPS Head Teachers received training on school management and leadership in 2015, compared to 25% of GPS and 26% of NNPS in 2014 and 75% and 64% in 2010.
- About 90.6% of GPS and 82.7% of NNPS have at least one functioning toilet, which is below the PEDP3 baseline of 95% for both GPS and NNPS. Overall, around 12% of all types of primary educational institutes do not have at least one functioning toilet. It is uncertain why this indicator has been on a downward trend since 2012. Possible reasons may be: (i) the rephrasing of this question in the APSC, which led to different school responses; (ii) lack of proper toilet maintenance; and (iii) the introduction of the new wash block, which may have resulted in the slow replacement of non-functioning toilets.
- There has been a tremendous growth in improving the provision of separate toilets for girls, despite some decline in 2015 and 2014. The PEDP3 target was for at least 95% of GPS to have separate toilets by the end of the PEDP3 (June 2017). In 2015, the proportion of GPS with separate toilets particularly for girls was 57.6% compared to 69.2% in 2014; for NNPS the percentage was 45% compared to 58.4% in 2014, which, nonetheless, was a major improvement for both over the PEDP3 2010 baseline of 37% in GPS and 20% in NNPS. In 2015, WASH blocks were constructed instead of toilets, which were not included in the 2015 calculations. With regard to the provision of toilets for students with physical disabilities, in the 2015 school census, Head teachers seem to have taken a rather limited interpretation of this need, and as a result, only 1% of GPS and 0.6% of NNPS have appropriate toilet facilities for these children.
- *'Percentage of schools with safe water sources: functioning tube wells and other sources'*. In 2010, 84% of GPS and 83% of NNPS reported positively on this indicator, compared with 75.6% of GPS and 69.5% of NNPS in 2015. A possible explanation for this declining trend is again the introduction of the new wash block, which led to a slow replacement of broken toilets. There was also a substantial reduction in the number of tube wells, which had not been tested for arsenic, down from 34.9% in 2010 to 12.3% in 2012. At the same time, there

was a significant increase in the proportion of wells testing positive for arsenic (from 6% to 9%). This increase may reflect the reduction of tube wells.

- With regard to single shift schools, only 28.7% schools met the standard of 40 students per classroom (SCR 40:1). 77% of schools met the 'effective' classroom standard. This takes double-shifting of classrooms into consideration. If double-shifting is ignored, then only 32.7% of schools meet the SCR 40:1, a rise of twelve percentage points from 2010. The original aim of PEDPII was to have 30,000 new classrooms constructed; and in 2009 this target was updated to 43,350. Under PEDP3, the target is 33,484. According to DPE records, 55,440 classrooms had been constructed by March 2015. This rate of construction appears to have been only sufficient to meet the enrolment growth.
- The standard of this PSQL is the proportion of schools, which meet the minimum standard student-teacher ratio (STR) of 46:1. While 77% of schools that met the definition of an 'effective' classroom standard increased markedly in GPS from 35% in 2005 to 45% in 2011, over the same period the percentage dropped in NNGPS from 59% to 47%. The trend in GPS is partly explained by the substantial recruitment of additional teachers (about 45,000) over the PEDPII and the PEDP3 periods. If the common practice of double-shifting of teachers is taken into account, 94% of schools meet the standard of 46 students per 'effective' classroom.
- The proportion of single-shift schools was targeted to rise to 28% by the end of the PEDP3. There was significant progress towards the target, as the proportion of GPS operating on a single shift increased from 12% in 2005 to 21% in 2010 and to 21.6% in 2015. However, the situation in NNPS appears to have declined and now stands at only 2.4% of single-shift schools.

There is a PSQL based composite indicator (KPI-15), which measures the percentage of schools that meet three out of four PSQL indicators: (i) Availability of girls' toilets; (ii) availability of potable water; (3) Student- classroom ratio; and (iv). Student-teacher ratio. In 2015, 29.3% of the GPS/NNPS (31.6% all types) schools met three out of the four PSQLs, up from 24% in 2013 and 28% in 2014 respectively. The value of this index increased 12 percentage points in 2015 compared to the PEDP3 baseline (2010). The majority of the schools (38%) met 2 out of the 4 PSQLs. Only 7% of the schools met all 4 PSQLs and another 7% (was 8% in 2014) of the schools did not meet any of the four PSQL standards.

Inputs

In the 2015/16 financial year, the allocation for the development budget increased significantly between the original 2015/16 and revised 2014/15. In the f/y 2015/16, total development budget is 5,541 crore taka (TK. 3,740 crore for the PEDP3, TK 1,260 crore for the discrete projects, TK 416 crore for the Block allocation and TK 125 crore for the BNFE) up from 4,333 crore taka in the revised 2014/15 taka (TK. 2,404 crore for the PEDP3, TK 1,753 crore for the discrete projects, TK 172.92 crore for the Block allocation and TK 2.9 crore for the BNFE). The main source of the increase is both the infrastructure development and the discrete project allocations especially the Government

school repair and renovation discrete projection, which increased significantly from 5,500 lac Taka in 2014/15 to 20,045 lac Taka in 2015/16 and school feeding project in the poverty prone areas from 41,880 lac Taka in 2014/15 to 56,000 lac Taka in 2015/16.

There were five subcomponents with no budget in 2015/16 AOP

- ✓ School and Classroom Based Assessment;
- ✓ Curriculum and Textbooks Strengthened;
- ✓ Education in Emergencies;
- ✓ School Health and School Feeding; and
- ✓ Public Private Partnership

Progress and future needs

The outcomes and outputs discussed in this report show the progress made since 2010 under the PEDP3. However, there are still some challenges. The most important issues are:

- ✓ Despite good results in the Grade 5 PECE, improvements are still needed in the knowledge, critical and creative skills that children need for their education, economic and social development;
- ✓ The dropout rate is still too high especially in Grade 4;
- ✓ Differences between upazila performances are still great, and the ability to target specific upazilas for improvement or for districts to take specific action is not yet developed;
- ✓ The management is still centralized to some extent.
- ✓ The education budget is planned to increase especially for SLIP and UPEP. There needs to be greater attention paid to targeting funds for the efficient use of activities and it should be more carefully monitored;
- ✓ Better ways are needed to measure the performance of the education system. Current data are sometimes neither complete nor clear. They do not cover all institutions where primary school age children receive their education. The education system should be unified (though not made uniform) through common examinations, a common core curriculum and better information sharing. Although the assessment of learning outcomes began during PEDP3, the system needs to send a strong message to teachers and students that an exam pass is evidence of real learning and useful skills;
- ✓ The experience gained during PEDP3 has helped plan for Post-PEDP3. Improvements in measurement, analyses and management will be carried out during the next program. Post-PEDP3 will be even more comprehensive, gradually covering all projects and programs which provide inputs to schools and families, i.e. new classrooms, textbooks, examinations, grants, teacher training and stipends. This does not mean that only state provided options matter, but that there is a clear responsibility for, and information on the education of all children;

- ✓ The ASPR will be even more important in Post-PEDP3. The new Results Framework will have a greater focus on management, including financial management, and greater emphasis on reliable and valid information for planning and the measurement of results at central and local levels; and
- ✓ Post-PEDP3 implementation will use government systems for financial management, procurement and monitoring. Reporting will be more important because external financing will be linked to the achievement of annual targets as defined by new Disbursement Linked Indicators (DLIs). There will be a greater focus on how inputs are used to improve learning in the classroom.

Implications for AOP

There are three main findings, which emerge from this ASPR, each with implications for annual operational planning.

- ✓ **Addressing low participation rates** - primary school aged children who are most likely to be out of school, based on the evidence in this report;
- ✓ **Targeting the group of children who are working below their grade level in Bangla and mathematics** – as per NSA findings; and
- ✓ **Improving the provision of basic infrastructure and teachers:** Just less than one-third of schools (both GPS and NNPS) meet three out of four key PSQL indicators.

Areas for Further Study

The following are the main issues for further study:

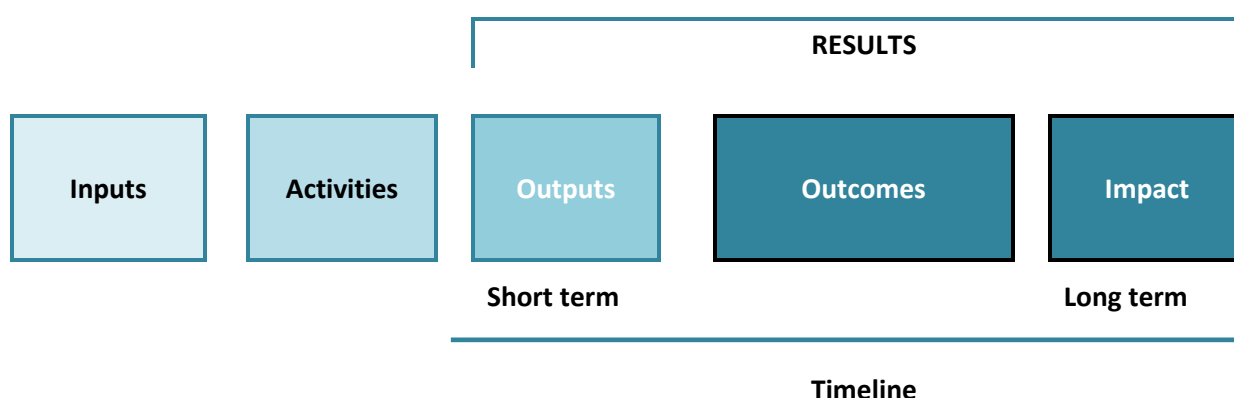
- ✓ Impact of in-service teacher training;
- ✓ Governance of Schools, Head Teacher, SMCs and Upazila; and
- ✓ Quality of the school inspection process.

1. INTRODUCTION

1.1 Purpose of the Report

The Directorate of Primary Education (DPE) is committed to improve teaching and learning in all its primary schools. Primary education provides the foundation for further learning, thereby enabling young people to lead successful and satisfying lives while, at the same time, contributing to the economy and well-being of Bangladesh. The Annual Sector Performance Report (ASPR) outlines the progress of the primary education sector on an annual basis to enable the DPE to develop relevant policies and plans, and make informed decisions on the advancement of primary education. Specifically, the ASPR summarizes the main achievements over the previous year by highlighting the results of all the main processes as activities, inputs and outcomes. The DPE has used the Result Based Management (RBM) approach since 2008 for implementing and monitoring its activities under the Second Primary Education program (PEDPII) and the PEDP3. On the national level, the RBM approach creates opportunities for the Government of Bangladesh (GOB) and its Development Partners (DPs) to make evidence based decisions to improve sector performance, based on the progress and identified constraints identified in ASPR.

RBM differs from previous approaches, which focused mainly on inputs and activities with insufficient attention paid to promoting better learning outcomes for children. RBM puts the emphasis on results rather than on activities. This approach is supported by evidence-based planning. When RBM presents data for planning purposes, it uses 'the results chain'. With the results chain, it is then possible to see how resources ('inputs') are used (for 'activities') to produce short-term results ('outputs'). These 'outputs', in turn, lead to better education for children in schools in the medium term ('outcomes'), as well as long-term benefits for society as a whole ('impact')



Planning process used in RBM approach

In evidence-based planning, policy makers begin by deciding what outcomes should be achieved. These outcomes are then stated clearly as 'indicators' that can be measured in an objective manner. Only after these desired outcomes are decided are the necessary inputs, activities and outputs identified. For planning purposes, this means starting at the right end of the figure above, at impact. The planner then moves along the chain to the left: from the desired impact back to the inputs and activities that are necessary to achieve that impact. This holds true both for the six-year planning of the PEDP3 and also for yearly planning (Annual Operation Plan (AOP) at central level).

This report aims to strengthen the planning process. It links implementation (input → activities → output) with the sector performance (outcome → impact) through the use of information and statistics. The report is a basis for a planning dialogue in DPE and the other key implementing agencies and in the annual planning cycle of the PEDP3. The report provides evidence, which helps to pinpoint what is and is not working well towards the achievement of desired results. Based on this evidence, decision makers and planners can adjust the inputs and activities as necessary to improve outputs and outcomes.

In the primary education sector, the PEDP3 covers a large proportion of the activities and expected results over the six-year period 2011-2017.¹ For that reason, the ASPR describes sector performance from the point of view of the PEDP3 implementation and achievement of results. It is hoped that the next ASPR will continue to reflect progress in other areas of the primary sector as a whole including Quami Madrasa, English Medium Schools, and Second Chance/Non-Formal Education, all three of which lie outside the PEDP3.

The PEDP3 is guided by its Program and M&E Matrix, which a logical framework summarizing what the program will do and what it plans to have achieved by 2017. The PEDP3 M&E Matrix is shown in the January 2015 Revised PEDP3 Program Document (see Table C5, page 151). It includes 15 Key Performance Indicators (KPIs), 12 Non-KPIs, 14 PSQLs, 67 sub-component indicators and describes the results against inputs and activities that need to be monitored and evaluated to support the PEDP3 planning process. The analyses of these three sets of indicators (KPIs, Non-KPIs and PSQLs) and related sub-components results and trend are the focus of the ASPR.

The principles, design and structure of the PEDP3 strongly follow the RBM approach: “Program implementation will be carried out through a RBM Approach” (Revised PEDP3 Program Document, page 21-41). PEDP3 identifies the Impact –*‘Quality education for all our children’*– together with clearly defined results at the Outcome level summarized as – *‘An efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh’s children for pre-primary through Grade V primary’*. RBM also specifies the outputs and outcomes indicators which are to be used to monitor progress. Therefore, it is clear that the RBM approach is not limited to a narrow M&E function of the program; rather, it infuses the PEDP3 in its entirety.

Outcome expectations and targets are set, not to establish absolute links between implementation and outcome performance, but to create a basis for monitoring, evaluation, analysis and planning that takes information and explanations into account in decision-making and policy dialogue. It is difficult to establish direct links between program outputs and outcomes because many of the factors at work in producing outcomes, are outside management control. But this does not lessen the importance of outcome indicators for analytical and planning purposes. It is through an investigation of actual outcome patterns that the planners can arrive at a reasonable understanding about what to do, i.e. what works and what does not work. The information and explanations given in the ASPR therefore contribute to policy dialogue and decision-making, and these in turn lead to any change-making to be considered for PEDP3 over its six-year life-cycle.

¹At the PEDP3 Mid-term Evaluation, it was jointly agreed to extend PEDP3 for another 1 year (from 2011-2016 to 2011-2017) and closing date is December 2017.

The ASPR is structured as follows:

- ✚ **Chapter 1** introduces the report, describes and explains the results-based approach in the context of PEDP3, including the results chain and identifies the sources of data used to prepare this report;
- ✚ **Chapter 2** outlines the results expected by the PEDP3 Program Framework and presents three summary tables of actual results achieved between 2005, 2010-2015;
- ✚ **Chapter 3** shows the evidence on medium-term performance (outcomes) from 2005, 2010 to 2015;
- ✚ **Chapter 4** provides the evidence on short-term performance (outputs) from 2005, 2010 to 2015;
- ✚ **Chapter 5** analyses of sector activities (implementation)
- ✚ **Chapter 6** analyses of sector inputs (budget trend and implementation)
- ✚ **Chapter 7** concludes the report
- ✚ **Chapter 8** lists the references
- ✚ **Chapter 9** presents the annexure (Annex A to Annex I)

1.2 Sources of Data

The primary data sources of the ASPR are the different years' Annual Primary School Census (APSC), the National Student Assessment (NSA), the Primary Education Completion Examination (PECE) result, the Household Income and Expenditure Survey (HIES), the Education Household Survey (EHS), reports from DPE line divisions and other relevant sources of data such as Bangladesh Bureau of Educational Information & Statistics (BANBEIS), the Multiple Indicator Cluster Survey (MICS) and the Education Watch survey produced by the Campaign for Popular Education (CAMPE).

The above mentioned sources are separated into two main categories: (1) administrative data or records; and (2) census/surveys/studies.

Administrative Data

The following are the Administrative data:

Annual Primary School Census (APSC): The APSC is an indispensable and reliable source of information for the greater part of the primary education system. There is, however, a need to improve the process so that results are timely and widely available. The APSC has been in full operation since 2002, when it received technical support from the ESTEEM project of the Cambridge Education Committee (CEC) supported by the UK Department for International Development (DFID). Only 4 types of schools i.e. Government Primary School (GPS), Newly Nationalized Primary School (NNPS), PTI Experimental and Community schools (see Table 1.1) were followed systematically between 2005 and 2009. Since 2010 DPE has managed eight types of schools i.e. GPS, NNPS, Registered Non-government Primary School (RNGPS), Non-Registered Non-government Primary School (NRNGPS), PTI Experimental, Community, Shishu Kollyan and Anandya School managed by the 'Reaching Out of School Children' (ROSC) Project. The questionnaire, management of data, the analyses and interpretation of data have improved gradually and expanded to meet PEDP3

requirements. APSC school coverage has also expanded in recent years, covering 25 different types of schools in 2015 (see Table 1.1). However, the APSC mainly focuses on eight types of DPE managed school namely: (i) Government Primary Schools (GPS); (ii) Newly Nationalized Primary Schools (NNPS) former Registered Non-government Primary Schools (RNGPS); (iii) Registered Non-government Primary Schools (RNGPS); (iv). Non-Registered Non-government Primary School (NRNGPS); (v) PTI Experimental Schools; (vi) Community Schools; (vii) ROSC/Anandya Schools; and (viii) Shishu Kollyan Schools (see Table 1.1).

The APSC questionnaire: The questionnaire contains several sections. Essentially, it collects basic information on the school – EMIS code, school type, name, address, establishment year, location, shift, play ground, electricity connection, the School Learning Improvement Plan (SLIP), geographical location of school etc.

- Section 1 requests student information such as enrolment at pre-primary education, grade wise enrolment, enrolment of special needs children, stipend beneficiaries, school feeding beneficiaries, attendance, repeater and age specific numbers, etc.
- Section 2 requests teacher information such as educational qualifications, pre-service and in-service training.
- Section 3 requests School Management Committee related information.
- Section 4 requests school physical infrastructure related information such as number of school building, rooms, classrooms, furniture etc.
- Section 5 requests water and sanitation related information such as functioning water sources, toilets etc.
- Section 6 requests SLIP related information, specifically as to SLIP preparation, implementation, and contribution collected from the local and government grant.
- Section 7 requests ICT related information.
- Final section 8 requests textbooks and TLM related information.

The M&E division distributes the questionnaire including instructions (in Bangla) to all the schools through DPEOs, UEOs and AUEOs during December for data collection in January of the following year. The structure of the questionnaire has been updating regularly since 2005.

Since 2009, a new output of the school census is the Upazila Education Performance Profile (UEPP). The UEPP is a one-page individual upazila snapshot based on APSC data, segregated by each Upazila, showing the performance of KPIs, Non-KPIs and PSQs. This is the evidence for the upazila to see its performance at a glance. The UEPP facilitates the preparation of both the School Level Improvement Plan (SLIP) and the Upazila Primary Education Plan (UPEP), mainly with evidence based planning and with information on the individual primary school and the Upazila's current situation on primary education. In particular, this information helps the schools and Upazilas to set realistic activities and achievable targets.

Primary Education Completion Examination (PECE) and Ebtedayee Completion Examination (EECE):

The Grade 5 PECE and EECE are important sources of information that replaced the Grade 5 scholarship examination in 2009 (former name was Terminal Examination). Both PECE and EECE are open to students from all school types (formal and non-formal) and provide a good sources of data on the following: the number of primary education institutes in Bangladesh which have Grade 5 students; the proportion of student who sit the exam; and finally, the number of student who passed, and are thus eligible to progress to Secondary Education.

DPE Survey

- **National Student Assessment (NSA):**The NSA is conducted every two years. The survey was administered in 2006, 2008, 2011, 2013 and 2015 (the 2010 NSA was moved to 2011 as a baseline for the PEDP3). This survey measures the achievement of Grade 3 and Grade 5 students on a set of learning outcomes in Bangla and Mathematics. The sample is designed to be nationally representative of students in seven categories of schools (GPS, NNPS,NGPS, NGO schools, Experimental schools, Community schools and Shishu Kollyan schools). In 2011 the NSA was only conducted in GPS and NNPS, and NSA 2013 was conducted in the seven types of schools, hence only GPS/NNPS results from 2013 NSA are used to compare performance between 2011 and 2013. In 2015 NSA compares student achievements in seven categories of DPE managed schools. The instruments have evolved over time and the 2013 NSA is the most informative to date because the standardization of test items allowed for the construction of a common measurement scale for Grade 3 and Grade 5 students in both subjects. At the time of preparing this ASPR Report, the 2015 NSA results have not yet been published. More details on NSA findings are given in the Learning Section of Chapter 3.

Other Surveys

The following surveys conducted by other organization provide information on indicators that the school Census does not measure:

- **Population Census:** The 2011 population census conducted by Bangladesh Bureau of Statistics (BBS) provides information on the size of the pre-primary and primary school-age population (age 5), (age 6–10) and (age 11-14 years) respectively. These data are used for computing PEDP3 key performance indicators e.g., Gross Intake Rate (GIR), Net Intake Rate (NIR), Gross Enrolment Rate (GER), Net Enrolment Rate (NER) and Out of School Children.
- **Household Income and Expenditure Survey (HIES):** The BBS conducts the HIES on a nationally representative sample of households every five years. The survey collects information on food and non-food consumption (to measure the rate of poverty) and on household characteristics including education. The most recent round of HIES was scheduled for implementation in 2015, and it is expected that the Report will be available by December 2016.
- **Education Household Survey (EHS):**In between the 2010 and 2015 HIES, the BBS/DPE conducted an EHS as per DPE's requirement for a strong emphasis on educational information. In 2014, the sample size was 6,119 households (nationally representative); this report examined, for

example, the impact of interventions on out of school children, dropout rate, net enrolment rate etc. at the mid-term point of the PEDP3.

- **Multiple Cluster Indicator Surveys (MICS):** These surveys were part of an international program to collect data on children and women around the world. In 2006, in Bangladesh, the sample size was 62,000 households (representative at the district level); in 2009 the sample size was 300,000 households (representative at the Upazila level); and in 2012-13 the sample size was 55,120 households (representative at the Upazila level). An education module provided information on enrolment, including that in the non-formal sector. The last round MICS was conducted in 2012-13 and results were published in 2015.
- **Education Watch Survey:** As part of the Education Watch series, CAMPE conducted the following surveys:
 - Education Watch Household Survey 2013
 - Education Watch Education Institution Survey 2014
 - Education Watch Competency Based Learning Achievement Test 2008 and 2014

The sample sizes of above surveys were 42,548 households in 1998, 30,051 households in 2000, 23,971 households in 2005, 24,007 households in 2008 and 9,000 households in 2013. The Educational Institution Survey was carried out on 885 schools in 1998, 952 schools in 2000, 440 primary schools and 24,000 households in 2008 and 663 schools in 2014. A competency based learning achievement test was administered on 2,509 students from 186 schools in 2000, 7,093 students from 440 schools in 2008 and 5,375 students from 309 schools in 2014. These data have been valuable for primary education because they were built on previous CAMPE surveys and show trends on some key indicators for the period 1998–2014 (see CAMPE conducted Education Watch 2014 and 2015 reports).

- **Bangladesh Bureau of Educational Information and Statistics (BANBEIS) data:** The BANBEIS prepares reports on secondary education, which help DPE to calculate transition rate to Grade 6 (number of new entrant in Grade 6).

The 2016 ASPR draws findings from the new World Bank education sector review report: “*Seeding Fertile Ground: Education That Works for Bangladesh*”, published in early 2014, and *The Dissonance between Schooling and Learning: Evidence from Rural Bangladesh* by M Niaz Asadullah and Nazmul Chaudhury. The ASPR 2016 also draws findings from the Mid-Term Review studies (5 studies) and Mid-Term Review report on Bangladesh Third Primary Education Development Program (2014).

1.3 Data on Primary Education

1.3.1 BASIC STATISTICS ON PRIMARY EDUCATION

In the 2015 APSC, DPE collected data from the 25 different types of formal and non-formal primary educational institutes. For the preparation of ASPR 2016 report, data are clustered for 14 main categories of schools in line with previous ASPRs (10 types of formal and 4 types of non-formal schools). This includes one category titled “Other”, which includes 10 types of formal and non-formal schools. Other categories comprise 10 types of very small Learning Centers such as (i) Mosque-based LCs, (ii) Temple-based LCs, (iii) Jail schools, (iv) Tea Garden schools, (v) Chittagong Hill Tracts Council managed schools, (vi) Schools for the Deaf and Dumb, (vii) Social welfare based LCs, (viii) Schools for blind, (ix) Quami Madrasha and (x) Other types. The other school categories are run by private, non-government and autonomous organizations, rather than by DPE.

The following Tables 1.1 presents by type, the number of primary schools, primary teachers, enrolled children and student teacher ratio (STR):

- Total number of schools was 122,176 (25 different types of schools). Of these, 3 major types of schools were – GPS 31.4%, newly nationalized primary school (NNPS) 20.7% and Kindergartens 15%;
- For the first time in 2015, APSC included Quami Madrasha but the coverage was not significant (only 103 Quami Madrasha included). It is hoped coverage will be increased in future censuses.
- Total number of enrolled children in Grades 1 to 5 was 19,067,761, of which girl students were 9,698,682 (50.9%). The percentage of girls in the two major categories of schools - GPS and NNPS – was 51.9% and 51.2% respectively;
- Total number of teachers was 527,798. Of these teachers, 314,299 (59.5%) were female. The percentages of female teachers in the two major categories of schools - GPS and NNPS – were 66.4% and 51% respectively;
- Total enrolment in the KG schools was: 2,279,872 (Boys 1,225,445 and Girls 1,054,427)
- Total enrolment in the other categories (10 types) schools were: 57,853 only (Boys 31,786 and Girls 26,786); these numbers constituted only 0.3% of the total enrolment in 2015.

Table 1.1: Number of Primary Educational Institutions, Teachers, Students and Student Teacher Ratio (STR) by Educational Institute Type: APSC 2015

| SL. | School type/(Management authority) | No. of schools | Total Teachers | | | Total students | | | STR |
|-----|---|----------------|----------------|---------|-------------|----------------|-----------|------------|------|
| | | | Total | Female | % of female | Total | Girls | % of Girls | |
| 1 | GPS (MoPME/DPE) | 38,306 | 225,659 | 149,935 | 66.4 | 9,578,688 | 4,970,976 | 51.9 | 42.4 |
| 2 | NNPS (former RNGPS) (MoPME/DPE) | 25,240 | 96,828 | 49,362 | 51 | 4,214,965 | 2,157,077 | 51.2 | 43.5 |
| 3 | Regd. NGPS (MoPME/DPE) | 112 | 520 | 331 | 63.7 | 21,432 | 11,177 | 52.2 | 41.2 |
| 4 | NRNGPS (MoPME/DPE) | 1,926 | 7,140 | 5,050 | 70.7 | 272,097 | 135,574 | 49.8 | 38.1 |
| 5 | Experimental School (MoPME/DPE) | 55 | 279 | 244 | 87.5 | 10,789 | 5,259 | 48.7 | 38.7 |
| 6 | Ebtedayee Madrasha (MoE) | 2,877 | 11,298 | 2,323 | 20.6 | 390,948 | 190,070 | 48.6 | 34.6 |
| 7 | Kindergarten (MoC) | 18,318 | 118,166 | 69,614 | 58.9 | 2,279,872 | 1,054,427 | 46.2 | 19.3 |
| 8 | NGO School (Grade1-5) (NGO Bureau) | 2,680 | 5,957 | 4,259 | 71.5 | 219,968 | 114,683 | 52.1 | 36.9 |
| 9 | Community School (MoPME/DPE) | 106 | 341 | 257 | 75.4 | 14,842 | 7,705 | 51.9 | 43.5 |
| 10 | High Madrasha Attached Ebtedayee(MoE) | 5,599 | 22,663 | 3,313 | 14.6 | 830,733 | 400,781 | 48.2 | 36.7 |
| 11 | High School Attach Primary Section (MoE) | 1,554 | 11,101 | 6,209 | 55.9 | 560,521 | 291,720 | 52 | 50.5 |
| 12 | BRAC schools and Learning Center (NGO Bureau) | 13,522 | 13,886 | 13,382 | 96.4 | 332,695 | 189,585 | 57 | 24 |
| 13 | ROSC (MoPME/DPE) | 6,258 | 6,327 | 5,187 | 82 | 184,163 | 91,419 | 49.6 | 29.1 |
| 14 | Shishu Kollyan (MoPME/DPE) | 152 | 437 | 302 | 69.1 | 15,305 | 8,130 | 53.1 | 35 |
| 15 | Others (including MoSW) | 5,471 | 7,196 | 4,531 | 63 | 140,743 | 70,099 | 49.8 | 19.6 |
| | Total | 122,176 | 527,798 | 314,299 | 59.5 | 19,067,761 | 9,698,682 | 50.9 | 36.1 |

Source: APSC 2015:

Note 1: In 2015, 634 more schools were included in the GPS stock from the Establishing 1500 School Project. In 2015, in comparison with APSC 2014, the total number of institutions increased mainly due to the increase of the number of KG schools, BRAC schools and ROSC LCs. The number increased mainly in two leading categories - GPS & NNPS -due to the establishment of new GPS and the nationalization of non-government schools. It is noted that Quami Madrasha is included for the first time in the APSC 2015.

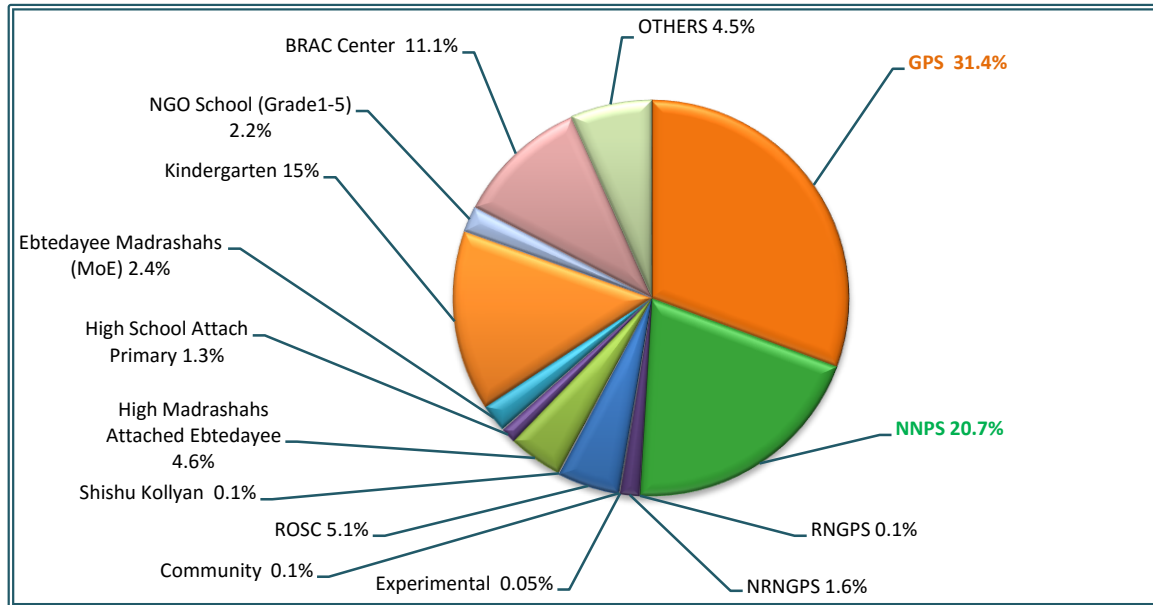
Note2: Non formal schools include those having full-fledge five grades; and non-formal learning centers refer to the learning centers which do not have the full 5 grades.

Note3: Other categories (SL.15) include:(i) Mosque-based LCs, (ii) Temple- based LCs, (iii) Jail schools, (iv) Tea Gardens schools, (v) Chittagong Hill Tracts Council managed schools, (vi) Schools for the Deaf and Dumb, (vii) Social welfare based LCs, (viii) Schools for the Blind, (ix) Quami Madrasha and (x) Others types.

Note: Earlier, the total number of GPS was 37,672 (nationalized in 1973). Of these, due to river erosion, river course changes and other grounds; currently some GPS are non-functioning but APSC still includes them. These non-functioning GPS need to be investigated for identifying the actual number of GPS in the country. Meanwhile, about 26,195 RNGPS schools were nationalized on 12 January 2013. Under a discrete project, an additional 1500 GPS were established at the un-school areas of the country through 'Establishment of 1500 GPS Project'. In 2015, about 634 government primary schools were included in the total GPS stock.

The primary school management and oversight system is highly fragmented under five different authorities. The DPE under MoPME is the main primary education provider in Bangladesh. For 2015, Figures 1.1 through 1.5 illustrate the relevant authorities; the number and type of educational institutes and their management; teachers managed by GoB Ministries; and students managed by GoB authorities. All information is based on the APSC 2015 database.

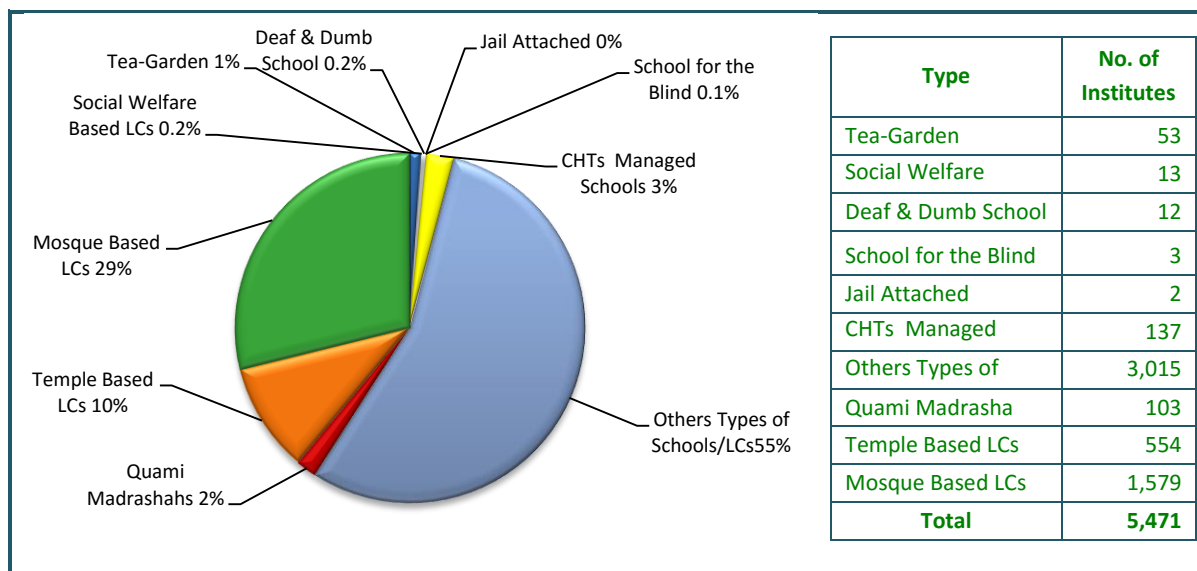
Figure 1.1: Percentage of Primary Level Educational Institutes by Type 2015



Source: APSC 2015

NOTE: In the above Figure 1.1, 'Others' comprise 5,471 tiny learning centers' (LCs) under 10 different types of educational institutes. The following Figure 1.2 gives a breakdown of these institutes by type, percentage share in the 'other' category, and the actual number of each institute.

Figure 1.2: Percentage of Others Types of Schools 2015



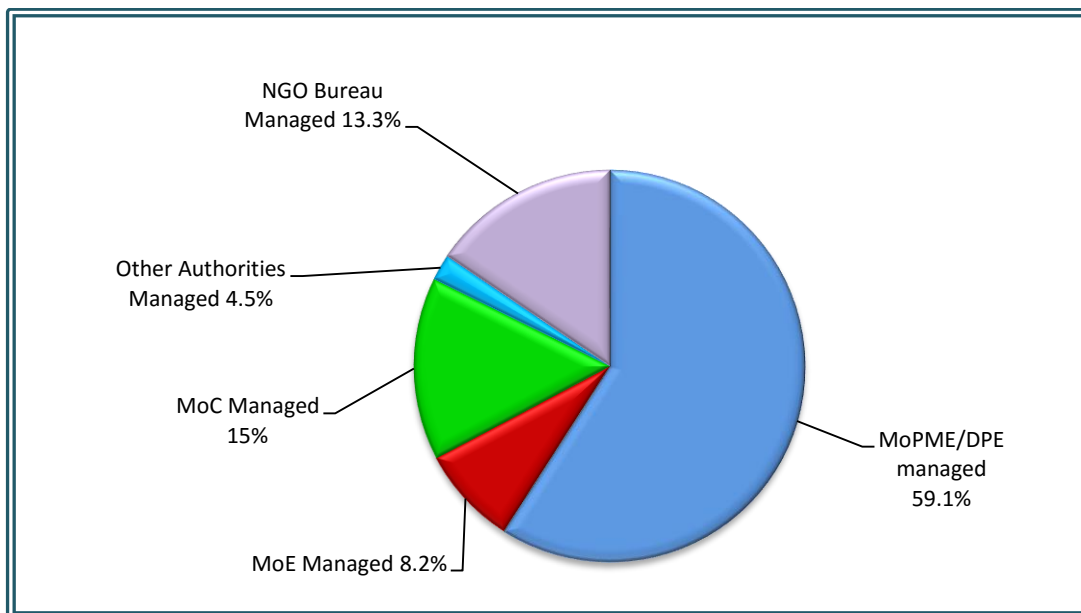
Source: APSC 2015

Management of Institutes:

The following Figure 1.3 presents the percentage of schools managed by different authorities:

- MoPME oversees 8 types (six types are formal Government Primary Schools (GPS) - Newly Nationalized Primary Schools (NNPS), Registered Non-government Primary Schools (RNGPS); Non-Registered Non-Government Primary School (NRNGPS); PTI Experimental Schools; Community Schools; and two types of non-formal schools (Shishu Kollyan and Anandya Schools). These account for 72,155 schools (59.1%).
- The Ministry of Education (MOE) oversees 3 types - Ebtedayee, High Madrasha attached Ebtedayee and High School attached Primary Section of formal primary schools and Madrasha. These account for 10,030 schools and Madrasha (8.2%).
- The Ministry of Commerce and other relevant authorities oversee only Kindergarten (KG) schools and account for 18,318 KG schools (15%).
- The NGO Bureau oversees 2 types - BRAC schools and NGO Learning Centers that account for 16,202 schools and LCs (13.3%). Other Authorities manage 5,471 (4.5%) LCs.

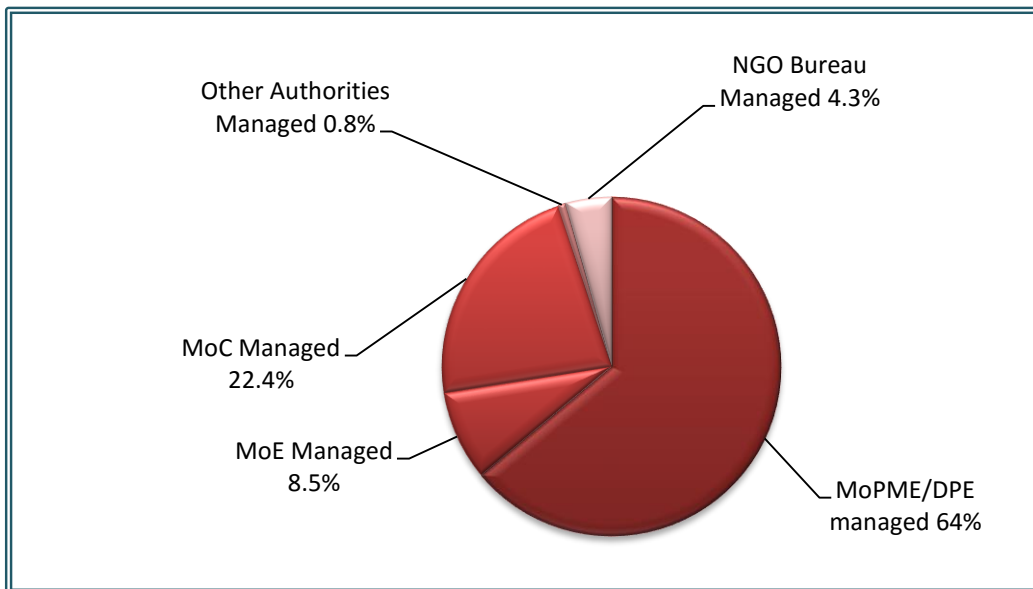
Figure 1.3: Percentage of Primary Level Institutes Managed by GoB Ministries 2015



Source: APSC 2015

Share of teachers: In 2015, a total of 337,531 teachers were working in MoPME managed 72,155 schools (64%); 45,062 (8.5%) teachers were under MoE managed schools; 118,306 (22.4%) teachers were under MoC managed schools; 22,778 (4.3%) teachers under NGO Bureau managed schools/ learning centre; and 4,111 (0.8%) were under the other types of schools managed by different agencies (Figure 1.4 below).

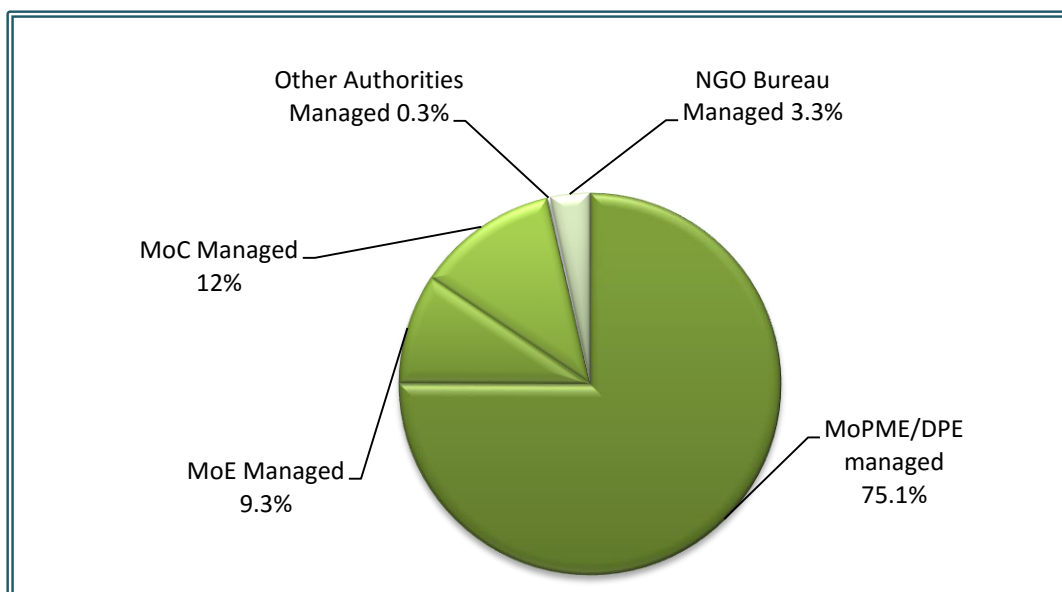
Figure 1.4: Percentage of Primary Level Teachers Managed by GoB Ministries 2015



Source: APSC 2015

Share of students: In 2015, 14,312,281 (75.1%) students were in MoPME managed schools; 1,782,202 (9.3%) students in MoE managed schools; 2,286,041 (12%) students in MoC managed schools; 635,553 (3.3%) in NGO Bureau-managed schools/ learning centre; and 51,684 (0.3%) students in other types of schools managed by different agencies (Figure 1.5).

Figure 1.5: Percentage of Students Managed by GoB Ministries 2015



Source: APSC 2015

1.3.2 NON FORMAL SCHOOLS / LEARNING CENTERS

There is a wide range of non-formal institutes in Bangladesh operating the following education program:

- Early Childhood Care and Education, including Parenting, Early Child Development and Pre-Primary Education;
- Non-Formal Primary Education;
- Adolescent Literacy Program;
- Adult Literacy Program; and
- Continuing Education Programs like Post literacy etc.

The report on Mapping of Non-Formal Education Activities in Bangladesh was published in April 2009. It stated that 742 organizations were running more than 10 NFE LCs to cover the above educational program, which included Grade 1 or Grade 1-2, or 1-3 or fully-fledged primary schools. The NFE programs covered 5.5 million learners, of which 40% were within the ECCD program; 34% were basic education programs; and 26% were continuing education programs. Many of these non-formal centers focus on assisting children from disadvantaged areas or groups to integrate into the formal school system from Grade 3 onwards.

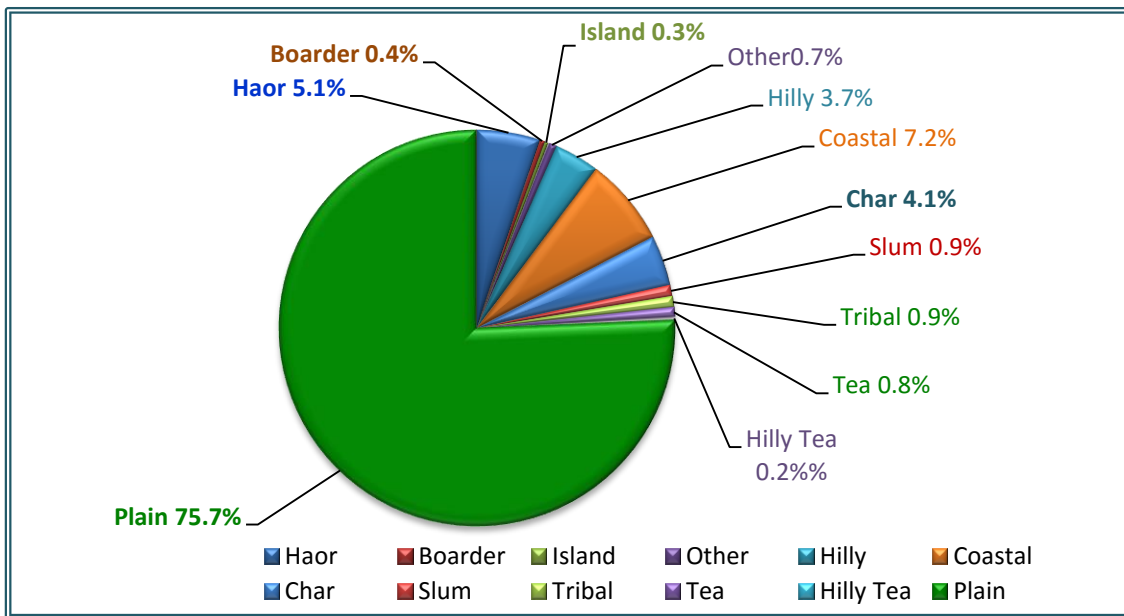
There are some data available on non-formal learning centers. The Bureau of Non-Formal Education (BNFE) operates a non-formal education program and maintains a Non-Formal Education (NFE) database. DPE's Reaching Out-of-School Children (ROSC) project supports one-teacher learning centers known as Anandya schools. According to the APSC 2015 report, a total of around 184,163 students were enrolled in 6,258 ROSC learning centers (Anandya schools) in 2015 up from 2014 APSC coverage.

BRAC is one of the largest NGO with NFE program operating primary schools. According to the 2015 administrative record of BRAC, there were 532,335 students from Grade 1 to Grade 5 in 17,826 schools managed directly by BRAC and 148,416 students in 4,965 schools managed by BRAC partner NGOs (393). The number of teachers in BRAC operated primary schools is 17,917 and the number of teachers in BRAC partner NGOs operated primary schools is 4,965. But on the whole, precise information on NFE coverage is difficult to obtain. There may be some double counting of NFE centers and students between the major projects, such as BRAC, ROSC and the SHARE Programs.

1.3.3 GEOGRAPHICAL LOCATION OF SCHOOLS

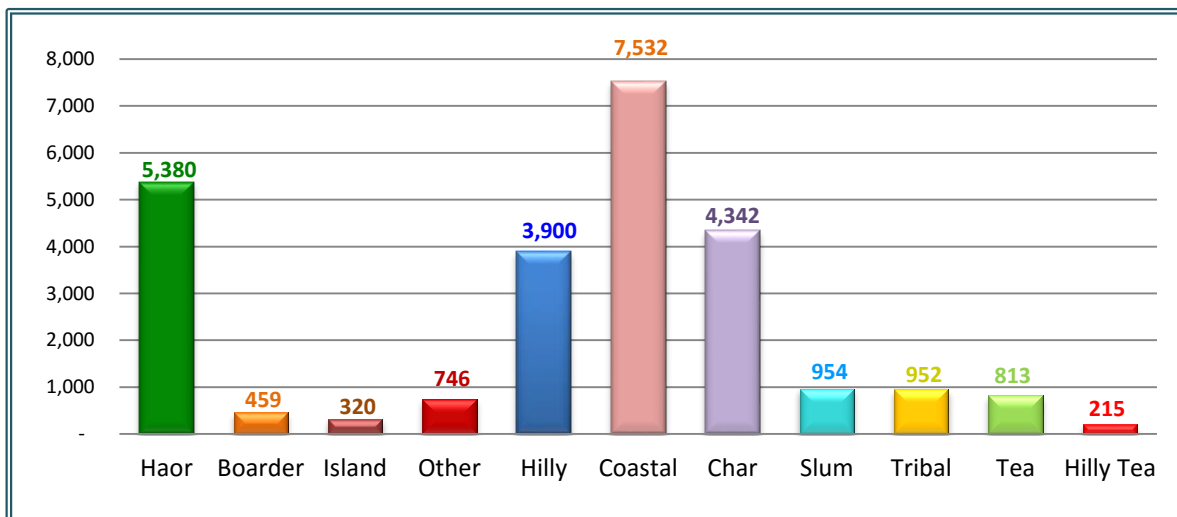
According to the 2015 APSC report, a total of 105,222 out of 122,000 schools provided data on their location, compared to 69,867 schools in 2014, although all GPS and NNPS responded to the questionnaire. It was found that 79,609 (76%) schools are located in the plain land areas compared to 51,424 in 2014. A total of 25,613 schools are located in specialized regions (Haor, Char, Tea Garden areas, slum, boarder belt, coastal areas and Hilly areas) in the 2015 APSC report. The data provided by 105,222 schools are presented below in Figure 1.6. And the data provided by 25,613 schools, situated in special regions, are presented below in Figure 1.7.

Figure 1.6:Percentage of Schools Located in the Geographical areas2015



Source: APSC 2015, PECE 2015

Figure 1.7: Number of School Located in Geographical areas (excluding plain land schools) 2015

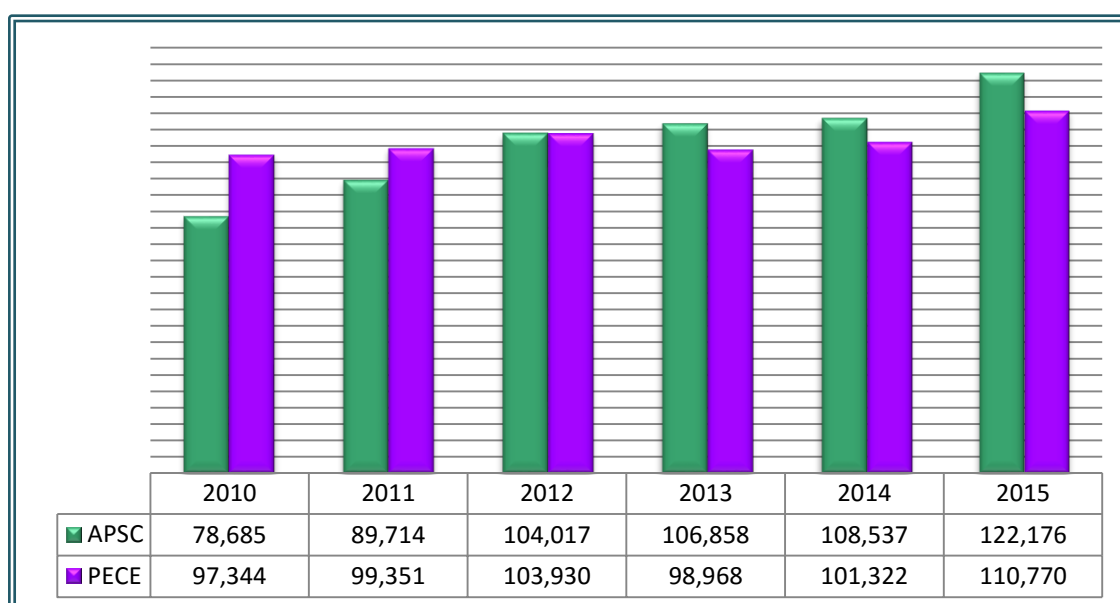


Source: APSC 2015

1.3.4 INSTITUTIONAL COVERAGE IN ADMINISTRATIVE DATA (APSC AND PECE/EECE)

Since 2011, the expansion of the coverage on the APSC and PECE has been a major achievement of DPE. The total number of schools covered by the APSC increased by 11,029 (up 14%) in 2011, by 14,303 (up 16%) in 2012, by 2,841 (up 2.7%) in 2013, by 1,679 (up 1.6%) in 2014 and by 13,639 (up 12.6%) in 2015. The total number of schools covered by the PECE and EECE also increased by 2,007 (up 2.5%) in 2011, by 4,579 (up 5.1%) in 2012, decreased by 4,962 (down 4.77%) in 2013, again increased by 2,354 (up 2.2%) in 2014 and by 9,448 (up 8.7%) in 2015. Between 2014 and 2015, the major increase in APSC coverage included Kindergarten (2,148), BRAC schools (5,473), ROSC (2,440) and schools in the 'Others' categories (2,209). However, there was a slightly drop in the coverage on community schools and Regd. NGPS. The reason for the decline in the number of community schools is that almost all of these schools merged with the former RNGPS for nationalization (these are now NNPS). The Community schools dropped about 68% in 2012, 23% in 2013, and 90% in 2014. Only 14 community schools dropped in 2015.

Figure 1.8: Comparison of APSC and PECE Institutional Coverage 2010-2015



Source: APSC and PECE 2010-2015

Table 1.2 below shows that the coverage of educational institutes between APSC 2015 and 2015 PECE/EECE was almost consistent mainly for the DPE managed schools. There is a modest difference in Kindergarten (18,318 by APSC and 18,144 by PECE). But there is a significant difference in BRAC schools (13,522 by APSC and 4,833 by PECE), ROSC schools (6,258 by APSC and 2,053 by PECE) and High Madrasha attached Ebtedayee Madrasha (5,599 by APSC and 9,071 by PECE). The participation was less in BRAC schools because all BRAC, which are one-grade schools, cease at the end of Grade 5. In the ROSC project the learning centers are opened gradually; newly established schools are not eligible for PECE because they have no Grade 5 children.

Table 1.2: Number of Schools and Madrasha in APSC and Primary and Madrasha Education Completion Examination (PECE/EECE) 2014- 2015

| School type | Number of schools and Madrasha | | % difference in coverage | Number of schools and Madrasha | | % difference in coverage | % difference in coverage |
|------------------------------|--------------------------------|----------------|--------------------------|--------------------------------|----------------|--------------------------|--------------------------|
| | 2014APSC | 2014 PECE | | 2015 APSC | 2015 PECE | | |
| | (1) | (2) | | (3) | (4) | | |
| GPS¹ | 38,033 | 38,004 | -0.08 | 38,306 | 38,212 | -0.25 | 0.71 |
| Experimental | 55 | 56 | 1.82 | 55 | 56 | 1.79 | 0.00 |
| NNPS | 25,008 | 25,166 | 0.63 | 25,240 | 25,465 | 0.88 | 0.92 |
| Community | 120 | 74 | -38.33 | 106 | 79 | -34.18 | -13.21 |
| 'Other' | | | | | | | |
| NGO, KG, NRNGPS, RNGPS. etc. | 23,881 | 20,516 | -14.09 | 28507 | 26,549 | -7.38 | 16.23 |
| High school-attached | 1,511 | 1,830 | 21.11 | 1,554 | 1,856 | 16.27 | 2.77 |
| ROSC/BRAC/SK | 13,513 | 11,730 | -13.19 | 19,932 | 7,004 | -184.58 | 32.2 |
| Madrasha | | | | | | | |
| Ebteyayee | 2,673 | 2,409 | -9.88 | 2,877 | 2,478 | -16.10 | 7.09 |
| Dakhil, Alim, Fazil, Kamil | 5,526 | 9,001 | 62.88 | 5,599 | 9,071 | 38.28 | 1.30 |
| Total | 108,537 | 101,322 | -6.65 | 122,176 | 110,770 | -10.30 | 11.16 |

Note: (1) The GPS figures of PECE 2015 included data on 503 model Government Primary Schools and also included 448 new GPS from the establishment of 1500 GPS project. (2) The GPS figures of APSC 2015 also included data on 503 model Government Primary Schools and 361 GPS from the establishment of 1500 GPS project. Source: APSC 2014-15, PECE Exam result 2014-15.

1.3.5 AGE OF STUDENTS AND COHORT POPULATION DATA

Age of students in administrative data (APSC): The Admission of students at the right age into school is also of concern but the situation has been improving (see Table 1.3). The ongoing concern of APSC is the accuracy of the student age information provided by the schools. The school Census contains information on the age of students as reported by Head Teachers. However, they may not always have reliable records on the age of students due to lack of coverage of birth registration and in those cases the Head Teachers may have an incentive to under-report the number of overage children. Therefore, the school census-based net enrolment rate should be treated with caution. Table 1.3 compares the percentage of children enrolled in each age group by grade according to the APSC 2010-2015 and the 2009 MICS (which relies on parents to provide information on children's age). According to the APSC 2015 report, about 91 percent of children enrolled in Grade 1 were the right age (6 years), 6 percent were around 7 years of age, and 3 percent were about 8 years of age. Each grade had similar problems.

According to the law, the entry age in Grade 1 of primary education is 6 years. There is a tendency among some parents to enroll their children in the first Grade from the age 6 to 8 years. The situation has changed overtime and more parents are currently bringing their children to school at the right age (91% in Grade 1, 79% in Grade 2, 78% in Grade 3, 78% in Grade 4 and 71% in Grade 5). Table 1.3 compares the percentage of children enrolled in each age group by grade according to the APSC 2010-2015 and the 2009 MICS (MICS relies on parents and APSC on Head Teachers to provide information on children's age).

Table 1.3: Percentage of Children by Age and Grade in the APSC (2010-15) and MICS (2009)

| Grade/ Class | Under-age / Right age for grade | | | | | | | Over age by one year | | | | | | | Over age by two years or more | | | | | | |
|-----------------|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 2009 MICS | 2010 APSC | 2011 APSC | 2012 APSC | 2013 APSC | 2014 APSC | 2015 APSC | 2009 MICS | 2010 APSC | 2011 APSC | 2012 APSC | 2013 APSC | 2014 APSC | 2015 APSC | 2009 MICS | 2010 APSC | 2011 APSC | 2012 APSC | 2013 APSC | 2014 APSC | 2015 APSC |
| 1 | 59.4 | 87.9 | 81.8 | 84.6 | 85.8 | 89.2 | 91.3 | 21.6 | 10.3 | 12.6 | 11.8 | 10.3 | 9.2 | 5.6 | 18.9 | 1.9 | 3.4 | 3.6 | 3.9 | 1.6 | 3.1 |
| 2 | 52.7 | 85.7 | 81.7 | 80.2 | 84.2 | 87.2 | 79.3 | 25.3 | 11.2 | 12.4 | 13 | 12.1 | 11.1 | 11.6 | 22.0 | 3.0 | 3.6 | 6.8 | 3.7 | 1.7 | 9.1 |
| 3 | 45.3 | 83.7 | 79.1 | 80.7 | 83.1 | 85.4 | 77.6 | 22.3 | 13.5 | 14.3 | 15.7 | 12.8 | 12.8 | 13.4 | 32.4 | 2.9 | 4.0 | 4.1 | 4.2 | 1.8 | 9 |
| 4 | 40.6 | 83.0 | 77.4 | 80.5 | 84.1 | 85.9 | 78 | 28.6 | 13.7 | 14.6 | 14.4 | 11.7 | 11.3 | 17.2 | 30.8 | 3.3 | 4.9 | 5.1 | 4.2 | 1.9 | 4.8 |
| 5 | 42.1 | 87.5 | 78.7 | 79.8 | 85.3 | 88.3 | 70.9 | 20.4 | 8.9 | 12.0 | 13.4 | 10.1 | 10 | 17.7 | 37.6 | 3.6 | 5.1 | 6.8 | 4.6 | 1.7 | 11.4 |

Source: APSC 2010-2015, MICS 2009: MICS 2012/13 dataset was not available to include updated information in this table. Therefore, the report does not include the analysis on the age specific enrolment data.

School-age Population:

The BBS estimates based on the 2001 population census indicate that the primary school-age cohort has been declining since 2005. This projection was based on several assumptions, including the declining fertility rate. In July 2012, the BBS published data from the 2011 population census. DPE used a Sprague multiplier to estimate the 2011 primary school age population based on the new census data with the consent and endorsement of BBS² (see Table 1.4). The results of this are displayed in Table 1.4.

Table1.4: Estimated Primary School Cohort Age 6-10 Years 2005-2015 (in millions)

| (in millions) | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Population of children aged 6-10 | | | | | | | | | | | |
| All | 17.32 | 16.77 | 16.51 | 16.39 | 16.32 | 15.19 | 18.17 | 18.20 | 18.03 | 18.03 | 17.47 |
| Boy | | | | 8.53 | 8.50 | 7.83 | 9.36 | 9.34 | 9.16 | 9.21 | 8.91 |
| Girl | n/a | n/a | n/a | 7.85 | 7.82 | 7.35 | 8.79 | 8.36 | 8.87 | 8.82 | 8.55 |

This revised estimated population of children aged 6-10 years in 2011 was 18.17 million (2011 BBS Census was 18.87 million). This is 2.4 million higher than the projected estimate for 2010. The United Nations Population Division projections over the same period (2005–2010) estimated that the size of the cohort remained almost constant at 17.3 million. A similar declining trend in the 6-10 years population, estimated by DPE, was also observed since 2012 and accordingly decreased.

The above Table 1.1 shows that the total enrolment in formal education increased between 2005 and 2010 (by 313,000 students or 2%); sharply increased between 2010 and 2014 (by 2,595,085 students or 15%) and dropped (about 5 lac) in 2015. This is a positive development. At the same time, the cohort of children aged 6-10 years is not consistent. It declined by 7.7% between 2005 and 2010, sharply increased in 2011, and has continues to decline since 2012 according to the population projections of the BBS (see above Table 1.4). There is, therefore, a steady closing of the gap between the number of children aged 6-10 years and the number of those children enrolled in the schools.

² The estimate of the population of 6–10 years upto2011 inAPSC-2015 is based on Table C04 from the 2011 population census. This table shows the population in the five-year age groups for (0–4 years, 5–9 years, 10–14 years, etc.). Hence DPE applied the Sprague multiplier for smoothing BBS 2011 data for creating a single year-age population (0-14 years) with the consent of BBS.

- DPE at present uses BBS data for single age population which they have projected on the basis of 2011 population census.

2. EXPECTED RESULTS AND SUMMARY OF ACTUAL RESULTS

2.1 PEDP3 Expected Results

The ASPR is mainly concerned with the mechanisms that lead to better outcomes, and examines the sequence of events from spending (input), to activities (process) by component, corresponding outputs, and expected and real outcome patterns and trends. The expectations of sector performance are expressed in the PEDP3 Program Framework, which was re-designed during the Mid-Term Review held in 2014.

Three sets of indicators capture the core elements of sector performance. These sets are examined through:

- **Outcomes Level:** 15 Key Performance Indicators (KPIs)³, whose trends and targets are summarised in Table 2.2; and
- **Outcomes Level:** primary education sector performance also examined through 12 Non-Key Performance Indicators (Non-KPIs)⁴, the trends and targets of which are summarised in Table 2.3;
- **Outputs level:** predominantly examined through 14 Primary School Quality Level (PSQL) indicators, the trends and targets of which are summarised in Table 2.4;

In addition:

- A Disbursement Linked Indicator (DLI) progress report for year '0' to year '4' is summarised in Table 2.5, and
- A sub-component progress report is summarised in the sub-section 2.4. It is noted that the sub-component progress report is included for the first time in the ASPR as advised by the line divisions of DPE, especially the Program and M&E Divisions.

In the PEDP3 Program Framework, the relationships expected to link inputs to outputs and outcomes are implicit. Sub-sections 2.1 and 2.5 spell out in more detail how the key activities under PEDP3 are expected to have an impact on KPIs, Non-KPIs and PSQL indicators for each component and for PEDP3 as a whole.

The ASPR 2016 presents the results achieved by the implementation of 2015–2016 AOP activities. It describes the sequence of events from spending inputs for implementing activities, through the resulting outputs down to actual outcome patterns and trends. The PEDP3 revised results chain describes the expected performance of the sector (the targets) against the PEDP3 baseline (2010), in terms of results to be achieved (see Annex A). The revised results framework of PEDP3 emphasizes

³The number of KPIs in the revised Program Framework (2014 MTR) is the same compared to the PEDP3 original list of 15 KPIs (2011) but with the removal of the previous KPI 10; the number and types of functions delegated to districts, Upazilas and schools and include current KPIs 10. In addition, the total 12 Non-KPIs are included in the revised Programme Framework of PEDP3 as decided by the MTR.

⁴The number of PSQLs in the revised Programme Framework (2014 MTR) is lower (14 PSQLs) compared to the PEDP3 original document (18 PSQLs) (2011); four PSQL indicators were removed because they could not be measured and data were not available for computing those PSQLs.

the intention that planning and delivery of the inputs and activities will lead to a set of outputs and accordingly to outcomes. This chapter sets out in more detail how the PEDP3 activities will contribute to achieving these outputs and outcomes.

Recent primary education sector Programs

Bangladesh has had three Primary Education Development Programs (PEDPs), each with a distinct set of components or outcome areas. The Programs are:

PEDPI: 1997–2003: The First Primary Education Development Program focused on 10 specific objectives including improving enrolment, completion, providing more quality inputs and strengthening monitoring. PEDP I consisted of several projects managed and financed separately by eight DPs. However, as this kind of project-based approach did not necessarily lead to long-term institutionalization of achievements, the Government and DPs jointly agreed to adopt the principle of a sector-wide approach (SWAp) to achieve a high-quality primary education.

PEDPII: 2004–2011: The Second Primary Education Development Program was a coordinated and integrated sector program within the DPE, with a focus on quality improvement, institutional capacity building and systemic reform. PEDPII was the first education sector Program to include many components of the SWAp principle in its design. Coordinated by a lead agency, PEDP II was financed by the Government and ten DPs through a management and financing structure.

PEDP3: 2011–2017: The Third Primary Education Development Program incorporates additional features of the SWAp approach in matters of financial management, donor harmonisation and program scope. PEDP3 continues many of the quality improvement, institutional and systemic reforms introduced under PEDPII with a much stronger focus on how inputs are used at the school level to improve the achievement of learning outcomes, the classroom environment, to raising both the enrolment rate and the primary school completion rate etc. The six results areas are: Learning Outcomes; Universal Access and Participation; Reducing Disparities; Decentralization; Effectiveness; and Program Planning and Management.

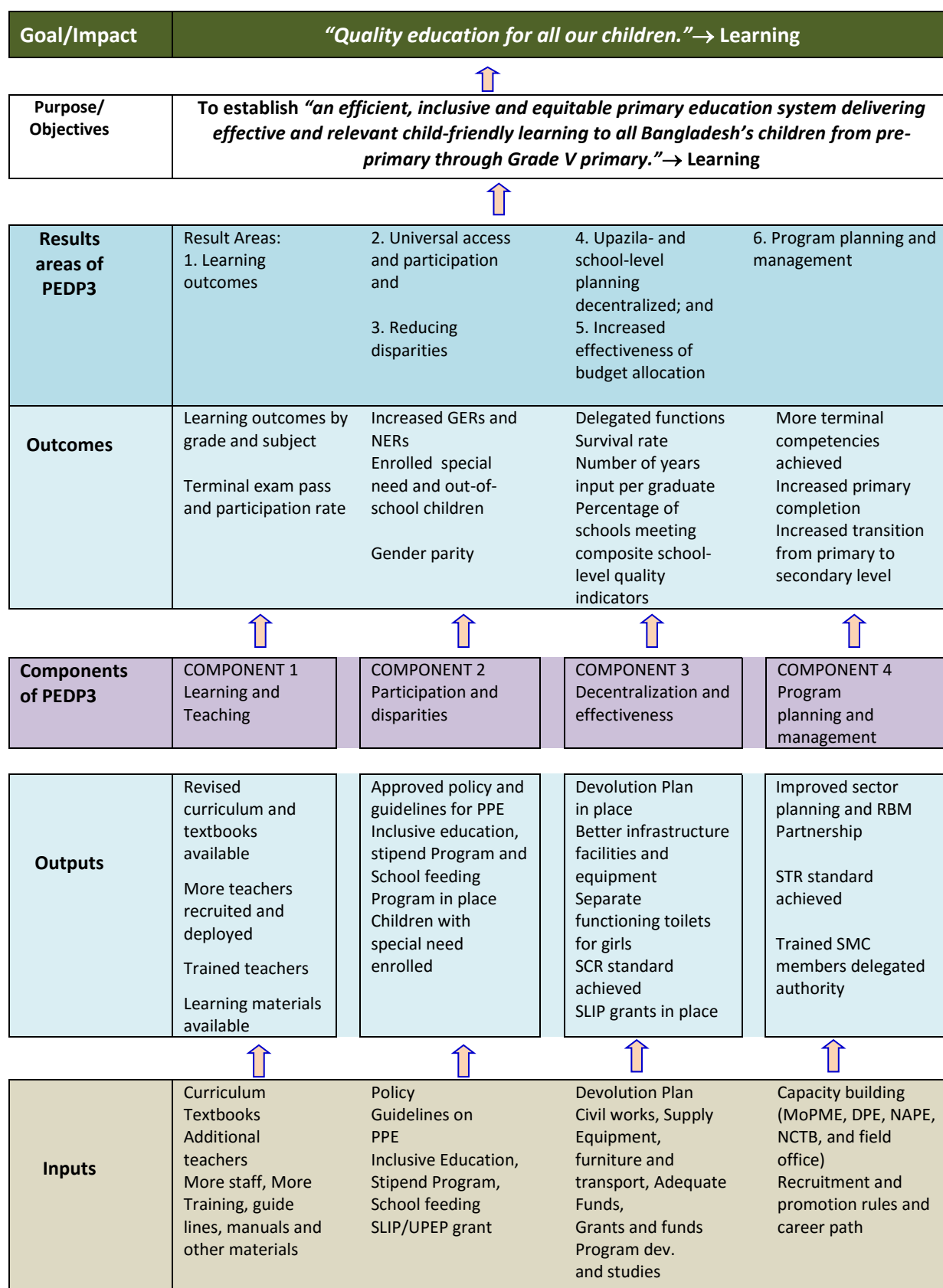
DPE uses a results chain to review the performance of PEDP3. The results chain compares the results expected from program inputs and activities with what actually happened. Planners and decision makers will check expectations against the evidence from surveys, studies and research and will change, where necessary, the operational plan, as well as activities where necessary. In particular, the results of any one year will lead to the next year's operational plan, which is itself set within the overall framework of expected results for PEDP3 as a whole. The improvements expected under PEDP3 are shown in the results chain for each component in Annex A. The following Table 2.1 summarizes the PEDP3 result web with the inclusion of PEDP3's 4 Components, 6 Result Areas, 29 Sub-Components, Anticipated Outcomes, Suggested Reforms and Indicators (15 KPIs, 12 Non-KPIs, 9 DLIs and 67 Sub-component indicators) in order to measure the primary education sector's performance.

Table 2.1: PEDP3 Results WEB:

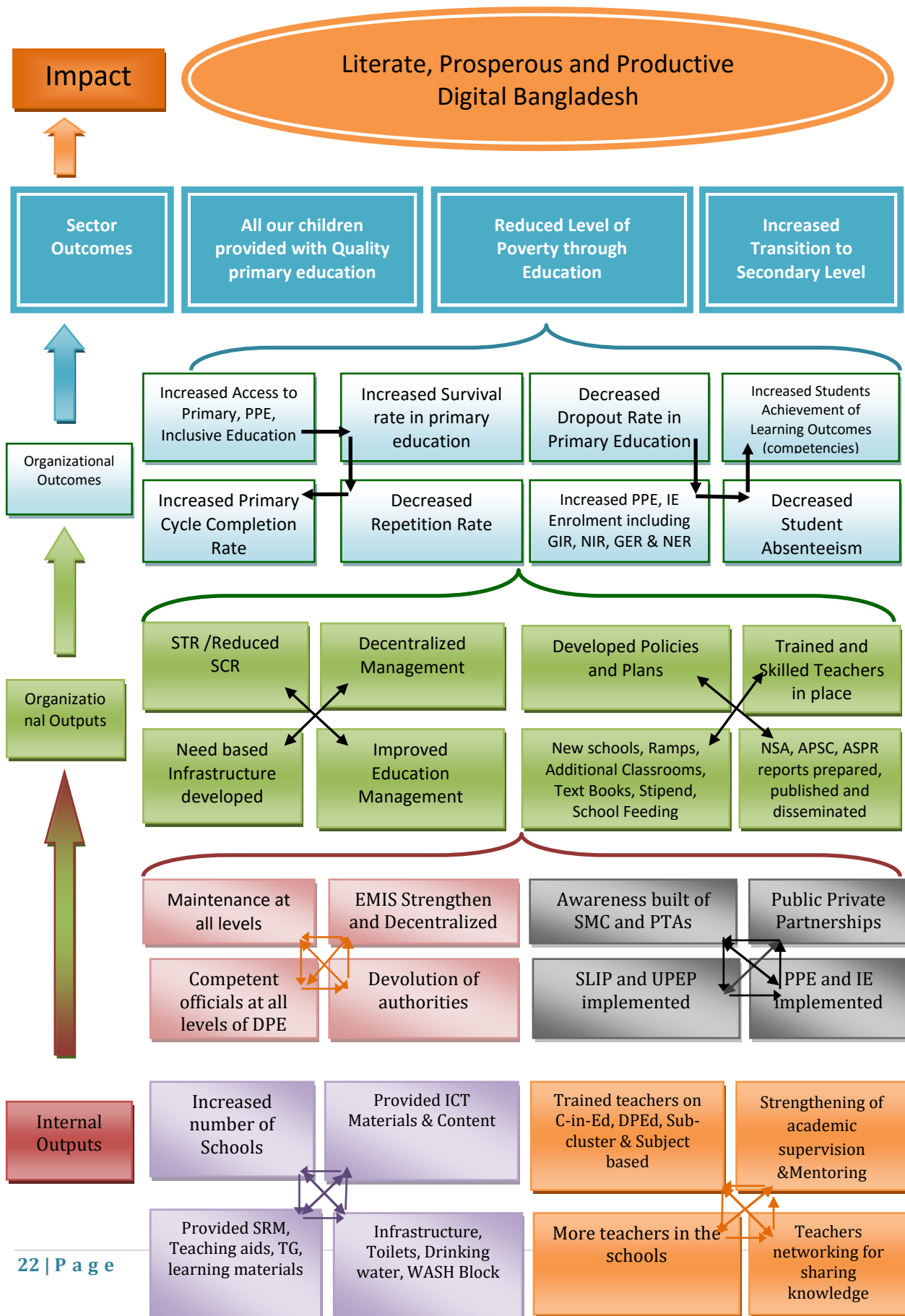
| | | Component 1: Teaching and Learning | Component 2: Participation and Disparities | Component 3: Decentralization and Effectiveness | Component 4: Planning and Management | | |
|------------------------------------|--|--|---|--|---|---|---|
| | | Results Area 1 Learning Outcomes | Results Area 2.1 Universal Access and Participation | Results Area 2.2 Reducing Disparities | Results Area 3.1 Decentralization | Results Area 3.2 Effectiveness | Results Area 4 Program Planning and Management |
| Program Sub-Components (29) | 1.1. Each Child Learns | 2.1.1 Second chance and Alternative Education (NFE) | 2.2.1 Targeted Stipends | 3.1.1 Field Level Offices Strengthened | 3.2.1 Grade 5 PECE Strengthened | 4.1 PEDP3 Management and Governance | |
| | 1.2 School and Classroom-based Assessment | 2.1.2 Pre-Primary Education | 2.2.2 School Health and School Feeding | 3.1.2 Decentralized School Management and Governance | 3.2.2 Teacher Recruitment, Promotion and Deployment | 4.2 PEDP3 Financial Management | |
| | 1.3 Curriculum and Textbooks Strengthened | 2.1.3 Mainstreaming Inclusive Education | 2.2.3 Needs based School Environment Improvement | 3.1.3 School Level Leadership Development | 3.2.3 Annual Primary School Census | 4.3 Sector Finance | |
| | 1.4 Production and Distribution of Textbooks | 2.1.4 Education in Emergencies | 2.2.4 Needs based Infrastructure Development | 3.1.4 Organizational Review and Strengthening | 3.2.4 National Student Assessment | 4.4 Strengthening Monitoring Functions | |
| | 1.5 ICT in Education | 2.1.5 Communications and social mobilization | | | | 4.5 Human Resource Development | |
| | 1.6 Teacher Education and Development | | | | | 4.6 Public Private Partnerships | |
| | | Anticipated Outcome: All children acquire expected grade-wise and subject-wise learning outcomes, or competencies, in the classroom | Anticipated Outcome: All children participate in pre- and primary education in all types of schools (formal, non-formal, Madrasha) | Anticipated Outcome: Regional and other disparities reduced in terms of participation, completion and learning outcomes | Anticipated Outcome: Upazila and school level planning decentralized | Outcome: Increased effectiveness of budget allocation | Outcomes: Effective program planning and management |
| | Reforms: Fresh pedagogies, teachers accountable for each child's learning, revised curriculum and textbooks, classroom and school-based assessment, teacher pre-induction training upgraded to Diploma in Education | Reforms: One year pre-primary education through GPS and NNGPS; equivalency of formal and non-formal education; broadening the concept and mainstreaming inclusive education; providing education in emergencies and disasters; improving communications | Reforms: Reducing overcrowded classrooms through needs based infrastructure development; providing sanitation and water to schools on a needs basis, providing school health and school feeding programs; providing stipends to the poorest children | Reforms: School level leadership development; field offices strengthened; increased decentralization of school management; mainstreaming school and Upazila grants initiative; strengthening capacity at central level. | Reforms: Strengthening Grade 5 Primary Education Completion Examination (Grade 5 PECE), the annual primary school census, and the national student assessment systems; strengthening systems for teacher recruitment, deployment and promotion | Reforms: Strengthening results based management; formalizing and making greater use of public-private partnerships; assuring adequate sector finance | |
| | KPIs (3): 1, 2 & 3 and Non-KPI (1): 1 | KPIs (3): 4, 5 & 6 and Non-KPIs (4): 2, 3, 4, and 5 | KPIs (3): 7, 8 & 9 and Non-KPIs (2): 6 and 7 | KPIs (2): 10 & 11 and Non-KPI (1): 8 | KPIs (4): 12, 13, 14 & 15 and Non-KPIs (2): 9 and 10 | KPI: 0 Non-KPIs (2): 11 and 12 | |
| | PSQLs (4): 1, 2,3 & 4 | PSQLs (2): 5 & 6 | PSQLs (5): 7, 8, 9, 10 & 11 | PSQLs (2): 12& 13 | PSQL (1): 14 | | |
| | Sub-Component indicators: 22 DLIs: 2 | Sub-Component indicators: 5 DLI: 1 | Sub-Component indicators: 9 DLIs: 1 (EU DLI-1) | Sub-Component indicators: 4 DLI: 1 (EU DLI-2) | Sub-Component indicators: 13 DLIs: 3 and EU DLI-1 | Sub-Component indicators: 14 and DLI: 1 | |

Note: PSQLs (14), KPIs (15), Non-KPIs (12), DLIs (9) and sub-component indicators (67) lists are available in the end of this report in Annex 1.

2.2 PEDP3 Result Areas and DPE Model of RBM Approach



2.3 DPE Model of RBM Approach



2.4 Measuring the Performance (actual result achieved) in 2015

As noted earlier, the PEDP3 is organized into 29 sub-components (see Table 2.1) under 6 result areas of 4 components. Several types of indicators (KPIs, Non-KPIs, PSQLs and sub-components indicators) have been specified in order to track the progress at output and outcome levels. Each indicator requires the collection of data from various sources including the APSC, NSA and other reliable sources in order to measure the performance of the primary education sector. A detailed discussion of results is presented in Chapters 3, 4, 5 and 6 of this report. Before this, the following tables 2.2, 2.3 and 2.4 summarize KPIs, Non-KPIs and PSQLs; and Table 2.5 and sub-section 2.4 summarize DLIs and sub-component progress respectively as of June 2015.

There were 15 KPIs and 18 PSQLs in the original PEDP3 program document. During the 2014MTR the PEDP3's M&E matrix was revised: In addition to the existing KPIs and PSQLs, 12 non-KPIs were added for tracking the progress of KPIs and PSQLs as well as the performance of sub-component activities.

KPIs: Earlier KPI 10 was 'Number and types of functions delegated to district, Upazila and school'. The KPI 10 was replaced as 'percentage of AOP budget allocation for unconditional block grants (SLIPs and UPEPs for schools and Upazilas)' during the MTR 2014.

The source of information for measuring the performance of KPI 4 and KPI 8 are HIES/EHS data. The 2015 HIES data have not yet been published by BBS. As a result, DPE is not able to compute both indicators. When data become available, then achievements will be integrated into the ASPR.

Non-KPIs: Table 2.3 summarizes the progress and trends of achievement for the first time of Non-KPIs and compares them to the PEDP3 baseline 2010.

PSQLs: At the commencement of PEDP3, there were 18 PSQLs. During the 2014 MTR, 4 PSQLs were dropped because they were either not measurable or data may not have been available. Currently, there are 14 PSQLs in the PEDP3 revised document.

Sub-component progress report: Sub-section 2.5 summarizes the sub-component progress, reported for the first time in the ASPR 2016, as advised by the Program and M&E Divisions of DPE.

Table 2.2: Key (15) and Non-Key (12) Performance Indicators of PEDP3 2005, 2010 – 2015

| SL | KPIs | | PEDP3 Baseline 2005 | PEDP3 Baseline 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Target 2017 | Remarks |
|-------|--|---|---------------------------|------------------------------------|-------------------------------------|--------|------------------------------------|---|--------|----------------|---|
| KPI-1 | Percentage of Grade 3 students achieving Grade 3 competencies (All; Boys; Girls) | a. Bangla | n/a | n/a | All: 67%; Boy: 66%; Girl: 68% | n/a | All: 74%; Boy:73%; Girl: 75% | n/a | n/a | 75% | The 2015 NSA result is not available |
| | | b. Mathematics | n/a | n/a | All: 50%; Boy: 51%; Girl: 49% | n/a | All: 58%; Boy:59%; Girl: 57% | n/a | n/a | 60% | * Target re-fixed during MTR 2014 |
| KPI-2 | Percentage of Grade V students achieving Grade V competencies (All; Boys; Girls) | a. Bangla | n/a | n/a | All: 25%; Boy: 25%; Girl:26% | n/a | All: 25%; Boy:24%; Girl:25% | n/a | n/a | 35% | NSA 2011 & 2013 grade 5 results are not compatible because students were not acquainted with the new curriculum test items |
| | | b. Mathematics | n/a | n/a | All: 33%; Boy: 33%; Girl: 32% | n/a | All: 25%; Boy:25%; Girl: 25% | n/a | n/a | 40% | |
| KPI-3 | Grade 5 Primary Education Completion examination (PECE) pass rate (%) | a. All | n/a | 92.3% | 97.3% | 97.4% | 98.5% | 97.93% | 98.52% | 95% | Target re-fixed during MTR 2014 |
| | | b. Boys | n/a | 92.7% | 97.5% | 97.5% | 98.6% | 97.88% | 98.45% | 95% | |
| | | c. Girls | n/a | 92.0% | 97.1% | 97.2% | 98.5% | 97.97% | 98.58% | 95% | |
| KPI-4 | Percentage of children out of school (boys and girls); (Phrasing of the original indicator was 'Number of children') | a. 6–10 years | n/a | All: 15%, Boy:17%; Girl: 13% | n/a | n/a | n/a | All 17.9% (boys18.9%& girls17.4%) | n/a | 5% | <i>Sources: Baseline based on HIES 2010 and 2014 achievement based on EHS 2014 preliminary report. 2015 HIES report not yet available</i> |
| | | b. 11–14 years (EHS consider 11-15 years) | n/a | All: 22%, Boy:28%; Girl:17% | n/a | n/a | n/a | All 14.4% (boys19.4% & girls 9%) | n/a | 10% | |
| KPI-5 | GER [EFA 5] | a. All | 93.7% | 107.7% | 101.5% | 104.4% | 108.6% | 108.4% | 109.2% | 105% | Based on 2014 EHS GER is 117.7% (Boys 117% & Girls 118.5) |
| | | b. Boys | 91.2% | 103.2% | 97.5% | 101.3% | 106.8% | 104.6% | 105% | 103% | |
| | | c. Girls | 96.2% | 112.4% | 105.6% | 107.6% | 110.5% | 112.3% | 113.4% | 107% | |
| KPI-6 | NER [EFA 6] | a. All | 87.2% | 94.8% | 94.9% | 96.7% | 97.3% | 97.7% | 97.94% | 98% | Based on 2014 EHS NER is 84.3% (Boys 82.6% & Girls 86.1) |
| | | b. Boys | 84.6% | 92.2% | 92.7% | 95.4% | 96.2% | 96.6% | 97.09% | 97% | |
| | | c. Girls | 90.1% | 97.6% | 97.3% | 98.1% | 98.4% | 98.8% | 98.79% | 99% | |
| KPI-7 | [Participation] Gender parity index of GER | All | 1.05 | 1.09 | 1.08 | 1.06 | 1.03 | 1.03 | 1.08 | 1.03 | Disparity exists in favor of boys |
| KPI-8 | Net enrolment rate (NER)- Top 20% of households (HHs) by consumption/wealth quintile | All | All: 58% to 80% | 88% | n/a | n/a | n/a | 88% | n/a | 90% | <i>Source of baseline data: HIES 2010 and achievement of 2014 based on EHS 2014</i> |
| | Bottom20% of HHs by | | n/a | 77% | n/a | n/a | n/a | 80% | n/a | 82% | |

| SL | KPIs | | PEDP11 Baseline 2005 | PEDP3 Baseline 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Target 2017 | Remarks |
|--------|--|------------|----------------------------|---------------------------|--------|--------|-------|--------|--------|----------------|--|
| | consumption quintile Difference between Top20% and bottom20% of HHs by consumption/wealth quintile | | n/a | 11% | n/a | n/a | n/a | 8% | n/a | 8% | <i>report.</i> <i>2015 HIES report not yet available</i> |
| KPI-9 | <i>Upazila</i> composite performance indicator - Bottom 20% of (used to derived annual improvement of bottom 20% of <i>Upazilas</i> ⁵) <i>Upazilas</i> | Bottom 20% | n/a | 1.26 | 1.31 | 1.30 | 1.38 | 1.54 | 1.17 | 1.56 | <i>(comprises: gender parity index for NER; survival rate to G5; and combined participation and pass rate in G5 PECE):</i> The composite indicator for a particular <i>Upazila</i> ranges from 0–3 |
| | <i>Upazila</i> composite performance indicator -Top 10% | Top 10% | n/a | 2.36 | 2.23 | 2.27 | 2.38 | 2.34 | 2.00 | 2.5 | |
| | <i>Upazila</i> composite performance indicator - Bottom 10% | Bottom 10% | n/a | 1.04 | 1.15 | 1.17 | 1.24 | 1.44 | 1.04 | 1.5 | |
| | Range between average value of index for top 10% and bottom 10% of <i>Upazilas</i> | Range | n/a | 1.2 | 1.10 | 1.10 | 1.14 | 0.9 | 0.96 | 1 | |
| KPI-10 | Percentage of AOP budget allocation for unconditional block grants (SLIPs and UPEPs) | | n/a | 5.1% | 6.9% | 5.37% | 4.82% | 4.24% | 7.01% | 10% | Target re-fixed during MTR 2014 |
| | % of AOP budget allocation for unconditional block grants (UPEPs for <i>Upazilas</i>) | | n/a | 0.1% | 6.9% | 0.09% | 0.35% | 0.007% | 0.005% | 10% | Target re-fixed during MTR 2014 |
| | % of AOP budget allocation for unconditional block grants (SLIPs for <i>Schools</i>) | | n/a | 5.2% | 0% | 6.17% | 4.47% | 4.19% | 7% | 10% | Target re-fixed during MTR 2014 |
| KPI-11 | Expenditure of unconditional block grants(UPEPs and SLIPs) by <i>Upazilas</i> and schools | n/a | n/a | 95% | 99.7% | 99.99% | 100% | 101% | 100% | 95% | Aggregated original budget over actual expenditure of 7 block grants |
| | Expenditure of unconditional block grants (UPEPs) by <i>Upazilas</i> | n/a | n/a | 5% | 99.98% | 95% | 100% | 119% | 100% | 95% | |

⁵ KPI 9B is an EU only disbursement trigger, starting in 2014.

| SL | KPIs | | PEDP11 Baseline 2005 | PEDP3 Baseline 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Target 2017 | Remarks |
|--------|--|--------------------------|----------------------------|---------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|----------------|--|
| | Expenditure of unconditional block grants (SLIPs) by schools | n/a | n/a | 96% | n/a | 95% | 100% | 101% | 100% | 95% | |
| KPI-12 | Primary Cycle Completion rate ⁶ (%) | a. All | 52.8% | 60.2% | 70.3% | 73.8% | 78.6% | 79% | 79.6% | 85% | Calculation based on Reconstructed Cohort |
| | | b. Boys | | 59.8% | 67.6% | 71.7% | 75.1% | 76% | 76.1% | 83% | |
| | | c. Girls | | 60.8% | 73.0% | 75.8% | 82.1% | 82% | 83% | 87% | |
| KPI-13 | Primary Cycle Dropout rate (%) | a. All | 47.2% | 39.8% | 29.7% | 26.2% | 21.4% | 20.9% | 20.4% | 15% | Calculation based on Reconstructed Cohort |
| | | b. Boys | n/a | 40.3% | 32.4% | 28.3% | 24.9% | 24.3% | 23.9% | 17% | |
| | | c. Girls | n/a | 39.3% | 27.0% | 24.2% | 17.9% | 17.5% | 17% | 13% | |
| KPI-14 | Coefficient of efficiency [EFA 14] | Ideal as % of actual | 61.8% | 62.2% | AV: 69.1, B: 67.7 and G: 70.5 | AV: 77.4, B: 75.6 and G: 79.2 | Av: 79.7 Boy: 77.3 & Girl: 82 | Av: 80 Boy: 77.3 & Girl: 82.7 | Av: 80.1 Boy: 77.8 & Girl: 82.3 | 85% | PEDP3's original Target reached as a result target revised in MTR 2014 |
| | | Year inputs per graduate | 8.1 | 8.0 | Av: 7.2, B: 7.4 and G: 7.1 | Av: 6.5, B: 6.6 and G: 6.3 | Av: 6.3 Boy: 6.5 & Girl: 6.1 | Av: 6.2 Boy: 6.5 & Girl: 6.2 | Av: 6.2 Boy: 6.4 & Girl: 6.1 | 6 years | |
| KPI-15 | Percentage of schools (GPS/NNPS) that meet three out of four PSQL indicators: (i) Girls' toilets (PSQL 8); (ii) potable water (PSQL 9); (iii) SCR (PSQL 10) and (iv) STR (PSQL 14) | | n/a | 17% | 24% | 24% | 24% | 28% | 29.3% | 35% | A list of 10% of lowest and 10% of highest performing Upazilas attached as Annex C. **Target revised in MTR 2014 |

Note: KPI 4 comprises never enrolled and dropped out children

⁶ KPI 9 and 12 is an EU DLIs only for disbursement trigger, starting in 2014.

Table 2.3: Non-KPIs Indicators of PEDP3 (GPS & NNPS) 2010-2015

| SL. | Non-KPIs ⁷ | | Baseline 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Target 2017 | Remarks |
|-----|---|------------------|-----------------------|---------------------|----------------------|-----------------------|-------------------------------------|-------------------------------|-------------|--|
| 1. | PECE Participation rate (based on Descriptive Roll) (%) | All | 88.6% | 93.1% | 92.7% | 94.3% | 95.3% | 96.2% | 95% | Improving trend |
| | | Boys | 87.4% | 92.5% | 92% | 93.6% | 94.6% | 95.7% | 95% | |
| | | Girls | 89.6% | 93.7% | 93.4% | 94.8.7% | 95.9% | 96.6% | 95% | |
| 2. | Repetition rate (EFA-12) (%) | All | 12.6% | 11.1% | 7.3% | 6.9% | 6.4% | 6.2% | 5% | Improving trend |
| | | Boys | 12.8% | 11.6% | 7.7% | 7.3% | 6.9% | 6.4% | 5% | |
| | | Girls | 12.4% | 10.6% | 6.9% | 6.5% | 6% | 6% | 5% | |
| 3. | Percentage of Grade1 new intakes who completed PPE (EFA-2) (%) | All | 42.25% | 39.02% | 50.03% | 47.28% | 51.07% | 96% | 80% | Improving trend |
| | | Boys | 40.58% | 37.73% | 50.01% | 46.50% | 50.55% | 96% | 80% | |
| | | Girls | 43.94% | 40.37% | 51.83% | 48.09% | 51.63% | 97% | 80% | |
| 4. | Student attendance rate (%) | All | 83.5% | 85.1% | 86% | 86.3% | 86.7% | 86.9% | 92% | Improving trend |
| | | Boys | 82.8% | 84.5% | 86% | 86.2% | 86.6% | 86.8% | 90% | |
| | | Girls | 84% | 85.7% | 86% | 86.5% | 86.8% | 87% | 95% | |
| 5. | Number of children from NFE institutes taking Grade 5 PECE | All | 210,559 | 193,451 | 246,565 | 109,196 | 70,645 | 260,859 | N/A | BRAC, ROSC& Shishu Kollyan schools only. |
| 6. | Survival Rate (EFA-13) | All | 67.2% | 79.5% | 75.3% | 80.5% | 81% | 81.3% | 85% | Improving trend |
| | | Boys | 65.9% | 77% | 73.5% | 77.7% | 77.6% | 77.9% | 85% | |
| | | Girls | 68.6% | 82.1% | 77% | 83.3% | 84.4% | 84.7% | 85% | |
| 7. | Percentage of Single Shift Schools (%) | GPS | 21% (7,680) | 22.38% (8,188) | 21.85% (7,992) | 22.36% (8,178) | 22.36% (8,178) | 21.6% (8,255) | 28% | *Rephrasing as % instead of No. *Same as PEDPII target |
| 8. | Percentage of sanctioned posts filled in districts (staff) and Upazilas (teachers). | District | n/a | n/a | n/a | n/a | n/a | n/a | n/a | Source: DPE administrative data, Upazila refers only to teachers and district refers to officials. For district progress see the sub-section 3.3.1.5 |
| | | Upazilas (HT&AT) | 35,680/32,863 (92.1%) | 6,163/5,414 (87.8%) | 12,701/12,701 (100%) | 16,915/16,037 (94.8%) | 7,333/6,933 (94.54%) | 15,672/13,974 (89.16%) | n/a | |
| 9. | Gross Completion Rate (%) | All | n/a | 56.5 | 83.3 | 70.5 | 76.4 | 83.9% | n/a | Used 10 years population from 2011 BBS population Census report |
| | | Boys | n/a | 49.3 | 74.4 | 63.4 | 69.1 | 75% | n/a | |
| | | Girls | n/a | 64.5 | 92.5 | 78 | 84 | 93.3% | n/a | |
| 10. | Transition rate from Grade 5 to Grade 6 (%) | All | n/a | n/a | n/a | 94% MICS 2012/13 | All: 95.6%, Boy-96.8% & Girls-94.6% | All:96.1%, Boy: 97% Girl: 95% | n/a | 2014 and 2015 achievement based on BANBEIS data |
| 11. | Public education expenditure as percentage of GDP (EFA-7) (%) | MoPME | 2.3% | 2.2% | 2.06% | 2.11% | 2.18% | 1.9% | n/a | Target not yet set. Progress calculated based on MTBF, MoF |
| 12. | Public expenditure on primary education as % of total public expenditure on education | MoPME | 45% | 45.2% | 45.9% | 47.5% | 46.8% | 43.4% | n/a | Target not yet set Progress calculated based on MTBF, MoF |

⁷12 Non-KPIs 1st time included into the PEDP3 revised document after MTR as well as ASPR from 2015

Table 2.4: Primary School Quality Level Indicators (PSQLs) of PEDP3 (GPS & NNPS) 2010-2015

| SL. | PSQL Indicators | Type | Baseline 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Target 2017 | Comment |
|-----|---|--------|---------------|--------|--------|--------|--------|--------|-------------|---|
| 1. | Percentage of schools that received all new textbooks by January 31 | All | 33% | 47% | 98% | 99% | 99% | 99% | 100% | Source: Report generated from Book distribution database |
| | | GPS | 31% | 45% | 98% | 99% | 99% | 99% | 100% | |
| | | NNPS | 36% | 51% | 98% | 99% | 99% | 99% | 100% | |
| 2. | Percentage of (Assistant and Head) teachers with professional Qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.) | Total | 83% | 82% | 89% | 90% | 83.8% | 88.7% | 95% | DPEd teachers included for the calculation as achievement slightly improved |
| | | Male | 84% | 80% | 91% | 91% | 87.6% | 92.6% | 95% | |
| | | Female | 83% | 86% | 85% | 86% | 81.2% | 84.9% | 95% | |
| 3. | Percentage of (Assistant and Head) teachers who received continuous professional development (subject-based) training | Total | 84.7% | 75.9% | 61.1% | 62.4% | 61.2% | 73.4% | 95% | Teachers participation in subject based training has slightly improved |
| | | Male | 86.1% | 82.2% | 64.4% | 65.9% | 65.7% | 79.1% | 95% | |
| | | Female | 83.3% | 70.6% | 58.8% | 59% | 58.2% | 69.9% | 95% | |
| 4. | Percentage of (Assistant and Head) teachers who received continuous professional development (sub-cluster) training | Total | 88% | 78% | 86% | 89% | 73.7% | 89.7% | 95% | Teachers' participation in sub-cluster training improved |
| | | Male | 87% | 75% | 86% | 89% | 74.6% | 90% | 95% | |
| | | Female | 88% | 87% | 87% | 87% | 73% | 89.9% | 95% | |
| 5. | Percentage of schools (GPS/NNPS) with pre-primary classes | Total | 43% | 81% | 91% | 95% | 97% | 97.5% | 98% | Improving trend |
| | | GPS | 45% | 94% | 97% | 99% | 99.3% | 99.2% | 98% | |
| | | NNPS | 40% | 55% | 82% | 88% | 91.8% | 94.9% | 98% | |
| 6. | Number of enrolled children with disabilities | Total | 83,023 | 90,960 | 89,994 | 82,708 | 76,522 | 67,793 | n/a | Only 6 types of special needs children were included in this calculation. |
| | | Boy | 47,029 | 51,248 | 50,365 | 45,858 | 42,523 | 37,535 | n/a | |
| | | Girl | 35,994 | 39,712 | 39,629 | 36,850 | 33,999 | 30,298 | n/a | |
| 7. | Percentage of schools with at least one functioning toilet | Total | 96% | 97% | 85% | 83% | 83.2% | 87.5% | 95% | WASH blocks were not included for calculation |
| | | GPS | 97% | 98% | 88% | 85% | 85.8% | 90.6% | 95% | |
| | | NNPS | 94% | 95% | 81% | 80% | 79.2% | 82.7% | 95% | |
| 8. | Percentage of schools with a separate functioning toilet for girls | Total | 31% | 48% | 63% | 64% | 64.9% | 52.6% | 95% | WASH blocks were not included for calculation |
| | | GPS | 37% | 54% | 65% | 68% | 69.2% | 57.6% | 95% | |
| | | NNPS | 20% | 40% | 60% | 57% | 58.4% | 45% | 95% | |
| 9. | Percentage of schools with safe water sources: functioning tubewells and other sources | Total | 83% | 82% | 92% | 83% | 69.3% | 73.2% | 95% | WASH blocks were not included for calculation |
| | | GPS | 84% | 80% | 92% | 85% | 72.5% | 75.6% | 95% | |
| | | NNPS | 83% | 86% | 90% | 80% | 64.5% | 69.5% | 95% | |
| 10. | Percentage of schools that meet the SCR standard of 40 | Total | 20.6% | 21.3% | 21% | 21% | 28% | 32.7% | 25% | Improving trend |
| | | GPS | 21.8% | 21.9% | 20% | 20% | 31% | 33.2% | 25% | |
| | | NNPS | 18.5% | 20.2% | 22% | 22% | 24% | 31.9% | 25% | |

| SL. | PSQL Indicators | Type | Baseline 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Target 2017 | Comment |
|-----|---|-------|---------------|------|------|------|------|-------|-------------|--|
| 11. | Percentage of standard size classrooms (19'X17'4") and larger constructed | Total | 43% | 40% | 38% | 38% | 71% | 71.4% | 55% | PEDP3 size included for calculation, not PEDPII size (26'X19'6") |
| | | GPS | 46% | 44% | 42% | 42% | 72% | 72.6% | 55% | |
| | | NNPS | 37% | 32% | 31% | 31% | 68% | 68.8% | 55% | |
| 12. | Percentage of schools that receive SLIP grants | Total | 64% | 67% | 27% | 62% | 76% | 74.6% | 98% | Source: SLIP Cell administrative data, 3 rd installment of 2015/16 budget allocation not yet released so achievement was low. |
| | | GPS | n/a | 66% | 26% | 62% | 76% | 74.7% | 98% | |
| | | NNPS | n/a | 68% | 29% | 62% | 76% | 74.5% | 98% | |
| 13. | Percentage of Head Teachers who received training on leadership | Total | 71% | 77% | 46% | 65% | 26% | 49.3% | 85% | Source: Training Division's administrative data. |
| | | GPS | 75% | 84% | 45% | 65% | 25% | 50% | 85% | |
| | | NNPS | 64% | 68% | 47% | 64% | 26% | 49% | 85% | |
| 14 | Percentage of schools that met the STR standard of 46 (EFA11) | Total | 44% | 45% | 49% | 51% | 62% | 66.7 | 75% | |
| | | GPS | 40% | 45% | 50% | 51% | 62% | 67.5% | 75% | |
| | | NNPS | 52% | 47% | 47% | 46% | 63% | 64.7% | 75% | |

Note: All the training activities under PEDP3 follow the financial year (one financial year straddles two academic years i.e. July 2014 to June 2015). The APSC data collected from the school level (28 February of 2015) follows the academic year i.e. January to December 2015. Therefore, there is inconsistency in the 2 sets of data (one collected through APSC, and the other through the DPE Training Division Administrative source). APSC progress might be lower than the Training Division Administrative source because of the huge training session conducted after APSC data collection from the school (after February). But the trend of achievement is consistent because the same methodology and process have been following since 2005 for providing progress against both the PSQLs (2 and 3).

Table 2.5: DLIs Milestones and Dates for meeting DLIs as of April 2015

| SI. No. | DLI | Year 0 | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Remarks |
|----------------|--|--|----------------|--|----------------|--|---------------------|--|---------------------|---|-------------------------|---------|
| | | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | |
| Summary | | 8 DLI Met 1DLI Unmet⁸ | | 9DLIs Met | | 9 DLIs Met | | 8 DLIs met, 1DLI unmet | | 5DLIs met, 4DLIs unmet | | |
| 1 | 1.4 Production and distribution of textbooks | At least 75% of all eligible schools receive all approved textbooks (Grades 1 to 5) within one month of school opening day | JCM Nov. 2011 | At least 80% of all eligible schools receive all approved textbooks (Grades 1 to 5) within one month of school opening day Third Party validation of monitoring mechanism completed | JCM Sept. 2012 | At least 85% of all eligible schools receive all approved textbooks (Grades 1 to 5). Monitoring mechanism improved with actions agreed upon by MoPME and MOE based on validation results. | JCM Sept. 2013 | At least 90% of schools receive all approved textbooks (Grades 1 to 5). At least 90% of all eligible schools receive all revised grade 1 TBs based on new curriculum within 31 January. | Met JCM Nov 2014 | At least 90% of all eligible schools receive all approved textbooks for Grades 1 to 5 within one month of school opening day, of which Grades 1 to 3 textbooks are based on new curriculum developed by NCTB. Ensuring textbooks are printed according to specification are auctioned. | Met JCM Oct-Nov 2015 | |
| 2 | Teacher Education and Professional Development/ 1.6.1 Diploma in Primary Education | Comprehensive TED plan prepared and adopted by MOPME | JCM Nov. 2011 | All preparatory steps for introduction of Dip-in-Ed completed in accordance with the Plan | JCM Sept. 2012 | Dip-in-Ed piloted in 7 PTIs with number of instructors according to the Plan | JCM Sept. 2013 | Dip in Ed offered in 29 PTIs with number of instructors according to the plan | Met JCM March 2015 | DPEd framework updated and endorsed by NAPE/MoPME DPEd offered in 36 fully functional PTIs with a minimum of 13 instructors Study conducted to explore alternative methods and modalities to implement and/or expand the DPEd | | |
| 3 | 2.2.1 Pre-Primary Education | Guidelines prepared and endorsed by MOPME on the role of NGOs in Pre-Primary Education | JCM Nov. 2011 | Integrated database of PPE provision by type of provider completed; Plan for PPE expansion plan approved by | JCM March 2013 | At least 15,000 PPE teachers placed and trained. Curriculum, standards, and materials for PPE, and teacher | Met JCM Nov 2014 | At least 60% of PPE teachers in GPS are trained in using new preprimary curriculum and materials. | Met JCM Nov 2014 | Assessment of current status of implementation of minimum quality standards in PPE classrooms PPE provision (trained teachers and PPE | | |

⁸As agreed during the MTR Closure and Additional Financing Appraisal, the Year 0 Sector Finance DLI could not be met during the life of the program. Where possible the funds allocated to achieving the Year 0 Sector Finance DLI have been reallocated

| Sl. No. | DLI | Year 0 | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Remarks |
|---------|--|--|----------------|---|----------------|---|-------------------------------|---|-------------------------------|--|----------------------|---------|
| | | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | |
| | | | | MOPME | | training approved by MoPME | | PPE provision in at least 75% of GPS | | materials availability) in at least 75% of the 37,000 GPSs | | |
| 4 | 2.2.4 Needs-based Infrastructure Development | Plan for prioritized needs- based infrastructure finalized and approved by MOPME | JCM Sept. 2012 | At least 10% of planned needs-based infrastructure development completed according to criteria and technical standards. | JCM March 2014 | At least 30% of planned needs-based infrastructure development completed according to agreed criteria and technical standards. TPV of infrastructure development according to technical criteria and standards. | Met JCM October-November 2015 | At least 35% of planned needs-based infrastructure development completed according to agreed criteria and technical standards. TPV of infrastructure development according to technical criteria and standards. | Met JCM October-November 2015 | At least 65% of planned needs-based infrastructure development completed according to criteria and technical standards Recommendations from efficiency gains study and the Year 3 TPV endorsed by MoPME | | |
| 5 | 3.1.2 Decentralized School Management and Governance | Revised circular/ guidelines for SLIPs, including monitoring arrangements, approved by MOPME and distributed to all children | JCM Nov. 2011 | SMC guidelines in accordance with and including reference to SLIP guidelines and mechanism for funds flow approved by MOPME. 50% of schools prepared SLIPs and received funds. Revised guidelines for UPEPs, including identification of expenditures for block grants, approved by MOPME and distributed to all Upazilas | JCM March 2013 | At least 60% of schools have prepared SLIPs and received funds according to SMC guidelines At least 10% of Upazilas have prepared UPEPs and received funds according to UPEP guidelines. | JCM April 2014 | At least 75% of schools having prepared SLIPs and received funds according to SMC guidelines validated by expenditure tracking survey At least 25% of Upazila have prepared UPEPs and received funds based on UPEP guidelines validated by expenditure tracking survey | Met JCM October-November 2015 | Recommendations of expenditure tracking survey (PETS) and lessons learned study are endorsed by MoPME At least 40% of Upazilas have prepared UPEPs according to UPEP 2012 guidelines SMC, SLIP and UPEP guidelines updated | Met JCM April 2016 | |
| 6 | 3.2.1. Grade 5 PECE (Primary Education Completion Exam) Strengthened | A five-year action plan for improvements in Grade V terminal examination developed by NAPE and endorsed by MOPME, and including revised test items to gradually transform exam into competency based-test. New test items developed by NAPE and piloted with | JCM Nov. 2011 | Revised 2011 Grade V terminal examination based on action plan and pilot results, implemented, including guidelines developed for markers and training of markers Analysis of results of | JCM Sept. 2012 | Action plan implemented with at least 10% of competency based items introduced in the 2012 Grade 5 completion exam, and an additional 15%of competency based items piloted. | JCM Sept. 2013 | Action plan implemented with at least 25% of competency based items introduced in the 2013 Grade 5 completion exam and an additional 25% of competency based items piloted. | Met JCM Nov 2014 | Grade 5 PECE Framework updated and approved by NAPE/MoPME and action plan prepared to implement it, and updated action plan implemented with at least 35% of competency-based items introduced in the 2014 Grade 5 PECE and | Met JCM Oct-Nov 2015 | |

| Sl. No. | DLI | Year 0 | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Remarks |
|---------|---|--|----------------|--|----------------|--|----------------|--|------------------|--|--------------------|--------------------|
| | | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | |
| | | accompanying guidelines for pilot test administration, and training of test administrators | | 2011 Grade V terminal examination completed by DPE and NAPE and results disseminated | | Analysis of results of 2012 Grade 5 completion exam completed by DPE and NAPE and results disseminated | | Analysis of results of 2013 Grade 5 completion exam completed by DPE and NAPE and results disseminated | | piloting based on 100% of curriculum competencies. Analysis of results of 2014 Grade 5 PECE completed by DPE and NAPE and results disseminated | | |
| 7 | 3.2.2 Teacher Recruitment and Deployment | Assessment of needs for new teachers based on; (i) verification of current teaching force and (ii) needs-based infrastructure plan completed and approved by MOPME | JCM Nov. 2011 | All HTs and ATs' position are (vacancies and new positions) filled according to agreed recruitment procedures and on a needs basis. And (ii) at least 90% of new HTs and ATs posts identified by the Year 0 assessment to be filled. Revised final proposal of career paths for ATs and HTs and, career paths, recruitment and promotion rules for DPE officers (field and HQ) submitted by MOPME to the committee of Joint Sect., Regulations, MoPA | JCM March 2013 | (i) All teachers' and head teachers' positions (regular vacancies and newly created positions) filled according to merit-based recruitment procedures and on a needs basis. And (ii) At least 90% of new teacher and Head Teacher posts filled, identified by the needs-based plan to be filled for the year. | JCM Sept. 2013 | (i) All teachers' and head teachers' positions (regular vacancies and newly created positions) filled according to agreed recruitment procedures and on needs basis. And (ii) At least 90% of new teacher and Head Teacher posts filled as identified by the Year 0 assessments to be filled for the year. | Unmet | All teachers and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and norms and on needs basis. At least 90% of teachers and head teachers (vacancies and all new positions) filled according to needs based plan. A comprehensive study on contact hours and policies and interventions conducted with recommendations for increasing contact hours between teachers and students | | Year 3 not yet met |
| 8 | 3.2.3 Annual Primary School Census (APSC) | APSC questionnaire to meet PEDP3 requirements as approved by MOPME | JCM Nov. 2011 | Plan approved by DPE to expand coverage of monitoring system to all primary schools with periodic validations. New ASC questionnaire fully implemented. IT function separated from EMIS function, EMIS and | JCM Sept. 2013 | APSC administration and report preparation and dissemination completed within academic year, covering at least 6 types of schools. Internal data validation mechanisms in place and validation of data accuracy completed as reported in an annex of the ASC | JCM April 2014 | APSC Administration and report preparation and dissemination completed within academic year, covering at least 6 types of schools Third party validation of census data completed. | Met JCM Mar 2015 | APSC (AY 2015) administration and report preparation and dissemination completed within academic year covering all primary schools Agreed recommendations from the third party validation (Year 3) are implemented | Met JCM April 2016 | |

| Sl. No. | DLI | Year 0 | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Remarks |
|---------|---|--|----------------|---|----------------|---|----------------|--|---------------------|---|-----------------------------|---------|
| | | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | Milestones | Dates Achieved | |
| | | | | M&E staffed with at least 2 statisticians each. | | report describing the background check used during data entry and the data cleaning rules and possible other validation mechanisms. | | | | | | |
| 9 | 4.3 Education Sector Financing ⁹ | FY 11 Primary education budget aligned with program framework and consistent with MTBF 11-16 | UNMET | FY 12 Primary education budget aligned with program framework and consistent with MTBF 12-17. Actual primary education expenditures in FY12-13 within 15% deviation of the originally approved budget | JCM Sept. 2012 | FY13-14 Primary education budget aligned with program framework and consistent with FY13-18 MTBF. Actual primary education expenditures in FY12-13 within 15% deviation of the originally approved budget | JCM Sep 2013 | FY14-15 Primary education budget aligned with program framework and consistent with 14-19 MTBF Actual primary expenditures for FY13-14 within 15% deviation of the originally approved budget | Met JCM Nov 2014 | FY15-16 Primary education budget aligned with program framework and consistent with FY15-20 MTBF Actual primary expenditures for FY 14-15 within 15% deviation of the originally approved budget | Met Met JCM Oct-Nov 2015 | |

⁹“As agreed during the MTR Closure and Additional Financing Appraisal, where possible the funds allocated to achieving the Year 0 Sector Finance DLI will be reallocated.”

2.5 Sub-component Progress Report

The PEDP3 is organized around the achievement of 6 result areas under 4 components. The four components are divided into 29 sub-components. The PEDP3 is structured as follows:

The 4 components of the PEP3:

1. Teaching and Learning,
2. Participation and Disparities;
3. Decentralization and Effectiveness; and
4. Planning and Management

The PEDP3 is organized to achieve the following six result areas:

1. Result area 1 Learning Outcomes
2. Result area 2.1 Participation
3. Result area 2.2 Disparities
4. Result area 3.1 Decentralization
5. Result area 3.2 Effectiveness
6. Result area 4 Program Planning and Management.

These six results areas are to be achieved through 29 sub-components as expected:

The four components are sub-divided into 29 sub-components for better program implementation, management, and the monitoring the progress of primary education sub-sector.

Result Area 1: Learning Outcome

The anticipated outcome of this result area 1 is that all children acquire grade-wise and subject-wise expected learning competencies in the classroom through curriculum revision, improved teaching practices and the provision of textbooks and teaching/learning materials. In component 1, there are 6 sub-components under Learning Outcomes as follows (in the left side showing the running serial number and right side showing the component serial number).

1. Sub-Component 1.1 - Each Child Learns [ECL]:

ECL is the core initiative of PEDP3. Its aim is to transform the pedagogical methods used by teachers and to establish a better mechanism to make teachers responsible for each child's learning, thereby improving, student, classroom and overall school performance. Table 1.1 summarizes the physical and financial progress as of June 2015. The total original cost, as per DPP, was Tk. 10,720.00 Lac and the revised cost as per RDPP is Tk. 9,047.20 Lac.

Table 2.6: Each Child Learns: Cost and Expenditure as of June 2015

| Key Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|-------------------------------------|------------------------------------|------------------|------------------------------------|-----------------|--------------------------|-------------------------|--|---------------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Study | 2 | 0.00 | 1 | 241.11 | 3 | 110.00 | 131.11 | |
| 2. Workshop | 25 | 0.00 | - | 46.99 | 16 | 17.00 | 29.99 | |
| 3. ECL Pilot Program at 75 upazilas | Block | 720.00 | ECL Exp. 1,500 sch | 2,414.60 | 1,060 schools | 1097.98 | 1316.62 | |
| | - | 0.00 | - | 570.70 | | 226.04 | 344.66 | Unicef funded |
| | - | 0.00 | - | 201.00 | | 201.00 | - | Unicef funded |
| 4. TLM for ECL | Block | 10,000.00 | Block | 5,572.80 | | 144.33 | 5428.47 | |
| Total: | | 10,720.00 | | 9,047.20 | | 1,796.35 (19.9%) | 7,250.85 (80.1%) | |

2. **Sub-Component 1.2 - School and Classroom Based Assessment:**

The Introduction of School-Based Assessment Tools and Methods, as well as the provision of a Teacher's Guidebook, and Training of Teachers and Primary Education Managers are crucial to providing students and teachers with feedback on learning outcomes. Table 1.2 summarizes the physical and financial progress as of June 2015. The total original cost as per DPP was Tk. 130.00 Lac and revised cost as per RDPP is Tk. 420.36 Lac.

Table 2.7: School and Classroom Based Assessment: Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|----------------------------------|------------------------------------|---------------|------------------------------------|---------------|--------------------------|---------------------|--|------------------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Unicef TA | 0 | 0.00 | TA Support | 385.36 | SCBA piloting | 176.64 | 208.72 | Parallel Fund |
| 2. Dev. of SBA tools and Method | 1 | 15.00 | Tools dev. | 15.00 | - | 0.00 | 15.00 | Block allocation |
| 3. Printing of assessment tools | 1 | 65.00 | Tools printing | 10.00 | - | 0.00 | 10.00 | Block allocation |
| 4. School based assessment pilot | 1 | 50.00 | Piloting in 100 schools | 10.00 | - | 0.00 | 10.00 | Block allocation |
| Total | | 130.00 | | 420.36 | | 176.64 (42%) | 243.72 (58%) | |

3. **Sub-Component 1.3 - Curriculum and Textbooks Strengthened:**

The Switch from Rote Learning to Competency-Based Learning, the revision of the primary curriculum and the strengthening of Grades 1-5 subjects are requirement of DPE. Accordingly NCTB has revised both the primary school curriculum and textbooks to be consistent with subject-specific academic skills (Grades 1 – 5) and the 2010 National Education Policy. Table 1.3 summarizes the physical and financial progress as of June 2015. The total original cost as per DPP was Tk. 32,170.00 Lac and revised cost as per RDPP is Tk. 26,288.42 Lac.

Table 2.8: Curriculum and Textbooks Strengthened: Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | Unspent as of June 2015 as % of RDPP cost | Remarks |
|---|------------------------------------|-----------|------------------------------------|-----------|--------------------------|-----------|---|-------------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Curriculum Revision | 1 | 50.00 | Grades 1-5 | 335.09 | - | 64.29 | 270.80 | |
| 2. Textbooks and materials dev. and tryout in Grades 1-5 | 5 | 700.00 | TB dev. | 158.29 | - | 158.29 | 0.00 | |
| 3. TB and materials dev. & tryout | - | - | Grades 1-5 | 97.06 | - | 97.06 | 0.00 | |
| 4. Dev. of English version | - | - | - | 32.13 | - | 32.13 | 0.00 | |
| 5. Dev. of Prototype flipcharts on EVS & BGD | - | - | - | 220.28 | - | 0.28 | 220.00 | |
| 6. Try-out of TG and textbooks in schools | - | - | 100 schools | 184.96 | 100 sch. (TB & TG) | 30.90 | 154.06 | 100 schools |
| 7. Continue Try-out of TG and textbooks | - | - | (TB & TG) | 50.00 | 100 sch. (TB & TG) | 15.94 | 34.06 | 100 schools |
| 8. Curriculum Dissemination, Printing of training materials | 1 | 300.00 | Dev. & printing | 160.00 | - | 10.77 | 149.23 | |
| 9. Development of Annual Scheme of Work | - | - | 100,000 copies | 260.00 | - | 0.00 | 260.00 | |
| 10. Development of test item booklets for major subjects of Grades 1 to 5 | - | - | Dev. of test items booklets-33 | 670.00 | - | 0.00 | 670.00 | |
| 11. Training mats. Dev. (electronic) | | | | 100 | - | 0.00 | 100 | |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015 as % of RDPP cost | Remarks |
|--|------------------------------------|------------------|------------------------------------|------------------|--------------------------|----------------------|---|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 12. Curriculum Dissemination- Teacher Training | 1 | 20.00 | Training of KT & MT | 20.00 | - | 0.00 | 20.00 | |
| 13. Curriculum Dissemination- Teacher Training | 310,000 teacher | 31,000.00 | All Teachers | 24,000.61 | | 223.15 | 23,777.46 | |
| 14. NCTB's Strengthening | 5 yrs | 100.00 | - | - | - | 0.00 | - | |
| Total | | 32,170.00 | | 26,288.42 | | 632.81 (2.4%) | 25,655.61 (97.6%) | |

4. Sub-Component 1.4 - Textbook Production and Distribution:

Textbooks have been provided to all eligible students of all primary level institutions free of cost within the first month of school year (academic calendar). The cost of printing and distribution of textbooks is covered by the non-development budget of DPE. The total original cost as per DPP was Tk. 141,027.34 Lac and revised cost as per RDPP is Tk. 8,002.53 Lac.

Table 2.9: Textbook Production and Distribution: Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|--|------------------------------------|-------------------|------------------------------------|-----------------|--------------------------|--------------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Orientation / briefing on book distribution | - | - | 504 Uzs | 377.00 | 504 Uzs | 187 | 190.00 | |
| 2. Student database software | - | - | 504 Uzs | 15.00 | 504 Uzs | 0.00 | 15.00 | |
| 3. Software tryout | - | - | | 15.00 | - | 1.24 | 13.76 | |
| 4. Orientation on student database | - | - | | 0.62 | - | 0.62 | 0.00 | |
| 5. Printing of Chalan | - | - | | 4.91 | - | 4.91 | 0.00 | |
| 6. Experiences of field level officers | - | - | | 150.00 | 1 | 51.25 | 98.75 | |
| 7. Textbooks - Gr 1-5 (24 books) colour | 418,232,800 | 4,687.50 | 5.25 lac | 0.00 | - | 0.00 | 0.00 | |
| 8. Misc. for book distribution | | 128,839.83 | Different activities | 2.50 | - | 0.00 | 2.50 | |
| 9. Teachers' Guide - Grade 1-5 no colour | 4,350,000 | 5,437.50 | 116 lac, | 5,000.00 | - | 0.00 | 5,000.00 | |
| 10. TLM (22 books) | 1,650,000 | | | 0.00 | | 0.00 | 0.00 | |
| 12. SRM Grades 1-5 | 9,375,000 | 2,062.50 | - | 2,437.50 | - | 0.00 | 2,437.50 | |
| Total | | 141,027.33 | | 8,002.53 | | 245.02 (3%) | 7,757.51 (97%) | |

5. Sub-Component 1.5-ICT in Education:

An important goal of the Government is to move to digital classroom teaching and learning; accordingly DPE is providing multimedia to all model schools including laptops in GPS and to teacher training units in ITC. A realistic ICT strategic plan is being developed by the DPE, which will provide a further 60,000 schools with a multi-media based class room over the remainder of PEDP3. The total original cost as per DPP was Tk. 33,826.51 Lac and revised cost as per RDPP is Tk. 97,762.66 Lac.

Table 2.10: ICT in Education: Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | | Remarks |
|---|------------------------------------|------------------|------------------------------------|------------------|--------------------------|--------------------------|--|--------------------------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Divisional level Orientation | 35 | - | 39 | 131.92 | 16 | 19.92 | 112.00 | |
| 2. Teacher Training | 5 yrs. | 3,600.00 | 65,000 | 8,417.52 | 50,000 | 3,493.14 | 4,924.38 | |
| 3. Trouble shooting Training | - | - | 1,941 officials | 239.38 | 672 officials | 47.23 | 192.15 | UEO & URC |
| 4. Training on MS Access, WiFi and Online system | - | - | 372 officials | 127.22 | 155 officials | 17.01 | 110.21 | CO, DEO, LDA, UDA for HQ |
| 5. Training on Network and Hardware | - | - | 852 officials | 150.00 | 552 officials | 40.52 | 109.48 | DPEO & PTI officials |
| 6. ICT- online database | - | - | DPE Database | 35.50 | - | - | 35.50 | |
| 7. ICT- Training on online database | | | 72 officials | 26.49 | 20 officials | 149 | (122.51) | IMD officials |
| 8. Update MoPME website | - | - | MoPME website | 3.25 | MoPME website | 2.35 | 0.90 | |
| 9. Training on NESS | - | - | 620 persons | 160.00 | - | 0.00 | - | |
| 10. ICT - internet modem, all school | - | 1,343.01 | All school | 1,533.40 | 36,117 | 162.12 | 1,371.28 | |
| 11. ICT - internet modem and accessories for PTIs | 503 | 1006.00 | 55 PTIs | 1187.98 | | 227.93 | 960.05 | |
| 12. Computers (1 laptop, accessories | 37,710 | 27,877.50 | Laptop for all GPS & NNGPS | 85,750.00 | | 5,535.16 | 80,214.84 | Each GPS |
| Total | | 33,826.51 | | 97,762.66 | | 9,854.38 (10.08%) | 87,908.28 (89.02%) | |

6. Sub-Component 1.6 - Teacher Education and Development:

In line with the Teacher Education and Development Plan (TED), a range of training and development initiatives has been introduced during PEDP3 including the Diploma in Primary Education (DPEd), in-service teacher training (subject-based and sub-cluster), other needs-based training and teacher support networks. These provide teachers with the skills to implement more student-engaged teaching/learning, which in turn lead to higher learning outcomes. The total original cost as per DPP was Tk. 85,702.00 Lac and revised cost as per RDPP is Tk. 115,219.74 Lac.

Table 2.11: Teacher Education and Development: Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | | Remarks |
|---|------------------------------------|-----------|------------------------------------|-----------|--------------------------|-----------|--|--------------------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Orientation Training | 1 | 60.00 | - | - | - | 0.00 | 0.00 | Mat.dev. printing |
| 2. Sub-cluster (mat. Dev. & printing) | 3 | 30.00 | Block | 15.95 | 3 | 15.95 | 0.00 | |
| 3. Subject based training | 1 | 360.00 | Mat Dev & printing | 974.20 | 782 persons | 974.20 | 0.00 | Mat. dev. printing |
| 4. Diploma in Education | 62,200 | 27,172.00 | 35,500 | 27,390.17 | 10,000 | 12,471.31 | 14,918.86 | |
| 5. Orientation & subject- based training | 100,000 | 15,000.00 | 20,000 teachers | 3,872.16 | 25,000 teachers | 3,869.16 | 3.00 | |
| 6. Sub-cluster training- 12,000 | all teachers | 12,180.00 | All teacher 4times/year | 24,935.52 | 11,498 sub-cluster | 16,063.34 | 8,872.18 | 6 times in a year |
| 7. Orientation of AUEO | 3,000 | 150.00 | 580 AUEOs | 242.35 | 225 | 112.35 | 130.00 | |
| 8. Training on competency -based test items | - | - | 2,73,060 teachers | 9,034.07 | 60,750 teachers | 4,076.01 | 4,958.06 | |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---|------------------------------------|------------------|------------------------------------|-------------------|--------------------------|--------------------------|--|------------------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 9. Subject-based refresher training | 450,000 teachers | 22,500.00 | 5,88,350 Teachers | 30,788.56 | 143,184 teachers | 12,963.47 | 17,825.09 | |
| 10. Subject- based training on 5 subjects | 150,000 teachers | 7,500.00 | 2,19,281 Teachers | 11,163.39 | 63,540 teachers | 4,708.75 | 6,454.64 | |
| 11. Teacher Network - all Upazilas | 1,500 unit | 750.00 | 1,05,220 teachers | 2,076.79 | 30,360 teachers | 1,010.75 | 1,066.04 | Block allocation |
| 12. JICA support | | - | (Block) | 4,726.58 | | 3,504.92 | 1,221.66 | |
| Total | | 85,702.00 | | 115,219.74 | | 59,770.21 (51.9%) | 55,449.53 (48.1%) | |

Note: The achievements of Result Area 1 are measured through 3 KPIs (KPI1, 2 & 3) and 1 Non-KPI (Non-KPI 1) at the outcome levels; and 4 PSQIs (PSQL 1, 2, 3 & 4) and 21 Subcomponent indicators at the output level.

Result Area 2.1: Universal Access

In this result area the anticipated outcome is participation of all children in pre- and primary education in all types of schools. In component 2, there are 2 result areas and 5 sub-components as shown in this Result Area 2.1.

7. Sub-Component 2.1.1 - Second Chance and Alternative Education:

This sub-component addresses the needs of both children who never enrolled in school and those who have dropped out of school, through the provision of "Second Chance" Education. About 283,000 out-of-school children are being given this second chance education. The total original cost as per DPP was Tk. 69,995.46 Lac and revised cost as per RDPP is Tk. 18,827.62 Lac.

Table 2.12: Second Chance and Alternative Education: Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---------------------------------|------------------------------------|------------------|------------------------------------|------------------|--------------------------|----------------------|--|----------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Survey | 1 | 0 | | 50.00 | - | 0.00 | 50.00 | |
| 2. Out of school (6-10 yrs) | 1,162,470 | 29,061.75 | 2 lac learner | 8,296.25 | - | 0.00 | 8,296.25 | |
| 3. Drop-out from primary school | 1,364,457 | 40,933.71 | 1 lac learner | 7,996.25 | - | 0.00 | 7,996.25 | |
| 4. Unicef TA | - | 0.00 | TA | 2,345.12 | - | 255.12 | 2,090.00 | ABL pack |
| 5. Manpower | - | 0.00 | 10 persons | 140.00 | - | 4.89 | 135.11 | Salary |
| Total | | 69,995.46 | | 18,827.62 | | 260.01 (1.4%) | 18,567.61 (98.6%) | |

8. Sub-Component 2.1.2 - Pre Primary Education (PPE):

The Government has pledged to provide one year of free Pre-Primary Education (PPE) to 5 and 6 year olds at Government Primary Schools. Since the commencement of PEDP3, new PPE teachers have been recruited and trained, and together with existing teachers, there will be one teacher in each primary school qualified to teach the PPE class. APPE Expansion Plan has been developed that sets out medium term strategic objectives and defines a framework for the provision of quality PPE. The total original cost as per DPP was Tk. 223,325.30 Lac and revised cost as per RDPP is Tk. 195,425.84 Lac.

Table 2.13: Pre Primary Education (PPE): Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|-------------------|------------------------------------|-----------|------------------------------------|-----------|--------------------------|-----------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Curriculum | 1 | 50.00 | Curr. for | 35.66 | - | 0.66 | 35.00 | |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|--|------------------------------------|-------------------|------------------------------------|-------------------|--------------------------|------------------------|--|------------------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| Development | | | PPE | | | | | |
| 2. Unicef PPE support | - | 0.00 | TA support | 1,732.11 | - | 582.55 | 1,149.56 | |
| 3. Orientation on PPE for officers | - | 0.00 | - | 192.00 | - | 141.44 | 50.56 | National & field |
| 4. Printing of PPE Expansion plan | - | 0.00 | PPE Ex. Plan | 54.50 | - | | 54.50 | |
| 5. PPE Textbooks printing and distribution | 21 lac | 2,100.00 | Printing of PPE curr. & TB | 392.54 | - | 272.54 | 120.00 | |
| 6. Teachers' guide | 70,000 schools | 35.00 | - | 0.00 | - | 0.00 | 0.00 | |
| 7. Supplementary Reading Materials | 62,000 teachers | 31.00 | - | 0.00 | - | 0.00 | 0.00 | |
| 8. Teacher Training on PPE curriculum | 73793 teachers | 0.00 | 75373 teachers | 7,082.50 | 21,500 teachers | 2,670.03 | 4,412.47 | |
| 9. Dev., printing & distribution & TOT | 1 | 50.00 | - | 0.00 | - | 0.00 | 0.00 | |
| 10. Initial study | 1 | 0.00 | - | 0.00 | - | 0.00 | 0.00 | |
| 11. Impact study | 2 | 0.00 | - | 0.00 | - | 0.00 | 0.00 | |
| 12. Salary for PPE GPS teachers | 37,680 teachers | 213,600.24 | 37,680 teachers | 146,139.63 | - | 34,202.67 | 111,936.96 | |
| 13. Salary for NNPS PPE Teachers | - | 0.00 | 26,193 teachers | 29,000.00 | - | 0.00 | 29,000.00 | |
| 14. Funds for school | 37,672 schools | 7,459.06 | 65,370 schools | 10,796.90 | - | 5,030.25 | 5,766.65 | |
| 15. Dissemination training on PPE | 1 | 0.00 | - | 0.00 | - | 0.00 | 0.00 | |
| Total | | 223,325.30 | | 195,425.84 | | 42,900.14 (22%) | 152,525.70 (78%) | |

9. Sub-Component 2.1.3 - Mainstreaming Gender and Inclusive Education (IE):

Inclusive education highlights the “all” in “Education for All.” This sub-component addresses the particular needs of tribal children, ethnic minorities, children with learning disabilities, disabled children, and also promotes gender sensitivity. The intention is to create an inclusive culture based component on the principle that all learners have a right to education regardless of their individual characteristics and differences. The total original cost as per DPP was Tk. 502.00 Lac and revised cost as per RDPP is Tk. 2,500.84 Lac.

Table 2.14: Mainstreaming Gender and Inclusive Education (IE): Cost and Expenditure, June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---|------------------------------------|-----------|------------------------------------|-----------|--------------------------|-----------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Block grants for inclusive Edn to UPEP | 2,510 | 502.00 | 508 | 1110.30 | - | 601.30 | 509.00 | |
| 2. Implementation of Gender & IE action plan | - | 0.00 | Gender & IE action plan | 226.00 | - | | 226.00 | |
| 3. Training activities on IE for teachers and dissemination of Gender tool kits | - | 0.00 | | 112.10 | 12 batches | 38.73 | 73.37 | |
| 4. Printing of Poster, leaflets | - | 0.00 | 150,000 | 30.00 | - | | 30.00 | |
| 5. Professional skill dev. of IE focal persons | - | 0.00 | 256 persons | 20.96 | 2 batches | 5.96 | 15.00 | |
| 6. Develop the Gender and Inclusive Edn. implementation | - | 0.00 | Unicef TA Support | 401.48 | - | 79.27 | 322.21 | |
| 7. Implementation of multilingual education for ethnic tribal children | | | | 100.00 | - | 50.00 | 50.00 | |
| 8. Teacher training on Autism | | | 65,000 | 500.00 | - | 499.56 | 0.44 | |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|-------------------|------------------------------------|---------------|------------------------------------|-----------------|--------------------------|-----------------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| | | | teachers | | | | | |
| Total | | 502.00 | | 2,500.84 | | 1,274.82 (51%) | 1,226.02 (49%) | |

10. Sub-Component 2.1.4 - Education in Emergencies (EiE):

More than 4,666 schools are affected by disasters each year (study conducted by Save the Children). This sub-component was designed to respond to the needs of children to enable them to continue in school during disaster times. DPE allocated conditional funding to respond to such emergencies. In addition, the funding covers the development of an Information Package, UPEP Guidelines, and the provision of training for teachers, UEO/DEO officials and community volunteers. The total original cost as per DPP was Tk. 2,500.00 Lac and revised cost as per RDPP is Tk. 156,122.20 Lac.

Table 2.15: Education in Emergencies (EiE): Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---------------------------------|------------------------------------|-----------------|------------------------------------|-------------------|--------------------------|----------------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Seminar & Workshop, training | 25 | 0.00 | - | 0.00 | | | | |
| 2. Fund for EiE | 125 | 2,500.00 | Need based | 2,500.00 | | 296.00 | 2,204.00 | |
| 3. EiE fund for reconstruction | - | 0.00 | Need based Schools | 153,371.77 | | | 153,371.77 | |
| 4. Unicef TA | - | 0.00 | TA support | 250.43 | | 30.00 | 220.43 | |
| Total | | 2,500.00 | | 156,122.20 | | 326.00 (0.2%) | 155,796.20 (99.8%) | |

11. Sub-Component 2.1.5 - Communication and Social Mobilization:

The PEDP3 communication and social mobilization sub-component is designed to complement and facilitate the achievement of PEDP3 goals. Based on the Communication Strategy, the communication interventions cover the following: key messages, TV dramas, talk shows for stakeholders to promote and ensure the rights of all children to education, the demand by communities for access to quality education, enrolment and retention in pre-primary and primary education, child friendly teaching and inclusiveness, and the elimination of corporal punishment in classrooms. The total original cost as per DPP was Tk. 4,800.00 Lac and revised cost as per RDPP is Tk. 14,610.16 Lac.

Table 2.16: Communication and Social Mobilization: Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remark |
|--|------------------------------------|-----------|------------------------------------|-----------|--------------------------|-----------|--|--------------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Unicef TA support | - | 0.00 | - | 1,059.35 | 1 Study | 335.70 | 723.65 | 1 TA |
| 2. Workshop on Soc. Mob. | - | 0.00 | - | 867.39 | - | 387.39 | 480.00 | |
| 3. Implementation of Communication strategy | n.a | 0.00 | Block | 226.56 | - | 48.70 | 177.86 | |
| 4. Mobile comm. for all schools | | | 70,000 | 1,000.00 | - | - | 1,000.00 | |
| 5. Dev. of Need based documentary films | | | - | 60.00 | - | - | 60.00 | |
| 6. Dev. of different SM materials | 50 | 1,000.00 | - | 563.98 | - | 3.98 | 560.00 | |
| 7. Print Meena cartoon on Autism | 500,000 | 500.00 | (6,5000) | 30.00 | - | - | 30.00 | |
| 8. Broadcasting for Soc Mob (in TV & Radio.) | 10,000 | 2,000.00 | - | 70.43 | - | 10.43 | 60.00 | |
| 9. Bangabandhu gold-cup football tournament | 5 | 1,100.00 | - | 1,437.54 | U:4,844, 503/64 | 935.20 | 502.34 | Under 7 div. |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remark |
|--|------------------------------------|-----------------|------------------------------------|------------------|----------------------------------|-------------------------|--|--------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 10. Bangamata Begum Fazilatunnesa Mujib gold-cup football tournament | 5 | - | - | 1,446.92 | U=4,844, Uzs=503, Dist. 64 Div=7 | 944.57 | 502.35 | |
| 11. National Education Week(printing posters, etc.), | 5 | 200.00 | - | 288.79 | - | 163.55 | 125.24 | |
| 12. National events (needs-based) | - | - | - | 706.62 | - | 243.05 | 463.57 | |
| 13. National events (needs- based) | - | - | - | 1,686.40 | - | 1,257.14 | 429.26 | |
| 14. Inter-school cultural & sports competition | - | - | All schools | 4,982.87 | - | 2,982.87 | 2,000.00 | |
| 15. Inter-PTI cultural competition | - | - | - | 183.31 | PTI=55 Div=7 & 1N | 48.00 | 135.31 | |
| Total | | 4,800.00 | | 14,610.16 | | 7,360.58 (50.4%) | 7,249.58 (49.6%) | |

Note: The achievements of Result Area 2.1 are measured through 3 KPIs (KPI 4, 5 & 6) and 4 Non-KPIs (Non-KPI 2, 3, 4 & 5) at the outcome level; and 2 PSQLs (PSQL 5 & 6) and 5 Sub-component indicators at the outputs level.

Result Area 2.2: Reducing Disparities

The anticipated outcome is greater equality between geographic regions, socio-economic groups and gender in terms of participation, completion and learning outcomes in primary education. In this result area, there are 4 sub-components under result area 2.2.

12. Sub-Component 2.2.1 - Targeted Stipends:

Stipends will be continued as a Discreet Project outside of PEDP3. A study of the project will be conducted under PEDP3 to help plan for the next phase of the project. The total original cost as per DPP was Tk. 335,149.03lac and revised cost as per RDPP is Tk. 0.00 lac.

Table 2.17: Targeted Stipends: Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|-------------------|------------------------------------|-------------------|------------------------------------|-------------|--------------------------|-------------|--|-----------------------------------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Survey | 1 | 0.00 | - | 0.00 | - | 0.00 | | will continue as discrete project |
| 2. Impact Study | 1 | 0.00 | - | 0.00 | - | 0.00 | | |
| 3. Stipends | 78,00,000 | 328,117.93 | - | 0.00 | - | 0.00 | | |
| 4. Service charge | Block | 7,031.10 | - | 0.00 | - | 0.00 | | Charge 2.5% |
| Total | | 335,149.03 | | 0.00 | | 0.00 | | |

13. Sub-Component 2.2.2 - School Health and School Feeding:

Schools play a critical role in promoting the health and safety of children through the adoption of lifelong healthy behavior. PEDP3 intends to conduct a once-a-year health check-up in all schools and to train teachers by local healthcare providers. PEDP3 will also collaborate with the school feeding projects and other ministries to address malnutrition and other childcare initiatives. The total original cost as per DPP was Tk. 207,647.47 Lac and revised cost as per RDPP is Tk. 1,545.45 Lac.

Table 2.18: School Health and School Feeding: Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|--|------------------------------------|------------|------------------------------------|-----------|--------------------------|-----------|--|-------------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. School Health Education & Check-up | - | 0.00 | Teachers Training-19,111 | 385.11 | - | 175.80 | 209.31 | Unicef Fund |
| 2. Food for students (238 days every year) | 8,223,507 | 195,719.47 | discrete project | 0.00 | - | 0.00 | 0.00 | |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---|------------------------------------|-------------------|------------------------------------|-----------------|--------------------------|-----------------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 3. First Aid Box to GPS with training | all school | 9,418.00 | need based | 87.00 | - | 0.00 | 87.00 | |
| 4. Block grants to UPEP for a medical team once a year and training of teachers | 2,510 | 2,510.00 | 63,320 teachers | 1,073.34 | - | 1,044.57 | 28.77 | |
| Total | | 207,647.47 | | 1,545.45 | | 1,220.37 (79%) | 325.08 (21%) | |

14. Sub-Component 2.2.3 - School Environment Improvement:

The creation of a child-friendly environment requires improving the physical condition of schools, such as the provision of safe drinking water, sufficient toilets, wash blocks, suitable classroom furniture and boundary walls to ensure a safe and protective learning environment. The total original cost as per DPP was Tk. 120,984.05 Lac and revised cost as per RDPP is Tk. 187,783.34 Lac.

Table 2.19: School Environment Improvement Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent after June 2015/ as % of RDPP cost | Remarks |
|---|------------------------------------|-------------------|------------------------------------|-------------------|--------------------------|--------------------------|--|----------------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Toilets for male teachers and boys | 21,955.00 | 16,466.25 | 5500+5000 WASH Block | 62,000.00 | 3,390 | 22,250.00 | 39,750.00 | WASH block |
| 2. Urinals for male teachers and boys | 53,750.00 | 5,375.00 | - | - | - | - | - | Included above |
| 3. Toilets for female teachers and girls | 53,250.00 | 39,937.50 | 12950 WASH Block | 43,000.00 | 4,051 | 27,750.00 | 15,250.00 | |
| 4. Sinking of Deep Tube Wells | 15,720.00 | 23,580.00 | 29800 Deep | 40,042.50 | 6,500 | 15,692.00 | 24,350.50 | tubewell |
| 5. Sinking of Shallow Tube Wells | 15,720.00 | 9,432.00 | 5000 Shallow | 2,738.00 | - | 0.00 | 2,738.00 | |
| 6. Sinking of Tara Pumps | 7,860.00 | 5,895.00 | 2500 Tara | 1,875.00 | - | 0.00 | 1,875.00 | |
| 7. Sinking of tube well – and other options | - | - | 2000 Other sources | 2,734.50 | - | 0.00 | 2,734.50 | |
| 8. Test for Arsenic Contamination | - | - | Block | 230.00 | - | 0.00 | 230.00 | |
| 9. Professional fee, DPHE | - | - | 2 % of works | 2,842.00 | 2 % of | 1,146.00 | 1,696.00 | |
| 10. Furniture for schools | 15,000.00 | 15,000.00 | Need based | 20,000.00 | 12,500 pair | 2,240.00 | 17,760.00 | |
| 11. Repair of toilets for male teachers | 2,415.00 | 724.50 | 12,585.00 | 3,774.81 | 2,000 | 1,514.95 | 2,259.86 | |
| 12. Repair of toilets for boys | 7,718.00 | 2,315.40 | 3,360.00 | 1,008.08 | 5,000 | 1,008.08 | - | |
| 13. Repair of toilets for girls | 7,528.00 | 2,258.40 | 3,333.00 | 1,000.00 | 5,000 | 1,000.00 | - | |
| 14. Boundary walls/ green/ play ground | - | - | Need based | 4,640.00 | Block fund | 190.00 | 4,450.00 | |
| 15. Improvement of classroom environment | Unicef Fund | - | Block | 1,898.45 | - | 944.61 | 953.84 | |
| Total | | 120,984.05 | | 187,783.34 | | 73,735.64 (39.3%) | 114,047.70 (60.7%) | |

15. Sub-Component 2.2.4 - Needs Based Infrastructure Development:

The PEDP3 uses a needs-based approach to infrastructure development, in collaboration with LGED, to establish a good quality learning environment in schools. Under the PEDP3, new classrooms have been constructed, unusable classrooms reconstructed, and every school has received funds to

undertake small repairs. The total original cost as per DPP was Tk. 615,073.05 Lac and revised cost as per RDPP is Tk. 700,726.89 Lac.

Table 2.20: Needs Based Infrastructure Development: Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent after June 2015/ as % of RDPP cost | Remarks |
|---|------------------------------------|-------------------|------------------------------------|-------------------|--------------------------|---------------------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Construction of schools - GPS | 2,660.00 | 106,400.00 | 5,519 classrooms | 90,748.11 | 2,230 | 89,248.91 | 1,499.20 | |
| 2. Construction of schools - RNGPS | 32.00 | 1,280.00 | - | - | | - | - | |
| 3. Construction of schools- Community Schools | 17.00 | 680.00 | - | - | | - | - | |
| 4. Construction of additional classrooms | 31,685.00 | 380,220.00 | 33,484 classrooms | 529,777.12 | 21,500 | 259,632.98 | 270,144.14 | |
| 5. Repair and maintenance of schools | 1,624.00 | 12,992.00 | 1,861 schools | 9,538.52 | 620 | 5,038.52 | 4,500.00 | |
| 6. Repair and maintenance of schools- major cat. 1 | 18,280.00 | 54,840.00 | - | - | | - | - | |
| 7. Major maintenance of schools | | | 3139 schools | 15,380.00 | - | - | 15,380.00 | |
| 8. Third Party Monitoring of civil works | | | - | - | - | - | - | |
| 9. Professional Fee for LGED | - | - | 2% service charge | 16,660.12 | - | 7,195.55 | 9,464.57 | |
| 10. Needs- based Furniture, Maintenance and Other Construction Modules of PEPMIS Software | - | - | - | - | - | - | - | |
| 11. Repair and maintenance of schools- major cat. 2 | 18,280.00 | 27,420.00 | Need based | 26,623.32 | 7,080 | 10,623.32 | 16,000.00 | |
| 12. Routine maintenance of schools | - | 23,223.00 | Need based | 11,999.70 | 20,000 | 5,999.70 | 6,000.00 | |
| 13. Other maintenance works of schools | block | 8,018.05 | Block fund- | - | - | - | - | |
| Total | | 615,073.05 | | 700,726.89 | | 377,738.98 (53.9%) | 322,987.91 (46.1%) | |

Note: The achievements of Result Area 2.2 are measured through 3 KPIs (7, 8 & 9) and 2 Non-KPIs (6 & 7) at the outcome level; and 5 PSQs (7, 8, 9, 10 & 11) and 8 subcomponent indicators at the output level.

Result Area 3.1: Decentralization

The anticipated outcome is expanded decentralized planning, management and monitoring at district, Upazila and school levels. There are 4 sub-components under Result Area 3.1 Decentralization.

16. Sub-Component 3.1.1 - Field-Level Offices Strengthened:

Under the PEDP3, there is an initiative to strengthen field level offices, through the filling of vacancies at PTIs, UEOs and URCs, and the strengthening of local capacity planning and monitoring functions. Some field level functions have been delegated and expanded to local bodies, e.g., AUEOs who will monitor the Shikhbe Protiti Shishu activity and conduct demand-based sub-cluster training. The total original cost as per DPP was Tk. 35068.12 Lac and the revised cost as per RDPP is TK. 54,956.42 Lac.

Table 2.21: Field-Level Offices Strengthened: Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | | Remarks |
|---|------------------------------------|------------------|------------------------------------|------------------|-------------------------------|-------------------------|--|---------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. PTI expansion works | 55 | 2,750.00 | block | 18,000.00 | 15 PTIs | 2,400.00 | 15,600.00 | |
| 2. Construction of Auditorium | - | - | 7 | 1,500.00 | 3 Auditorium | 800.00 | 700.00 | |
| 3. URC (new) construction | 30 | 1,500.00 | 25 URC | 2,450.00 | 10 | - | 2,450.00 | |
| 4. Repair works of URCs | - | - | Need based | 800.00 | 107 | 163.00 | 637.00 | |
| 5. Furniture for URCs | - | - | Need based | 1,393.10 | 167 | 315.00 | 1,078.10 | |
| 6. UEO expansion works | 503 | 10,060.00 | Need based | 16,750.00 | 75 | 650.00 | 16,100.00 | |
| 7. Construction of TEO offices in Dhaka and CTG city | New | - | TEO office | 2,000.00 | - | - | 2,000.00 | |
| 8. Construction of store rooms at UEO offices | New | - | - | - | - | - | - | |
| 9. Computers/ Laptops, UPS, volt stabilizer for PTI, UEO, URC | 2,130 | 4,260.00 | Total 2755 | 1,623.23 | Total: 1,069 | 647.87 | 975.36 | |
| 10. Laptop for 29 PTIs for DPEd | | - | Laptop-29x16=464 | 759.10 | Carry over for 29 PTIs | - | 759.10 | |
| 11. Printers (laser & colour) & scanner for PTI, UEO, URC | 1,120 | 672.00 | 1106 printer | 206.00 | 895 | 27.00 | 179.00 | |
| 12. Multimedia projectors for PTI, UEO, URC | 1,120 | 1,120.00 | 1,120 MMP | 687.35 | 1,078 | 165.75 | 521.60 | |
| 13. Photocopiers, PTIs | 55 | 165.00 | 67 | 58.47 | 11 PTIs | 34.47 | 24.00 | |
| 14. Microbus for PTIs | 55.00 | 1,650.00 | 55 | 2,000.00 | 55 | 1,225.91 | 774.09 | |
| 15. Motorbikes for UEO, AUEO, AMO | 2,569.00 | 3,082.80 | 2,569 | 3,082.80 | - | - | 3,082.80 | |
| 16. Salary for Additional staff PTI, URC, UEO | - | 9,808.32 | | 3,646.37 | PTI: 59 240, URC: 96 & UEO:71 | 896.04 | (896.04) | |
| Total | | 35,068.12 | | 54,956.42 | | 7,325.04 (13.1%) | 47,631.38 (76.9%) | |

17. Sub-Component 3.1.2 - Decentralized School Management and Governance:

A key dimension of PEDP3 is to enhance decentralized planning at District, Upazila and school levels. The devolution of power/authority is proposed on a selected basis in several administrative areas and a comprehensive devolution plan will be developed and implemented. All Schools prepare and implement the School Learning Improvement Plan (SLIP) and 75% of Upazilas/Thanas prepare the Upazila Primary Education Plans (UPEP). The total original cost as per DPP was Tk. 140,948.87 Lac and revised cost as per RDPP is TK. 106,323.67 Lac.

Table 2.22: Decentralized School Management and Governance: Cost and Expend as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | | Remarks |
|--|------------------------------------|------------|------------------------------------|-----------|--------------------------|-----------|--|-------------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. SLIP stakeholder training | 573,858 | 8,607.87 | 6,40,000 persons | 6,314.48 | - | 1,736.52 | 4,577.96 | |
| 2. SLIP master training refresher | 3,500 | 175.00 | 2,500 persons | 63.76 | - | 9.48 | 54.28 | |
| 3. SLIP school funding | 318,810 | 127,524.00 | - | 99,584.00 | 47,000 schools | 35,558.10 | 64,025.90 | |
| 4. Develop SMC & PTA guidelines & distribution | - | - | - | 186.96 | - | 36.96 | 150.00 | Unicef Fund |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|-----------------------------|------------------------------------|-------------------|------------------------------------|-------------------|--------------------------|--------------------------|--|---------------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 5. SLIP review & monitoring | 9 | 9.00 | - | - | | - | - | (Unicef Fund) |
| 6. UPEP master training | 1,600 | 80.00 | - | 38.37 | | 37.76 | 0.61 | |
| 7. UPEP upazila funding | 2,515 | 503.00 | 75% Uzs. | 101.10 | 253 Upazilas | 20.20 | 80.90 | |
| 8. UPEP workshops | 500 | 50.00 | - | - | | - | - | |
| 9. UPEP workshops | - | - | - | 35.00 | | 5.00 | 30.00 | (Unicef Fund) |
| Total | | 136,948.87 | | 106,323.67 | | 37,404.02 (35.2%) | 68,919.65 (64.8%) | |

18. Sub-Component 3.1.3 - School Level Leadership and Development:

The focus on improvements in children's learning in the classrooms requires Head Teachers to assume a more active role in the academic supervision of teachers. This focus has required the development of a School Leadership Handbook and the provision of Head Teacher training. The original cost was Tk. 6,450.00 Lac and revised cost as per RDPP is TK. 7,923.94 Lac.

Table 2.23: School Level Leadership and Development: Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---|------------------------------------|-----------------|------------------------------------|-----------------|--------------------------|-------------------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Learning mat dev, printing & TOT | 2 | 150.00 | ToT - 975 | 123.69 | - | 123.62 | 0.07 | |
| 2. Study on school level leadership | - | 0.00 | - | 0.00 | - | 0.00 | 0 | |
| 3. Workshops on school level leadership | - | 0.00 | - | 0.00 | - | 0.00 | 0 | |
| 4. Head Teacher training on school level leadership | 42,000 | 6300.00 | 66,500 HTs | 7800.25 | 1,010 batches | 4257.41 | 3542.84 | |
| | | 6,450.00 | | 7,923.94 | | 4,381.03 (55.3%) | 3542.91 (44.7%) | |

19. Sub-Component 3.1.4 - Organizational Review and Strengthening:

The creation of posts and filling of vacancies is a significant issue. This sub-component centers on preparing Terms of Reference for all DPE Divisions and Career Paths for DPE Staff; Identification of DPE Staffing Needs; and Formulation of Other Organizational Strengthening Initiatives. Original Cost (DPP) was Tk. 21,114.07 Lac, and the Revised Cost (RDPP) is TK. 19,410.79 Lac.

Table 2.24: Organizational Review and Strengthening: Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---|------------------------------------|-----------|------------------------------------|-----------|--------------------------|-----------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Construction works - DPE HQ expansion | 1 | 4,500.00 | DPE HQ | 5,570.00 | Going on | 70.00 | 5,500.00 | |
| 2. Construction works - Div office rest house | 7 | 280.00 | 7 div. offices | 1,700.00 | 2 | 330.00 | 1,370.00 | |
| 3. Construction works - DPEO expansion | 64 | 1,600.00 | 64 DPEO offices | 1,940.00 | 20 | 620.00 | 1,320.00 | |
| 4. Leadership training centre at Cox's Bazar | 1 | 1,100.00 | 1 | 1,200.00 | - | - | 1,200.00 | |
| 5. Construction works - NAPE expansion | 1 | 2,500.00 | NAPE expansion | 1,000.00 | - | - | 1,000.00 | |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---|------------------------------------|------------------|---|------------------|--------------------------|-----------------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 6. Computers/ Laptops, UPS, volt stabilizer for DPE, DD, DPEO | 342 | 684.00 | 342 Desktops/ Laptops | 246.55 | 121 | 107.35 | 139.20 | |
| 7. Established maintenance data center and WiFi system | - | 0.00 | - | 287.09 | - | 63.30 | 223.79 | |
| 8. Hardware & software | | | Need based | 46.55 | - | 1.55 | 45.00 | |
| 9. Maintenance of computers, accessories | | | Need based | 51.95 | - | 9.53 | 42.42 | |
| 10. Printers (laser & color) & scanner for DPE, DD, DPEO | 91 | 54.60 | 128 printer | 48.70 | - | 18.70 | 30.00 | |
| 11. Multimedia projector for DPE, DD, DPEO | 91 | 91.00 | 91 multi media | 55.23 | - | 6.63 | 48.60 | |
| 12. Photocopier for DPE, DD, DPEO | 89 | 267.00 | Photocopier -89 | 188.00 | - | 34.00 | 154.00 | |
| 13. Equipment - isograph, fire alarm & extinguisher, PABX, CC TV, water refiner machine, floor cleaner, scanner, drinking water purification kits | 1 | 200.00 | Equipment - isograph, fire alarm & extinguisher, PABX, CC TV, water refiner | 222.00 | - | 5.31 | 216.69 | |
| 14. Equipment for NAPE (block amount t.b.d) | 1 package | 200.00 | Equipment for NAPE | 60.00 | 16 and 5 | - | 60.00 | |
| 15. Jeep, for DPE, DD, DPEO | 81 | 6,480.00 | 45 jeeps | 3,600.00 | 24 | 372.47 | 3,227.53 | |
| 16. Microbus for DPE | 10 | 300.00 | Microbus - 10 | 300.00 | 3 | - | 300.00 | |
| 17. Workshop/ seminar | 50 | 0.00 | - | - | - | - | - | |
| 18. Additional manpower DPE and NAPE | | 2,857.47 | | 2894.72 | 49+22+7 officials | 493.09 | 2401.63 | |
| | | 21,114.07 | | 19,410.79 | | 2,131.93 (11%) | 17,278.86 (89%) | |

Note: The achievements of Result Area 3.1 are measured through 2 KPIs (10 & 11) and 1 Non-KPI (8) at the outcome level; and 2 PSQs (12 & 13) and 4 subcomponent indicators at the output level.

Results Area 3.2: Effectiveness

The anticipated outcome is increased effectiveness in education budget utilization in terms of achievement of PEDP 3 goals and objectives. There are 4 sub-components under Result Area 3.

20. Sub-Component 3.2.1 - Grade 5 PECE Strengthened:

The Primary Education Completion Examination (PECE) was introduced for the first time in 2009 and the Ebtedayee Completion Examination (EECE) in 2010. The current aim is to improve the Grade 5 PECE through the gradual inclusion of competency-based test Items (questions), test item pre-testing, and scaling-up. Thinking and problem solving skills are added to assess what students can do with their acquired knowledge. By 2018, all the test items will be competency based. The total original cost as per DPP was Tk. 375.00 Lac and revised cost as per RDPP is TK. 1,807.99 Lac.

Table 2.25: Grade 5 PECE Strengthened: Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|--|------------------------------------|-----------|------------------------------------|-----------|--------------------------|-----------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. PECE: items: writing, testing and analyzing | 5 | 375.00 | workshop on - PECE | 906.81 | - | 6.81 | 900.00 | |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|-------------------|------------------------------------|---------------|------------------------------------|-----------------|--------------------------|-----------------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 2. Study on PECE | - | 0.00 | 1 Study | 901.18 | - | 386.10 | 515.08 | |
| Total | | 375.00 | | 1,807.99 | | 392.91 (21.7%) | 1,415.08 (78.3%) | |

21. Sub-Component 3.2.2 - Teacher Recruitment, Promotion and Deployment:

The major shift in PEDP3 is to a demand or needs-based deployment of resources, including teachers. Accordingly, improve the teacher recruitment/employment process and applying a clear criteria-based need for new teachers on school-by-school requirements. The approval of a teacher career path is another key objective of the sub-component. The total original cost as per DPP was Tk. 30,390.00 Lac and revised cost as per RDPP is TK. 21,003.50 Lac.

Table 2.26: Teacher Recruitment, Promotion and Deployment: Cost and Expenditure, June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---|------------------------------------|------------------|------------------------------------|------------------|--------------------------|---------------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Study | 20.00 | 0.00 | - | 0.00 | | | | |
| 2. Workshop/ seminar on teacher recruitment, promotion and deployment | 0.00 | 0.00 | - | 0.00 | | | | |
| 3. Teachers incentive pilot | 50.00 | 150.00 | - | 0.00 | | | | |
| 4. Salary for Additional Teacher GPS | 10,000 | 30,240.00 | 10,000 | 20,700.00 | | 0.00 | 20,700.00 | |
| 5. Additional Manpower for Hostel in Hill-tract area | Manpower budget | 0.00 | Salary for 40 staff | 303.50 | | 27.8 | 275.70 | |
| Total | | 30,390.00 | | 21,003.50 | | 27.8 (0.13%) | 20,975.70 (99.87%) | |

22. Sub-Component 3.2.3 - Annual Primary School Census (APSC):

The APSC has been conducted since 2005, producing a primary information source for accurate, reliable data for evidence based policy making, targeted service delivery for quality primary education. The main focus is to expand the APSC coverage to include all Primary Schools, and to improve data accuracy and timeliness in APSC reporting. The total original cost as per DPP was Tk. 3,000.00 Lac and revised cost as per RDPP is TK. 2,547.72 Lac.

Table 2.27: Annual Primary School Census (APSC): Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|-------------------------------------|------------------------------------|-----------------|------------------------------------|-----------------|--|-----------------------|--|------------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1 APSC Workshop and printing | 5 | 3,000.00 | 25,000 and workshop 192 | 1,520.15 | Qnns: 260,000 Guideline: 130,000 & APSC 5,000 | 296.85 | 1,223.30 | Every year |
| 2. Orientation and Workshop on APSC | 1600 | 0.00 | Workshop - 172 | 1,027.57 | 50 batches | 132.86 | 894.71 | |
| Total | | 3,000.00 | | 2,547.72 | | 429.71 (16.9%) | 2,118.01 (83.1%) | |

23. Sub-Component 3.2.4 - National Assessment of Students:

The National Student Assessment (NSA) gives a qualitative assessment of student achievement tests in Grade 3 and Grade 5 Bangla and Mathematics on a bi-annual basis. The NSA was conducted in years 2008, 2011, 2013 and 2015 and the National Assessment Cell (NAC) of Monitoring and Evaluation Division of DPE is accountable for the administration of the NSA. The total original cost as per DPP was Tk. 2,450.00 Lac and revised cost as per RDPP is TK. 949.25 Lac.

Table 2.28: National Assessment of Students (NSA): Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | | Remarks |
|--|------------------------------------|-----------------|------------------------------------|---------------|--------------------------|-----------------------|--|---------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. NSA | 3 rounds | 2400.00 | 18,000 | 311.17 | | 136.17 | 175.00 | |
| 2. Orientation on Dev, Piloting and Finalizing test item for Gr-3 and 5, Bangla and Math | - | 0.00 | 19 Workshops | 25.25 | | 25.25 | - | |
| 3. Workshops for subject teachers | - | 0.00 | 64 Workshops | 296.55 | | 6.08 | 290.47 | |
| 4. Dissemination workshops | - | 0.00 | Dissemination workshops | 303.10 | | 37.11 | 265.99 | |
| 5. Workshops on NSA | - | 0.00 | 4 workshops | 13.18 | | 13.18 | - | |
| 6. NAC operation cost | - | 50.00 | - | 0.00 | | 0.00 | - | |
| | | 2,450.00 | | 949.25 | | 217.79 (22.9%) | 731.46 (77.1%) | |

Note: The achievements of Result Area 3.2 are measured through 4 KPIs (12, 13, 14 and 15) and 2 Non-KPIs (9and10) at the outcome level; and 1 PSQL (14) and 12 sub-component indicators at the output level.

Result Area 4: Program Planning and Management

The anticipated outcome is the strengthened capacity of the primary education system in planning, budgeting, financial management, and results based management. There are 6 sub-components under Result Area 4.

24. Sub-Component 4.1 - PEDP3 Management and Governance:

The PEDP3 has been managed by divisions and units that are part of MoPME and DPE's organizational structure. The administration of the PEDP3 is now strengthened through the establishment of a PEDP3 Steering Committee (PSC) and a Project Support Office (PSO), and the improvement of the planning and execution of the Annual Operational Plan (AOP). The total original cost as per DPP was Tk. 36,584.88 Lac and revised cost as per RDPP is TK. 20,650.84 Lac.

Table 2.29: PEDP3 Management and Governance: Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | | Remarks |
|---|------------------------------------|-----------|------------------------------------|-----------|--------------------------|-----------|--|-----------------------------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Computers, software, printers, OHP, volt stabilizer | 20.00 | 80.00 | Desktop PC- 3, online printer- 2 | 79.45 | | 19.35 | 60.10 | PSO/PSU/ MoPME - need based |
| 2. Re-configuration of up gradation of server room of MoPME | incl. in operating cost | - | Up gradation of server of MoPME | 36.30 | | 4.29 | 32.01 | |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|--|------------------------------------|------------------|------------------------------------|------------------|--------------------------|-----------------------|--|------------------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 3. Digital camera, scanner, photocopier for PSO, PMU | 40.00 | 200.00 | Photocopier1, scanner 1 | 200.00 | | 13.52 | 186.48 | |
| 4. Jeep-1 and microbus-1 | 2.00 | 115.00 | Jeep -1 and Microbus1 | 194.26 | | 72.26 | 122.00 | For PSO |
| 5. Jeep-2 & microbus-2 for Program div. | 4.00 | 185.00 | Jeep-1 and Microbus1 | 119.26 | | 72.26 | 47.00 | Program Division |
| 6. Furniture for DPE and field offices, PSO and PSU | 51.00 | 306.00 | Furniture Need based | 306.00 | | 13.46 | 292.54 | |
| 7. Study (t.b.d) managed by Prog. Div | 5.00 | 2,040.00 | Study - block fund | 900.00 | | - | 900.00 | |
| 8. Workshop/ seminar (t.b.d) managed by Prog Div | 750.00 | 1,125.00 | Block | 317.04 | | 90.84 | 226.20 | |
| 9. International consultant through package | 750 person months | 13,125.00 | 60 person month | 1,050.00 | | - | 1,050.00 | |
| 10. International consultant (pool) individuals | 100 person months | 1,750.00 | 35 person month | 389.75 | | 52.91 | 336.84 | |
| 11. National consultant through package | 2000 per. months | 7,000.00 | 420 person months | 2,100.00 | | 100.56 | 1,999.44 | |
| 12. National consultant (pool) individuals | 500 per. months | 1,750.00 | 224 person months | 737.44 | | 160.47 | 576.97 | |
| 13. National consultant (pool) individuals - FM, procurement and IT specialist for CAS | - | - | 122 person months | 416.38 | | 107.28 | 309.10 | |
| 14. National consultant (pool) ind. - CR & TED | - | - | 116 person months | 329.04 | | 173.09 | 155.95 | |
| 15. PSO at MOPME | - | 375.00 | Block | 250.00 | | - | 250.00 | |
| 16. Prog Div Officer | - | 299.48 | 7 persons | 231.01 | | 58.69 | 172.32 | Salary |
| Prog Div Staff | - | 134.40 | 10 persons | 79.91 | | - | 79.91 | Salary |
| 17. Operational Cost of PEDP3 | 5 years | 8,100.00 | Contingency cost | 12,700.00 | | 7,486.37 | 5,213.63 | |
| 18. DPE office maintenance | - | - | DPE HQ repair | 215.00 | | 39.94 | 175.06 | |
| Total | | 36,584.88 | | 20,650.84 | | 8,465.29 (41%) | 12,185.55 (59%) | |

25. Sub-Component 4.2 - PEDP3 Financial Management:

The PEDP's financial management and fiduciary oversight are strengthened through the implementation of a procurement and financial management Action Plan. The total original cost as per DPP was Tk. 493.36 Lac and revised cost as per RDPP is TK. 431.58 Lac.

Table 2.30: PEDP3 Financial Management: Cost and Expenditure as of June 2015

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---------------------------------------|------------------------------------|---------------|------------------------------------|---------------|--------------------------|-----------------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| Dev. computerized accounting system | Block | 150.00 | - | 90.00 | - | 0.00 | 90.00 | |
| Server and computer for IBAS terminal | Block | 25.00 | - | 0.00 | - | 0.00 | 0.00 | |
| Training on financial management | 4548 person | 318.36 | - | 341.58 | - | 135.76 | 205.82 | |
| Total | | 493.36 | | 431.58 | | 135.76 (31.5%) | 295.82 (68.5%) | |

26. Sub-Component 4.3 - Sector Finance:

It is important to ensure that appropriate financing is available to MoPME for implementation of all Primary Education programs and activities, including PEDP3 and all discreet projects. The total original cost as per DPP was 0.00 Lac and revised cost as per RDPP is TK. 0.00 Lac.

Table 2.31: Sector Finance: Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|---------------------|------------------------------------|-------------|------------------------------------|-------------|--------------------------|-------------|--|---------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| Study | 5 | 0.00 | - | 0.00 | - | 0.00 | | |
| Workshops& seminars | 250 | 0.00 | - | 0.00 | - | 0.00 | | |
| Total | | 0.00 | | 0.00 | | 0.00 | | |

27. Sub-Component 4.4 - Strengthening Monitoring Functions:

Evidence based planning and results based management relies on a strong monitoring system using the RBM approach. The M&E Division is responsible for quality assurance of this sub-component. This includes strengthening the utilization of the RBM approach at all levels of the primary education system, including SLIP, UPEP and school inspection. The total original cost as per DPP was Tk. 5,800.00 Lac and revised cost as per RDPP is TK. 1,369.19 Lac.

Table 2.32: Strengthening Monitoring Functions: Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|--|------------------------------------|-----------------|------------------------------------|-----------------|--------------------------|-----------------------|--|----------------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| Workshops and Seminars, QSTF | - | 0.00 | Workshops for QSTF - 51 | 75.04 | 19 batches | 35.95 | 39.09 | |
| QSTF- at National level | - | 0.00 | workshop need based - 3 | 24.91 | - | 4.91 | 20.00 | |
| Review progress monitoring | - | 0.00 | National - 1 (70 persons) | 4.12 | 1 | 0.00 | 4.12 | National level |
| Progress review Divisional level | - | 0.00 | Half yearly workshop-102 | 306.71 | 28 | 128.26 | 178.45 | |
| Progress review at District level | - | 0.00 | Half yearly district - 384 | 90.00 | - | 63.99 | 26.01 | |
| EHS | Need based | 5,000.00 | Block fund | 161.45 | 1 | 108.17 | 53.28 | BBS |
| ASPR | - | - | ASPR printing 15,000 copy | 255.00 | 5,000 | 0.00 | 255.00 | |
| GIS implementation | - | 300.00 | - | 0.00 | - | 0.00 | 0.00 | |
| Existing GIS - Renovation and re-customizing | Part of AOP Sl. No.'0194 | 0.00 | - | 17.00 | - | 0.00 | 17.00 | |
| Quality re-checking /error minimization | - | 0.00 | - | 2.00 | - | 0.00 | 2.00 | |
| Monthly review meeting | - | 0.00 | - | 303.43 | - | 266.93 | 36.50 | All levels |
| Training on RBM | 1000 | 500.00 | 2,040 persons | 129.47 | 28 batches | 111.22 | 18.25 | |
| Total | | 5,800.00 | | 1,369.13 | | 719.43 (52.5%) | 649.70 (47.5%) | |

28. Sub-Component 4.5-Human Resource Development:

The Human Resource Plan includes the development of professional competency standards for DPE field level staff; identification of training needs; and preparation of a training plan. The total original cost as per DPP was Tk. 7,344.80 Lac and revised cost as per RDPP is TK. 8,353.31 Lac.

Table 2.33: Human Resource Development: Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | | Remarks |
|---|------------------------------------|-----------------|------------------------------------|-----------------|--------------------------|-------------------------|--|-----------------------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Training for AUEOs | 2 | 40.00 | - | 0.00 | - | 0.00 | 0.00 | |
| 2. Local training for URC | 5 | 50.00 | - | 0.00 | - | 0.00 | 0.00 | |
| 3. Study on HRD | 1 | - | O and M | 30.00 | - | 0.00 | 30.00 | |
| 4. Workshop on HRD | 10 | - | - | 0.00 | - | 0.00 | 0.00 | |
| 5. Initial training | 1,000 | 700.00 | AUEOs -250 | 41.34 | - | 41.34 | 0.00 | New AUEOs |
| 6. Academic supervision, AUEOs | 2,000 | 300.00 | 3000 AUEOs | 1,162.60 | 532 batches | 722.78 | 439.82 | |
| 7. Training of UEOs/ HTs on quality assurance insp. | 3,000 | 142.50 | - | 0.00 | - | 0.00 | 0.0 | |
| 8. Training of URC Insts. and Asst. Insts. | 750 | 262.50 | 600 officials | 179.41 | 300 officials | 100.25 | 79.16 | |
| 9. Dev. of course & content for NAPE,PTI | | | 1,000 person | 400.00 | | 9.68 | 390.32 | Workshops |
| 10. Training for newly recruited PTI Insts. | | | 290 PTI instructor | 54.00 | | 0.00 | 54.00 | |
| 11. Management Training for DPE staff | 400 | 28.00 | Class I & II-384 | 95.97 | 120 | 60.41 | 35.56 | DPEO, ADPEO, AD |
| 12. Training of management & staff -DPE and field level | 7,500 | 750.00 | Class III 2,400 persons | 889.99 | 600 | 479.99 | 410.00 | Office mgt & computer |
| 13. Training of Upazila Chairman and Vice Chair | 1,560 | 46.80 | n.a | 0.00 | - | 0.00 | 0.00 | |
| 14. Training of Pourashava/UP | 7,500 | 225.00 | n.a | 0.0 | - | 0.00 | 0.00 | |
| 15. Overseas training (15 days exposure) | 8,000 days | 4,800.00 | 2600 Person | 4,800.00 | - | 447.21 | 4,352.79 | |
| 16. Training and Higher studies (Local & overseas) | | | 40 (20+20) persons | 700.00 | - | 0.00 | 700.00 | |
| Total | | 7,344.80 | | 8,353.31 | | 1,861.66 (22.3%) | 6,491.65 (77.7%) | |

29. Sub-Component 4.6 - Public-Private Partnerships (PPP):

The PEDP3 is committed to the development and implementation of a PPP Framework to expand cooperation with the private sector and NGOs as stated in the National Education Policy 2010 (NEP). The total original cost as per DPP was Tk. 102.00 Lac and revised cost as per RDPP is TK. 2,505.00Lac.

Table 2.34: Public-Private Partnerships (PPP): Cost and Expenditure as of June 2015

| Key Item/Activity | Cost in Lac Taka | | | | | | | Remarks |
|---------------------|------------------------------------|-----------|------------------------------------|-----------|--------------------------|-----------|--|---------|
| | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | |
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| 1. Study on PPP | 5+1 | 102.00 | - | 0.00 | | 0.00 | 0.00 | |
| 2. Workshops on PPP | 25 | 0.00 | Workshops | 5.00 | | 0.00 | 5.00 | |
| 3. PPP | - | 0.00 | Workshops | 2,500.00 | | 0.00 | 2,500.00 | |

| Key Item/Activity | Original (DPP Target 2011 to 2016) | | Revised (RDPP Target 2011 to 2017) | | Progress as of June 2015 | | Unspent as of June 2015/ as % of RDPP cost | Remarks |
|-------------------|------------------------------------|---------------|------------------------------------|-----------------|--------------------------|-------------|--|---------|
| | Physical | Financial | Physical | Financial | Physical | Financial | | |
| Total | | 102.00 | | 2,505.00 | | 0.00 | 2,050.00 | |

Note: The achievements of Result Area 4 are measured through 2 Non-KPIs (11and12) at the outcome level and 14 subcomponent indicators at the output level.

Overall Status of Implementation of Sub-components:

It must be mentioned that, out of 29 subcomponents, 14 sub-components show steady progress, 7 sub-components indicate moderate progress and 8 sub-components have made limited progress against their individual set targets as reflected in the PEDP3 Revised result matrix in 2014 (see Table 2.35) as of March 2016. It is necessary to accelerate the implementation of moderate and limited achievement of sub-components in the final year of PEDP3.

Table 2.35: Status of the Sub-components based on their Implementation 2015

| Significant Achievements | Moderate Achievements | Limited Achievements |
|---|--|---|
| 1.3 Curriculum and Textbooks Strengthen | 1.1 Each Child Learns | 1.2 School and Classroom-based Assessment |
| 1.4 Production and Distribution of Textbooks | 2.1.3 Mainstreaming Inclusive Education | 2.1.1 Second chance and Alternative Education (NFE) |
| 1.5 ICT in Education | 2.1.4 Education in Emergencies | 2.1.5 Communications and social mobilization |
| 1.6 Teacher Education and Development | 2.2.4 Needs based Infrastructure Development | 2.2.3 Needs based School Environment Improvement |
| 2.1.2 Pre-Primary Education | 3.1.1 Field Level Offices Strengthened | 3.1.4 Organizational Review and Strengthening |
| 2.2.1 Targeted Stipends | 3.1.2 Decentralized School Management and Governance | 4.4 Strengthening Monitoring Functions |
| 2.2.2 School Health and School Feeding | 3.1.3 School Level Leadership Development | 4.5 Human Resource Development |
| 3.2.1 Grade 5 PECE Strengthened | | 4.6 Public Private Partnerships |
| 3.2.2 Teacher Recruitment, Promotion and Deployment | | |
| 3.2.3 Annual Primary School Census | | |
| 3.2.4 National Student Assessment | | |
| 4.1 PEDP3 Management and Governance | | |
| 4.2 PEDP3 Financial Management | | |
| 4.3 Sector Finance | | |

3. SECTOR PERFORMANCE AND OUTCOMES

The PEDP3 program document based on the RBM approach and expected results (Baselines and Targets) at all levels (scope, goals, purposes, objectives, impact, outcomes, and outputs) was integrated into the main and revised PEDP3 document. The scope of PEDP3 is the whole primary education sector including pre-primary, second chance and alternative education (non-formal education)

The overall goal of PEDP3 is to provide *“quality education for all our children”, with the specific objective of achieving “an efficient, inclusive and equitable primary education system delivering effective and relevant teaching and learning to all Bangladeshi children from pre-primary through Grade 5 primary”*. A review of the primary education sector performance has to start from an examination of short to medium-term outcomes. Key and Non-Key Performance Indicators (KPIs and Non-KPIs) are designated to monitor the overall progress of PEDP3 interventions at the outcomes and impact levels of each result area. These are grouped based on the PEDP3 result areas as follows.

Table 3.1: Key and Non-Key Performance Indicators (KPIs& Non-KPIs) by PEDP3 Result Areas

| Component 1: Teaching & Learning | Component 2: Participation & Disparities | | Component 3: Decentralization & Effectiveness | | Component 3: Program Planning and Management |
|---|---|---|---|---|--|
| Results Area 1 Learning Outcomes | Results Area 2.1 Universal Access and Participation | Results Area 2.2 Reducing Disparities | Results Area 3.1 Decentralization | Results Area 3.2 Effectiveness | Results Area 4 Program Planning and Management |
| KPI 1: % of students achieving Grade 3 competencies (All; Boys; Girls) | KPI 4: % of children out of school (boys and girls) | KPI 7: Gender parity index of GER | KPI 10: % of AOP budget allocation for unconditional block grants (SLIPs and UPEPs for schools and Upazilas) | KPI 12: Completion rate KPI 13: Dropout rate | Non-KPI 11: Public education expenditure as percentage of GDP (EFA-7) |
| KPI 2: % of students achieving Grade 5 competencies (All; Boys; Girls) | KPI 5: GER [EFA 5] KPI 6: NER [EFA 6] | KPI 8: NER – Range between top & bottom 20% of households by consumption quintile | KPI 11: Expenditure of block grants (unconditional) for Upazilas and schools | KPI 14: Coefficient of efficiency [EFA 14] | Non-KPI 12: Public expenditure on primary education as % of total public expenditure on education (EFA-8) |
| KPI 3: Grade 5 Primary Education Completion examination (PECE) pass rate | Non-KPI 2: Repetition rate (EFA-12) | KPI 9: Upazila composite performance indicator | | KPI 15: % of schools that meet 3 out of 4 PSQL indicators | |
| Non-KPI 1: PECE Participation rate (based on Descriptive Roll) | Non-KPI 3: Percentage of Grade 1 new intakes who completed PPE (EFA-2) Non-KPI 4: Student attendance rate Non-KPI 5: Number of children from NFE institutes taking Grade 5 PECE | Non-KPI 6: Survival Rate (EFA-13) Non-KPI 7: Number of Single Shift School (Contact hours) | Non-KPI 8: Percentage of sanctioned posts filled in district and Upazilas | Non-KPI 9: Gross Completion rate Non-KPI 10: Transition rate from Grade 5 to Grade 6 | |

3.1 Component 1: Teaching and Learning

Component 1: The focus on improving learning outcomes is one of the major shifts in educational approaches under PEDP3. The achievement of grade-wise and subject-wise learning outcomes or competencies is the ultimate outcome in the primary education sector. The following three KPIs and one non-KPI measure the performance of learning outcomes. KPIs 1 and 2 measure the achievement in Bangla and Mathematics of students of Grades 3 and 5. KPI 3 measures the pass rate in the PECE. Non-KPI-1 measures the participation rate of students in the PECE based on Descriptive Role (DR).

KPIs 1 and 2: *Percentage of Grade 3 and 5 students who achieve Grade 3 and 5 competencies (All; Boys; Girls) in Bangla and Mathematics*

KPI 3: *Grade 5 Primary Education Completion examination (PECE) pass rate (All; Boys; Girls)*

Non-KPI 1: *PECE Participation rate (based on Descriptive Roll) (All; Boys; Girls)*

There are two credible and authentic data sources for measuring the learning assessment:

- NSA surveys (conducting bi-annually);
- The PECE and EECE (annually, PECE since 2009 and EECE since 2010).

3.1.1 2013 NATIONAL STUDENT ASSESSMENT (NSA)

The National Student Assessment (NSA) tests Grade 3 and Grade 5 students in Bangla and mathematics. There have been four rounds of NSA carried out in 2006, 2008, 2011 and 2013. The 2011 round of NSA was originally planned for 2010. But due to the need to establish a PEDP3 baseline on student achievement, it was agreed to move the NSA to 2011. The 2015 NSA has already been completed. It is expected the results will be published in 2016, with the findings contained in the 2017 ASPR.

While each survey provides important insights into learning and related factors, the results from the first two rounds (2006 and 2008) of surveys under PEDP3 were incompatible because of insufficient standardization of tests items. From 2011, standardized test items were used to ensure that the NSA 2011, 2013 and 2015 were compatible and comparisons could be drawn with caution.

The NSA 2011, 2013 and 2015 analysts used the Item Response Theory (IRT) to construct a common measurement scale for Grade 3 and Grade 5 for Bangla and Mathematics. For each subject, this scale represents a continuum of skills and understandings for the subject, based on test items in order of increasing difficulty. Both scales have a range of about 60 to 180. Student performance levels are grouped into bands, which reference the student's level of proficiency in a subject and help to track the present and future performance of the student. Band 1 is considered the basic level of proficiency while Band 5 is considered the highest skill level.

Each subject scale was split into five bands, which show the grade level that students are working at:

- Band 1: Students working well below Grade 3 level;
- Band 2: Students working below Grade 3 level;
- Band 3: Students working at Grade 3 level;
- Band 4: Students working above Grade 3 level; and
- Band 5: Students working at Grade 5 level

The 2013 NSA sample size remains comparable to previous rounds, comprising Grade 3 (22,871) and Grade 5 (17,828) selected students, using a nationally representative probability proportionate to size (PPS) sampling method from 1,001 sampled schools, (in 2011 726 schools and 30,000 students were included).

The results of the 2013 NSA based on the common scale are discussed below.

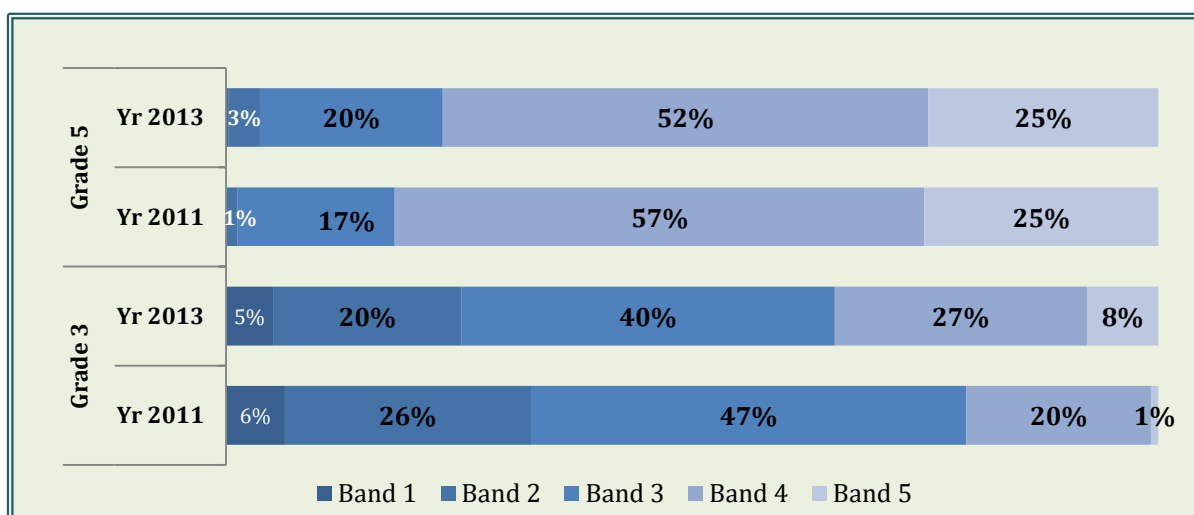
Performance in Bangla Test (preliminary estimates)

Table 3.2: Band Distribution in Bangla Language by Grade 2013 NSA

| | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 |
|---------|--------|--------|--------|--------|--------|
| Grade 3 | 5% | 20% | 40% | 27% | 8% |
| Grade 5 | 0% | 3% | 20% | 52% | 25% |

Source: 2013 NSA, Note: Band 1 is considered as the basic level of proficiency while band 5 is considered the highest skill level.

Figure 3.1: Percentage of Students in Bands for Grade 3 and 5 Bangla 2011 and 2013



Source: NSA 2011 and 2013

The findings on the Bangla test are:

- In NSA 2013, the average scale score for Bangla was 104.2 (Band 3 up from 100.2 in 2011) and 115.2 (Band 4 up from 116.2 in 2011) for Grades 3 and 5 respectively. This difference is statistically significant, indicating a strong growth in Bangla skills and understanding from Grade 3 to Grade 5. Three quarters (75%) of Grade 3 students were working at Grade 3 level or above in 2013 compared to 68% in 2011. This is a good sign, but it is of concern that the majority of Grade 5 students were not working at their expected grade level (only 25% both in 2011 and 2013).
- There are a small percentage of Grade 3 students (5% in 2013 and 6.2% in 2011) who were very far behind their peers (band 1). The majority of Grade 5 students were working at Grade 4 level (52% in 2013 and 57% in 2011), but nearly 23% in 2013 (18% in 2011) were working well below their grade level i.e. band 1 and 2.

- Gender differences in Bangla scores are very small and not statistically significant. The Bangla achievement of Grade 3 boys and girls in 2013 increased by 4 scale score points compared to 2011 which is considered the medium scale. However for Grade 5, the Bangla achievement of boys and girls in 2013 was similar to that of boys and girls in 2011.
- The average score for Grade 3 in Bangla increased by 4 scale score points between 2011 and 2013 for both boys and girls. However, the average scale score for Grade 5 decreased by 3 scale score points between 2011 and 2013. Changes at both levels are small and are likely to have little practical significance.
- Students in GPS performed better than those in NNPS in Grade 3 and Grade 5. The differences at both grades are statistically significant (104.3 in GPS and 103.2 in NNPS).
- In Grade 3 Bangla, the average scale score of students in KG schools was the highest (107.1 Bangla Scale Score (BSS)), while the average scale score in BRAC schools was the lowest (98.7 BSS).
- In Grade 5 Bangla, the average scale score of students in KG schools was the highest (118.2 BSS), while the average scale score in Madrasha was the lowest (110.4 BSS). There was a medium to large difference in the Bangla scale score between Madrasha and KG schools, Madrasha and GPS, and KG and NNPS.

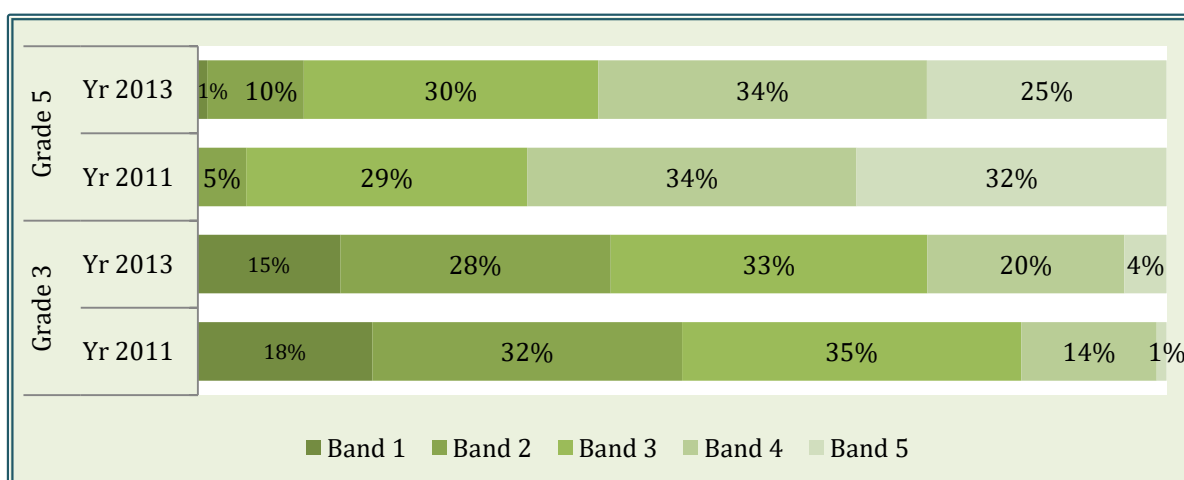
Performance in Mathematics Test (preliminary estimates)

Table 3.3: Band Distribution in Mathematics by Grade 2013 NSA

| | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 |
|---------|--------|--------|--------|--------|--------|
| Grade 3 | 15% | 28% | 33% | 20% | 4% |
| Grade 5 | 1% | 10% | 30% | 34% | 25% |

Source 2013 NSA, Note: Band 1 is considered as the basic level of proficiency while band 5 is considered the highest skill level.

Figure 3.2: Percentage of Students in Bands for Grade 3 and 5 Mathematics 2011 & 2013



Source: NSA 2011 and 2013 data as cited in ACER

The findings on the Mathematics test were:

- The average scale scores for Grade 3 increased by 3 scale score point from 100.8 in 2011 to 103.7 in 2013 (Both Band 2) and the average scale scores for Grade 5 decreased by 3 scale score point from 118.6 in 2011 to 115.8 in 2013 (Both Band 4). Changes at both levels were small and likely to have little practical significance. The main concerns are nearly 43% of Grade 3 students and 75% of Grade 5 students are working below their grade level as shown in Table 3.3 and Figure 3.2 above
- A higher proportion of grade-appropriate learning was evident for Grade 3 students compared to 2011. However, there is a worryingly high proportion (15%) of Grade 3 children working well below their expected grade in Mathematics (Band 1). There is a clear danger that without remedial action to support the weakest learners in Mathematics, they will fall further behind and potentially drop out.
- Gender differences in Mathematics were small, equivalent of less than one score point on the tests, hence not likely to be of practical significance.
- As in Bangla, mean score in Mathematics for GPS students was higher than for students in NNPS, with the difference being statistically significant for both Grades 3 and 5.
- In Grade 3, the average scale score of pupils in KG schools was the highest in Mathematics (105 Mathematics Scale Score (MSS), while the average scale score in BRAC schools was the lowest (97.5 MSS). There was a medium to large difference in the Mathematics scale score between BRAC schools and KG schools, BRAC and Madrasha, and BRAC and GPS schools.
- In Grade 5 Mathematics, the average MSS of pupils in GPS was the highest (117.2), while the average scale score in BRAC schools was the lowest (110.2 MSS). There was a medium to large difference in MSS between BRAC and GPS and BRAC and KG schools.

NSA 2011 and NSA 2013 Performance Comparison

The main conclusions based on comparison of performance between 2011 and 2013 assessments are:

- There was no significant change in overall student achievement between 2011 and 2013 assessments. The student achievement of Grade 3 Bangla was on average a little bit higher in NSA 2013 than in NSA 2011; however this difference was moderate. Similarly student achievement of Grade 5 Bangla in NSA 2013 was on a par with NSA 2011.
- Grade 3 Mathematics mean performance was a little higher in NSA 2013 than in NSA 2011; however this difference was very small. Mathematics Grade 5 mean performance was a little higher in NSA 2011 than in NSA 2013. This difference was also very small.
- Mean performances by division in Grade 3 shows a significant difference for Barisal, Rajshahi and Rangpur. Dhaka, which had the highest mean in 2011, remained consistent at 102 in 2013. Further investigation is required to uncover the reasons for significant improvements in some divisions. The rank order of the highest achieving districts has changed since 2011. Barisal and Rajshahi are high performers while Sylhet remains the lowest for both subjects in both grades.

- Gender differences were negligible and indicative of the equity achieved by the Bangladesh primary education system. This is consistent across the grades, and subjects between assessment cycles.
- In both grades, performance of rural students was slightly better than their urban counterparts in Mathematics.
- The overall performance of GPS was higher than the other sampled 7 types of primary schools and this again is consistent from 2011. However, further school effectiveness studies need to be undertaken to analyze and explain the between- school variations.

The result of NSA 2013 has shown that the share of Grade 5 students meeting the relevant competency level in Math is slightly lower than that of 2011. A number of factors might have influenced the results, including:

- 1) **Curriculum reform:** The new curriculum and textbooks were introduced in 2012 and 2013. The finding of NSA 2013 highlights that there are several important lessons/concepts that were included in the old Grade 5 textbook (i.e. until 2012) but the contents were not covered (or only partly covered) in the new Grade 5 textbook because they were moved to the new Grade 4 textbook in 2013. As a result, the cadre of students that took NSA 2013 missed out on those lessons/concepts when they were in Grade 4 in 2012 and again in Grade 5 in 2013.
- 2) **Lack of teacher orientation on new curriculum:** Teachers did not receive any training or orientation on the new curriculum. Teachers' guides, teachers' addition and question booklet had also not been finalized in 2012/13. As a result, the teachers did not have any supplementary materials or training opportunities to familiarize themselves with the instructional concepts of the new curriculum.
- 3) **School sampling and comparability:** NSA 2011 included only GPS and NNPS while NSA 2013 included 7 types of schools including non-formal schools such as BRAC and other NGO schools. Hence, the school samples between NSA 2011 and 2013 vary across a number of factors such as teachers profiles (qualification and training), student's background (socio-economic conditions), and school physical facilities etc.
- 4) **Country's situation in 2013:** The political situation for a few months before the national election in January 2014 was volatile. Schools closures were reported in many cases and the number of hours of instruction might also have been affected.

3.1.2 2011 NATIONAL STUDENT ASSESSMENT (NSA):

3.1.3 WHICH FACTORS MAKE A DIFFERENCE TO STUDENT ACHIEVEMENT?

In order to improve learning achievement in Bangladesh, policy-makers need information on what interventions (school factors) has the most impact on test scores. The NSA therefore collects information on factors such as gender, geographical location, and socioeconomic status – factors that are known to have an impact on student learning outcomes – and investigates the correlation

between these factors and learning outcomes. It is essential to carry out an assessment by carefully examining correlates of student test scores.

The World Bank’s 2014 education sector review conducted a detailed analysis of the NSA 2011 data to identify key factors that can impact either positively or negatively on student learning outcomes. The summary table on these findings is presented in Table 3.4.

Table 3.4: Regression Analysis on Factors Correlated with Students’ Learning, NSA 2011

| | Grade3 | | Grade5 | |
|--|--------|------|--------|------|
| | Bangla | Math | Bangla | Math |
| School-related factors | | | | |
| ▪ Divisions | + | + | + | + |
| ▪ Rural | + | + | - | + |
| ▪ GPS | + | + | + | + |
| ▪ PECE pass rate | + | + | + | + |
| ▪ Class size | - | - | + | |
| ▪ Primary Education Stipend | | | | |
| ▪ Program (PESP) school | - | - | - | - |
| Teacher-related factors | | | | |
| ▪ Teacher experience | | - | | |
| ▪ Subject training | + | + | + | + |
| ▪ Teacher qualification: HSC | + | | | |
| ▪ Teacher qualification: Bachelor | + | - | + | - |
| ▪ Teacher qualification: Master+ | + | | | |
| ▪ Use teaching and learning materials (TLMs) | + | - | | + |
| Student and household factors | | | | |
| ▪ Age | | | - | |
| ▪ Female | | - | | |
| ▪ Repetition | - | | - | |
| ▪ Father's education | + | + | | |
| ▪ Mother's education | + | + | + | + |
| ▪ Books at home | + | + | + | + |
| ▪ Wealth index | | + | + | |
| ▪ Number of days absent | - | - | - | - |

Source: World Bank “Seeding Fertile Ground: Education That Works for Bangladesh” 2014

Note: “+” indicates positive correlation; “-” indicates negative correlation.

With regard to teacher training, positive correlation was found only in subject-based training. There was no statistically significant impact on student achievements for Certificate-in-Education (C-in-Ed) training. Hence, it is worth closely monitoring, during its early phase of national implementation, the impact of the new Diploma-in-Education (DPEd) program, which will replace the C-in-Ed

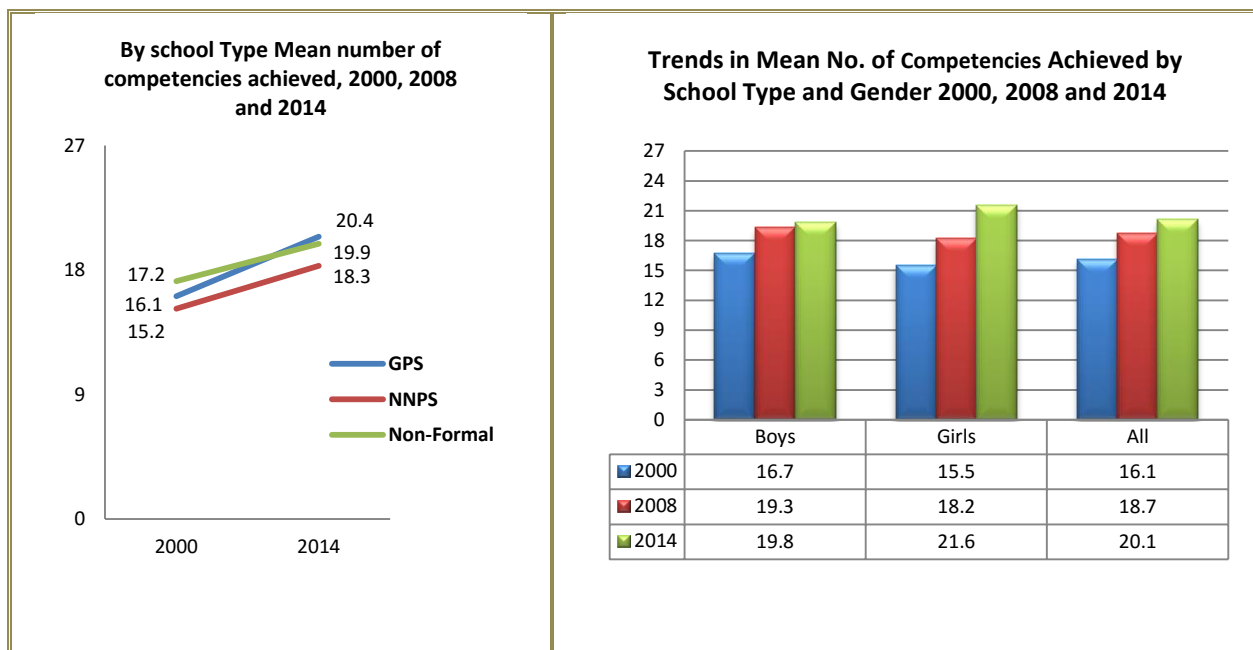
Lastly, “Time on Task” affects student achievement. There was strong correlation between the number of days of student absence and their poor performance at the test. For example, in the month of November 2011, 8 percent of primary school students were absent from school for more than six days within the month, and their performance was markedly lower on PECE when compared to students who had not been absent.

3.1.4 2014 CAMPE SURVEY

Unlike the NSA, the 2015 Education Watch CAMPE survey established a long-term trend in achievement of Grade 5 students because it used exactly the same tests that had been used in the 2000 and 2008 Education Watch CAMPE surveys. As only very small changes have been noticed in the 27 (out of 50) terminal competencies through 64 items under assessment, the instrument was not modified precisely in order to enable learning achievement to be compared between 2000, 2008 and 2014. The test was administered to more than 2,509 Grade 5 students in 186 schools in 2000; 7,093 Grade 5 students in 440 schools in 2008; and 5,375 Grade 5 students in 309 schools in 2014. Figure 3.3 shows the key results. The main finding is that there was a small but significant improvement in the mean number of competencies achieved between 2000 and 2014 (16.1 or 59.6% in 2000; 20.1 or 67% in 2008; and 20.1 or 74.4% in 2014).

Mean is not good statistically in comparing student learning achievement. A better method of comparison is to transform their mean achievement into percentage form. Subject-wise analysis showed that the Grade 5 students of 2014, on average achieved a learning achievement in Bangla of 73.7% (boys 70.7% and girls 76.3%), and in Math of 69.2% (boys 70.6% and girls 67.6%). The girls performed better than boys in Bangla and the reverse in Math. The urban (U) areas performed better in both Bangla (U 80% and R 72.3%) and Math (U 75.2% and R 68%) than their rural (R) counterparts.

Figure 3.3: Mean No. and Trend of Competencies achieved by School Type 2000, 2008 and 2014



Source: CAMPE 2000, 2008, 2014

Note: NSA and CAMPE findings are not comparable because methodology and test items are different.

3.1.5 GRADE 5 PRIMARY AND EBTEDAYEE EDUCATION COMPLETION EXAMINATION (PECE& EECE)

The Primary Education Completion Examination (PECE) was introduced for the first time in 2009 and the Ebtedayee Completion Examination (EECE) in 2010. Either exam is the required certification for the completion of the primary education cycle. The PECE replaced the Grade 5 primary scholarship examination in 2009. Students can receive a scholarship based on their PECE result. Students from both formal and non-formal institutes are eligible to sit the exam; students from both streams sat the examination for the first time in 2009. In addition, students from Ebtedayee Madrasa sat the similar examination – EECE - for the first time in 2010.

The following Tables 3.5 and Table 3.6 present information on, and the results of the Primary and Ebtedayee completion examination between 2009 and 2015. Over this period in PECE, the number of institutes rose by 24.5%; the number of students included in the Descriptive Role (DR) increased by 56.3%; the number of students appearing in the examination increased by 61.7%; and the number of students who passed the examination rose by 77.8%. In the 2013 PECE, the number of institutes dropped because the ROSC schools did not participate in the examination as it was the completion of the first phase and the beginning of the second phase of the project.

Table3.5: Results of Primary Education Completion Examination [PECE] 2009-2015

| Year | No. of Inst. | Descriptive Roll (DR) | | | Appeared in the Exam | | | Passed in the Exam | | |
|------|--------------|-----------------------|-----------------------|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|
| | | Boy | Girl | Total | Boy | Girl | Total | Boy | Girl | Total |
| 2009 | 81,389 | 907,570 | 1,072,325 | 1,979,895 | 830,880 | 992,585 | 1,823,465 | 751,466 | 868,588 | 1,620,054 |
| 2010 | 97,344 | 1,161,875 | 1,326,454 | 2,488,329 | 1,016,394 | 1,188,803 | 2,205,197 | 934,699 | 1,079,267 | 2,013,966 |
| 2011 | 99,351 | 1,216,846 | 1,420,835 | 2,637,681 | 1,126,357 | 1,331,561 | 2,457,918 | 1,091,719 | 1,282,584 | 2,374,303 |
| 2012 | 103,930 | 1,363,815 | 1,607,857 | 2,971,672 | 1,255,652 | 1,501,840 | 2,757,492 | 1,219,163 | 1,451,672 | 2,670,835 |
| 2013 | 98,960 | 1,376,253 | 1,584,984 | 2,961,237 | 1,289,266 | 1,503,748 | 2,793,014 | 1,268,221 | 1,477,396 | 2,745,614 |
| 2014 | 101,322 | 1,438,596 | 1,656,725 | 3,095,321 | 1,360,856 | 1,588,899 | 2,949,755 | 1,329,589 | 1,553,767 | 2,883,356 |
| 2015 | 99,221 | 1,355,296 (45.93%) | 1,595,468 (54.07%) | 2,950,764 | 1,297,265 (45.69%) | 1,541,973 (54.31%) | 2,839,238 (96.22%) | 1,277,146 (45.66%) | 1,520,128 (54.34%) | 2,797,274 |

Source: PECE results, 2009-2015.

Table 3.6: Results of Ebtedayee Education Completion Examination [EECE] 2010-2015

| Year | No. of Inst. | Descriptive Roll (DR) | | | Appeared in the Exam | | | Passed in the Exam | | |
|------|--------------|-----------------------|---------------------|---------|----------------------|---------------------|---------------------|---------------------|--------------------|---------|
| | | Boy | Girl | Total | Boy | Girl | Total | Boy | Girl | Total |
| 2010 | 11,453 | 154,809 | 176,799 | 331,608 | 122,025 | 142,841 | 264,866 | 105,168 | 117,147 | 222,315 |
| 2011 | 11,519 | 150,018 | 171,142 | 321,160 | 125,600 | 146,571 | 272,171 | 116,190 | 132,244 | 248,434 |
| 2012 | 11,602 | 157,121 | 172,648 | 329,769 | 129,818 | 146,555 | 276,373 | 121,090 | 134,404 | 255,494 |
| 2013 | 11,771 | 160,921 | 161,271 | 322,192 | 134,458 | 139,521 | 273,979 | 129,320 | 133,152 | 262,472 |
| 2014 | 11,410 | 157,378 | 148,680 | 306,058 | 133,920 | 132,054 | 265,974 | 128,713 | 126,560 | 255,273 |
| 2015 | 11,549 | 160,643 (52.46%) | 145,553 (47.54%) | 306,196 | 135,058 (51.13%) | 129,076 (48.87%) | 264,134 (86.26%) | 128,425 (51.11%) | 122,841 (48.9%) | 251,266 |

Source: EECE results, 2010-2015

The 2015 PECE and EECE examinations were held from 22 to 30 November 2015. The total mark for the examination is 600, comprising 100 marks in each subject of Bengali, English, Mathematics, Bangladesh and Global Studies, Environmental Science and Religion and Moral Education. The

examination was held at 7,071 exam centers covering seven divisions and including 11 centers abroad (8 countries). A summary of the 2015 PECE and EECE results are shown in Table 3.7, by school type; pass rate are shown in Figure 3.4; and by Upazila the pass rate of eligible students are presented in Figure 3.5.

Table 3.7: Results of Primary Education Completion Examination 2015

| | Schools | Eligible students (DR) | Present students | Participation rate | Students passed | Pass rate, as percentage of appeared students | Pass rate, as percentage of eligible students |
|--|----------------|------------------------|-----------------------|--------------------|-----------------------|---|---|
| | (1) | (2) | (3) | =(3)/(2) | (4) | =(4)/(3) | =(4)/(2) |
| PECE (Formal schools) | | | | | | | |
| 1. GPS | 37,261 | 1,516,441 | 1,470,005 | 96.94% | 1,452,336 | 98.80% | 95.77% |
| 2. RNGPS | 97 | 2,193 | 2,056 | 93.75% | 2,007 | 97.62% | 91.52% |
| 3. Model Govt. | 503 | 50,582 | 49,533 | 97.93% | 49,120 | 99.17% | 97.11% |
| 4. Experimental | 56 | 1,942 | 1,913 | 98.51% | 1,907 | 99.69% | 98.20% |
| 5. Temp. Reg. | 139 | 1,543 | 1,350 | 87.49% | 1,328 | 98.37% | 86.07% |
| 6. Kindergarten | 18,144 | 304,065 | 292,605 | 96.23% | 290,719 | 99.36% | 95.61% |
| 7. NGO | 5,714 | 143,935 | 136,234 | 94.65% | 132,413 | 97.20% | 91.99% |
| 8. Community | 79 | 892 | 809 | 90.70% | 781 | 96.54% | 87.56% |
| 09. NNNPS | 2,455 | 25,304 | 22,147 | 87.52% | 21,301 | 96.18% | 84.18% |
| 10. High schools + attached primary | 1,856 | 148,067 | 143,892 | 97.18% | 142,989 | 99.37% | 96.57% |
| 14. 1500 School Project | 448 | 6,656 | 6,357 | 95.51% | 6,250 | 98.32% | 93.90% |
| 15. NNPS | 25,465 | 587,308 | 559,908 | 95.33% | 546,324 | 97.57% | 93.02% |
| PECE (Non-formal schools) | | | | | | | |
| 11. BRAC | 4,833 | 129,342 | 124,625 | 96.35% | 124,204 | 99.66% | 96.03% |
| 12. Anandya School | 2,053 | 30,759 | 26,243 | 85.32% | 24,103 | 91.85% | 78.36% |
| 13. Shishu Kollyan | 118 | 1,735 | 1,561 | 89.97% | 1,492 | 95.58% | 85.99% |
| Total | 99,221 | 2,950,764 | 2,839,238 | 96.22% | 2,797,274 | 98.5% | 94.80% |
| Boys | | 1,355,296 (45.93%) | 1,297,265 (45.69%) | 95.76% | 1,277,146 (45.66%) | 98.4% | 93.73% |
| Girls | | 1,595,468 (54.07%) | 1,541,973 (54.31%) | 96.60% | 1,520,128 (54.34%) | 98.6% | 94.64% |
| Madrasha (EECE) | | | | | | | |
| 1. Ebtedayee | 2,478 | 35,536 | 30,239 | 85.09% | 29,008 | 95.93% | 81.63% |
| 2. Dakhil and higher | 9,071 | 270,660 | 233,895 | 86.42% | 222,258 | 95.02% | 82.12% |
| Total | 11,549 | 306,196 | 264,134 | 86.26% | 251,266 | 95.13% | 82.06% |
| Boy | | 160,643 (52.46%) | 135,058 (51.13%) | 85.09% | 128,425 (51.11%) | 95.09% | 80.36% |
| Girl | | 145,553 (47.54%) | 129,076 (48.87%) | 88.82% | 122,841 (48.89%) | 95.17% | 82.56% |
| Total: Combined PE and Madrasha | 110,770 | 3,256,960 | 3,103,372 | 95.28% | 3,048,540 | 98.23% | 93.60% |

Source: 2015 Primary and Ebtedayee Education Completion Examination Results (PECE and EECE). Note: the primary section of government high schools is included in the type of high school with an attached primary section.

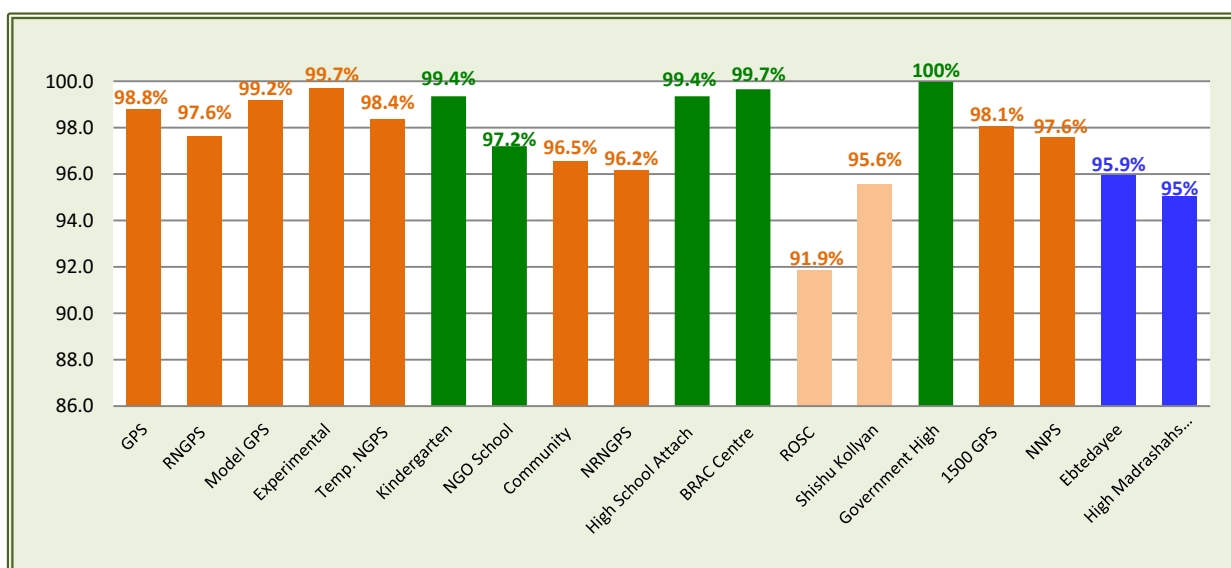
The major findings of the 2015 PECE result are presented below:

- In the 2015 PECE, a total of 2,950,764 Grade 5 students - Boys 1,355,296 (45.9%) and Girls 1,595,468 (54.1%) – were included in the Descriptive Role (DR) from the 99,221 formal and

non-formal primary education institutes. This total was up from 2,789,263 - Boys 1,281,218 and Girls 1,508,045 - of Grade 5 students in the DR list from 89,912 formal and non-formal primary education institutes in 2014. It is noted that there were 240,172 more girls than boys in the DR.

- A total of 2,839,238 (Boys 1,297,265 and Girls 1,541,973) Grade 5 students sat the examination. As per the DR, the participation rate was 96.2%. The boys' participation rate was 95.7% and that of girls 96.7%.
- The students are required to score at least 33% in all 6 subjects in order to pass the examination. The overall pass rate for students from formal and non-formal institutes was 98.5% (total 2,797,274). The gender difference is negligible: boys 98.4% (boys 1,277,146) and girls 98.6% (girls 1,520,128).
- There was virtually no variation in the pass rates by school type in PECE. The pass rate in almost all formal schools was nearer to or above 98%; and non-formal pass rates were nearer to or above 92%.
- Rajshahi Division had the highest pass rate of 99%. Sylhet division had the lowest pass rate of 96.8%.
- Out of 64 districts, Munshigonj district ranked first with a pass rate of 100%. Barguna district had the lowest pass rate of 93.8%). Out of 509 Upazilas/Thanas, the vast majority of Upazilas achieved pass rates near or above 98%, including 23 Upazilas with 100% pass rate. The Taltali Upazila under Barguna district had the lowest pass rate of 82.7%.
- 4,640 special needs children (2,444 boys and 2,196 girls) were included in the DR list of EECE; of them, 4,410 students (2,311 boys and 2,099 girls) appeared for the examination and 4,262 students passed. The participation and pass rate were 95% and 96.6% respectively.
- A total of 12,904 repeaters from 2014 were listed in the 2015 DR: 11,997 appeared for the examination and 11,591 passed. The pass rate was 96.6%.
- By type of school, government high schools with a primary section had the highest pass rate (99.97%) and ROSC schools had the lowest pass rate (91.85%). By type of school, the pass rate is given in Figure 3.4.

Figure 3.4: PECE and EECE Pass Rate by Type of schools 2015



- A total of 1,435 students from 204 schools (GPS 2, RNGPS 1, Temp. 3, KG 56, NGO 32, NRNGPS 57, ROSC 49, 1500 GPS 1 and NNPS 3) did not participate in the examination. No students

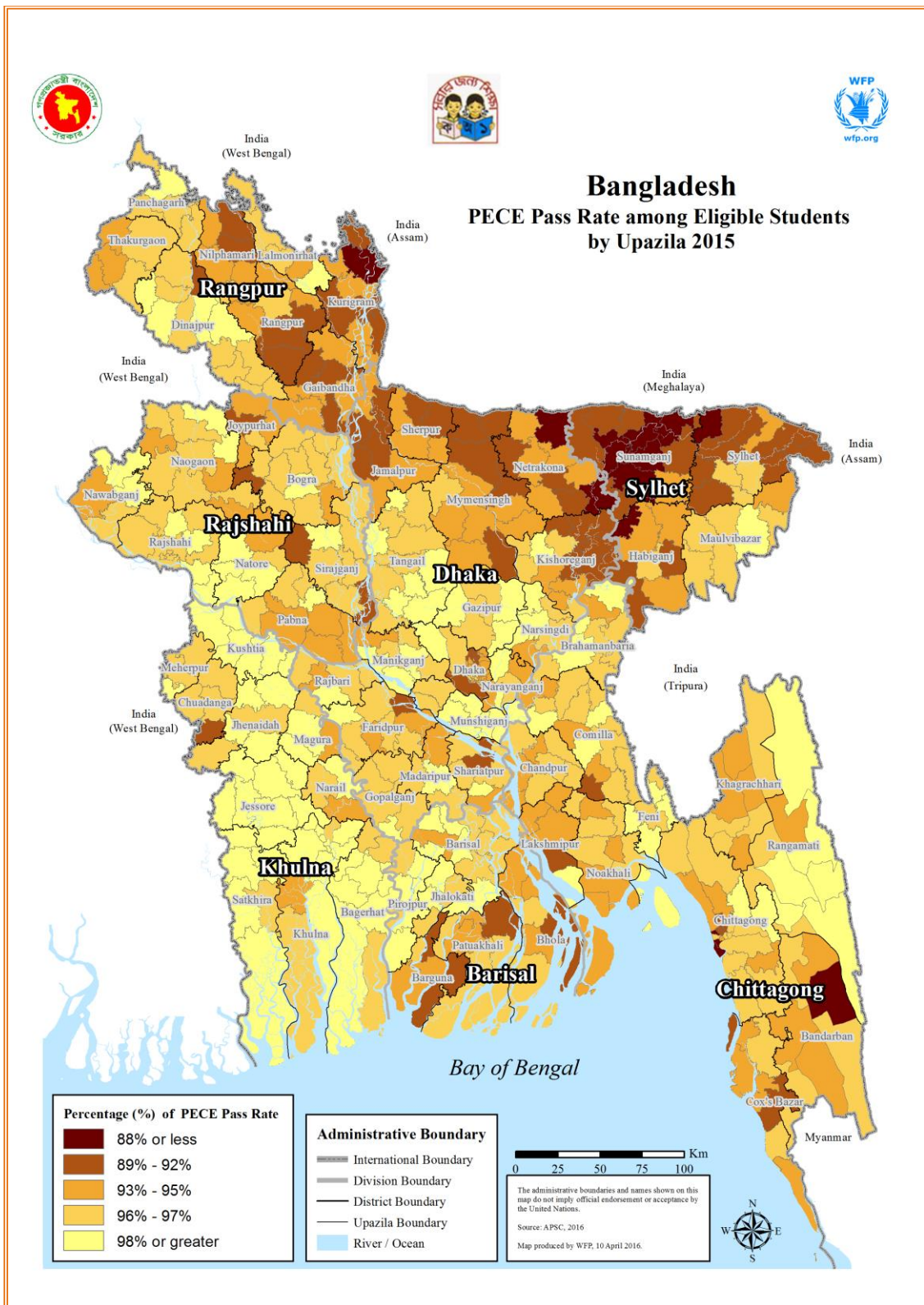
passed in 106 schools (GPS 2, RNGPS 1, Temp. 1, KG 15, NGO 19, NRNGPS 25, High school attached 1, ROSC 32, Shishu Kollyan 1 and NNPS 10), (total 654 students in the DR). It is necessary to examine further why the 1,435 students from the 204 institutes did not participate in the examination, as well as why no students passed from 106 institutes.

The major findings of the 2015 EECE results are as follows:

- In 2015 EECE, a total of 306,196 Grade 5 students [Boys 160,643 (52.46%) and Girls 145,553 (47.54%)] were included in the Descriptive Role (DR) from the 11,549 Ebtedayee Madrasha and High Madrasha attached Ebtedayee sections, whereas in 2014, a total of 306,058 students (157,921 boys and 148,680 girls) were included in the DR from the 11,410 Ebtedayee Madrasha and High Madrasha attached Ebtedayee sections.
- Based on the DR, all eligible students did not sit the EECE. The total number of the students who participated was 264,134 (86.26%), boys 135,058 (51.13%) and girls 129,076 (48.87). The participation rate was 86.26% (girls 88.82% and boys 85.09%) in 2015.
- The overall pass rate was 95.13%. The gender difference was negligible: boys 95.09% and girls 95.17%.
- The pass rate of EECE (95.13%) was lower than that of PECE (98.52%), the pass rate of boys (95.09%) and girls (95.17%).
- There was virtually no variation of pass rates by type in EECE. The pass rate of both Ebtedayee Madrasha (95.93%) and High Madrasha attached Ebtedayee sections (95.02%) were near to or above 95%.
- Rajshahi Division had the highest pass rate of 97.88%. Sylhet division had the lowest pass rate of 90.01%.
- District-wise, Kushtia district ranked first with a pass rate of 99.71%. Chowadanga district had the lowest pass rate at 85.95%. Dharmapasha Upazila in Sunamgonj district ranked the lowest at 64.62%.
- There were 143 special needs children (65 boys and 78 girls) included in the DR list of EECE; of them, 123 students (54 boys and 69 girls) sat for the examination and 113 students passed. The participation and pass rates were 86% and 91.87% respectively.
- A total of 1,106 students from 201 (Ebtedayee 149 and attached 52) Madrasha did not participate in the exam. No student passed from 42 Madrasha (Ebtedayee 31 and attached **11**).

Previously the Grade 5 terminal examination was based on memory recall of textbook content. Under PEDP3, DPE is committed to reforming the examination by progressively introducing competency-based test items. In 2012, 10% of the test items were competency based and 25% in 2013. As the examination system moves towards being fully competency-based with markers having discretion over grading the examination papers, the management and administration of the examination together with marking and scoring must be strengthened to enable PECE to become a viable instrument of student learning achievement.

Figure 3.5: PECE Pass Rate among Eligible Students by Upazila 2015



Source: PECE and EECE result 2015

3.1.6 NFE CHILDREN TAKING PRIMARY EDUCATION COMPLETION EXAMINATION (PECE)

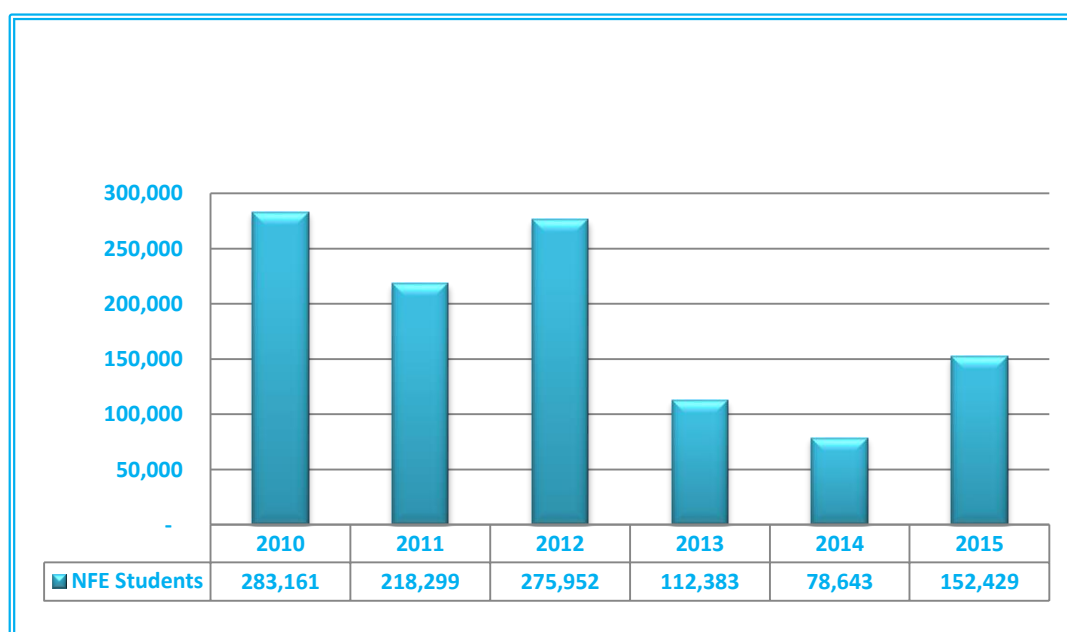
In the 2013-14 Mid-Term Review, *Non-KPI-5 - 'Number of children from NFE institutes taking PECE'* was included in the PEDP3 revised document. 152,429 students from NFE institutes (BRAC, ROSC and Shishu Kollyan) appeared in the PECE in 2015 compared to 283,161 in the PEDP3 baseline 2010 and 78,643 in 2014. Student participation increased remarkably by 93.8% in 2015 compared to 2014. Figure 3.5 outlines the number of children who participated between 2010 and 2015. According to the DR list, 25% students in 2010, 11.3% in 2011, 10.6% in 2012, 2.8% in 2013, 10.2% in 2014 and 5.8% in 2015 respectively did not appear in the examination. The number of children taking the examination in BRAC Primary Schools decreased dramatically from 2013 to 2014 but increased greatly in 2015 (see Table 3.8). A question arises as to why one of the discrete projects, namely the 'SHARE program' did not participate in the examination although SHARE claims that it is managing 6 lac children. So there may be a possibility of double counting of non-formal children within some NFE programs.

Table 3.8: Number of NFE Children appeared in the PECE 2010-2015

| | 2,010 | 2,011 | 2,012 | 2,013 | 2,014 | 2015 |
|------------------------------|---------|---------|---------|---------|--------|---------|
| BRAC | 138,475 | 171,785 | 215,336 | 110,695 | 46,422 | 124,625 |
| Shishu Kollyan | 143,466 | 1,396 | 1,388 | 1,688 | 1,769 | 1,561 |
| Anandya School (ROSC) | 1,220 | 45,118 | 59,228 | - | 30,452 | 26,243 |
| Total | 283,161 | 218,299 | 275,952 | 112,383 | 78,643 | 152,429 |

Source: PECE result 2010-15

Figure 3.6: Number of Children from NFE institutes taking PECE 2010-2015



Source: Different years PECE results

3.2 Component 2: Participation and Disparities

Access to primary education has been improving gradually in Bangladesh; in addition, gender and social disparities in enrollment are narrowing. School intake and gross and net enrolment rates are edging over 97%. The National Education Policy affirms that children participate in the country's free and compulsory education system through formal and non-formal channels. Universal access, participation and the reduction of disparities in the primary education sector collectively are a crucial component of PEDP3's Program.

3.2.1 UNIVERSAL ACCESS TO, AND PARTICIPATION IN PRIMARY EDUCATION

The PEDP3 Results Area 2.1 on universal access and participation in primary education are measured through the following 3 KPIs and 4 Non-KPIs:

KPI 4: Percentage of children out of school (boys and girls);

KPI 5: Gross Enrolment Rate (GER) (EFA-5); and

KPI 6: Net Enrolment Rate (NER) (EFA-6).

Non-KPI2: Repetition rate (EFA-12);

Non-KPI3: Percentage of Grade1 new intakes who completed PPE (EFA-2);

Non-KPI4: Student attendance rate and;

Non-KPI 5: Number of children from NFE institutes taking Grade 5 PECE.

Bangladesh has made significant progress in enabling all children to access both pre-primary and primary education. There has been an increase of enrolment in all types of institutes since 2008 due to a number of programs aimed at reducing the cost of schooling for poor families – programs such as stipends, school feeding, mid-day meals, free text books etc.

According to APSC data coverage on institutes, the annual growth was about 6% between 2008 and 2015, even though the number of schools declined in 2008 (82,218) and 2009 (78,685). However, numbers rose by 14% between 2010 and 2011, and there was a further sharp rise to 21% between 2011 and 2014, and by 12.6% between 2014 and 2015.

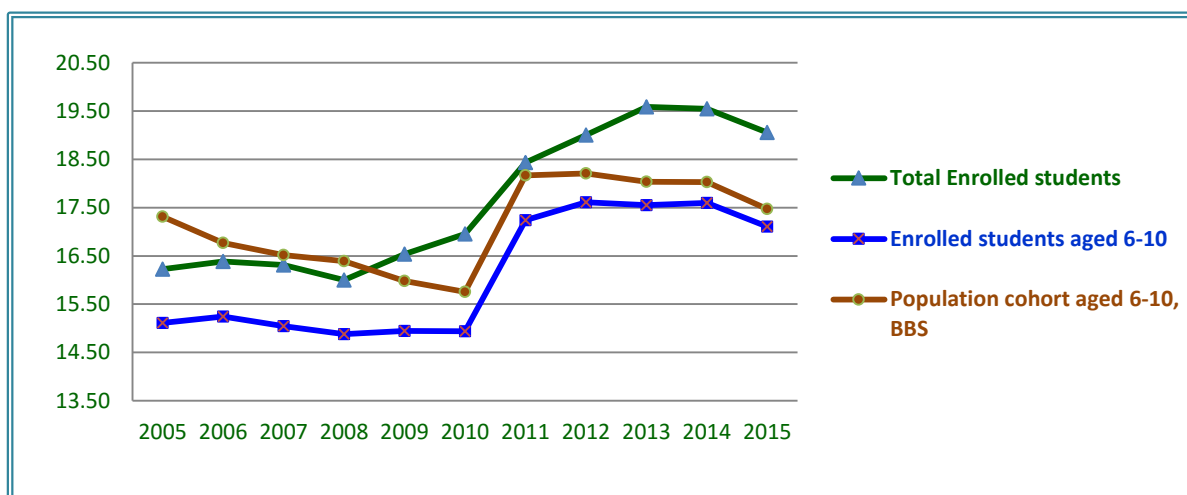
The enrolment of children aged 6 –10 years increased sharply by 15% between 2010 and 2011, and by 2.2% between 2011 and 2014. Many factors may have contributed to this improvement. The most significant of these may have been the Government's vigorous campaigns for 100% enrolment and community mobilization efforts by the Government. The introduction of the PECE also may have increased awareness among parents and guardians to send their children to school (see Figure 3.10 and Table 3.11 for KPI 5, KPI 6 and Figure 3.12 for KPI-4).

Enrolment dropped by 2.5% in 2015, which is consistent with the declining trend in the country's population. Grade 1 enrolment also dropped by 3 lac approximately in 2015. It is clearly evident that the 6-10 year population has been decreasing gradually (see Figure 3.7), thus impacting total enrolment.

Figure 3.7 below shows that total enrolment was steady between 2005 and 2010 (around 17 million each year) but increased sharply between 2010 -2011 (by 3,100,000 students or 18%). This is a positive development. At the same time, the cohort of children aged 6-10 years declined by

9.1% according to the population projections of the BBS between 2005 and 2010. The cohort of children aged 6-10 years radically increased by 15.4% in 2011 and again declined in 2013; this trend continues. There is, therefore, a steady closing of the gap between the number of children aged 6-10 and the number of those children enrolled in school.

Figure 3.7: Primary Enrolment and Population Cohort 2005–2015 (in millions)

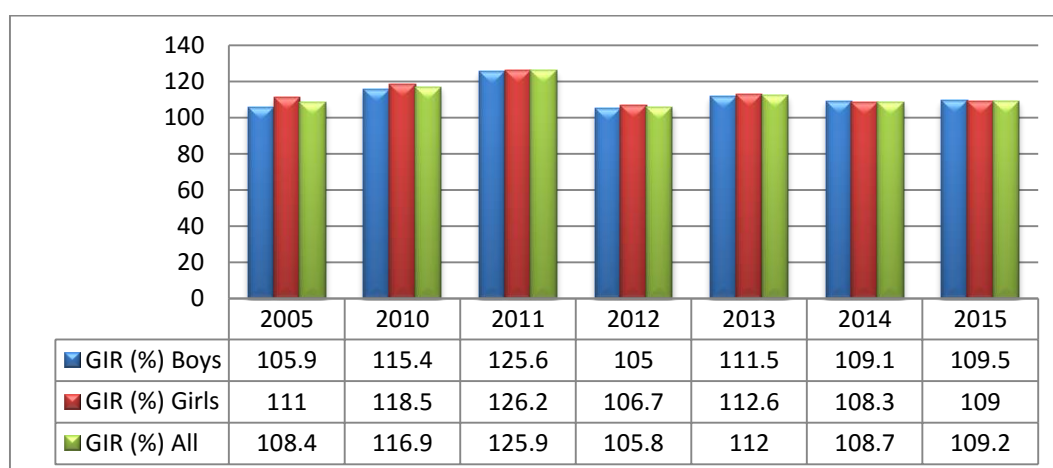


Sources: Enrolment data: APSC 2005 to 2013; BANBEIS 2005 to 2010; Population data: BBS estimates for 2005–2010 based on 2001 population census, BBS estimate for 2011, 2012, 2013 & 2014 based on 2011 population census. Note: The 2014 enrolment rate estimates are comparable with those of 2011, 2012 and 2013 but not strictly comparable to the previous years because the estimates of the population aged 6–10 for the denominators are based on different sources.

3.2.1.1 Gross and Net Intake Rate (GIR & NIR)

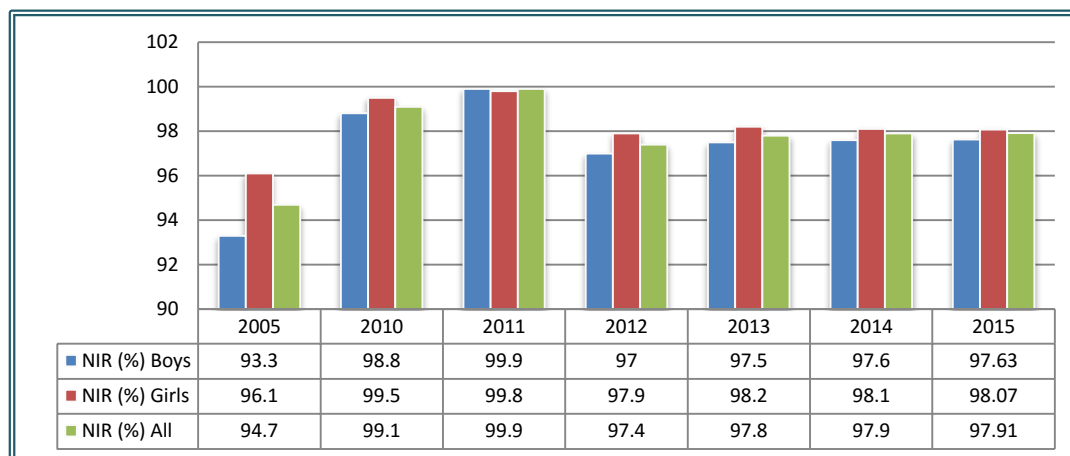
Gross Intake Rate (GIR): In terms of access, the GIR (i.e. the number of children who enrolled for the first time in Grade 1 (new entrants) relative to the total population of children aged 6 years, remained constant over the period 2010-2015 at around 104-113%.

Figure 3.8: Gross Intake Rate by Gender (GIR) 2005, 2010 - 2015



Net Intake Rate (NIR): the NIR (i.e. the number of children aged 6 years who enrolled for the first time in Grade 1 relative to the total population of children aged 6 years) remained constant over the period 2005-2008 at around 94-95%, but increased to 98% between 2009 and 2015 (see Table 3.10).

Figure 3.9: Net Intake Rate by Gender (NIR) 2005, 2010 -2015



The trend of achievement in gross and net intake is presented in the following Table 3.9

Table 3.9 Gross and Net Intake Rate (GIR & NIR) by Gender 2005-2015

| Year | Gross Intake Rate (%) | | | Net Intake Rate (%) (6 years) | | |
|------|-----------------------|-------|-------|-------------------------------|-------|-------|
| | Boys | Girls | All | Boys | Girls | All |
| 2005 | 105.9 | 111 | 108.4 | 93.3 | 96.1 | 94.7 |
| 2006 | 104.1 | 110.7 | 107.3 | 93.2 | 95.3 | 94.2 |
| 2007 | 104 | 110.2 | 107 | 93.5 | 95.8 | 94.6 |
| 2008 | 105.8 | 112.1 | 108.8 | 93.9 | 96.8 | 95.3 |
| 2009 | 113.6 | 116.3 | 115.1 | 98.6 | 99.3 | 98.9 |
| 2010 | 115.4 | 118.5 | 116.9 | 98.8 | 99.5 | 99.1 |
| 2011 | 125.6 | 126.2 | 125.9 | 99.9 | 99.8 | 99.9 |
| 2012 | 105 | 106.7 | 105.8 | 97.0 | 97.9 | 97.4 |
| 2013 | 111.5 | 112.6 | 112 | 97.5 | 98.2 | 97.8 |
| 2014 | 109.1 | 108.3 | 108.7 | 97.6 | 98.1 | 97.9 |
| 2015 | 109.5 | 109 | 109.2 | 97.63 | 98.07 | 97.91 |

Source: APSC 2005 to 2015

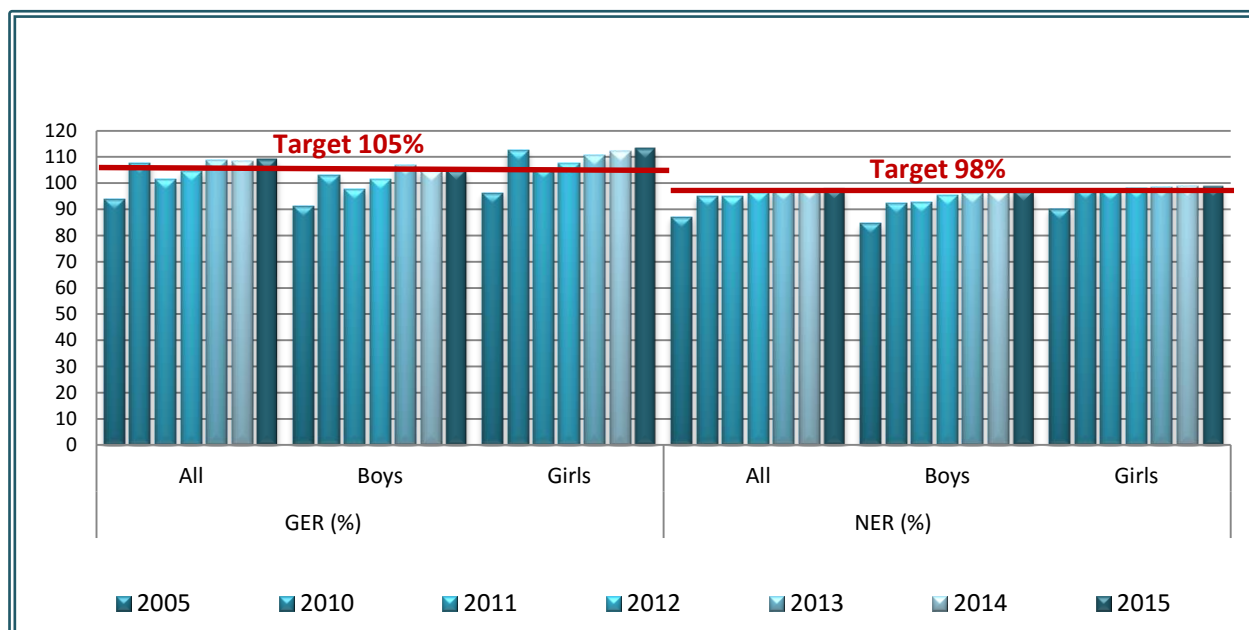
3.2.1.2 Gross and Net Enrolment Rate (GER & NER)

The two principal measures of participation (GER and NER) are KPI 5 and KPI 6, presented in Table 3.10 below:

- The gross enrolment rate, in other words the number of children enrolled in Grades 1-5 relative to the total population of children aged 6-10 years (official primary school age of Bangladesh), was 109.2% (boys 105% and girls 113.4%) in 2015 (up from 93.7% in 2005, 107.7% in the PEDP3 baseline year 2010, and 108.4% in 2014).
- The net enrolment rate, in other words the number of children at the official primary school age (6-10 years of Bangladesh), enrolled in Grades 1-5 relative to the total population of

children aged 6-10 years was 97.94% (boys 97.1% and girls 98.8%) in 2015 (up from 87.2% in 2005, in the PEDP3 baseline year 2010 and 97.7% in 2014).

Figure 3.10: Primary Education: Gross and Net Enrolment Rate by Gender 2005, 2010- 2015



Source: APSC, 2005, 2010-2015

The Cox's Bazar district (78.7%), under the Chittagong division, had the lowest GER among all 64 districts, followed by Kishoregonj (94.4%), Sunamgonj (97.6%), and Sylhet (99.7%).

The Cox's Bazar district (71.8%) also had the lowest NER among all 64 districts, followed by Sunamgonj (90.8%), Noakhali (92.1%) and Kishoregonj (93.1%).

Estimates from other sources (EHS, HIES, CAMPE and MICS): An alternative source of information that addresses these two issues is the household surveys. Enumerators visit a random sample of homes and ask the parent or guardian whether the children had attended school on any day since the beginning of the school year. This approach has two advantages:

It is possible to capture enrolment in all types of primary level institutions, such as non-formal schools, non-formal Madrasha and English-medium kindergartens, which are not covered in the APSC organised by DPE. The methodology also allows the proportion of out-of-school children to be estimated. Information on the age of students comes from parents and guardians and is expected to be of better quality than the information possessed by Head Teachers.

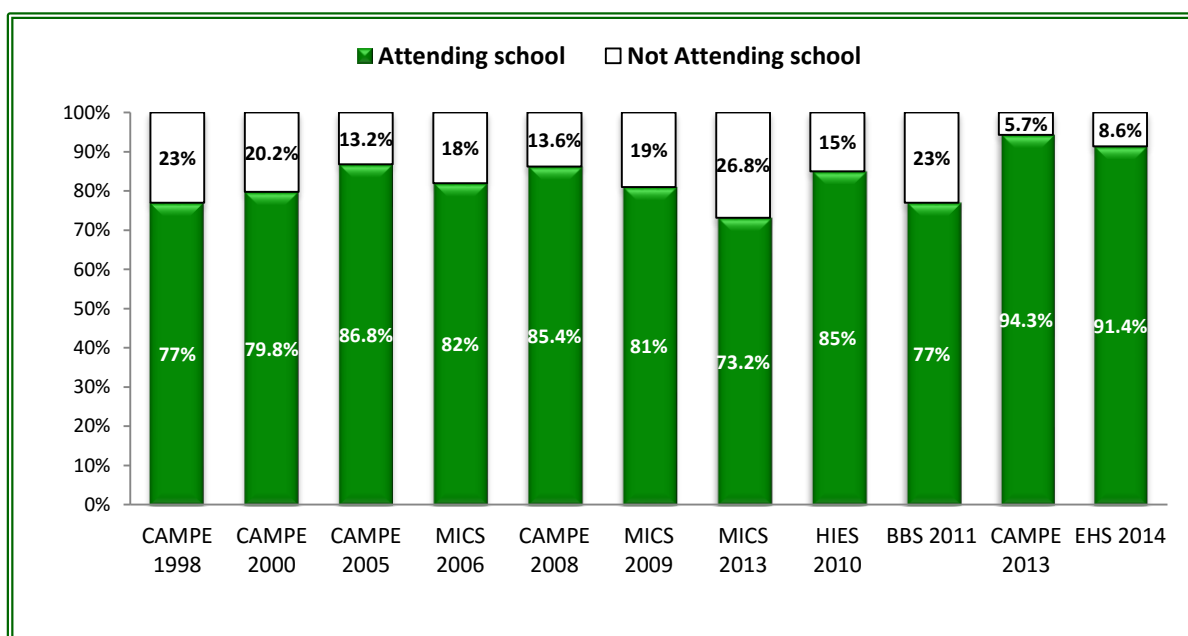
Three surveys in recent years provide information on enrolment levels: the BBS/UNICEF Multiple Cluster Indicator Survey (MICS; 2006, 2009, 2012-13); the Campaign for Popular Education survey (CAMPE; 1998, 2000, 2005, 2008, 2014 and 2015); and the BBS/DPE Education Household Survey.

Figure 3.11 presents the enrolment levels shown by five CAMPE surveys (1998, 2000, 2005, 2008 and 2013), two MICS (2006 and 2012-13) surveys, and one EHS survey (2014). The main message is that the number of children not attending school has fallen considerably since 1998 (from 23% to 5.7%), but it has remained constant since 2005.

It needs to be mentioned here that there are some variations between the information of EHS and APSC regarding GER and NER. The EHS Report 2014 shows that the GER and NER of primary school aged children were 117.75% and 84.33%. At the same time the APSC 2014 found that the GER and NER of the same aged children were 108.4% and 97.7% respectively. The reason for this variation might be that DPE collected data comprehensively from 108,537 schools of 24 categories, which provide primary education; on the other hand, the data for EHS 2014 were collected from 6,120 households of 306 PSU.

Using the household survey data (HIES, 2010), the Gross Attendance Rate (GAR) in 2010 was estimated to be 101% compared to the APSC figure of 107.7% in the same year. This difference can be explained by the lower aged 6-10 population figure used by APSC (see Table 3.11 below). The difference between NER of APSC and Net Attendance Rate (NAR) of HIES, however, is more pronounced. The HIES's estimate on NAR in 2010 was 77% compared to the APSC/NER figure of 95%. In addition, the BBS Population Census (2011) estimated that 23% of children aged 6–10 were not attending school (or pre-school), which means that the primary NAR was also, at best, 77%.

Figure 3.11: Children aged 6-10 Years by Education Status, Household Surveys in Different Years



Source: Different years MICS, CAMPE and HIES surveys

Table 3.10: Gross and Net Enrolment Rate (GERs and NERs) 2005 – 2015

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Students in Grades 1–5, GPS and NNPS only | 13,056,577 | 12,939,129 | 12,916,522 | 13,010,370 | 13,281,194 | 13,554,878 | 14,526,281 | 14,860,746 | 14,890,225 | 14,671,914 | 13,793,653 |
| Total Students in Grades 1–5 all schools | 16,225,658 | 16,385,847 | 16,312,907 | 16,001,605 | 16,539,363 | 16,957,894 | 18,432,499 | 19,003,210 | 19,584,972 | 19,552,979 | 19,067,761 |
| Students in Grades 1–5 aged 6–10, All schools | 15,114,102 | 15,244,630 | 15,041,743 | 14,880,249 | 14,947,002 | 14,937,517 | 17,239,810 | 17,609,096 | 17,551,060 | 17,622,293 | 17,111,114 |
| Population of Children aged 6–10 | 17,315,296 | 16,771,776 | 16,514,419 | 16,390,221 | 15,982,744 | 15,751,788 | 18,168,788 | 18,209,967 | 18,033,491 | 18,039,661 | 17,473,903 |
| GER (%) All | 93.7 | 97.7 | 98.8 | 97.6 | 103.5 | 107.7 | 101.5 | 104.4 | 108.6 | 108.4 | 109.2 |
| Boy | 91.2 | 92.9 | 93.4 | 92.8 | 100.1 | 103.2 | 97.5 | 101.3 | 106.8 | 104.6 | 105 |
| Girl | 96.2 | 103.0 | 104.6 | 102.9 | 107.1 | 112.4 | 105.6 | 107.6 | 110.5 | 112.3 | 113.4 |
| Gender parity index | 1.05 | 1.11 | 1.12 | 1.11 | 1.07 | 1.09 | 1.08 | 1.06 | 1.03 | 1.03 | 1.08 |
| NER (%) All | 87.2 | 90.9 | 91.1 | 90.8 | 93.9 | 94.8 | 94.9 | 96.7 | 97.3 | 97.7 | 97.94 |
| Boy | 84.6 | 87.6 | 87.8 | 87.9 | 89.1 | 92.2 | 92.7 | 95.4 | 96.2 | 96.6 | 97.09 |
| Girl | 90.1 | 94.5 | 94.7 | 94.0 | 99.1 | 97.6 | 97.3 | 98.1 | 98.4 | 98.8 | 98.79 |
| Gender parity index (GPI) | 1.07 | 1.08 | 1.08 | 1.07 | 1.11 | 1.06 | 1.06 | 1.04 | 1.02 | 1.02 | 1.02 |

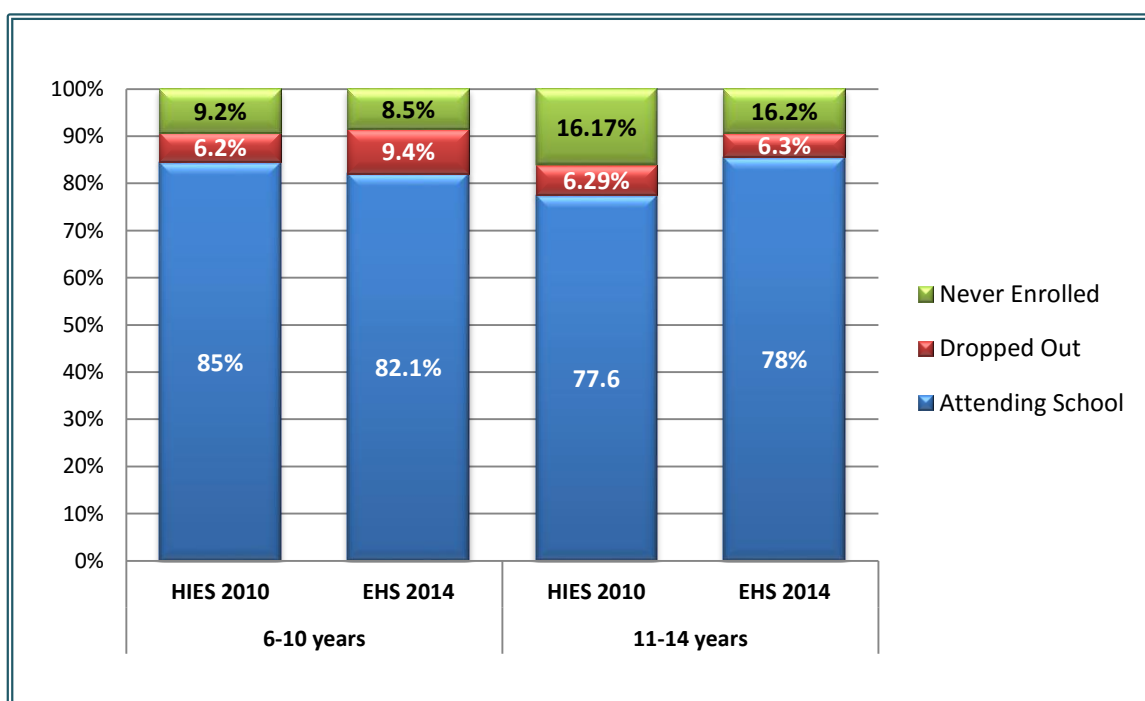
Sources: Enrolment data: APSC 2005 to 2015, BANBEIS 2005 to 2010; Population data: BBS estimates for 2005–2010 based on 2001 population census; DPE estimate for 2011 to 2015 based on BBS 2011 population census (Table C 04). Note: (1). The 2011 to 2015 enrolment rate estimates are comparable, but not strictly comparable, to the previous years because the estimates of the population aged 6–10 for the denominators are taken from different sources. It appears that the projections of the population aged 6–10 based on the 2001 population census were not very accurate, particularly for the later years (there is a difference of 2.4 million children between the 2010 and 2011 estimates, and only 41,179 between 2011 and 2012. The 2015 estimate is identical with 2014).

3.2.1.3 Out of school children

KPI 4 is intended to monitor the out-of-school children using BBS HIES and EHS survey findings. This KPI measures both the children who never enrolled in any formal or non-formal schools and those who dropped out of any grade in any school year. The 2010 HIES provides a baseline for this KPI. The previous section 3.2.1.2 summarised the evidence from six household surveys conducted between 1998 and 2014 on the school attendance rates (GAR/NAR) of children aged 6–10 years. The recent data on the same indicator were from the EHS 2014, CAPME 2015 and the BBS Population Census 2011. HIES and EHS data are comparable because the same methodology was used for conducting both surveys (see Figure 3.12).

According to EHS report 2014, around 17.9% of 6-10 years children (boys 18.8% and girls 17.5%) and 14.4% of 11-14 year children (boys 19.4% and girls 9%) were out of school in comparison with 15% and 22% respectively in the 2010 PEDP3 baseline (HIES 2010). About 9.4% of the 6-10 years children never enrolled in school, and 8.5% enrolled but dropped out before completing Grade 5. The dropout rate in APSC 2014 was 20.9%, which is higher than that of EHS. The reason might be that BBS collects data through sample surveys whereas APSC 2014 collected data from each individual school through the regular census. Another reason might be that APSC calculates dropout numbers on the basis of a 5-year cycle completion: on the other hand, EHS calculates on a single year completion and also considers the internal migration factor.

Figure 3.12: Estimation of Out of School Children Aged 6-10 Years 1998-2015



Source: HIES 2010, EHS 2014. Note: never enrolled and dropped out children refers to out-of-school children.

The proportion of children who were out-of-school fluctuated between 15% and 25% over the past decade. The reason might be that there were differences in the way the school attendance status was measured by different types of surveys. The information from the last BBS Population Census

(2011) estimated that 23% of children aged 6–10 years were not going to school, which is the highest estimate since CAMPE conducted its survey in 2014 (Education Watch report 2015). Due to these inconsistencies, DPE used HIES and EHS for monitoring this KPI in order to ensure consistency in methodology between the baseline and subsequent updates.¹⁰

Within the group of out-of-school children of primary age, there are two distinct categories: (i) children who were never enrolled in school; and (ii) children who dropped out. It is useful to distinguish between these two groups in order to feed into the design of interventions to reduce school exclusion. According to the 2006 and 2009 MICS, children who had never been to school were the larger of the two groups. As many as 30% of children aged 6 were not in school due to late entry. The percentage of children who had never attended school fell rapidly between the ages of 6 and 8 years. However, about 7-9% of children aged 9-10 had still never been to school. Parents reported about 6% of children aged 10 as having dropped out of school.

Based on the 2010 HIES data, the 2014 education sector report estimated that the total number of out-of-school children aged 6 to 14 was around 5.5 million. These 5.5 million children represented 16 percent of the total population of that same age group, and the poor represented 54 percent of the out-of-school children. The majority of out-of-school children aged 6 to 14 had either never enrolled in school or had not completed Grade 5. The parents' education and household income are the two most significant risk factors for children being out of school.

The 2011 population census data revealed the substantial geographical variation in rates of school exclusion for primary school-aged children. Across the seven divisions, the proportion of out-of-school children varied from 19.7% in Khulna to 26.6% in Sylhet. The disparity at the lower end of the geographical areas was even more marked: the average rate of school exclusion for the 10 lowest participation districts was 28.2% compared to 17.5% for the 10 highest participation districts. A slightly higher proportion of primary-aged boys (24%) were excluded from school compared with that of girls (22%).

Urban Slum: A key factor for children being out of school is urban migration. Children whose households migrated in recent times to the urban slums are at high risk of being out-of-school. The World Bank estimates that the urban population in Bangladesh will double in twenty years from 52.5 million people in 2010 to 98.6 million people by 2030 (or 44.3 percent of the total population). Rapid urbanization has been accompanied by a high increase in the slum population, who mostly lack basic social services such as education, health, water, and sanitation facilities.

Due to a lack of educational services, the education participation in urban slums is low. The primary gross and net attendance rates (GAR/NAR), based on HEIS data, is estimated to be 62%, which means that more than one-third of children aged 6-10 living in urban slum are out of schools (see Table 3.11 below). As a result, around 55 percent of adult slum inhabitants over the age of 17 have

¹⁰ As an example, there is the further complication on how to treat those enrolled in the Quami Madrashahs as in-school or out-of-school. In 2010, a sample survey of 10% of districts discovered more than 60,000 students- of all ages **were not included in APSC** [ADB Madrashahs study 2011].

never been to school, and only about 58 percent of slum inhabitants over the age of 12 are literate compared to the national and urban literacy rates of 60 and 72 percent, respectively. [WB, ESR 2014]

Table 3.11: Primary Gross & Net Attendance Rate: Slum Children Comparison

| | Gross Attendance Rate | Net Attendance Rate |
|---------------|-----------------------|---------------------|
| Slum | 91 | 62 |
| Slum, boys | 86 | 59 |
| Slum, girls | 96 | 66 |
| Urban average | 102 | 77 |
| Rural average | 100 | 77 |

Source: Urban Slum Survey in 2011 and HIES 2010, WB ESR 2014

According to the 2015 APSC, there were 958 schools located in slums, which represents 0.9% of all schools. Of the total slum schools in the country, almost 50% are located in Dhaka. Total enrolment in the slum area schools was around 236,863 (51.4% girls). DPE managed schools had the highest share of primary students, 48% in the slum areas. On an average around 429 students were enrolled per school in DPE managed slum area schools. This is significantly higher than GPS' national average of 250 pupils per school, which is a possible indication of over-crowding in slum schools. A summary of primary schools in slum areas is shown below in Table 3.12

Table 3.12: Primary Schools in Slum Areas by School Types 2015

| School Types | Schools | Enrolment | Teachers |
|---|---------|-----------|----------|
| GPS/NNPS | 219 | 93,623 | 1,837 |
| Kindergarten | 349 | 74,288 | 2,867 |
| BRAC | 169 | 10,471 | 296 |
| Primary section of high schools | 50 | 19,508 | 405 |
| NGO Schools | 51 | 23,599 | 289 |
| Other primary education schools/centers | 116 | 15,374 | 509 |
| ALL | 954 | 236,863 | 6,203 |

Source: APSC 2015

Addressing the educational needs of children in urban slums is a focus of PEDP3. At the JARM in 2012, it was agreed that one of the areas of priority for FY 2013/14 was to be the expansion of education in urban slums.

3.2.1.4 Pre-primary Education (PPE)

The mapping of the pre-primary education was completed in 2011 by UNICEF. Based on the mapping, the PPE expansion plan was prepared. GO-NGO implementation guidelines were also developed and approved by MoPME. A minimum standard for pre-primary education was defined and activities implemented according to the guidelines. The APSC 2015 collected reliable information on the number of institutions providing PPE. The Government has been providing PPE in only GPS, NNPS, and community schools. Other pre-primary schools have been provided by various qualified NGOs. Table 3.13 presents the Number of Institutes Providing Pre-primary Education by administrative Divisions and Types of Schools in 2015.

Table 3.13: Number of Institutes Providing Pre-primary Education by Type of Schools 2015

| Division | GPS | NNPS | RNGPS | NRNGPS | Expt. School | Ebtedayee Madrasa | Community School | Other School | Total |
|--------------|---------------|---------------|-----------|--------------|--------------|-------------------|------------------|---------------|---------------|
| Barisal | 3,339 | 2,591 | 10 | 166 | 5 | 177 | 18 | 591 | 6,897 |
| Chittagong | 7,542 | 3,347 | 12 | 213 | 1 | 306 | 8 | 6,325 | 17,754 |
| Dhaka | 10,126 | 5,212 | 29 | 301 | 1 | 245 | 28 | 11,268 | 27,210 |
| Khulna | 4,345 | 3,532 | 7 | 94 | 3 | 160 | 6 | 2,772 | 10,919 |
| Rajshahi | 4,897 | 3,426 | 4 | 144 | 2 | 182 | 3 | 3,859 | 12,517 |
| Rangpur | 4,378 | 4,468 | 9 | 278 | 1 | 64 | 7 | 1,962 | 11,167 |
| Sylhet | 3,358 | 1,373 | 21 | 82 | | 57 | 12 | 1,880 | 6,783 |
| Total | 37,985 | 23,949 | 92 | 1,278 | 13 | 1,191 | 82 | 28,657 | 93,247 |

Source: APSC 2015

The NCTB is responsible for developed teaching/learning materials (textbook and exercise book for each child) based on the MoPME approved PPE curriculum. Accordingly, NAPE has finalized the PPE Teachers' Training Manual in collaboration with NCTB and resource persons from NGOs. Every GPS has received Tk. 5,000 for procurement and preparation of supplementary teaching/learning materials from the PPE operational allocation. The Government has created 37,672 additional posts of assistant teachers (one for each GPS) for PPE classes: the recruitment of assistant teachers (22,000 in 2014) and (13,974 in 2015) has almost been completed. In addition, DPE is planning to create and recruit a further 25,800 pre-primary teacher posts for NNPS. The DPE has provided a one-day PPE orientation training for all field level officials, including Head Teachers of all GPS, NNPS and Community Schools. At least 22,000 newly recruited PPE teachers have been given a two weeks course, and 105 Master or Core Trainers have been developed and trained with technical support from UNICEF.

Table 3.14 shows the pre-primary enrolment in the pre-primary class in GPS and NNPS. The total enrolment increased by 73% from 2010 to 2011. In 2015, there were 1,621,247 (GPS 1,108,310 and NNPS 512,937) pre-primary children in GPS/NNPS (all types 2,864,877) - nearly double the enrolment of the PEDP3 baseline year 2010. Almost 100% of the GPS and 91% of NNPS are now offering pre-primary classes. About 1,243,630 children are receiving pre-primary education from other types of schools including NGOs and Kindergartens as stated in the APSC 2015 report.

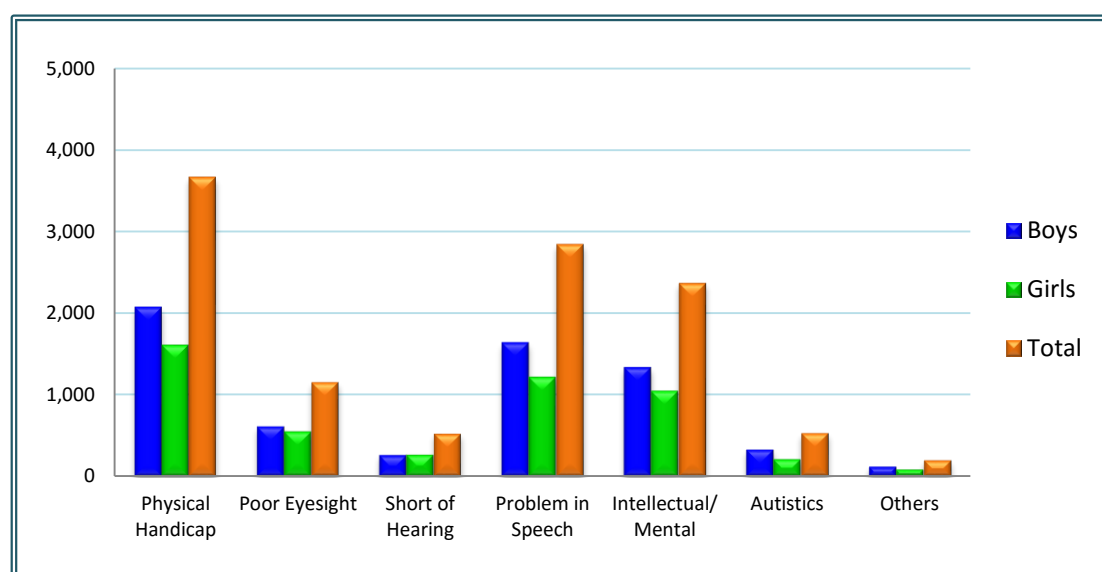
Table 3.14: Enrolment in Pre-primary Education (GPS and NNPS only) 2010- 2015

| | GPS | | | NNPS | | | Total GPS and NNPS | | |
|-------------|------------------|----------------|----------------|----------------|----------------|----------------|--------------------|----------------|----------------|
| | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls |
| 2010 | 634,933 | 320,707 | 314,226 | 260,591 | 130,936 | 129,655 | 895,524 | 451,643 | 443,881 |
| 2011 | 1,209,288 | 614,828 | 594,460 | 336,540 | 168,669 | 167,871 | 1,545,828 | 783,497 | 762,331 |
| 2012 | 1,178,311 | 592,435 | 585,876 | 501,793 | 249,457 | 252,336 | 1,680,104 | 841,892 | 838,212 |
| 2013 | 1,257,872 | 632,940 | 624,932 | 570,078 | 284,268 | 285,810 | 1,827,950 | 917,208 | 910,742 |
| 2014 | 1,326,403 | 667,892 | 658,511 | 623,963 | 312,109 | 311,854 | 1,950,366 | 980,001 | 970,365 |
| 2015 | 1,108,310 | 555,174 | 553,136 | 512,937 | 253,831 | 259,106 | 1,621,247 | 809,005 | 812,242 |

Source: APSC 2010-2015

The enrolment of special needs children in the main stream education is also one of the core elements of PEDP3. A total of 11,272 special needs children (boys 6,334 and girls 4,938) were enrolled in the DPE managed pre-primary classes in 2015 (see Figure 3.13).

Figure 3.13: Enrollment of Special Need Children in Pre-primary Education 2015



3.2.1.5 Grade-1 Students who Attended Pre-Primary Education

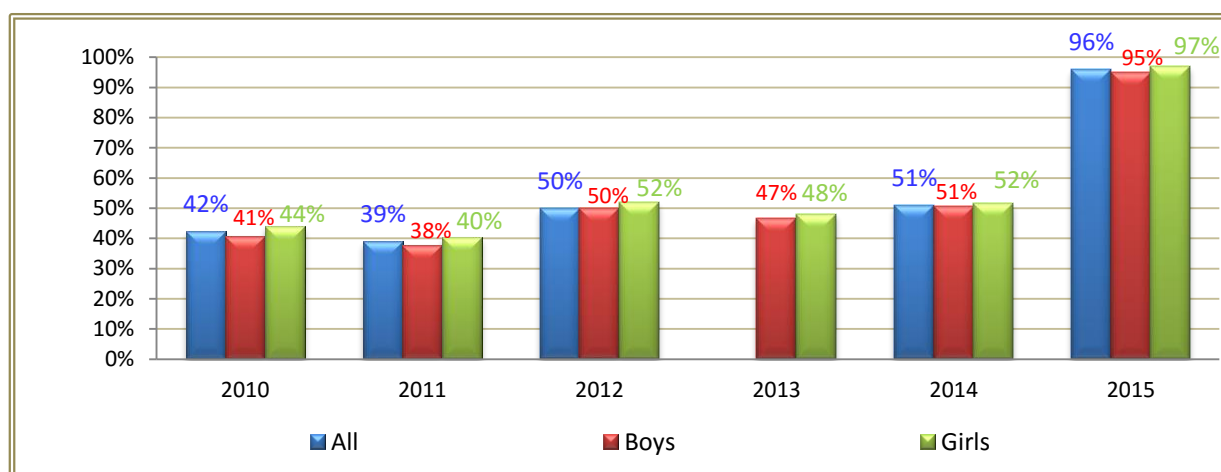
Non-KPI 3 tracks student movement from PPE; it gives the 'percentage of Grade1 students in primary schools who have attended pre-primary education'. Table 3.15 shows an impressive improvement at 96% in 2015 (boys 95% and girls 97%) up from 42.25% in 2010

Table 3.15: Grade1 Students with Pre-Primary Education (GPS & NNPS) 2010-2015

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------|--------|--------|--------|--------|--------|--------------|
| All | 42.25% | 39.02% | 50.03% | 47.28% | 51.07% | 96.1% |
| Boys | 40.58% | 37.73% | 50.01% | 46.50% | 50.55% | 95.1% |
| Girls | 43.94% | 40.37% | 51.83% | 48.09% | 51.63% | 97.2% |

Source: APSC 2010-15 reports

Figure 3.14: Grade1 Students with Pre-Primary Education (GPS & NNPS) 2010-2015



Source: APSC 2010-2015 reports

The incidence of *Grade1 students in GPS and NNPS who have received pre-primary education* appears to be a new phenomenon since the Government instructed all the primary schools to open pre-primary classes. In 2010, when pre-primary education was operationalized, only 42% of children who enrolled in Grade 1 had PPE experience; this reached 96% in 2015 at DPE managed schools. It is evident that this indicator has grown tremendously. The indicator has also been measured in global perspective by UNESCO, and the PPE achievement is included in the Global Monitoring Report (GMR).

3.2.1.6 Student Repetition Rate

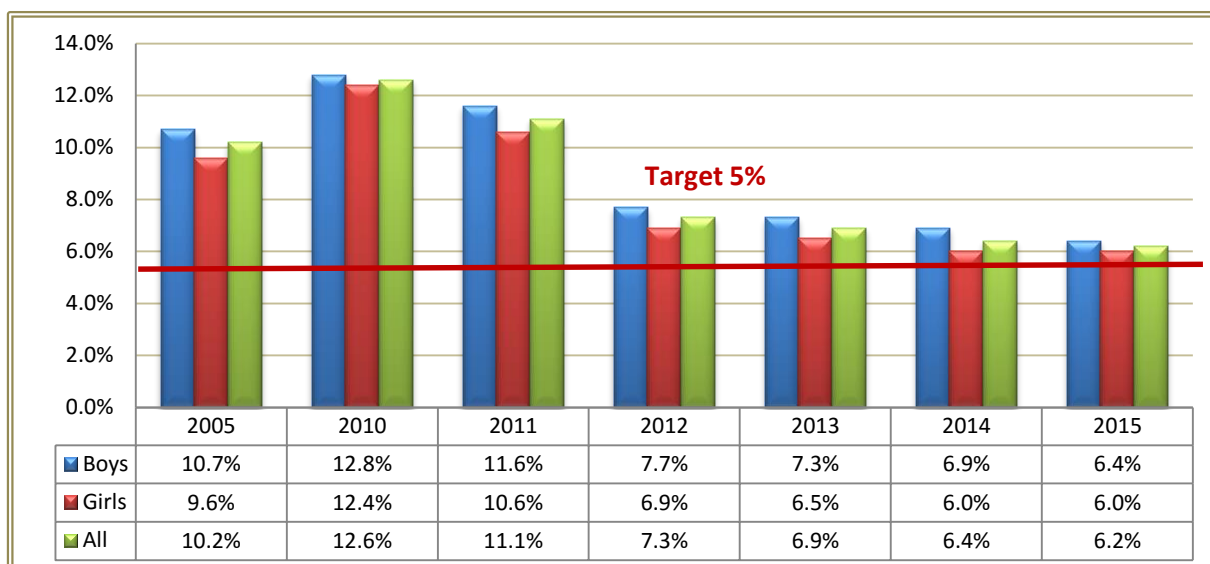
The **Non-KP 12 'Student repetition rate'** is intended to measure one of the most important determinants of learning outcomes. The student repetition rate has been following a declining trend over the past six years among both boys and girls; this was 6.2 % in 2015 (Boys 6.4% and Girls 6%), down from 6.4% (Boys 6.9% and Girls 6%) in 2014 (see Figure 3.15). Education Watch 2015 stated that the repetition rate was 6.8% in 2014, which is very close to the APSC 2014 figures (6.4%).

Table 3.16: Repetition Rate by Grade and Gender 2010-2015

| Repetition rate (%) | By Grade | | | | | By Gender | | |
|-----------------------|----------|------|------|------|------|-----------|------|-------|
| | Gr-1 | Gr-2 | Gr-3 | Gr-4 | Gr-5 | Boy | Girl | Total |
| 2010 (PEDP3 Baseline) | 11.4 | 12.1 | 14.1 | 16.5 | 7.1 | 12.8 | 12.4 | 12.6 |
| 2011 | 10.7 | 10.3 | 14.2 | 13.5 | 3.5 | 11.6 | 10.6 | 11.1 |
| 2012 | 7.6 | 7.3 | 9.4 | 8.4 | 2.1 | 7.3 | 6.7 | 7.3 |
| 2013 | 7.9 | 6.9 | 8.8 | 7.4 | 1.7 | 7.3 | 6.5 | 6.9 |
| 2014 | 6.9 | 4.4 | 6.9 | 10.2 | 2.8 | 6.9 | 6 | 6.4 |
| 2015 | 1.6 | 3.2 | 3.4 | 10.1 | 2.1 | 6.4 | 6 | 6.2 |

The repetition rate is constantly and remarkably high in Grade 4, and low in Grade 5 (see above Table 3.16). It is assumed that each school filters the students, who are allowed to pass from Grade 4 to Grade 5, based on their prospect of passing the forthcoming PECE. This raises some issues that will require further investigation and analysis of the ongoing cause or causes.

Figure 3.15: Repetition Rate (GPS and NNPS) by Year and Gender 2005, 2010–2015

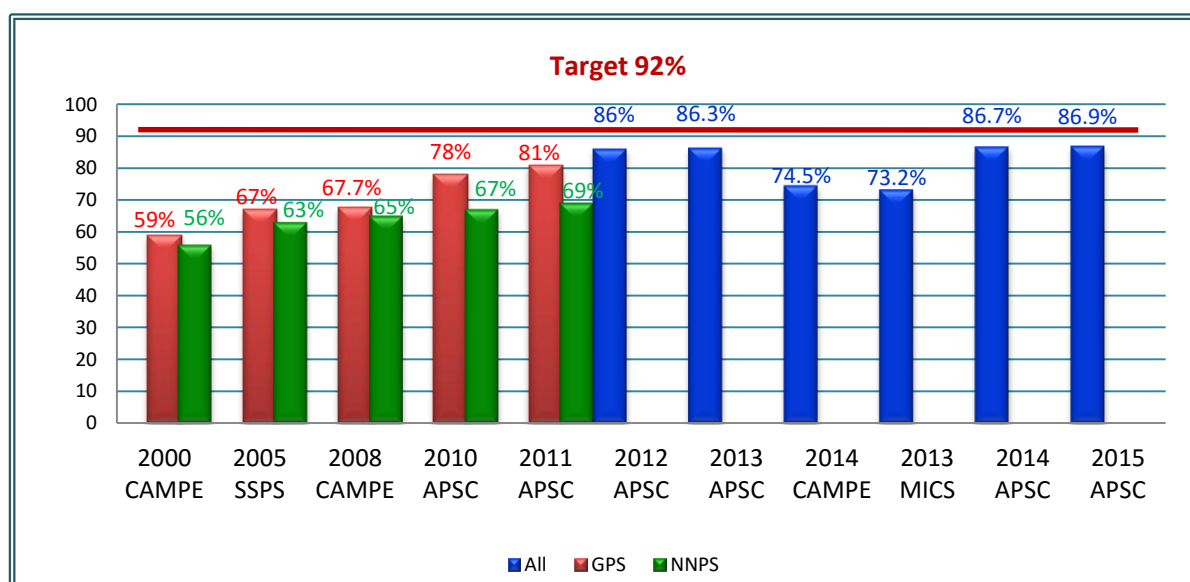


Source APSC 2015

3.2.1.7 Student Attendance Rate

The **Non-KPI 4 'Student attendance rate'** is another important determinant of learning outcomes. Based on the APSC, the student attendance rate has shown an increasing trend over the past decade among both boys and girls, reaching 86.9% in 2014 and 2015 (Boys 86.9% and Girls 87%). These figures are notably up from 79% in 2010 (see Figure 3.16).

Figure 3.16: Student Attendance Rate (GPS and NNPS) 2000, 2005, 2008, 2010–2015



Source: APSC (various years for register-based estimates; CAMPE 2000, 2008 and 2014; FMRP 2006 (SSPS) and MICS 2012-1.

Note: in Table 3.17ESR compares only students' attendance rate between stipend and non-stipend areas schools.

In recent years, a number of survey evaluators have visited random samples of schools and counted the students present in class (e.g., SSPS, MICS, and CAMPE). The headcount-based student numbers were generally lower than the registered-based numbers. Nevertheless, the APSC data on

headcount-based student attendance also indicated that the student attendance rate has improved considerably in the recent years.

Key factors that improve the student attendance rate may be attributable to the School Feeding and Stipend Programs. The 2010 Primary Education Stipend Program (PESP) found that, when checked, the attendance rate of children on an inspection day was 65% among boys and 69% among girls: these students were not recipients of any stipends (see Table 3.18). The attendance rates were particularly lower in the areas where poverty is prevalent. On the other hand, the data showed that the attendance rate of stipend recipients, who must be present at school to receive the stipends, recorded a high attendance rate (89% among boys and 91% among girls). [WB, ESR 2014]

Table 3.17: Student Attendance Rate, Stipend and Non-Stipend Students PESP 2010

| | Boys | | | Girls | | |
|-----------------|-------|---------|-------------|-------|---------|-------------|
| | Total | Stipend | Non-Stipend | Total | Stipend | Non-Stipend |
| Attendance Rate | 79% | 89% | 65% | 82% | 91% | 69% |

Source: World Bank, Education Sector Review Report, 2014

3.2.2 DISPARITIES IN PRIMARY EDUCATION

The PEDP3 **Results Area 2.2 on ‘reducing Disparities’** aims to address regional and other disparities in terms of participation, completion and learning outcomes. Bangladesh has been successful in steadily improving access to education at all levels while narrowing gender and social disparities in enrolment. However, an education divide persists in terms of primary cycle completion rates and learning outcomes between regions (urban, urban slum, rural, and remote areas) as well as between children from well-off and less well-off families. In addition to improving the quality of education for all, PEDP3 addresses the needs of disadvantaged groups through targeted stipends, school feeding and school health programs. Regional disparities are addressed through a progressive, needs based initiative to improve the school environment and infrastructure. This result area consists of the following 3 KPIs and 2 non-KPIs.

- KPI 7:** *Gender parity index (GPI) of GER;*
- KPI 8:** *Range between top and bottom 20% of households by consumption quintile; and*
- KPI 9:** *Upazila composite performance indicator.*
- Non-KPI 6:** *Survival Rate (EFA-13); and*
- Non-KPI 7:** *Number of single shift schools*

3.2.2.1 Gender Parity Index (GPI) of GER (all school types)

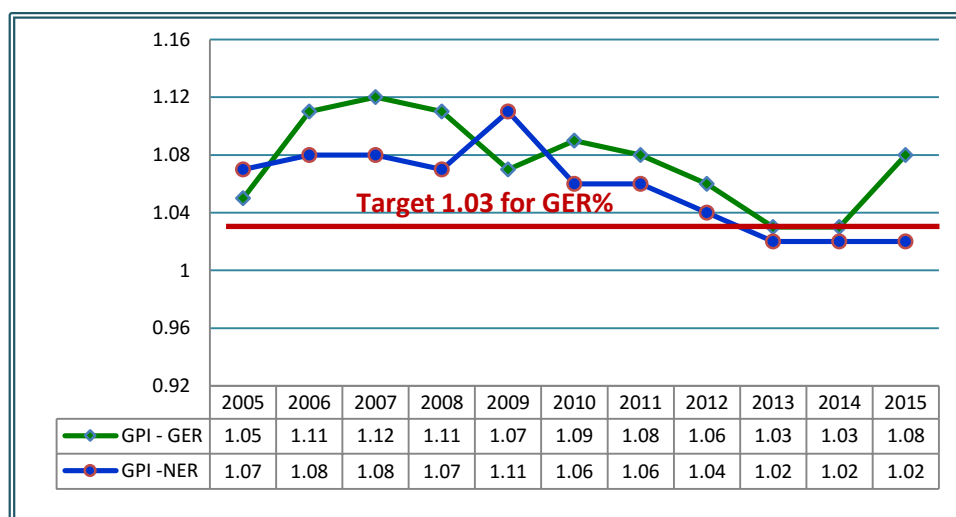
The Gender Parity Index (GPI) is the standard measure of assessing gender inequality in enrolment. Gender parity is measured by KPI7 and Table 3.9 shows that enrolment disparities continue between boys and girls, which, in other words, determine the ratio between female and male enrolment rates. When the Index falls below 1, there is disparity in favor of boys; when it exceeds 1, there is disparity in favor of girls. Gender parity is generally considered to be achieved when the GPI value ranges from 0.97 to 1.03 (source: UNIESCO).

In Bangladesh, primary school-age girls are more likely to be enrolled than boys. In 2015, the gender parity index was 1.08 for the GER and 1.02 for the NER, which means that Bangladesh is approaching gender parity in primary education net enrolment. See Figure 3.17 for the Gender Parity Index for both GER and NER.

The lowest proportion of enrolled boys is observed mainly in the eastern part of the country, particularly in Bhola, Cox’s Bazar, Kishoregonj and all districts under Sylhet division. The fact that there are fewer enrolled boys than girls in most Upazilas and districts is consistent with the gender parity index, which indicates gender disparity in favor of boys. This is because the proportion of boys in the population aged 6-10 years is 51% (based on DPE estimates of 6-10 years population for 2015) i.e. there are more boys than girls but there are fewer boys enrolled in school.

The lower school participation of boys in the economically prosperous belt of Bangladesh suggests that there may be demand-side related issues (e.g. greater industrial demand for child workers). This situation may be contributing to fewer boys attending primary school. Another possible factor is that the APSC does not capture boys and girls who are enrolled in Quami Madrasha and KG of English medium schools. Both types of institutes are not spread evenly throughout the country, Quami Madrasha being more prevalent in Sylhet, Kishoreganj and Chittagong than elsewhere, and KG of English medium schools only in the urban areas.

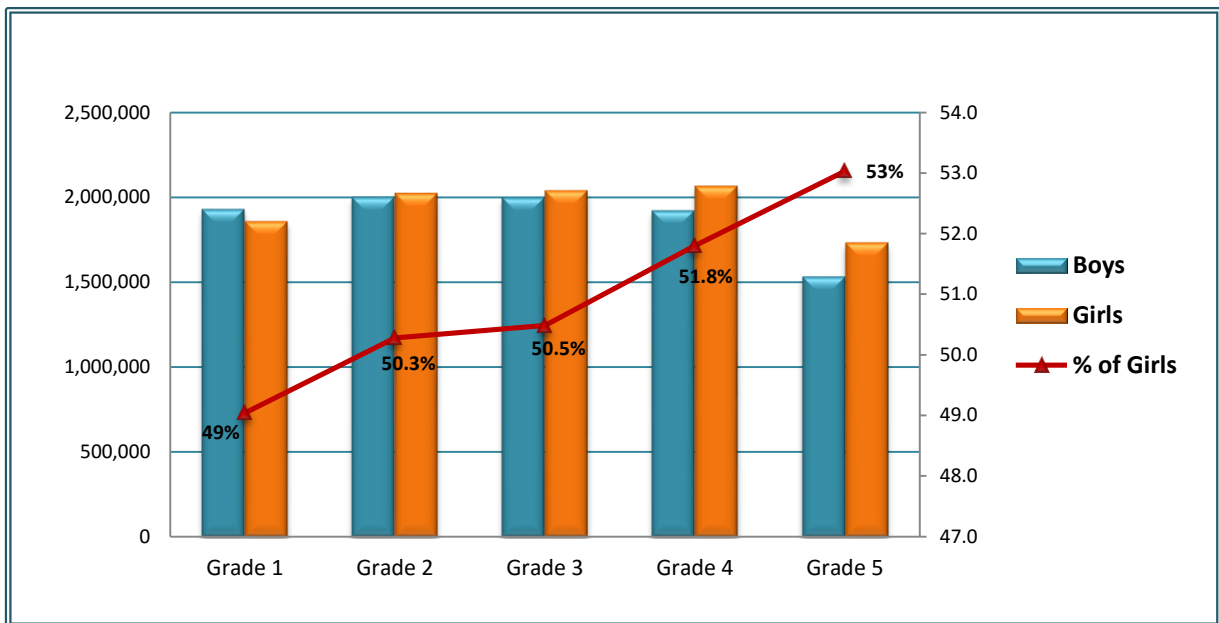
Figure 3.17: Gender Parity Index: GER & NER 2005-2015



Source: APSC 2005-2015

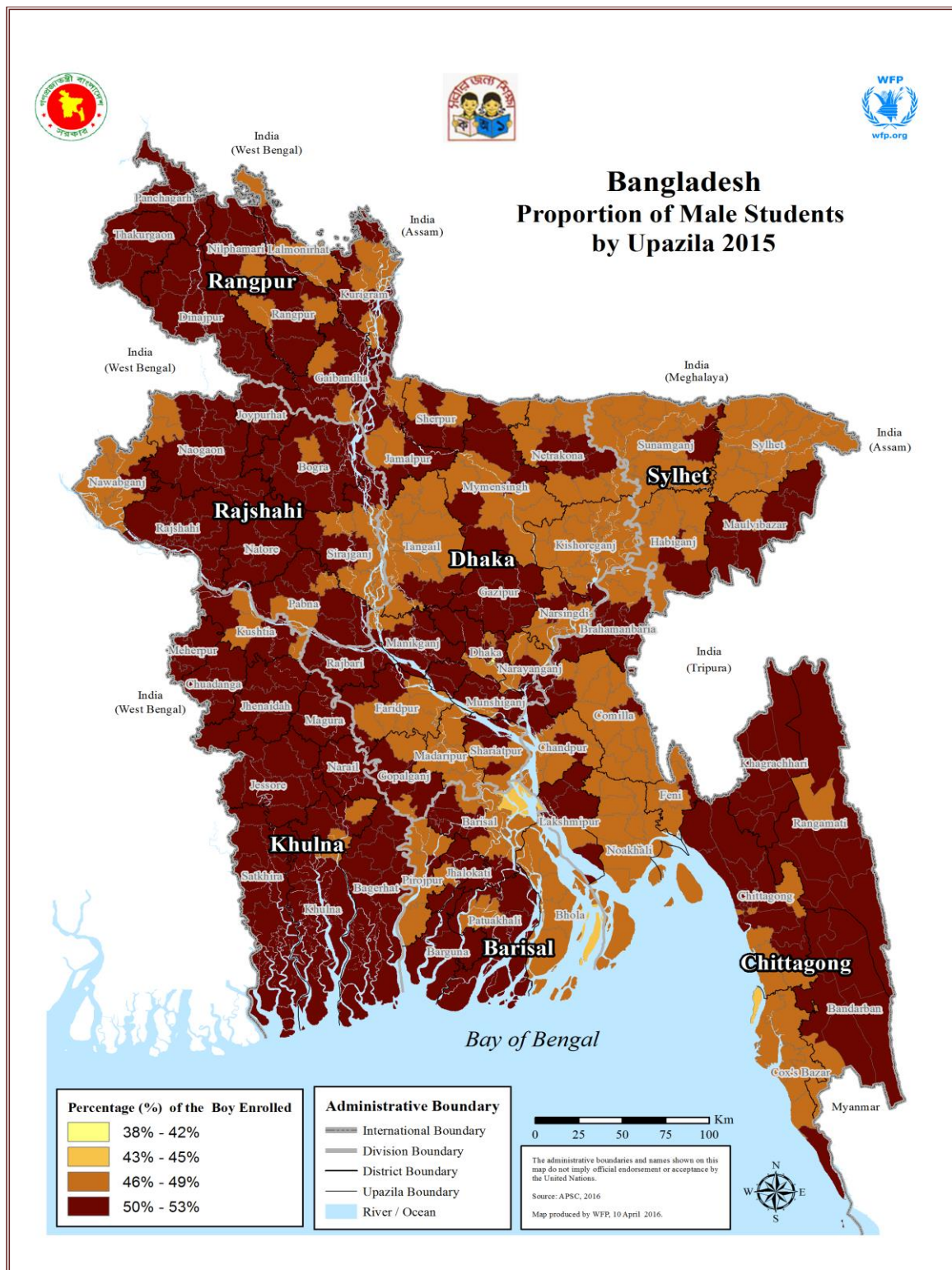
Figure 3.18 shows the comparison of enrolment by grade between boys and girls in 2015. In Grade 1, there were more boys than girls. From Grades 2 to 5, however, the proportion of boys began to decline due to their higher dropout rate. The total enrolment dropped by about 485,218 between 2014 and 2015. There was a declining trend in all most all grades except Grade 5. Specifically, Grade 1 numbers dropped by 391,710; by 25,961 in Grade 2; by 23,879 in Grade 3; and by 130,506 in Grade 4 respectively. But they increased by 86,838 in Grade 5.

Figure 3.18: Primary Education Enrolment by Gender 2015



In 2015, 49.1% of boys and 50.9% of girls enrolled in primary level institutes; this indicates that the gender disparity is diminishing gradually. Figure 3.19 shows the proportion of girls in total enrolment in GPS and NNPS by *Upazila* in 2015. There are no major reasons for this proportion of boys to girls to vary across different parts of the country while, overall, the proportion of boys and girls in the DPE projected population aged 6 –10 years were 51% and 49% girls in 2015.

Figure 3.19: Proportion of Male Students in GPS and NNPS by Upazila 2015



Source APSC 2015

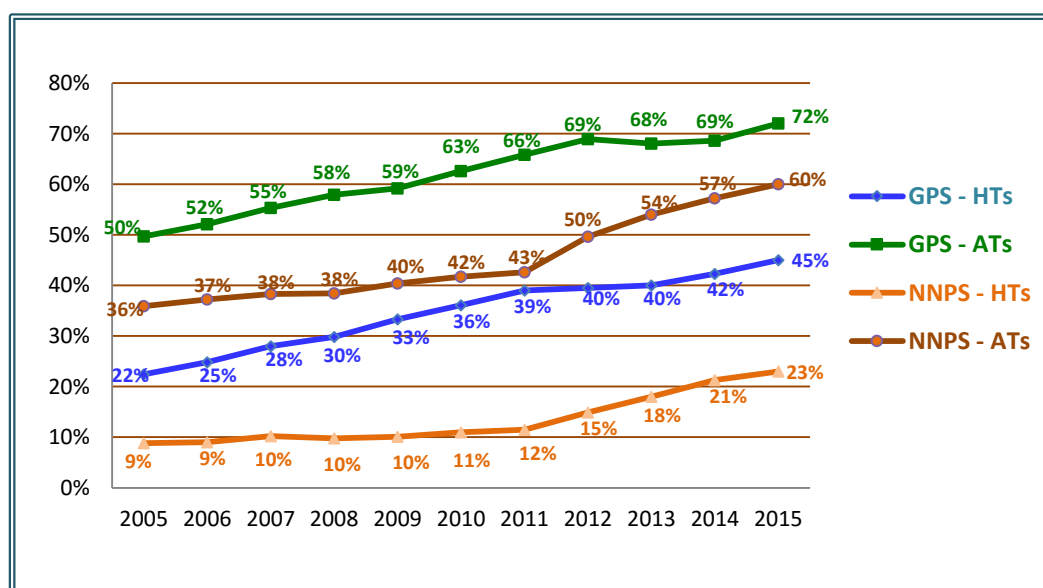
3.2.2.2 Gender Balance in Teacher Deployment

The number of teachers has increased over time especially from the end of PEDPII. As well as an increase in the number of primary teachers overall, there has been an intensive effort to shift the gender balance towards female teachers in the last decade. The Bangladesh Government’s policy is to reserve 60% of teacher posts for females in GPS. During the PEDPII, there was a focus on recruiting female teachers by creating 45,000 new posts as follows: 30,000 new posts to fill the vacancies resulting from the construction of needs-based additional classrooms; 10,000 new posts created to minimize overcrowded classrooms; and 5,000 new posts for the upgrading of 3/4 teachers post schools to 5-teacher post schools. At the beginning of PEDP3, there were 37,000 PPE teacher posts created and filled phase-wise and 60% of these posts were also filled by women.

It is clear that the recruitment strategy in GPS has worked smoothly. There has been a sharp increase in female representation between 2010 and 2015. In 2015, 66% of Head and Assistant teachers in GPS were female: in 2005, their number was 36%, 58% in 2010 and 64.9% in 2014. Head and Assistant teachers in NNPS were female, up from 23% in 2005, 49% in 2014, and by 35% % in 2010.

Figure 3.20 gives the data from the different APSC reports on the proportion of female teachers in schools. There were positive trends in female representation in both GPS and NNPS Head and particularly Assistant teachers in 2015. But the improvements were not very impressive for Head Teachers especially in NNPS (only 23%) and in GPS (only 45%).

Figure 3.20: Proportion of Female Teachers in GPS and NNPS 2005–2015 (%)



Source: Various years APSC reports

3.2.2.3 **NER - Range between top and bottom 20% of households by consumption quintile**

The **KPI-8** measures socio-economic parity based on HIES and EHS data. Participation rates in primary school vary by poverty status. The KPI 8 is designed to capture this by measuring the range between the primary NAR for the richest 20% and the poorest 20% of households (based on households' consumption data). The latest source of data for this calculation is the 2010 HIES and the EHS 2014. Based on these surveys, the primary NAR was 83% (HIES 2010) and 84.73% (EHS 2014), but for the poorest 20% of households, the NAR fell to 77% compared to 88% for the richest 20% of households (HIES 2010). The EHS (2014) showed that for the poorest 20% of households, the NAR fell to 80% compared to 88% for the richest 20% of households. Children aged 6–10 years from the poorest households are less likely to attend primary school than children from the richest households. This gap in NAR between the poorest and richest households was much larger for boys (73% to 88%) than for girls (82% to 87%) in 2010; and for boys (77% to 88%) than for girls (85% to 88%) in 2014. This suggests that demand side barriers to schooling may be more of a constraint for boys than for girls.

Table 3.18 presents the baseline, achievement and targets for this KPI from the PEDP3 program document and survey data. In the baseline year, the range/gap in Net Attendance Rate (NAR) between the richest and poorest quintile was 11 percentage points in 2010, 8 percentage points in 2014 and significantly wider for boys than for girls. PEDP3's target is to reduce this gap to 8 percentage points by 2017. In EHS (2014), the range/gap in NAR between the richest and poorest quintile was 8 percentage points; this means that only the range target was achieved but not the indicator targets.

Table 3.18: NAR Range between Top and Bottom 20% Households by Consumption Quintiles

| | HIES 2010 (Baseline) | | | EHS 2014 | | | Target |
|--------------------|----------------------|-------|-------|----------|-------|-------|--------|
| | Boys | Girls | Total | Boys | Girls | Total | |
| Top 20% Households | 88% | 87% | 88% | 88% | 88% | 88% | 90% |
| Bottom 20% | 73% | 82% | 77% | 77% | 85% | 80% | 82% |
| Range | 15% | 5% | 11% | 12% | 3% | 8% | 8% |

Source: PEDP3 Program Document, HIES 2010 and EHS 2014

3.2.2.4 **Upazila Composite Performance Indicator**

One of PEDP3's key objectives is to minimize disparities in participation, completion and learning outcomes. In order to monitor the progress in narrowing geographical disparities, an *Upazila* composite performance index was constructed based on three performance indicators and KPI 9 designed for measuring the performance of composite indicators.

- **Gender participation indicator:** Absolute difference between (i) the ratio of girls in the total number of children enrolled in the *Upazila* and (ii) the average ratio of girls in the population.
- **Effectiveness/Efficiency indicator:** Survival rate to Grade 5.
- **Learning outcomes indicator:** The percentage of children who passed the Grade 5 Primary Education Completion Examination (PECE) as a percentage of those who were eligible to sit

for the examination (based on DR). In other words, this combines the participation and the pass rate.

To develop the composite indicator, different steps were taken, in line with the method used for the calculation of the United Nations Human Development Index. Details on the methodology and the components of this composite indicator are given in Annex B.

KPI 9 uses this composite index to compare Upazila performance in two ways:

- Range between the average value of index for top 10% and bottom 10% of Upazilas
- Average value of index for bottom 20% of Upazilas

In 2015 the average value of the index for the top 10% of Upazilas declined to 2.00 from 2.04 in 2014, while the average value for the bottom 10% of Upazilas was 1.04; the range between the top and bottom group was 0.96. The range gap is declining; this means a reduction in the performance gap between top and bottom Upazilas. The average value for the bottom 20% of Upazilas was 1.17 (see Table 3.19). Annex C contains a list of the 10% of Upazilas with the lowest and highest score on the Upazila composite indicator in 2015.

Table 3.19: Upazila Composite Index Value 2010-2015

| <i>Upazila</i> | <i>2010</i> | <i>2011</i> | <i>2012</i> | <i>2013</i> | <i>2014</i> | <i>2015</i> | <i>Target 2017</i> |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------------|
| Top 10% | 2.36 | 2.23 | 2.27 | 2.38 | 2.34 | 2.00 | 2.50 |
| Bottom 10% | 1.04 | 1.15 | 1.17 | 1.24 | 1.44 | 1.04 | 1.50 |
| <i>Range</i> | <i>0.99</i> | <i>1.10</i> | <i>1.10</i> | <i>1.14</i> | <i>0.90</i> | <i>0.96</i> | <i>1.0</i> |
| Bottom 20% | 1.33/1.26 | 1.31 | 1.30 | 1.38 | 1.54 | 1.17 | 1.70 |

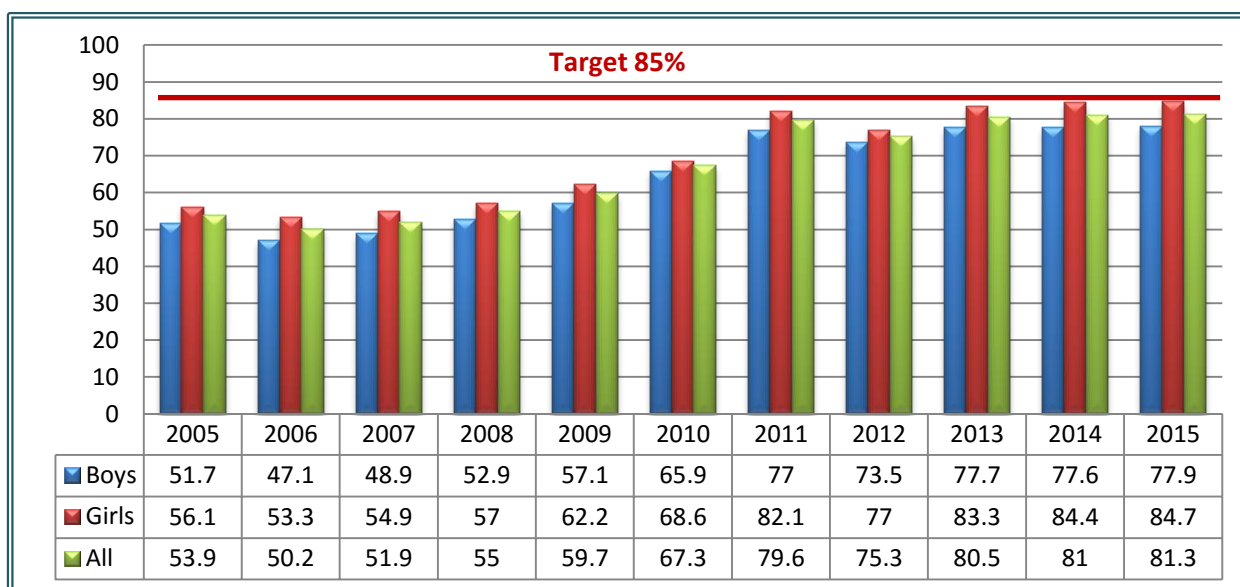
Source: APSC 2010-15

Table 3.19 shows the composite index value of different years and calculation methodology attached as annexure; this index has shown itself to be somewhat changeable in ranking the performance of Upazilas. When comparing the 2014 and 2015 Upazila indices, 51% of the Upazilas appeared in the bottom 10% list in both years; it is worth noting that all the Upazilas, appearing in the bottom 10% list are poor performing Upazilas. Currently, only 3 indicators consider for calculating the composite indicators. An alternative approach could be considered to track progress, such as the newly published Education Development Index (EDI), which is a more comprehensive league table ranking system for Post PEDP3.

3.2.2.5 Survival to Grade 5

The **Non-KPI 6** of PEDP3 is intended to monitor the survival rate to Grade 5, which is calculated using UNESCOs' reconstructed cohort model. The survival rate is the percentage of a cohort of students enrolled in Grade 1, who reach Grade 5 regardless of repetition. Based on the APSC reports, the survival rate has increased markedly from 67.2% in 2010 to 81.3% (77.9% boys and 84.7% girl) in 2015 – an increase of 14 percentage points. Figure 3.21 presents the survival rate between 2005 and 2015 based on the yearly APSC reports. In the 2015 APSC, other sources of information were also available and are presented below.

Figure 3.21: Trends in Survival Rate to Grade 5 by Gender 2005-2015



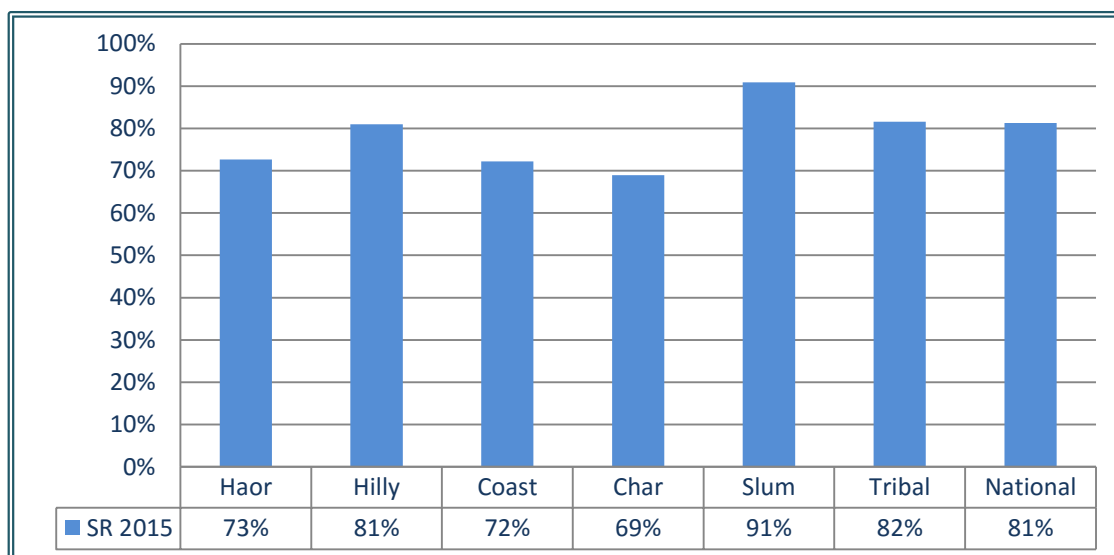
The 2012-13 MICS (published in 2015) shows that the survival rate to Grade 5 was 96.4% (boys 96% and girls 97%); this indicates a remarkable growth in student survival rates. Rajshahi division had the highest survival rate (96.9%) and Sylhet division had the lowest (93.4%).

Another source of information on the survival rate is the Education Watch Survey 1998, 2000, 2008 and 2014 (2014 report published in 2015). Based on those reports, the survival rate to Grade 5 increased from 1998 (76%) to 2014 (all: 86.8%; boys: 81.3%; and girls: 90.5%). It is clear that the survival rate has improved during the PEDP3 period. The survival rate for the 2 main categories of schools was 88.4% for GPS and 70.3% for NNPS respectively.

Chittagong district had the highest (93.6%) and Gaibandha district had the lowest (57.6%) survival rate in 2015. Other districts with low survival rates were Bhola (59.9%), Cox's Bazar (67%), Laxmipur (67.8%), Kishoregonj (69.6%), Sherpur (69.7%), Brahmonbaria (73.2%), Kurigram (75%) and all the districts of Sylhet division. The survival rate is also related to the primary cycle completion rate as well as to the primary cycle dropout rate. When the survival rate improves, the dropout rate diminishes and the primary completion rate improves.

The following Figure 3.22 shows the survival rate in 2015 for six special areas and compares them to the national average. Children in Char, Coast and hoar areas face greater challenges to complete primary education: the survival rate in these areas is ten percentage points below the national average. About 5% of schools are located in hoar areas and 6% in char areas. By contrast, the proportion of students who make it to Grade 5 was above the average in slum area.

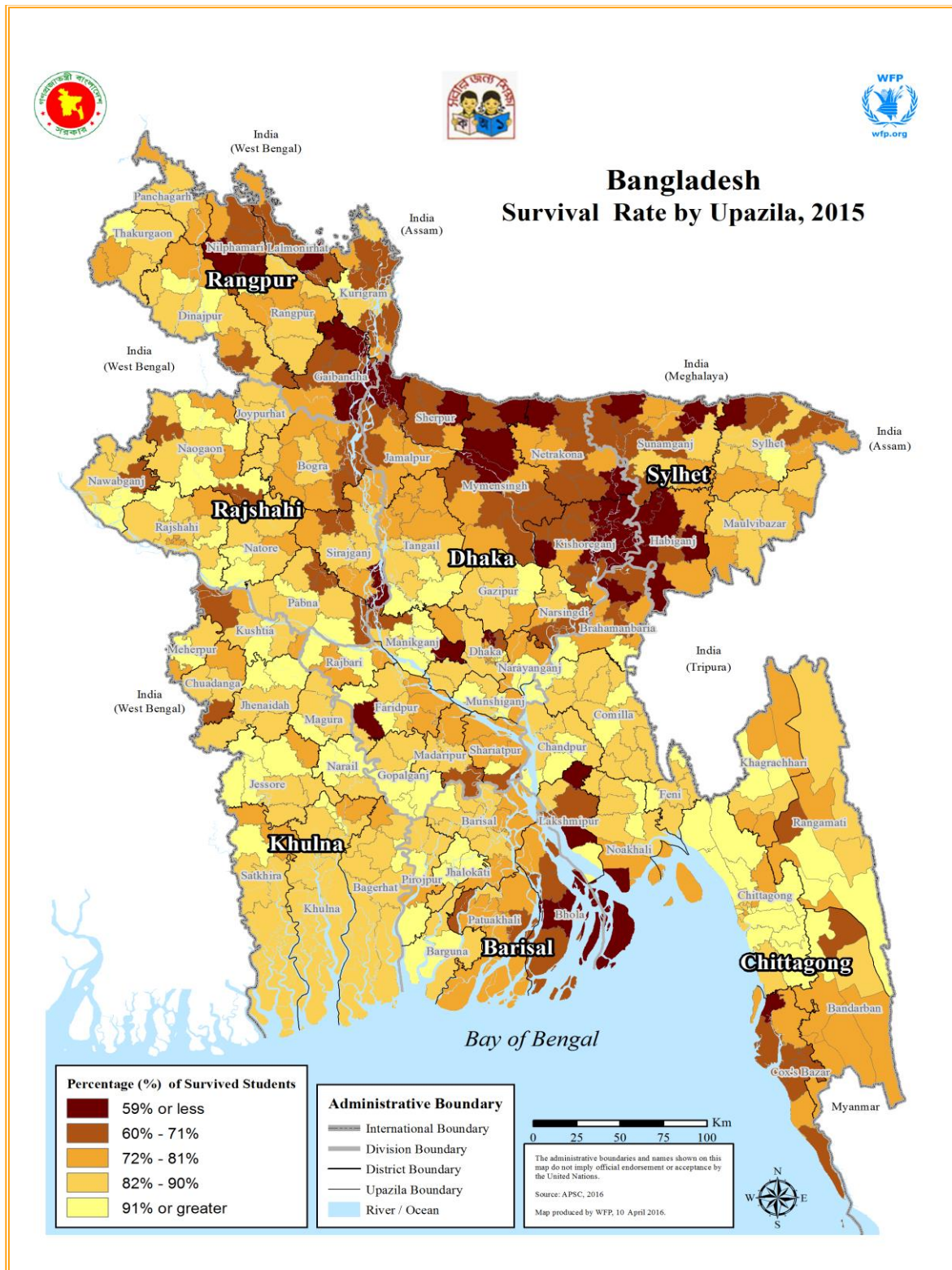
Figure 3.22: Survival Rate to Grade 5, Selected Areas, 2015



Source: APSC 2015

The following Figure 3.23 shows the survival rate to Grade 5 (GPS & NNPS) in 2015 by Upazila. There was a significant geographic variation in the proportion of students who made it to Grade 5, with the best performing Upazilas in the centre and southeast and the poorest performing ones in the northern part of the country (Sundarganj). The best performing district was Chittagong and the poorest performing district was Gaibandha. All 4 districts of Sylhet division had lower survival rates compared to the national average.

Figure 3.23: Survival Rate to Grade 5 in GPS and NNPS, by Upazila, 2015



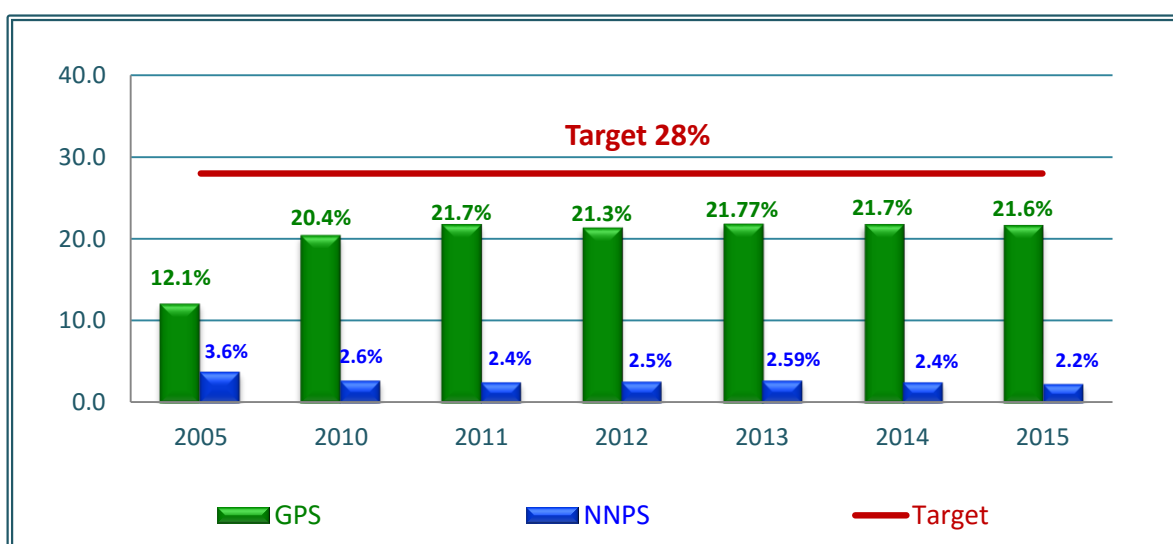
Source: APSC 2015

3.2.2.6 Contact Hours /Single Shift Schools

Increasing the school contact hours by moving to single shift schools was a high priority during PEDPII. The PEDP3 MTR again emphasized the need to increase contact hours, and set non-KPIs for measuring performance. However, there is no systematic approach to collecting information on contact hours through the APSC. It is possible, however, to distinguish four factors, which affect the number of contact hours that students receive: (i). Patterns of double-shifting; (ii). Number of days that schools are open; (iii) Teacher absenteeism; and (iv) Teacher lateness. These are considered in turn below.

- I. **Patterns of double-shifting:** Non-KPI7 measures the ‘percentage/number of single shift school’. In Bangladesh contact hours mostly depend on school shifting. When the school is single shift, children get more teaching/learning interaction time and less in the double shift schools. The PEDP3 MTR accords high importance to this indicator as it helps to monitor the teacher/student interaction time in schools. The main factor expected to lead to an increase in contact hours is the move from double-shift to single-shift schools. The percentage of single-shift schools was targeted to rise to 28%. There has been no progress towards the target in the PEDP3. The majority of children in GPS will continue to be educated in a double-shift system for the foreseeable future. The situation in NNPS is worse, as the percentage of single-shift schools declined at 2.2% in 2015. Considering the data identified on the two types of schools together, it seems that there will continue to be a serious challenge in reaching a situation where pupils in primary schools have sufficient contact hours to really benefit from their learning experience.

Figure 3.24: Single-shift Schools (%) 2005, 2010–2015



Source: APSC 2005, 2010-2015

- II. **Number of Days that the School is Open:** The school Census does not collect relevant information on this. Only the Social Sector Performance Survey (SSPS), conducted in 2005 and the report published in 2006, stated that:

- On average, primary schools were open for 228 days compared to the officially sanctioned 242 days; and

- While the average timetable in double-shift schools is three hours, in practice Grades 1–2 only receive two hours of lessons, while Grades 3–5 receive 3.5 hours of lessons.

These factors contribute to reducing the actual number of contact hours to nearly half that of the international standard of 900 to 1,000 hours per year: children in Grades 1–2 in double-shift schools only attend 520 hours per year on an average. However, it should be underlined that the evidence given here is out of date.

The PEDP3 has taken the initiative to conduct a study to determine the contact hours of this year - 2016. The study will examine all the issues related to this indicator. The new study will provide information on school opening days and hours; actual timetabling practices in double-shift and single-shift schools, combined with a focus on how the curriculum is delivered in both. The study will be conducted before the end of PEDP3.

Contact Hour based on DPE Academic Calendar: The DPE school academic calendar is another source of information for calculating this indicator. According to the 2015 academic school calendar, the number of school opening days was as follows:

Table 3.20: Number of Days School is Open 2015

| Month | Working Days | Weekend | Holidays | No of Thursday | Remarks |
|--------------|--------------|-----------|-----------|------------------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. January | 24 | 5 | 2 | 4 | A total of 30 (24 days for exam, 4 days for Sub-cluster and 2 days reserved leave by HTs) days when classroom teaching is not conducted. Only 210 days for classroom teaching |
| 2. February | 20 | 4 | 4 | 4 | |
| 3. March | 24 | 4 | 3 | 2 (H2) | |
| 4. April | 23 | 4 | 3 | 5 (Exam2) | |
| 5. May | 19 | 5 | 7 | 4 | |
| 6. June | 15 | 4 | 11 | 3(H1) | |
| 7. July | 6 | 5 | 20 | 1 (4H) | |
| 8. August | 26 | 4 | 1 | 4 (1 Exam) | |
| 9. September | 20 | 4 | 6 | 3 (1H) | |
| 10. October | 17 | 5 | 9 | 3 (2H) | |
| 11. November | 25 | 4 | 1 | 4 (1 Exam) | |
| 12. December | 21 | 4 | 6 | 4(1H, Exam2) | |
| Total: | 240 | 52 | 73 | 41 (H 11) | |

Source: DPE Academic Calendar 2015

Note: Friday is weekend; Thursday is half-day, continuing up to 2:30 PM instead 4:15 PM. Column 5 gives the number of Thursdays and within brackets are mentioned non-teaching days, i.e. (H2) means 2 Thursdays are holidays and (Exam2) means exams are held on 2 Thursdays, so no class teaching.

School Timing

➤ School hours for double-shift schools are:

- Grades 1 and 2: 9.30 - 12.00 p.m. (150 minutes daily);
- Grades 3 to 5: 12.15 - 4.15 including 30 minutes interval for lunch (210 minutes daily) and;
- School hours for Thursday for Grade 3 to 5: 12.15-2.30 p.m. (135 minutes daily).

➤ School hours for single shift schools are:

- Grades 1 and 2: 9.30-1.30 p.m. (240 minutes daily);
- School hours for Thursday in Grades 1-2: 9.30-12.30 p.m. (180 minutes daily);
- Grade 3, 4 and 5: 9.30 - 4.15 p.m. including 30 minutes interval for lunch (315 minutes daily) and;
- School hours for Thursday in Grades 3 to 5: 9.30-2.30 p.m. including 30 minutes interval for lunch (270 minutes daily)

Based on the above information, contact hours have been estimated as follows:

Table 3.21: Contact Hours 2015

| Grade | Contact Hours for Classroom Teaching | | | |
|---------------|--------------------------------------|------------------|---------------------------------|-------------------|
| | Double Shift School | | Single shift school | |
| I and II | 150m X 240 days | 600 hours | 240m X 199 days 180mX41 days | 920 Hours |
| III, IV and V | 210X199 days 135mX41 days | 810 Hours | 315X199 days 270mX41 days | 1230 Hours |

Note: Contact hours of single shift schools for Grades 1 and 2 are 50% and Grades 3 to 5 are 88% - more than double the shift schools. DPE is keen to increase the number of single shift schools. The above calculation does not consider controlled leave and examination schedule dates.

III. Teacher Absenteeism: There is information from two surveys on this issue, both of which used a methodology of unannounced visits, and tell a similar story:

- SSPS (2006) states that 16% of GPS (11% of NNPS) teachers were absent on any given day in 2005. Of these:
 - 7% of GPS (5% of NNPS) teachers were authorized for long-term absence (for example, on C-in-Ed or B.Ed. courses, in-service training, maternity or sick leave);
 - 7% of GPS (4% of NNPS) teachers were authorized for short-term absence (such as casual leave, official duties or in-service training);
 - 2% of GPS and NNPS teachers were not authorized to be absent; and

The 2015 CAMPE survey report found that 12.7% of GPS and 11.3% of NNPS teachers were absent on the day of the school visit in 2014.

- 7.3% of GPS and 3.3% of NNPS teachers were authorized for long-term absence (for example, on C-in-Ed or B.Ed. courses, in-service training, maternity or sick leave);
- 2.1% of GPS and 1.4% of NNPS teachers were authorized for short-term absence (such as casual leave, official duties or in-service training);
- 3.3% of GPS and 4.6% NNPS teachers were not authorized to be absent.

The surveys agreed that unauthorized teacher absenteeism is not a significant problem; only 2–3% of teachers were absent without permission. However, the level of official absenteeism was fairly high and seems bound to affect lesson delivery (either via larger classes or fewer contact hours), since there is no system of providing temporary teacher cover.

IV. *Teacher Lateness:* The surveys, mentioned above, also collected information on the timeliness of teachers, which is more of a reason for concern.

- The MTR governance study in 2014 found that 40% of high performing and 80% of low performing school teachers arrived late and the average delay of those teachers was 30-60 minutes in high performing schools and 60-120 minutes in low performing school respectively (Governance Study Report 2014).
- SSPS (2006) found that 15% of teachers were late by at least 30 minutes, particularly if they lived relatively far from their school; and
- The 2012/13 CAMPE survey found that 43.4% of GPS and 44% of NNPS teachers arrived late, and the average delay of these teachers was 30 and 50 minutes respectively.

The combination of these four factors into a measure of [contact hours](#) shows the complexity of the challenge in reaching the contact hour calculation. While these are obvious factors influencing school contact hours, the quantitative data goes only so far in clarifying the real situation in classrooms. Qualitative studies therefore are essential, such as teachers' time management.

The APSC does not collect information that can provide further insight into this issue. Hopefully, the PEDP3 study on contact hours will examine all the issues (4 factors) related to contact hours in 2016 and the agreed recommendations may be included in the forthcoming ASPR.

3.3 *Component 3: Decentralization and Effectiveness*

Component 3 of the PEDP3 focuses on the expansion of decentralized planning, management and monitoring at district, Upazila and school levels. The preparation and implementation of the School Level Improvement Plans (SLIP) and Upazila Primary Education Plans (UPEP) play a role in reducing disparities and increasing participation within schools and Upazilas. Another dimension of decentralization is the delegation of administrative powers and functions of DPE in a more comprehensive and systematic manner, including the strengthening of field level offices through filling vacancies at PTIs, UEOs and URCs. This will involve capacity building programs to strengthen planning and monitoring functions of field level offices and providing personnel with leadership development. There are six KPIs and five non-KPIs dedicated to measuring the performance of these result areas under PEDP3.

3.3.1 DECENTRALIZATION

The PEDP3 Results Area 3.1 on decentralization recognizes that, to ensure equity of access to education at all levels, there is a need to reduce disparities in school participation. In spite of recent achievements, an education divide persists between regions and between children from well-off and less well-off families. PEDP3 is addressing the needs of the more disadvantaged groups through

targeted stipends and school feeding programs. Regional disparities are addressed in part through a progressive, needs-based initiative to improve the school environment and infrastructure. This component also addresses decentralized planning, management and monitoring at district, Upazila and school levels. In this result area, greater emphasis is required in the second half of the PEDP3 for reaching the goal. The following 2 KPIs and 1 non-KPI measure achievement in this area:

- **KPI 10: Percentage of AOP budget allocation for unconditional block grants (SLIPs and UPEPs for schools and Upazilas);**
- **KPI 11: Expenditure of block grants (conditional and unconditional) for Upazilas and schools; and**
- **Non-KPI 8: Percentage of sanctioned posts filled in districts and Upazilas.**

3.3.1.1 Function Decentralization

The type of functions performed by Division, District, Upazila Education office, and by school can be categorized into two types: 1) Administration and 2) Financial Management. These functions are delegated to the local education authority as per the Government Orders (GOs) issued by MoPME, which are updated from time to time in accordance with changes in central government policies, and gradually expanded under PEDP3.

Altogether, there have been four Government Orders (GOs) issued by MoPME between 2006 and 2012 relating to functional assignment at different levels of the Government. The most comprehensive GO is the MoPME's guidelines on "Delegation of Financial Power to DG DPE and Subordinate Official Heads (MoPME/ADMIN-2/2A-6/98, dated 14 May 2006). This guideline is based on the 2005 Ministry of Finance's circular that sets out the sub-delegation model to provide greater authority to designated departments and subordinate offices.¹¹

Based on a review of these 4 GOs, a total of 50 functions were identified, including 25 administrative and 25 financial functions. Delegation of the function at the sub-national level (district and downwards only 34) is as follows:

Table 3.22: Type and Number of Decentralized Functions

| Administrative Level | Administrative Functions | Financial Management Functions | TOTAL Functions | No. of Government Orders |
|----------------------|--------------------------|--------------------------------|-----------------|--------------------------|
| District levels | 8 | 13 | 21 | 4 GOs |
| Upazila levels | 5 | 7 | 12 | 4 GOs |
| School levels | 1 | 0 | 1 | 1 GO |

Source: Administrative Division, DPE/MoPME

Delegated administrative functions at the Upazila level include:

- ✓ Settlement of cases related to fraud, negligence etc. (ceiling taka 2,500);
- ✓ Settlement of the Provident Fund of deceased government officials;
- ✓ Approval of travel allowances for suspended employees;

¹¹MoF Sub-delegation of Financial Power (AM/AB/BAN-s/DP-1/2000/12), Dated 03.02.21005

- ✓ Fitness certificate;
- ✓ Appointment of service staff and night guides.

Delegated financial management functions at the Upazila level include:

- ✓ Approval of civil works in Non-Development Budget (ceiling taka 3 Lac);
- ✓ Sale of unused materials (ceiling taka 25,000);
- ✓ Purchase of office materials and equipment (ceiling taka 100,000);
- ✓ Repair, maintenance and rehabilitation of government transport (ceiling taka 10,000);
- ✓ Repair of office equipment (ceiling taka 1,500);
- ✓ Lease of government land (ceiling one year, taka 20,000);
- ✓ Lease of canteen (ceiling one year, taka 10,000).

In early 2014, DPE submitted a proposal to MOPME for authority to be given to the Divisional Level to appoint third class employees (including Assistant teachers), and to the District level for fourth class employees, Members of Lower Subordinate Services (MLSS). These responsibilities relate to the utilization of the non-development budget. For the development budget, functional decentralization is determined on a project by project basis, and lasts only for the length of the project. It is therefore very difficult to systematically track all the delegated functions in the development budgets, due to wide range of activities and implementation modalities.

3.3.1.2 AOP Budget Allocation

In the context of the overall primary education budget, the allocation to PEDP3 components in 2015/16 was relatively small. In the medium term, it is expected that this program will dominate the development budget; therefore it merits a more detailed analysis. Table 3.25 presents the total planned costs of PEDP3 (DPP and RDPP) and a comparison of the intended costs in the fifth year 2015/16 (original). The estimated DPP cost of the five-year program was BDT 22,196 crore (yearly around TK. 4,439 crore). The revised RDPP cost of the six-year program is BDT 18,316 crore or an average of BDT 3,053 crore per annum.

In the revised DPP, the first two results areas – Learning and Teaching, and Participation and Disparities – together account for 85% of the total planned costs. Participation and Disparities attract the largest share, at almost 71%, partly because Result 2 contains a large needs-based civil works and school environment program. The Learning and Teaching component attracts 14.1% and Decentralisation & Effectiveness attracts 11.8%. The lowest share is the Planning and Management components at only 1.8%.

The PEDP3 RDPP allocation for civil works has increased by about TK. 2,402 crore compared to the DPP allocation of 6,136 crore. The overall increase in the allocation of civil works was 39.2%. In the original AOP of 2015-16, there was also an allocation increase of 31.4% compared to the revised AOP 2014-15. The original AOP2015/16 is presented in the following Table 3.23.

Table 3.23: PEDP3 Component Estimated Costs and Original Budget 2015/16 in Lac Taka

| PEDP3 results areas | | Estimated cost: DPP (2011-16) | Estimated cost: RDPP (2011-17) | Share RDPP (%) | AOP/(O) Allocation 2015-16 | AOP/(R) Allocatio n 2015- 16 | Share (RDP P cost) (%) |
|---|----------------------------------|-------------------------------------|--------------------------------------|-------------------|----------------------------------|---------------------------------------|------------------------------------|
| 1 | Learning and Teaching | 303,575.85 | 256,740.91 | 14.14 | 48,332.56 | n/a | 18.8 |
| 2 | Participation & Disparities | 1,579,976.36 | 127,7542.34 | 70.37 | 266,906.38 | n/a | 20.9 |
| 3 | Decentralisation & Effectiveness | 235,796.06 | 214,923.28 | 11.84 | 46430.77 | n/a | 21.6 |
| 4 | Planning and Management | 57,825.04 | 33,309.86 | 1.83 | 9,330.29 | n/a | 28 |
| | <i>Contingency/CDVAT</i> | 42,491.00 | 32,872.00 | 1.81 | 3,000 | n/a | 9.1 |
| Total | | 2,219,664.75 | 1,815,388.36 | 100 | 374,000 | n/a | 100 |
| <i>Memo item</i> | | | | | | | |
| <i>Civil works</i> | | <i>613,556</i> | <i>853,810</i> | <i>47</i> | <i>160,729</i> | <i>148,040</i> | <i>52</i> |
| <i>Need base Infrastructure Development</i> | | <i>7,885,551</i> | <i>8,983,678</i> | <i>13.9</i> | | | |

Sources: PEDP3 program documents; Original/Revised AOP2014/15 PEDP3 (revised budget 2015/16).

3.3.1.3 Percentage of AOP Budget Allocation: Unconditional Block Grants (SLIPs and UPEPs for Schools and Upazilas)

The block grant is a fund channeling mechanism to transfer money from one organization to another, in most cases from national to local government. A block grant can be further classified into two types: conditional or unconditional. When a block grant is conditional, the recipient organization can only spend the grant on a specific purpose. Unconditional block grants can be used for any purpose the recipient deems appropriate.

One of the key sub-components of Decentralization is decentralized school management and governance, through decentralized planning, management and monitoring of school performance. Upazila Primary Education Plans (UPEPs) and School level Improvement Plans (SLIPs) are the main activities in introducing the participatory, demand driven, and bottom-up planning process to improve the present situation of Primary Education. The Upazilas and schools are allocated block grants to implement their plans.

There is a budget provision in the Annual Operation Plan (AOP) to implement SLIPs and prepare UPEPs. There are approved guidelines for the heads of expenditure where the block allocations may be spent at the school levels as well as Upazila levels. DPE HQ releases block funds to the Upazilas, which are then forwarded to the schools to implement their SLIP planned activities and also to selected Upazilas only for the preparation of UPEP. At present, the Upazilas and the schools receive grant allocations at flat rates. It is expected that, in the future, the fund will be allocated according to the requirements of implementing the approved UPEPs and SLIPs.

KPI 10 is intended to show the AOP budget allocation for unconditional block grants (SLIPs and UPEPs) for schools and *Upazilas*; KPI 11 shows expenditure.

In Original AOP 2015/16, there are 5 types of allocated block grants; no funds are allocated against two activities:

Unconditional Grant:

- SLIP (fund allocated in 2015-16 AOP); and
- UPEP (fund allocated in 2015-16 AOP).

Conditional Grant:

- Inclusive Education (fund allocated in 2015-16 AOP);
- Pre-primary Operational Costs (fund allocated in 2015-16 AOP);
- Education in Emergencies (fund allocated in 2015-16 AOP);
- School Health/Medical Team (no fund allocated in 2015-16 AOP);
- Para Teachers (no fund allocated in 2015-16 AOP).

Detailed block grant budgets in AOP 2015-16 are shown in Table 3.24 below

Table 3.24: Block Grant Budget FY 2015-16

| AOP SL. No. | PEDP3 Sub-components (Taka Lac) | AOP 2014-15 | | AOP 2015-16 | |
|---|---|------------------|------------------|------------------|-----------------|
| | | Original | Revised | Original | Expenditure |
| Unconditional | | | | | |
| 0127 | 3.1.2) SLIP school funding | 14,400 | 14,400 | 25,600 | 14,526 |
| 0130 | 3.1.2) UPEP (planning only) ¹² | 23.5 | 7.6 | 5.3 | 0.0 |
| Unconditional Total: | | 14,424 | 14,407.60 | 25,605.30 | 14,526 |
| Conditional | | | | | |
| 0066 | 2.1.2) Pre-Primary Education | 2,576.10 | 3,179.3 | 3,268.25 | 3,214.85 |
| 0070 | 2.1.3) Inclusive Education | 254 | 254 | 218 | .0 |
| 0073 | 2.1.4) Education in Emergency | 500 | 400 | 800 | 6.0 |
| 0089 | 2.2.2) School Health (for medical team) | 450 | 440 | - | - |
| 0130a | 3.1.2) Para Teacher | - | - | - | - |
| Conditional TOTAL | | 3,780.10 | 1,792.53 | 4,286.25 | 3,220.85 |
| Total Conditional and Un-conditional | | 18,203.60 | 16,200.13 | 29,891.55 | n/a |

Source: Original and Revised AOP 2015-16

All block grants were assigned under the economic code 5900 Grants in Aid in the DPE budget. In the 2015-16 AOP, it was the third time that funds were allocated to these block grants (SLIP and UPEP). In the original AOP 2015-16, the total allocation for the five block grants was TK. 29,891.55 Lac up by 84.1% (revised AOP 2014-15) and by 64.2% from AOP 2014-15.

As a percentage of the overall AOP budget however, the share of the total block grants was 7% in 2012/13, 5.7% in 2013/14, 5.4% in 2014/15 and 8% in 2015/16. Budget disbursement in the first three- quarters of the fiscal year (up to March 2014) was 59.4%, mainly for SLIP funding and for the cost of pre-primary operations.

¹² Allocation for UPEP is only for UPEP planning, not for UPEP implementation

3.3.1.4 Expenditure of Block Grants

Detailed expenditure against block grant budgets in AOP 2015-16 is shown in Table 3.25 below

Table 3.25: Block Grant Budget and Expenditures FY 2015-16

| PEDP3 Sub-components (Taka Lac) | AOP 2015-16 | | | |
|---|-----------------|----------------|---------------------------------|--------------|
| | Original Budget | Revised Budget | Disbursement (up to March 2015) | |
| 2.1.2) Pre-Primary Education | 3,268.25 | n/a | 3,214.85 | 98.4% |
| 2.1.3) Inclusive Education | 218 | n/a | 0.0 | 0% |
| 2.1.4) Education in Emergency | 800 | n/a | 6.0 | 0.8% |
| 2.2.2) School Health (for medical team) | - | n/a | - | - |
| 3.1.2) SLIP school funding | 25,600 | n/a | 14,526 | 56.7% |
| 3.1.2) UPEP (planning only) ¹³ | 5.3 | n/a | 0.0 | 0% |
| 3.1.2) Para Teacher | - | n/a | - | - |
| Total | 29,892 | n/a | 6,229 | 59.4% |

Source: AOP 2014-15 and 2015-16

As a percentage of the overall AOP budget, the share of the total block grants increased from 6.1% in 2013/14, to 6.5% in 2014/15 and 8% in 2015/16. Budget disbursement in the first three-quarters of the fiscal year (up to March 2016) was only 59.4%, mainly for SLIP funding and PPE operational costs. So it is important to accelerate the spending in the last quarter to achieve the target; in addition, a greater allocation will be required in the final year 2016-17 of PEDP3.

3.3.1.5 Field Vacancies

The filling of teacher and staff vacancies at different levels is a recurrent challenge in the primary education sector. There were 28.5% of 1st class, 26.2% of 2nd class and 10% of others positions vacant as of March 2015. On average, 10% of staff and teacher posts are vacant throughout the year. About 95% of teacher posts are filled once in a year. When a teacher's post becomes vacant, there is no mechanism for filling the vacancy quickly: this creates a problem at school level (5-8%). Vacancies at the different levels are presented below:

Vacancies at different levels:

DPEO: About 9%;

PTI Super: About 12%;

UEO: About 16% of posts;

Assistant Monitoring Officer (AMO): 40.6%;

URC Instructor: Around 26%;

HTs: About 27% of posts;

Expt. School Teachers: 83% of posts;

ADPEO: About 9% of posts;

PTI Asst. Super: About 5% of posts;

AUEO: About 19% of posts;

URC Asst. Insts: Around 55% of posts;

ATs: About 9% of posts are vacant

Currently there is no vacancy at DD office.

Table 3.26 presents the sanctioned and vacant posts of DPE.

¹³ Allocation for UPEP in FY 2013/14 – 2015/16 is only for UPEP planning, not for UPEP implementation.

Table 3.26: Sanctioned and Vacant Post of DPE staff as of March 2016

| SL. | Type | Sanctioned Post by ENAM Committee | Newly created Post after ENAM Committee | Total Sanctioned Post | Existing | Vacant Post as of Jan'15 | % of vacant post | Remarks |
|-----|--|-----------------------------------|---|-----------------------|---------------|--------------------------|------------------|-------------|
| 1 | Director General | 1 | 0 | 1 | 1 | 0 | - | |
| 2 | Additional Director General | - | - | 1 | 1 | 0 | | |
| 3 | Director | 2 | 4 | 6 | 6 | 0 | - | |
| 4 | Deputy Director | 3 | 16 | 19 | 17 | 2 | 10.5% | |
| 5 | Senior System Analyst | 0 | 1 | 1 | 1 | 0 | - | |
| 6 | System Analyst | 0 | 2 | 2 | 2 | 0 | - | |
| 7 | Assistant Director (HQ) | 9 | 25 | 34 | 31 | 3 | 8.8% | |
| 8 | Maintenance Engineer | 0 | 1 | 1 | 1 | 0 | - | |
| 9 | Programmer | 0 | 2 | 2 | 2 | 0 | - | |
| 10 | Procurement & Supply Officer | 1 | 9 | 10 | | | | |
| 11 | DPEO | 68 | 0 | 68 | 62 | 6 | 8.8% | |
| 12 | PTI Super | 49 | 17 | 66 | 47 | 8+11 | 12.1% | 11 new |
| 13 | Education Officer | 6 | 19 | 25 | 25 | 0 | - | |
| 14 | Research Officer | 2 | 4 | 6 | 6 | 0 | - | |
| 15 | Assistant PTI Super | 49 | 6 | 55 | 52 | 3 | 5.4% | |
| 16 | TEO/UEO | 490 | 20 | 510 | 430 | 80 | 15.7% | 46 acting |
| 17 | ADPEO | 68 | 60 | 128 | 117 | 11 | 8.6% | |
| 18 | Instructor, PTI | 588 | 378 | 966 | 536 | 430 | 44.5% | |
| 19 | Instructor URC | - | 481 | 481+24 | 355+17 | 126+7 | 26.2% | + PEDP3 |
| 20 | Asst. Programmer | 0 | 0 | 0 | 0 | 0 | 0 | |
| 21 | Asst. M. Engineer | 0 | 0 | 0 | 0 | 0 | - | |
| 22 | Statistical Officer | - | 2 | 2 | 2 | 0 | - | |
| 23 | Store Officer | 1 | 1 | 2 | 2 | 0 | - | |
| | Sub Total of 1st class | 1,337 | 1,048 | 2,410 | 1,713 | 687 | 28.5% | |
| 1 | Administrative Officer | 1 | 1 | 2 | 1 | 1 | 50% | |
| 2 | Asst. Instructor URC | - | 481 | 481+24 | 219+22 | 262+2 | 54.5% | + PEDP3 |
| 3 | ATEO/AUEO | 1,834 | 753 | 2,587 | 2,097 | 490 | 19% | |
| 4 | Asst. Education Officer | 0 | 12 | 12 | 12 | 0 | - | |
| 5 | Asst. Monitoring Officer | 0 | 64 | 64 | 26 | 38 | 59.4% | |
| 6 | Asst. Research Officer | 0 | 4 | 4 | 4 | 0 | - | |
| 7 | Account Officer | 1 | 1 | 2 | 1 | 1 | 50% | |
| 8 | Asst. Account Officer | 0 | 9 | 9 | 8 | 1 | 11.1% | |
| 9 | Documentation Officer | 0 | 1 | 1 | 0 | 1 | 100% | |
| 10 | Head teachers | 36,666 | 24,579 | 61,245 | 44,872 | 16,373 | 26.7% | |
| | Sub Total of 2nd Class | 38,502 | 25,905 | 64,431 | 47,262 | 17,169 | 26.6% | |
| 1 | Expt. School Teacher | 245 | 63 | 308 | 20 | 288 | 93.5% | 275 deputed |
| 2 | Data Entry Operator URC | - | 481 | 481 | 337 | 144 | 29.9% | |
| 3 | Head Assistant | 7 | 2 | 9 | 2 | 7 | 77.8% | |
| 4 | PA cum Computer Operator | 0 | 4 | 4 | 1 | 3 | 75.0% | |
| 5 | Computer Operator | 0 | 80 | 80 | 71 | 9 | 11.3% | |
| 6 | Stenographer | 6 | 15 | 21 | 19 | 2 | 9.5% | |
| 7 | UDA | 82 | 7 | 89 | 83 | 6 | 6.7% | |
| 8 | UDA cum Accountant | 539 | 33 | 572 | 478 | 94 | 16.4% | |
| 9 | Accountant | 1 | 8 | 9 | 7 | 2 | 22.2% | |
| 10 | Cashier | 69 | 3 | 72 | 47 | 25 | 34.7% | |
| 11 | Steno Typist | 10 | 6 | 16 | 13 | 3 | 18.8% | |
| 12 | Data Entry Operator | 0 | 495 | 495 | 352 | 143 | 28.9% | |

| SL. | Type | Sanctioned Post by ENAM Committee | Newly created Post after ENAM Committee | Total Sanctioned Post | Existing | Vacant Post as of Jan'15 | % of vacant post | Remarks |
|-----|------------------------------|-----------------------------------|---|-----------------------|----------------|--------------------------|------------------|---------|
| 13 | Office Assistant cum Typist | 1,202 | 35 | 1,237 | 889 | 348 | 28.1% | |
| 14 | Storekeeper | 1 | 17 | 18 | 14 | 4 | 22.2% | |
| 15 | Account Assistant | 2 | 491 | 493 | 339 | 154 | 31.2% | |
| 16 | Asst. Liberian cum cataloger | 49 | 5 | 54 | 41 | 13 | 24.1% | |
| 17 | Driver | 72 | 14 | 86 | 67 | 19 | 22.1% | |
| 18 | Record keeper | 6 | 1 | 7 | - | 7 | 100% | |
| 19 | Cash Sarkar | 1 | 2 | 3 | 2 | 1 | 33.3% | |
| 20 | Duplicating M Operator | 1 | 25 | 26 | 25 | 1 | 3.8% | |
| 21 | Office Facilitator | 1,465 | 92 | 1,557 | 643 | 914 | 58.7% | |
| 22 | Despise Raider | 1 | 0 | 1 | - | 1 | 100% | |
| 23 | Night Guard | 3 | 504 | 507 | 427 | 80 | 15.8% | |
| 24 | Swapper | 50 | 7 | 57 | 33 | 24 | 42.1% | |
| 25 | Gardener | 49 | 5 | 54 | 16 | 38 | 70.4% | |
| 26 | Electrician | 0 | 1 | 1 | 1 | 0 | - | |
| 27 | Liftman | 0 | 2 | 2 | 2 | 0 | - | |
| 28 | Plumber | 0 | 25 | 25 | 25 | 0 | - | |
| 29 | Assistant Teachers | 120,366 | 215,412 | 335,778 | 303,862 | 31,916 | 9.5% | |
| 30 | Residential Hostel | 0 | 18 | 18 | 18 | 0 | - | |
| | Sub Total of Staff | 124,227 | 217,853 | 342,080 | 307,834 | 34,246 | 10% | |
| | Grand Total | 164,066 | 244,806 | 408,921 | 356,809 | 52,102 | 13% | |

Source: DPE administrative records as of January 2016

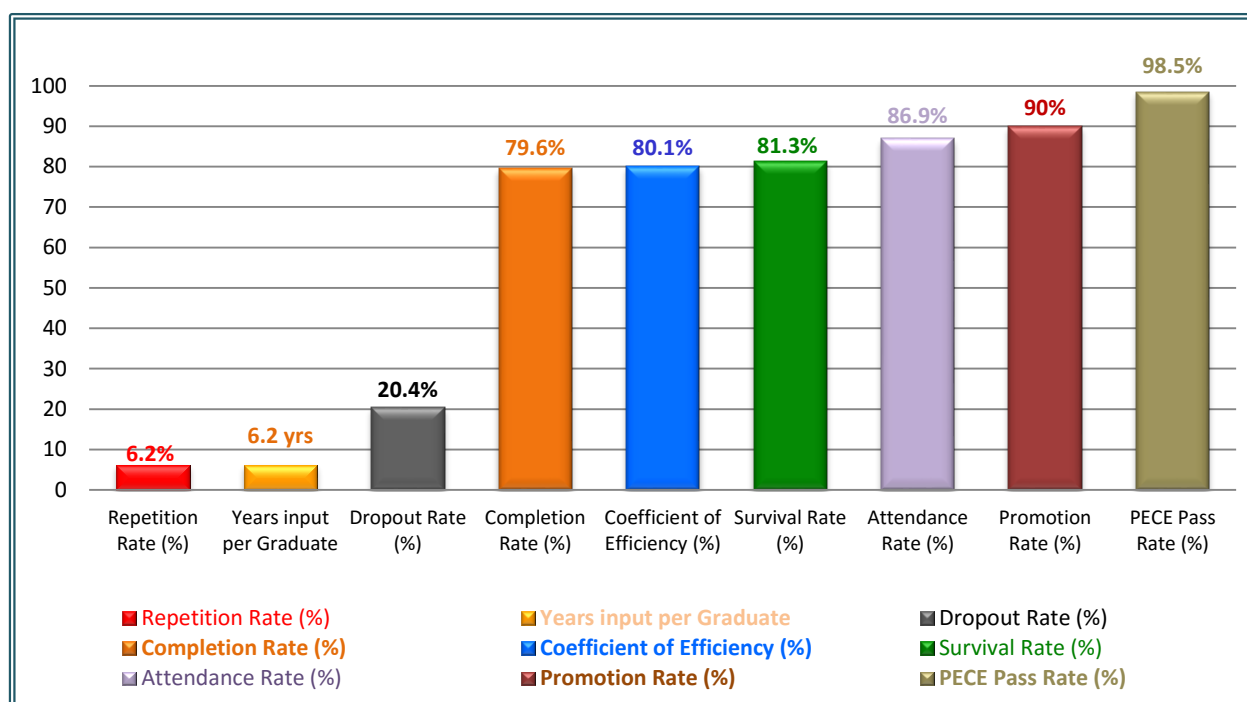
3.3.2 EFFECTIVENESS

The PEDP3 Results Area 3.2 on Effectiveness of Budgetary Allocation aims to address the effectiveness and efficiency in the utilization of the primary education budget in order to achieve the goals of participation, quality and equity. This result area consists of four Key Performance Indicators and four Non-KPIs:

- KPI 12 Cycle Completion Rate;
 - KPI 13 Cycle Dropout Rate;
 - KPI 14 Coefficient of Efficiency [EFA 14]; and
 - KPI 15 PSQL based Composite indicators.
-
- Non-KPI 9 Gross Completion rate;
 - Non-KPI 10 Transition Rate from Grade 5 to Grade 6;
 - Non-KPI 11 Public Expenditure as percentage of GDP (EFA 7);
 - Non-KPI 12 Public Expenditure on Primary Education as percentage of total public expenditure on Education (EFA 8).

The UNESCO *reconstructed cohort* model is used to calculate these outcome level indicators e.g. cycle completion, cycle dropouts, repetition (see Annex E). A snapshot of the main effectiveness and efficiency indicators is presented in Figure 3.25 and details will be discussed in turn below:

Figure 3.25: Effectiveness and Efficiency Indicators 2015 APSC



Source: APSC 2015

3.3.2.1 Primary Cycle Completion Rate

The KPI 12 ‘cycle completion rate’ is the percentage of a cohort of pupils, enrolled in Grade 1 in a given school year, who completed Grade 5. The measure of ‘cycle completion’ or ‘graduation’ from primary school is success in passing the Primary Education Completion Examination (PECE); prior to 2009, success was passing a school-based, year-end final examination. DPE calculates the cycle completion rate, considering the reverse of the dropout rate.

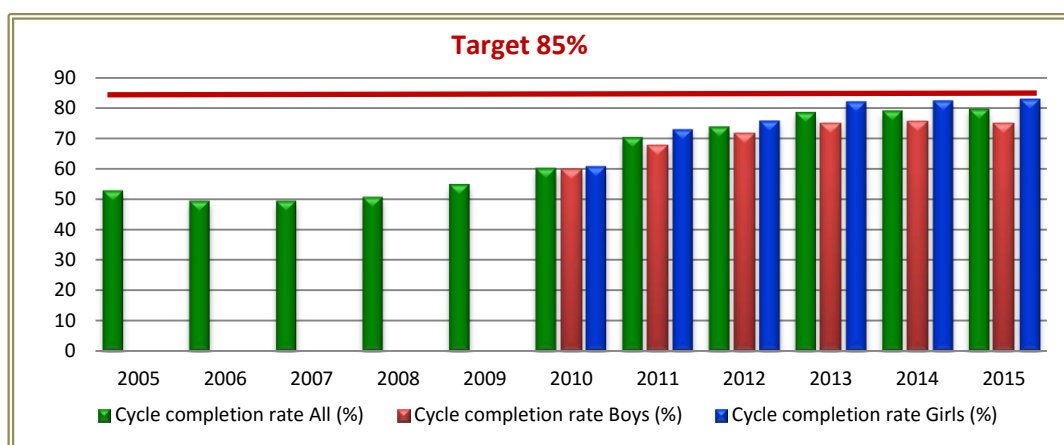
Table 3.28 shows the trend in cycle completion rates between 2005 and 2015. Since the PEDPII baseline year of 2005, the cycle completion rate has risen from 52.8% in 2005 to 60.2% in 2010 to 79.6% in 2015. There was a gain of nearly four percentage points between 2010 and 2015 (see Figure 3.26, given after Table 3.27).

Table 3.27: Primary Cycle Completion Rate 2005–2015

| | | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---------------------------|-----------|------|------|------|------|------|------|------|
| Cycle completion rate (%) | All (%) | 52.8 | 60.2 | 70.3 | 73.8 | 78.6 | 79.1 | 79.6 |
| | Boys (%) | n/a | 59.8 | 67.6 | 71.7 | 75.1 | 75.7 | 75.1 |
| | Girls (%) | n/a | 60.8 | 73 | 75.8 | 82.1 | 82.5 | 83 |

The main factor contributing to this rapid improvement appears to be the introduction of PECE as more pupils outside of GPS/NNPS appeared in this exam. Other factors could include free secondary education for girls, and the stipend program that provide incentives for students to complete primary education and enter the secondary level.

Figure 3.26: Primary Cycle Completion Rate (%) 2005-2015



Source: APSC 2005-2015

The 2015 Education Watch report mentioned that the completion rate of primary education was 79.2% (boys 72.4% and girls 85.6%) in 2013. Similarly, the MICS 2012/13 survey (report published in 2014) found that the completion rate was 79.5% (boys 74% and girls 86%) in 2013. Both findings are consistent with APSC 2013 (78.6%) and APSC 2014 (79.1%). It is clear from the number of different sources of information that the primary cycle completion rate has improved considerably during the PEDP3 period; it was around 80% in 2015. According to MICS 2012/13, Rajshahi division was the highest achiever (92.5%) and Dhaka division the lowest (71.2%) in the primary completion rate. Considering all three sources, girls are ahead of boys.

3.3.2.2 Primary Cycle Dropout Rate

Primary cycle dropout and repetition rates are key internal efficiency indicators that show how the system converts inputs (budgets) to outputs (students who completed primary education). If students repeat grades or if they dropped out from school before they completed the primary education cycle, then there is inefficiency and wastage of public as well as private resources. Internal efficiency indicators are calculated using the UNESCO reconstruction cohort model on evidence from GPS, NNPS and experimental schools. This model has been used since 2013.

The estimates on cycle dropout rates by grade and gender from 2005-2015 are presented in Tables 3.28 and Table 3.29. The overall conclusion is that the declining dropout rate has contributed to the improvement of internal efficiency, which is measured using KPI 13:

The cycle dropout rate (calculated using the UNESCO reconstructed cohort model) has fallen amazingly since 2008 (when it was at 50%) to 20.4% in 2015 (see Table 3.29). This is an excellent achievement but remains an ongoing challenge for DPE as for every 100 children, who enter primary school, only 79.6 are likely to complete Grade 5.

Table 3.28: Primary Cycle Dropout Rate 2005–2015

| | | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------|-------|------|------|------|------|------|------|------|
| Cycle dropout rate (%) | All | 47.2 | 39.8 | 29.7 | 26.2 | 21.4 | 20.9 | 20.4 |
| | Boys | n/a | 40.3 | 32.4 | 28.3 | 24.9 | 24.3 | 23.9 |
| | Girls | n/a | 39.3 | 27 | 24.2 | 17.9 | 17.5 | 17 |

Source: APSC 2005 to 2014

The key findings as follows:

- Dropout in Grade 1 dropped sharply from 8.5% in 2010 to 1.6% in 2015. This could be attributed to the impact of pre-primary school expansion, but requires further investigation to confirm the hypothesis (see Table 3.29).
- Dropout rate in Grade 2 is more or less unchanged; it stood at 3.2% in 2015 slightly up from 2010 (3%)
- Dropout rate in Grade 3 fell, from 7.7% in 2010 to 3.4% in 2015.
- Dropout rate in Grade 4 remains the highest amongst all 5 grades. However, it decreased from 12.2% in 2010 to 10.1% in 2015.
- Dropout rate in Grade 5 dropped drastically from 11.1% in 2011 to 2.1% in 2015, although consistent between 2012 and 2015.
- Girls' dropout rate declined faster than boys, resulting in a widening of the gender gap. In 2010, the gap between boys and girls was only 1 percentage point in favors of girls. By 2015, girls' dropout rate was about 7 percentage points lower than that of boys.

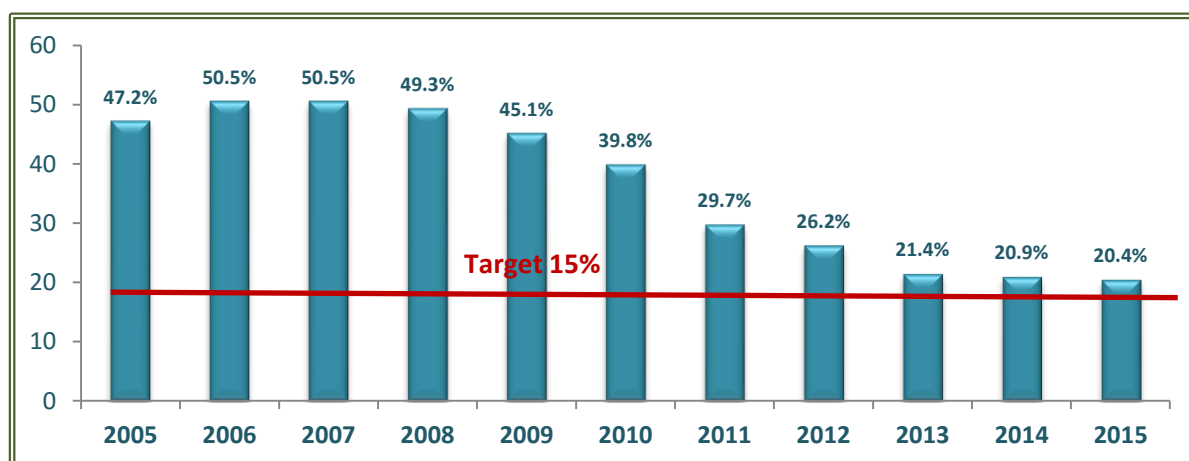
Table 3.29: Primary Cycle Dropout Rate by Grade and Gender 2010-2015

| Dropout rate (%) ¹ | Grade | | | | | Gender | | Total |
|-------------------------------|------------|------------|------------|-------------|------------|--------|------|-------|
| | 1 | 2 | 3 | 4 | 5 | Boy | Girl | |
| 2010 (PEDP3 Baseline) | 8.5 | 3.0 | 7.7 | 12.2 | 9.5 | 40.3 | 39.3 | 39.8 |
| 2011 | 4.1 | 3.0 | 4.4 | 7.4 | 11.1 | 32.4 | 27.0 | 29.7 |
| 2012 | 6.3 | 3.5 | 5.1 | 10.0 | 1.9 | 28.3 | 24.2 | 26.2 |
| 2013 | 1.5 | 5.1 | 5.0 | 7.8 | 2.3 | 24.9 | 17.9 | 21.4 |
| 2014 | 1.2 | 4.6 | 4.8 | 8.1 | 2.3 | 24.3 | 17.5 | 20.9 |
| 2015 | 1.6 | 3.2 | 3.4 | 10.1 | 2.1 | 23.9 | 17 | 20.4 |

Source: APSC 2010 to 2015 reports

The following Figure 3.27 shows the primary cycle dropout rate from 2005 to 2015

Figure 3.27: Trend of Primary Cycle Dropout Rate 2005-2015



Source: Various APSC reports

There is a high risk of dropout in the northern part of the country including Bhola. Gaibandha district has the highest dropout rate (47.3%) and Chittagong has the lowest (8.1%). The dropout rate by Upazila and district is presented in the Figure 3.28

The 2012/13 MICS report found that the dropout rate of primary education was 14%, which is 7 percentage points lower than the APSC 2013 (21%) rate. This trend is also evident from other sources of information, indicating that the primary cycle dropout rate decreased considerably during the PEDP3 period.

Comparison of Repetition, Promotion and Dropout rates based on APSC with the Education Watch and MICS

As discussed in last year's ASPR, the promotion, repetition and dropout rates, estimated by the 2012/13 MICS and Education Watch Educational Statistics Survey 2014, were very different compared to the APSC data (see the following Table 3:30).

Table 3.30: Comparisons between APSC, MICS and CAPME Data

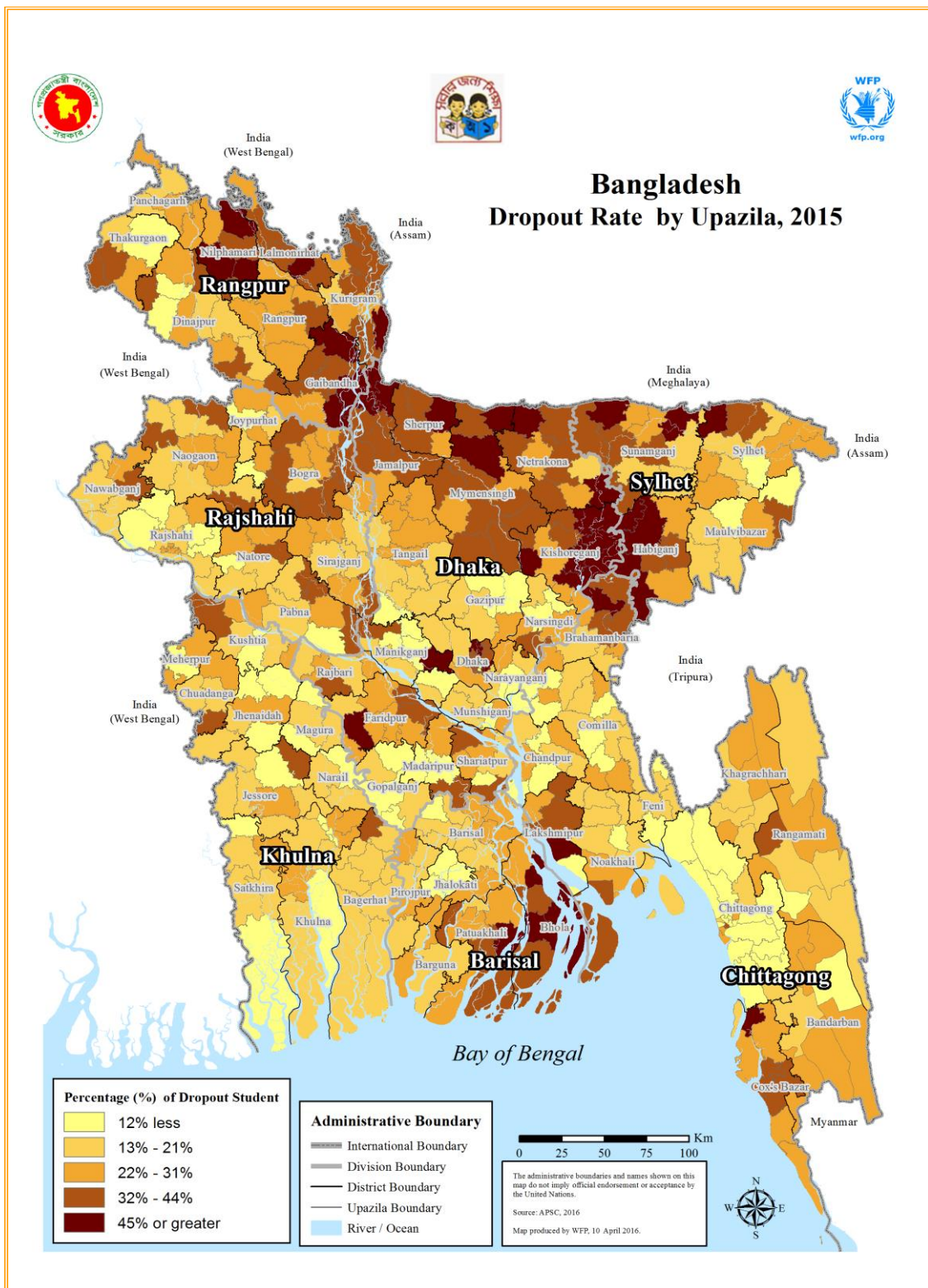
| Source | Promotion rate (%) | | | | | Repetition rate (%) | | | | | Dropout Rate (%) | | | | |
|------------|--------------------|------|------|------|------|---------------------|------|------|------|------|------------------|------|------|------|------|
| | Gr-1 | Gr-2 | Gr-3 | Gr-4 | Gr-5 | Gr-1 | Gr-2 | Gr-3 | Gr-4 | Gr-5 | Gr-1 | Gr-2 | Gr-3 | Gr-4 | Gr-5 |
| APSC 2013 | 90.6 | 88 | 86 | 85 | 96 | 7.9 | 6.9 | 8.8 | 7.4 | 1.7 | 1.2 | 4.6 | 4.8 | 8.1 | 2.3 |
| MICS 2013 | | | | | | 10.7 | 2-3 | 2-3 | 2-3 | 7.4 | 1 | 1 | 1 | 1 | 2.8 |
| APSC 2014 | 91.9 | 91 | 88.7 | 81.7 | 94.9 | 6.9 | 4.4 | 6.9 | 10.1 | 2.8 | 1.5 | 5.1 | 5 | 7.8 | 2.3 |
| CAMPE 2014 | 91.8 | 92.3 | 89.8 | 90 | 97.6 | 7.4 | 6.8 | 8.9 | 8.2 | 1.1 | 0.8 | 0.9 | 1.3 | 1.3 | 1.2 |

In the 2014 ASPR, this discrepancy between the APSC, the MICS and the Education Watch was large. Between APSC and Education Watch, the percentages were more or less consistent in terms of the promotion rate; the discrepancy was found in the repetition and dropout rates. Research is needed to reconcile the three sets of estimates. To-date, there are no plans to conduct such research.

The following two points could be a basis for broader discussion:

- The 2012/13 MICS may have been underestimating, and Education Watch may have been overestimating the repetition rate. In both surveys, parents were asked to report on the current year whether their child or children was/were in school and at what level and what grade – and also to answer the same questions for the previous year. In general, the number of children attending a particular grade in one year should not be very different to the number of children who were attending the same grade the previous year. However, the number of students who were reported attending a particular grade the previous year was consistently lower for all grades by at least 10% and the discrepancy was higher in Grades 1–2. This suggests some form of recall error: some parents may not consider that their children were in school in the same grade the previous year if their attachment to school was weak (for example, they had attended for a few weeks early in the year).
- On the other hand, the APSC may have been over-estimating the dropout rates. If, as discussed in section 3.3.2.2, enrolment in Grade 1 was over-reported, then some of the children who appeared to be dropping out between Grade 1 and Grade 5 may not, in fact, have been real dropouts.
- Overall, it is clearly evident that the primary education sector is moving forward in achieving the PEDP3 targets.

Figure 3.28: Dropout Rate in GPS and NNPS by Upazila 2015



Source: APSC 2015

3.3.2.3 Coefficient of Efficiency

There is one KPI used in PEDP3 to measure internal efficiency: (KPI-14.a). KPI-14.b measures the number of input years per graduate. The calculation of these indicators again relies on the UNESCO reconstructed cohort method.

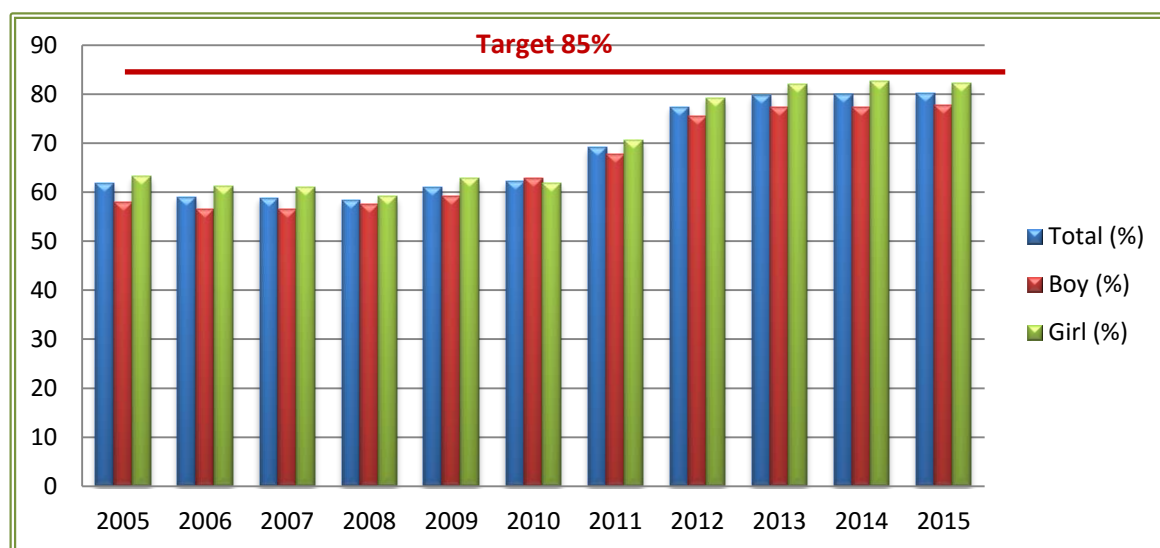
Coefficient of efficiency (KPI-14.a) summarizes the consequences of repetition and dropouts on the efficiency of the educational process in producing graduates. If there were neither dropout nor repetition, this indicator would be measured as 100%. The Coefficient of Efficiency, give below, reflects the existence of repetition and dropouts in the system. The coefficient of efficiency has improved considerably between 2010 and 2015; from 62.2% in 2010 to 80.1% in 2015. The PEDP3 target for this indicator was set at 70%, which had already been exceeded in 2012 (77.4%). A new target was fixed during the PEDP3's mid-term review (MTR) in 2014. In terms of gender, the internal efficiency of girls is slightly higher than that of boys as shown in the Figure 3.29. The trends of coefficient of efficiency from 2005 to 2015 are presented in Table 3.31.

Table 3.31: Internal Efficiency Indicators 2005–2015

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------------------------------------|------|------|------|------|------|------|------|------|------|------|------|
| Coefficient of efficiency Total (%) | 61.8 | 59 | 58.8 | 58.3 | 61 | 62.2 | 69.1 | 77.4 | 79.7 | 80 | 80.1 |
| Boy (%) | 58 | 56.6 | 56.5 | 57.5 | 59.1 | 62.8 | 67.7 | 75.6 | 77.3 | 77.3 | 77.8 |
| Girl (%) | 63.2 | 61.3 | 61.1 | 59.1 | 62.8 | 61.8 | 70.5 | 79.2 | 82.0 | 82.7 | 82.3 |

Source: APSC 2005–2015

Figure 3.29: Coefficient of Efficiency by Gender 2005–2015

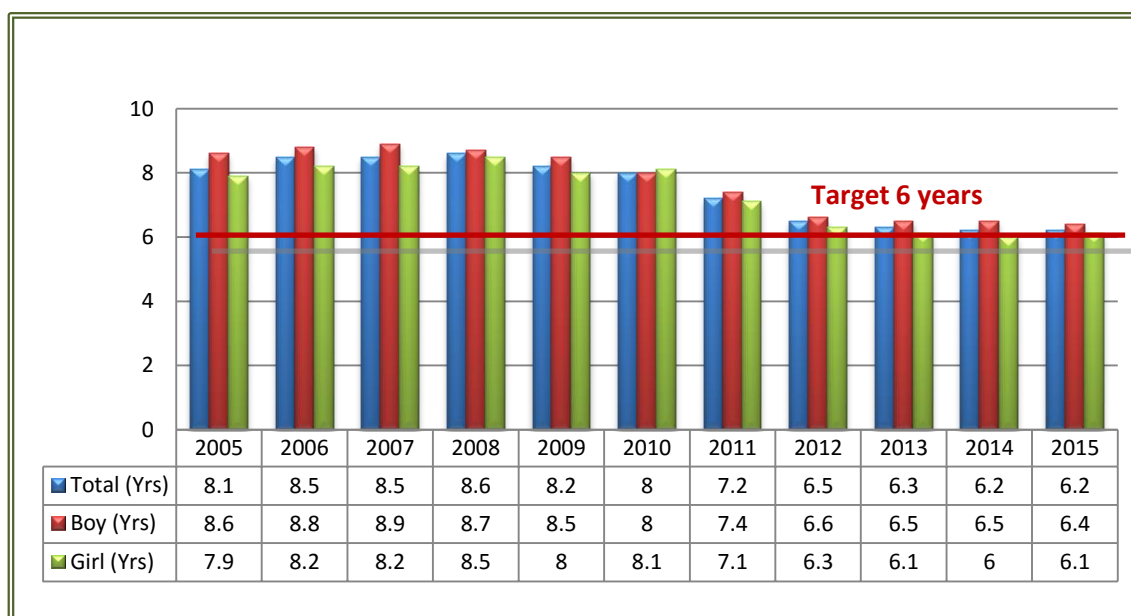


According to Education Watch's Educational Institutes Survey 2014, the Coefficient of Efficiency improved considerably between 2008 and 2015 (average 74.3%) - in GPS 77.1% and NNPS 66.6% in 2015. The Coefficient of Efficiency was also higher among the girls (79.3%) than the boys (69%).

Years input per Graduate (KPI-14.b): is the total number of student years divided by the total number of graduates. In the case of neither repetition nor dropouts, the figure would be five years

for Bangladesh (excluding the 1 year pre-primary education). The target of PEDPII for this indicator was the reduction to 7.5 years from 8.1 years in 2005. This was not achieved during the 2006–2010 period. The target of PEDP3 was set at 7 years against the baseline of 8 years in 2010. The PEDP3 target was achieved in 2012 (6.5 years) and further reduced in MTR-2014 (6.2 years). The yearly input per graduate improved considerably between 2010 and 2015; from 8 years in 2010 to 6.2 years in 2015. To produce primary graduates required 6.4 years for boys and 6.1 years for girls in 2015; girls’ performance has been better than boys’ since 2005 (See Figure 3.30).

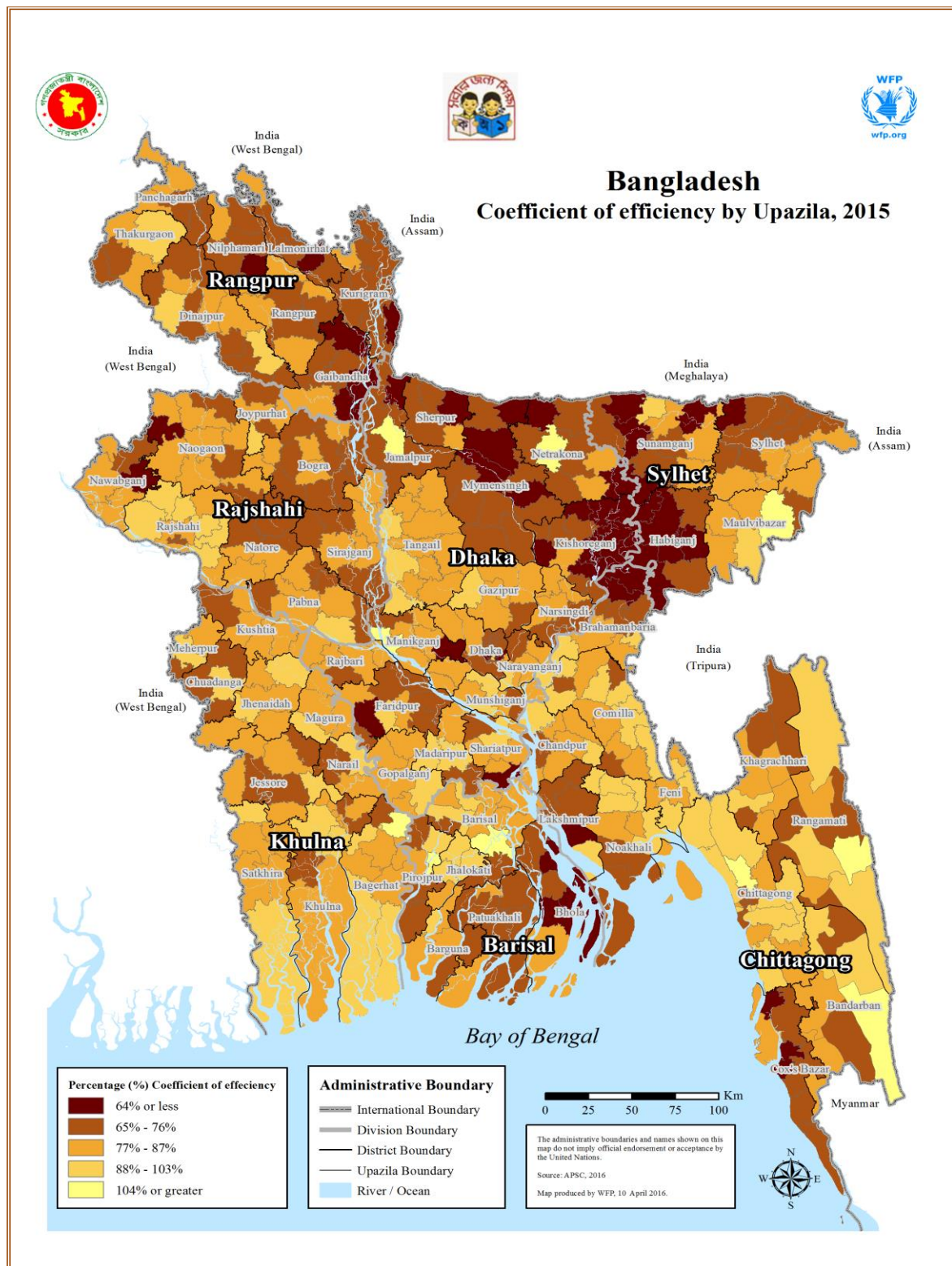
Figure 3.30: Years Input per Graduate by Gender 2005–2015



Source: APSC 2005–2015

According to Education Watch’s Educational Institutes Survey 2014, the years input per graduate improved considerably between 2008 and 2015 (all 6.7 years, boys 7.2 years and girls 6.3 years) - in GPS 6.5 years, and NNPS 7.5 years in 2015. The years input per graduate were lower for girls than for boys.

Figure 3.31: Coefficient of Efficiency by Upazila 2015



Source: APSC 2015

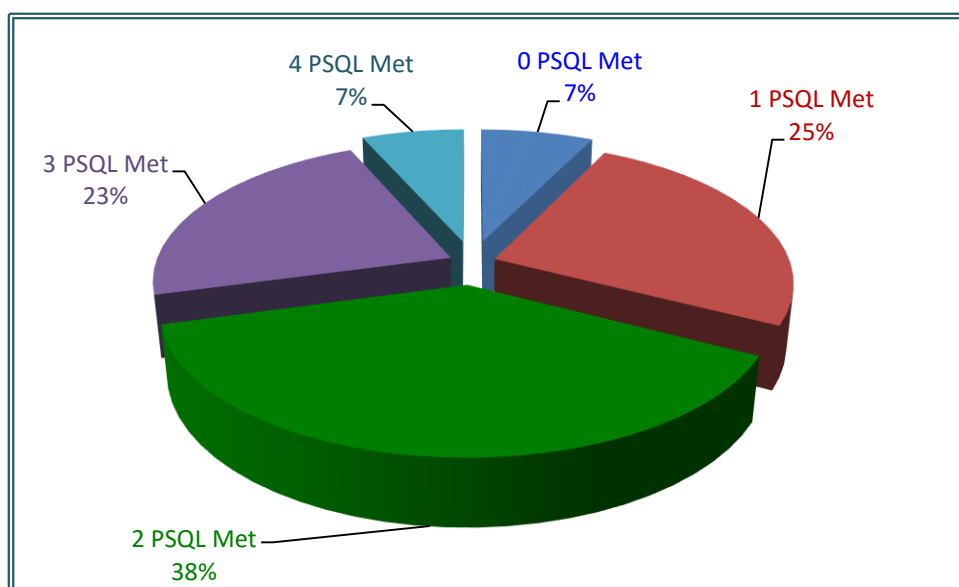
3.3.2.4 PSQL Based Composite Indicators

The PSQL based composite indicator KPI 15 is intended to measure the percentage of schools that meet the three out of four PSQL indicators (see below Figure 3.29):

- Separate Girls' toilets (PSQL previous 5/ revised 8);
- Safe and functioning water sources at school (PSQL previous 7/ revised 9);
- SCR (Student Classroom Ratio) (PSQL previous 11/ revised 10); and
- STR (Student Teacher Ratio) (PSQL previous 16/ revised 14)

In 2015, 29.3% of GPS/NNPS (31.6% all types) schools nationwide met three out of the four PSQLs, up from 24% in 2013 and 28% in 2014 respectively. The value of this KPI increased 12 percentage points in 2015 compared to the PEDP3 baseline (2010). As Figure 3.32 below shows, the majority of the schools (38%) met 2 out of the 4 PSQLs. Only 7% of the schools met all 4 PSQLs and 7% (was 8% in 2014) of the schools did not meet any of the four PSQL standards. It is clearly evident that this indicator is improving gradually but not as expected.

Figure 3.32: GPS/NNPS Results on PSQL Composite Index 2015



Source: APSC 2015

Table 3.33 below disaggregates this KPI for school types. The percentage of GPS and NNPS meeting 3 out of 4 PSQLs is unexpectedly low at 25.5% and 20.8% respectively. On the other hand, Kindergarten, ROSC, BRAC and NGO schools and primary sections attached to high Madrasa scored well on this indicator. The reasons for the underperformance of GPS and NNPS may be the high student/classroom and student/teacher ratios.

Table 3.32: Percentage of All Schools that Met 3 out of 4 PSQLs by School Type, 2015

| SL. No. | School Type | % of Schools |
|---------|---|--------------|
| 01 | GPS | 25.5% |
| 02 | NNPS (former RNGPS) | 20.8% |
| 03 | RNGPS | 24.1% |
| 04 | NRNGPS | 22% |
| 05 | Non Registered Non Gov. Primary School (NRNGPS) | 21.1% |
| 06 | Experimental schools | 41.5% |
| 07 | Ebtedayee Madrasha | 32.4% |
| 08 | Kindergarten | 38.6% |
| 10 | NGO Schools | 42.5% |
| 11 | Community Schools | 22.6% |
| 12 | Primary Section Attached to High Madrasha | 31.7% |
| 13 | Primary section of high schools | 27.6% |
| 14 | BRAC | 44% |
| 15 | ROSC | 43.4% |
| 16 | Shishu Kollyan | 19.3% |
| 17 | NGO Center | 41.5% |
| 18 | CHT mange school | 42.6% |
| 19 | Others | 47.5% |
| | TOTAL | 31.6% |

Source: APSC 2015

Based on the composite indicators, there are clear differences between the performances of Upazilas. So far, no action has been taken to reduce the regional disparity in accordance with the findings of the differences in performance. It is strongly recommended that more resources be channeled to the low performing Upazilas.

3.3.2.5 Gross Completion Rate

The **Non-KPI 9** is intended to measure the percentage of students who complete the primary education cycle regardless of age (in Bangladesh the official age is 10 for Grade 5 students). The World Bank calculated this indicator using the following definition.

Primary Completion Rate, Total (% of relevant age group)

This Primary completion rate is measured as the gross intake ratio to the last grade of primary education. It is calculated by taking the total number of students in the last grade of primary school (i.e. total enrolment of Grade 5), minus the number of repeaters in Grade 5, divided by the total number of children of official graduation age (10 years). This indicator is also known as "gross intake rate to the last grade of primary." The ratio can exceed 100% due to over-aged and under-aged children who enter primary school late/early and/or repeat grades.

<http://data.worldbank.org/indicator/SE.PRM.CMPT.ZS/countries?display=default>

DPE uses this formula to calculate the 3 types of gross completion rate by using the 3 numerators as follows:

1. Number of new entrants in Grade 5 (not including repeaters in Grade 5) in 2015;
2. Number of students on the DR list (PECE), 2015;
3. Number of students who passed the PECE, 2015.

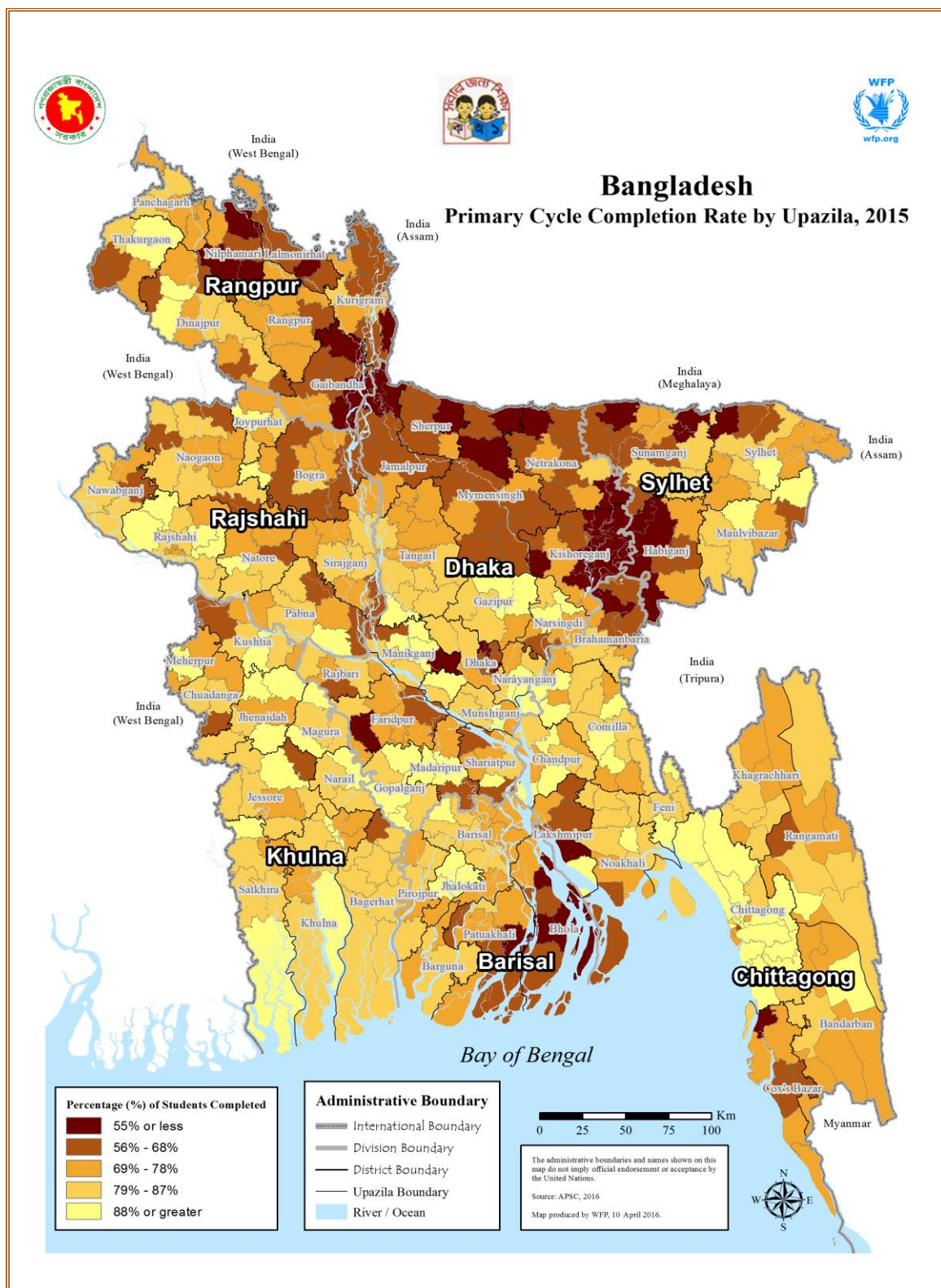
Based on the 2011 Population Census conducted by BBS, the estimated Grade 5 population was in the 3.3 to 3.5 million ranges. The three possible primary gross completion rates of Bangladesh are shown in the following Table 3.33. It is evident that the primary cycle completion has been increasing since 2010.

Table 3.33: Gross Completion rate 2015

| | No. of Pupils | Completion Rate | |
|-----------------------------|---------------|-----------------|----------|
| | | High Case | Low Case |
| New Entrants in Gr-5 | 3,261,768 | 98.8% | 93.2% |
| Students on DR | 3,256,960 | 98.7% | 93.1% |
| Students Passed PECE & EECE | 3,048,540 | 92.4% | 87.1% |

Source: APSC 2015 and PECE 2015

Figure 3.33: By Upazila Completion Rate 2015



Source: APSC 2015

3.3.2.6 Transition Rate

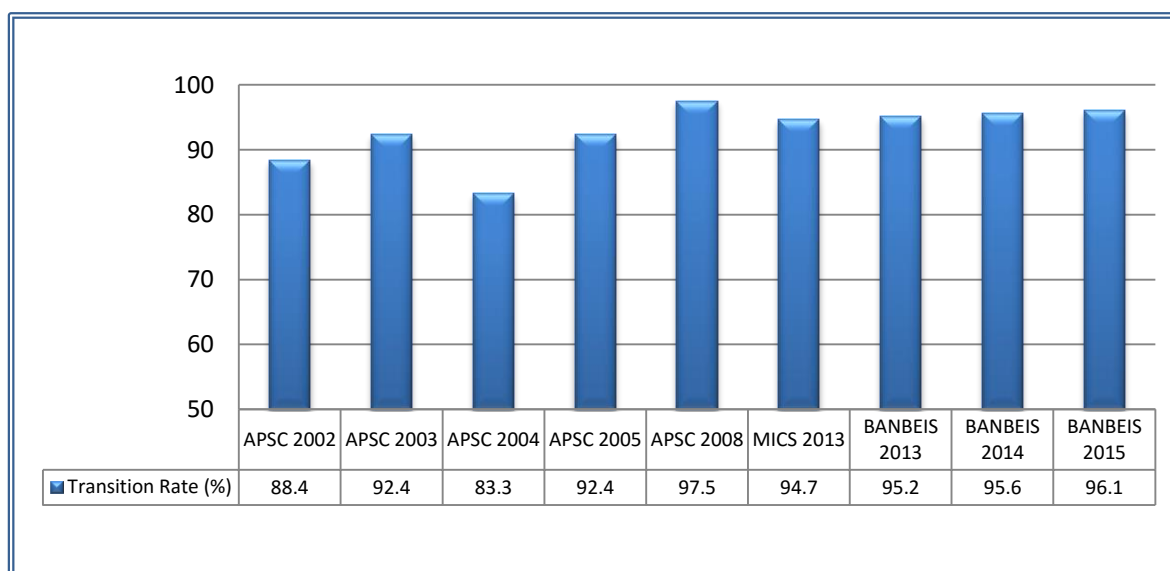
The **Non-KPI 10** is designed to measure the transition to the first grade of secondary level education (Grade 6 in Bangladesh) from the last grade of primary education level (Grade 5 in Bangladesh). This is calculated as follows:

$$\text{Transition rate} = \frac{\text{Number of new entrants to Grade 6, 2016}}{\text{Number of children who passed the primary education completion examination 2015}}$$

However, the calculation of the transition rate has been hindered by the fragmentation of the education statistical system. The most important problem identified was the lack of comprehensive information on the number of children who passed the school based Grade 5 annual examination. This information is now available after the introduction of Primary and Madrasha Education Completion Examination (PECE and EECE), but the calculation also relies on information on repeaters and new entrants to Grade 6 to get the complete number of new entrants in Grade 6.

Data on secondary levels schools and Madrasha are the responsibility of BANBEIS. DPE depends on BANBEIS for the relevant information to calculate the transition rate. In 2015, the transition rate was 96.07%, which had increased from 2010 (92.4%) and 2014 (95.6%). The MICS 2012-13 reports indicated that the transition rate was 94.7% in 2013 which is consistent with BANBEIS figure (95.15).

Figure 3.34: Transition Rate in GPS and NNPS by District 2015



Source: APSC reports, MICS 2012/13 and BANBEIS report 2015. Note: DPE has collected the transition rate from BANBEIS since 2013.

In the BANBEIS website, secondary and Madrasha data on Grade 6 enrollment are available up to 2012. It was noted that the number of children who passed the PECE in 2011 (2.37 million) was well below the number of Grade 6 enrollment in 2012 as reported by BANBEIS (2.6 million).

3.4 Component 4: Program Planning and Management

The program planning and management component addresses the overarching planning and management of PEDP3. MoPME is responsible for the execution of PEDP3. The MoF manages GoB's MTBF, which translates the sector policy targets into a consistent budget framework.

PEDP3 management systems, including financial management follow the SWAp, and are designed to support both results based management (RBM) and an improved financial management model, where Government systems are used for: financial management (Treasury model) and reporting (IBAS); procurement; progress and performance reporting (ASPR); staff development training; sector finance; and partnerships with NGOs and the private sector.

The Ministry of Finance (MoF) is responsible for providing adequate financing for the pre-primary and primary education sector. The following 2 non-KPIs are intended to measure performance but not to set the target up to 2017 as the primary education budget is fixed for the whole program period (2011-2017)

- Non-KPI 11: Public education expenditure as percentage of GDP (EFA-7) (%);
- Non-KPI 12: Public expenditure on primary education as % of total public expenditure on education (EFA-8).

The following Table 3.34 presents the trend of these two non-KPIs, which has declined to 1.89% in 2015 from 2.3% in 2010 (PEDP3 baseline). In other South Asian countries, the total public expenditure as a percentage of GDP is, for example: Bhutan at 6% and ranks highest; followed by Maldives at 5.2%; Nepal at 4.7%; Afghanistan at 4.6%; India 3.8%; Pakistan 2.5%; and Sri Lanka 1.7%. (Source: Global Education Digest 2015).

Table 3.34: Public Education Expenditure as Percentage of GDP & Total Expenditure 2010-15

| | Indicator | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Remarks |
|------------------|---|------|-------|-------|-------|-------|--------|--|
| Non-KPI11 | Public education expenditure as percentage of GDP (EFA-7) (%) | 2.3% | 2.2% | 2.06% | 2.11% | 2.18% | 1.89% | MoPME and MoF is responsible for increasing education budget |
| Non-KPI12 | Public expenditure on primary education as % of total public expenditure on education (EFA-8) | 45% | 45.2% | 45.9% | 47.5% | 46.8% | 43.39% | |

Source: MTBF, MoF

4. SECTOR OUTPUTS: PSQL INDICATORS

The Primary School Quality Level (PSQL) indicators are proxy indicators for tracking progress at school level. The PSQs were first used to track minimum standards in primary schools under PEDPII and continued in the PEDP3. This chapter presents information on PSQL indicators of PEDP3 (except the PSQL indicator ‘percentage of schools with pre-primary classes’, which was discussed in Chapter 3). The data are from the APSC, and cover both GPS and NNPS. See Table 4.1 on PSQL indicators by thematic areas.

Table 4.1: PSQL Indicators by Thematic Areas

| Teaching Learning | Equitable Access | Water and Sanitation | School Infrastructure | Decentralization |
|--|---|--|---|--|
| PSQL 1: % of schools which received all new textbooks by January 31 | PSQL 5: % of schools (GPS/NNPS) with pre-primary classes | PSQL 7: % of schools with at least one functioning toilet | PSQL 10: % of schools that meet the SCR standard of 40 | PSQL 12: % of schools which receive SLIP grants |
| PSQL 2: % of (Assistant and Head) teachers with professional Qualification (C-in-Ed, Dip-in-Ed, B. Ed, M. Ed. | PSQL 6: No. of enrolled children with disabilities | PSQL 8: % of schools with separate functioning toilets for girls | PSQL 11: % of standard size classrooms (19’x17’4’’) and larger | PSQL 13: % of Head Teachers who received training on leadership |
| PSQL 3: % of (Assistant and Head) teachers who receive CPD training (subject based) | | PSQL 9: % of schools that have safe water sources: functioning tube wells and other sources | | |
| PSQL 4: % of (Assistant and Head) teachers who receive CPD training (sub-cluster) | | | | |
| PSQL 14: % of schools that meet the STR standard of 46 | | | | |

Source: PEDP3 revised M&E draft framework

4.1 Teaching and Learning

The following five PSQs are clustered under the thematic area “Teaching and Learning” for measuring the achievement of results (outputs) at school level.

- **PSQL 1: Percentage of schools which received all new textbooks by January 3;**
- **PSQL 2: Percentage of teachers with professional qualifications;**
- **PSQL 3: Percentage of teachers who received Continuous Professional Development,(CPD) subject based training;**
- **PSQL 4: Percentage of teachers who received Continuous Professional Development (CPD) sub-cluster training;**

- **PSQL 14: Percentage of schools that meet the STR standard of 46.**

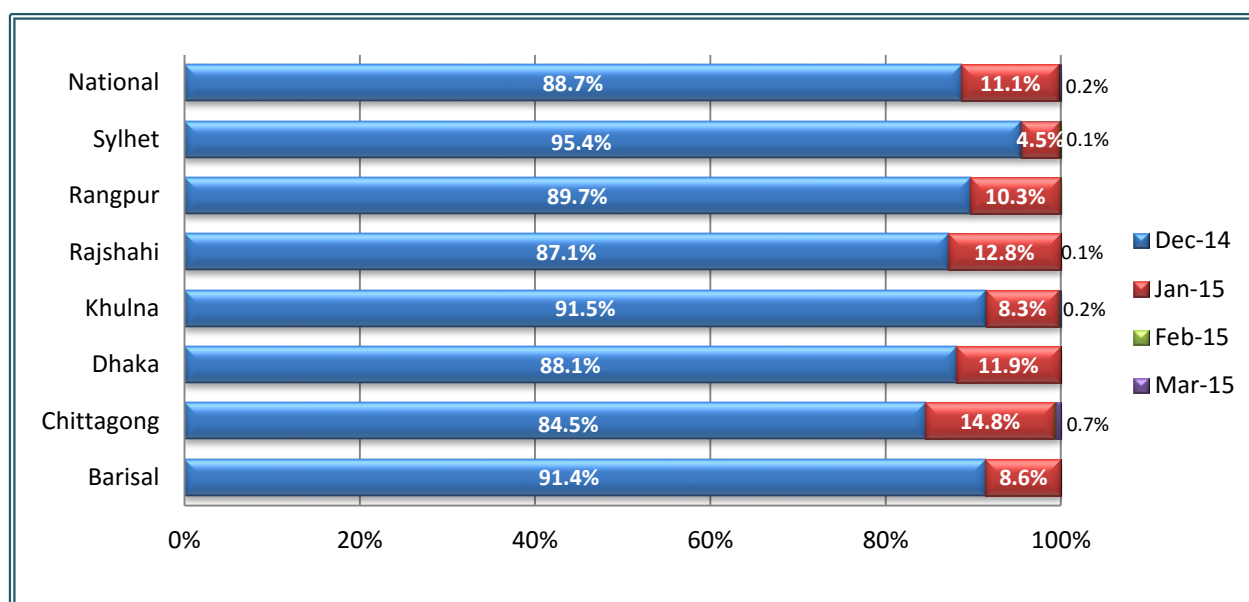
4.1.1 TIMELY DISTRIBUTION OF TEXTBOOK

According to the PEDP3 standard for the PSQL-1, the delivery of textbooks to all school should have been completed within the first month of the school year or by 31 January. Up to 2011, the ASPR reported that this indicator was based on the APSC question that asked Head Teachers to report the starting and completion dates of textbook deliveries. A new textbook distribution database was set up in 2012 with the technical assistance of the World Bank, managed by the General Administration Division of DPE; this system allows Upazilas to update information on the textbooks they have received. This has created a positive impact for monitoring the distribution of textbooks. The APSC stopped collecting textbook and teaching aids data and information from schools in 2013.

Ensuring timely delivery of textbooks has been a major achievement of PEDP3. In 2010, only one-third of the schools received their textbooks within the first month of the school year. As Figure 4.1 below shows, more than 99% of the schools received the textbooks on time in 2015; 89% of schools received their textbooks before the academic year started; and 10% schools received them within January 2015. Only 147 schools (0.02% schools) received some remaining books within March 2015 (see Figure 4.1).

This positive trend has continued from 2012 to 2015. Textbook delivery started in December 2014 and was completed in March 2015. Nearly 99.8% of schools received textbooks before January 31, 2015. And 88.7% of the schools received their textbooks before the start of the academic year up from 85% in 2013, and slightly lower than 2014. Textbook distribution appears to be a year-round process, but the bulk of the activities take place between October and December of the previous academic year (see Table 4.2).

Figure 4.1: Status of Delivery of Textbooks 2015



Source: Book distribution report and the database 2015, Administration Division

On a district and Upazila level throughout the country, a few Upazilas appear to have had some minor delivery problems, e.g., only 147 schools had not received some books after the start of the academic year. (See Table 4.2):

- Bogra district, Gabtoli Upazila: only three schools had late delivery but not for all books;
- Khulna district, Dakope Upazila: only 15 schools had a late delivery but not for all books;
- Comilla district, Chandina Upazila: only 86 schools had late delivery but not for all books;
- Chittagong district, Hathazari Upazila: only 22 had late delivery but not for all books.

Table 4.2: Percentage of Schools Receiving Textbook Delivery by Division 2015

| Division | Dec -14 | Jan-15 | Feb -15 | Mar-15 | Late Delivery (No. of schools) |
|-----------------|---------------|---------------|--------------|--------------|--------------------------------|
| Barisal | 91.42% | 8.58% | 0.0% | - | - |
| Chittagong | 84.54% | 14.75% | 0.15% | 0.56% | 113 |
| Dhaka | 88.06% | 11.88% | 0.02% | 0.04% | 13 |
| Khulna | 91.47% | 8.26% | 0.12% | 0.15% | 16 |
| Rajshahi | 87.13% | 12.78% | 0.05% | 0.03% | 5 |
| Rangpur | 89.66% | 10.26% | 0.08% | - | - |
| Sylhet | 95.44% | 4.46% | 0.10% | - | - |
| National | 88.65% | 11.14% | 0.07% | 0.14% | 147 |

Source: Textbook Database, 2015

Table 4.3: Textbooks Demand and Supply 2015

| | No. of Subjects | Demand including buffer stock (5%), 2015 | | | By grade Demand | No. of books Delivered district and Upazila | % of Books Delivered district and Upazila |
|--------------|-----------------|--|-----------------|--------------------|--------------------|---|---|
| | | Bangla Version | English Version | Total | | | |
| Grade 1 | 3 | 16,516,297 | 128,686 | 16,644,983 | 16,516,297 | 16,516,297 | 99.2 |
| Grade 2 | 3 | 15,697,067 | 126,288 | 15,823,355 | 15,697,067 | 15,697,067 | 99.2 |
| Grade 3 | 9 | 29,229,345 | 184,215 | 29,413,560 | 29,229,345 | 29,229,345 | 99.4 |
| Grade 4 | 9 | 27,345,952 | 165,646 | 27,511,598 | 27,345,952 | 27,345,952 | 99.4 |
| Grade 5 | 9 | 24,771,313 | 148,855 | 24,920,168 | 24,771,313 | 24,771,313 | 99.4 |
| TOTAL | 33 | 113,559,974 | 753,689 | 114,313,663 | 113,559,974 | 113,559,974 | 99.3 |

Source: Textbook Database, 2015. Note: in the percentage calculation did not consider the English version and buffer stock

Teacher Editions, Guides and Aids

The PEDP3 planned to develop and distribute Teacher Edition and Teacher Guides based on the revised curriculum and revised Textbooks through NCTB. But the NCTB is not yet able to print any of these. It is necessary to accelerate the printing process and ensure distribution during the PEDP3 period.

Previous ASPRs provided details on the supply of teachers' guides and teaching aids based on information collected by the APSC. The school census stopped collecting information on teaching aids (e.g. flip charts, maps, education kit, etc.) in 2007. Because the new textbook database does not collect information on teacher guide, there has been no update on them since 2011.

It is suggested that DPE to be consider for collecting information through APSC on teaching and learning materials in the future Censuses as PEDP3 has planned to distribute teacher guides, teacher editions etc. including pre-primary materials to all the schools based on the revised curriculum and textbooks.

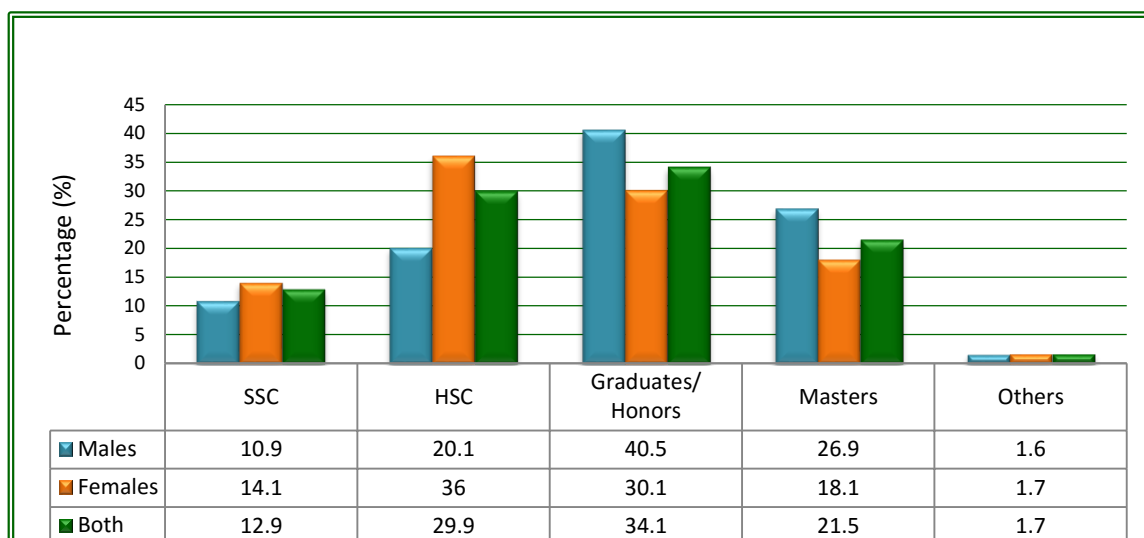
4.1.2 TEACHER QUALIFICATIONS

A safe learning environment in the classroom is the key to the provision of quality primary education. Teachers' educational and professional qualifications, including skills and roles, are also important for effective classroom teaching as well as for the management of the school.

Teachers' Educational Qualifications:

In DPE managed schools, the earlier minimum educational qualification for teaching in primary schools was a secondary level certificate (i.e. the successful completion of Grade 10). This minimum qualification was increased to the higher secondary level (i.e. the successful completion of Grade 12) during the PEDP3 period. However, over time, the educational level of primary teachers has increased. Currently more Bachelor and Master Degree holders are joining this profession, but the required educational qualification is flexible for female teachers. Now the required educational qualification is a Bachelor Degree for males, and the Higher Secondary Certificate for female teachers. The APSC 2015 collected reliable data about teachers' educational qualifications. The highest level of education attained by primary school teachers varied substantially; in 2015, overall 13% of teachers had completed Grade 10 (SSC), 30% had a Higher Secondary Certificate (HSC), 34% had a Bachelor degree and 22% a Masters degree. The following Figure 4.2 shows the educational qualifications of teachers.

Figure 4.2: Percentage of Teachers with Qualifications at Different Education Levels by Gender 2015

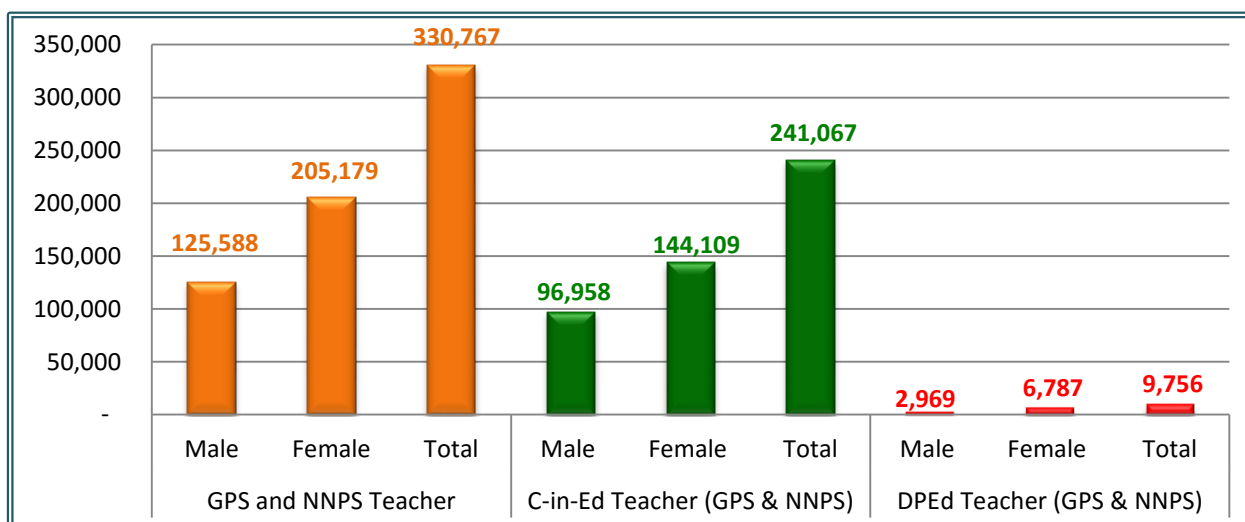


Source: APSC 2015

Teachers' Professional Qualifications:

PSQL2 monitors the percentage of teachers (Assistant and Head) with professional qualifications (C-in-Ed, B.Ed., M. Ed, DPED). Figure 4.3 shows the total number of C-in-Ed and DPED in 2015.

Figure 4.3: Number of Teachers (GPS & NNPS) with C-in-Ed and DPED as of March 2015

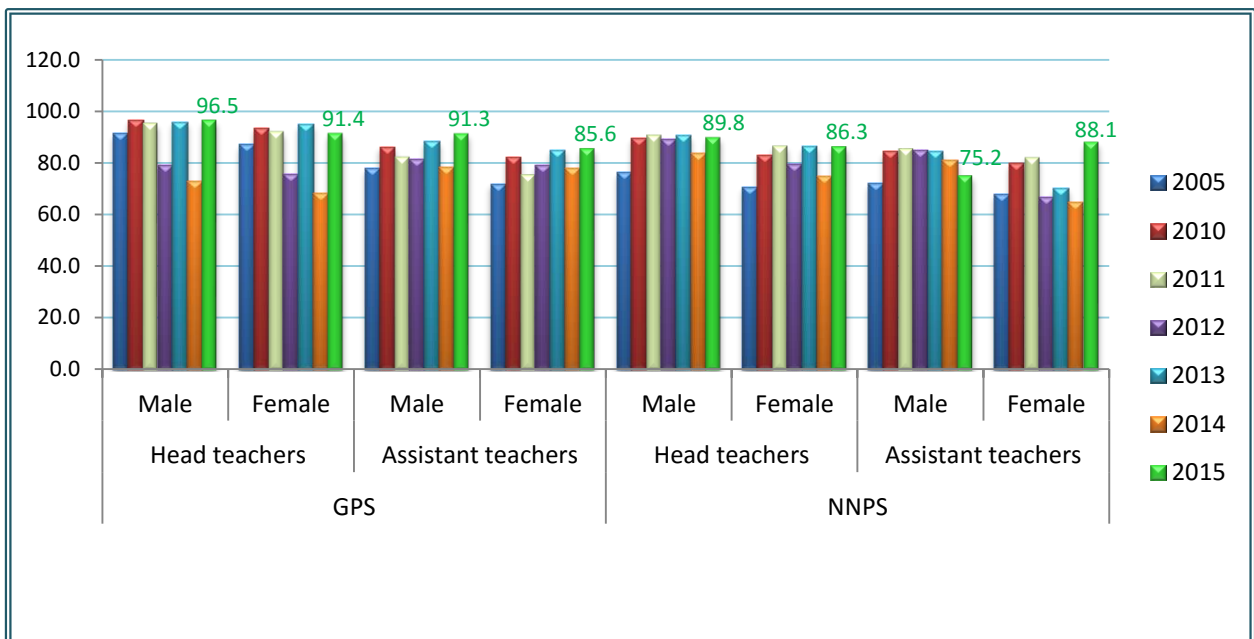


Source: APSC 2015

Figure 4.4 below shows the changes in the proportion of teachers (of different categories, by gender and by school type) with at least the C-in-Ed qualification between 2010 and 2015. The key points are as follows:

- The percentage of teachers, who meet the teaching qualification to at least the C-in-Ed level, has remained constant at above 83% since 2010. There was an increase in 2012 (89%) and a further improvement to 90% in 2013. In 2014, the percentage declined, and stood at 83.8% (87.6% male; 81.2% female); but improved again to 88.7% (92.6% male and 94.9% female) in 2015. The reason for the sharp increase in 2012 was the change in the calculation method, and the reason for the decline in 2014 was the number of newly recruited teachers (13,974) to the total teaching force.
- One implication of the addition of teachers from the newly nationalized NNPS was an increase in the number of under-qualified teachers, especially female assistant teachers. In 2015, only 76.2% of female teachers in NNPS had the minimum qualification compared to 88.7% of their female counterparts in GPS. Among the various groups of teachers, the female assistant teacher is in the group furthest away from achieving the PEDP3 target of 95% by 2017.

Figure 4.4: Proportion of Teachers (in GPS and NNPS) with At Least C-in-Ed 2010-2015 (%)



Source: APSC 2010 and 2015

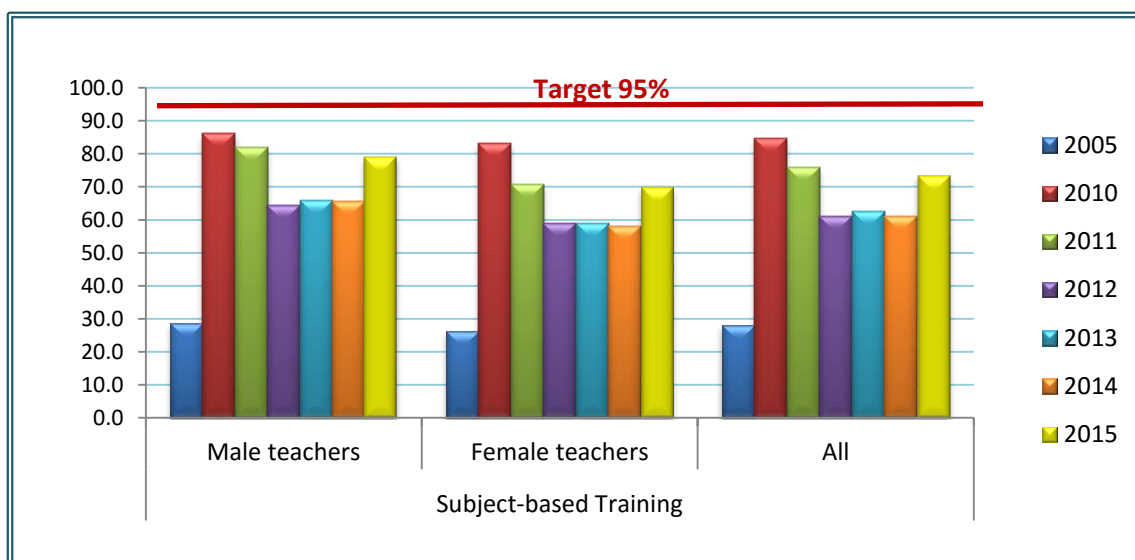
The proportion of teachers with at least a C-in-Ed = for both categories of Head Teachers, and Assistant Teachers, and male and female - was disaggregated by GPS and NNPS. The above Figure 4.5 clearly shows that the proportion of teachers with at least a C-in-Ed increased in 2015 compared to 2014. In 2015, over 96.5% of male Head Teachers had the required qualification compared to their female counterparts with 91.4% in GPS; and over 90% male HTs had the required qualification compared to 96% of their female counterparts in NNPS. Similarly, 91% of male ATs had the required qualification compared to their female counterparts of 86% in GPS; and 75% male ATs had the required qualification compared to 88% of their female counterparts in NNPS. With regard to training, male teachers were ahead of female teachers in both school categories; there was only one exception, there were more female assistant teachers in NNPS (88.1% vs. 75.2%).

4.1.3 CONTINUOUS PROFESSIONAL DEVELOPMENT TRAINING (SUBJECT BASED)

The PSQL-3 is 'subject-based training', Figure 4.6 displays participation in 'subject-based training' of all types of teachers in GPS and NNPS for 2005, and from 2010 to 2015. There has been a slightly declining trend in the annual coverage of the subject-based training since the introduction of the PEDP3 baseline (2010). In 2015, only 73.4% (male 79.1 % and female 69.9%) of teachers (Head and Assistant) received subject-based training. This was slightly higher than 61.2% in 2014, but was significantly lower than the PEDP3 baseline of 84.7% in 2010. As stated earlier, subject-based trained teachers have the highest positive correlation with learning outcomes among all other teacher qualification and training factors [WB ESR 2014].

The proportion of teachers receiving subject-based training has been declining from the start of PEDP3. This is because of the preparatory work required for this training, such as the development of training manuals, TOT for subject-based training, and also the deployment of 45,000 teachers in 2010-11 and 2011-12 as they did not receive training. Another important factor is that the subject-based training started after the APSC data collection (February–March) from the schools.

Figure 4.5: Percentage of Teachers (GPS & NNPS) who Received Subject based Training by Gender 2005, 2010–2015 (%)



Source: APSC 2005, 2010-2015

4.1.4 CONTINUOUS PROFESSIONAL DEVELOPMENT TRAINING (SUB-CLUSTER)

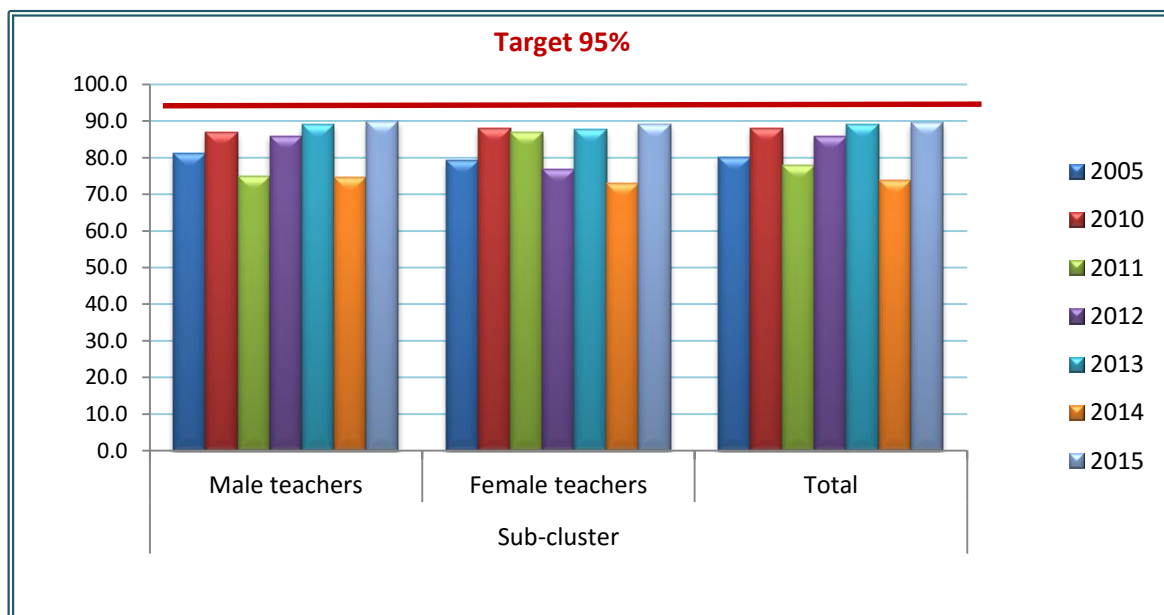
The standard of PSQL-4 is that 95% teachers receive sub-cluster training: the Program Framework target is that all teachers receive 4 days of sub-cluster trainings each year. PEDP3 placed an increased focus on this PSQL, and increased the training budget allocation (TK. 9,820/- in each sub-cluster).

A total of 11,498 sub-cluster training courses were planned to be conducted quarterly (total 45,992 training courses every year). But in 2015/16 f/y, DPE planned only 3 rounds (11,498x3) instead of 4 rounds (11,498x4) of training, due to lack of funds. A total of 22,996 training courses were completed as of March 2016. The relevant Upazila AUEO and one selected teacher jointly facilitated

the training based on the specified topic on sub-cluster leaflets. All the teachers from the schools within this sub-cluster catchment area are eligible to participate in the training. During the training all schools are closed except the venue school. All field level officials (DD, AD, DPEO, ADPEO, PTI Super, AMO, UEO, URC Instructors and Asst. URC Instructors) are designated for monitoring and supervising the sub-cluster training program.

The APSC collected this information and pattern of achievement, presented in Figure 4.7, which displays the level of teacher participation in sub-cluster training in GPS and NNPS for 2005, and 2010 to 2015. About 89.7% of teachers (Head and Assistant) (male 90% and female 89.%) received sub-cluster training in 2015 compared to 73.7% of teachers (Head and Assistant), male 74.6% and female 73% in 2014.

Figure 4.6: Trends in Percentage of Teachers received Sub-cluster Training by Gender (GPS and NNPS) 2005, 2010–2015 (%)

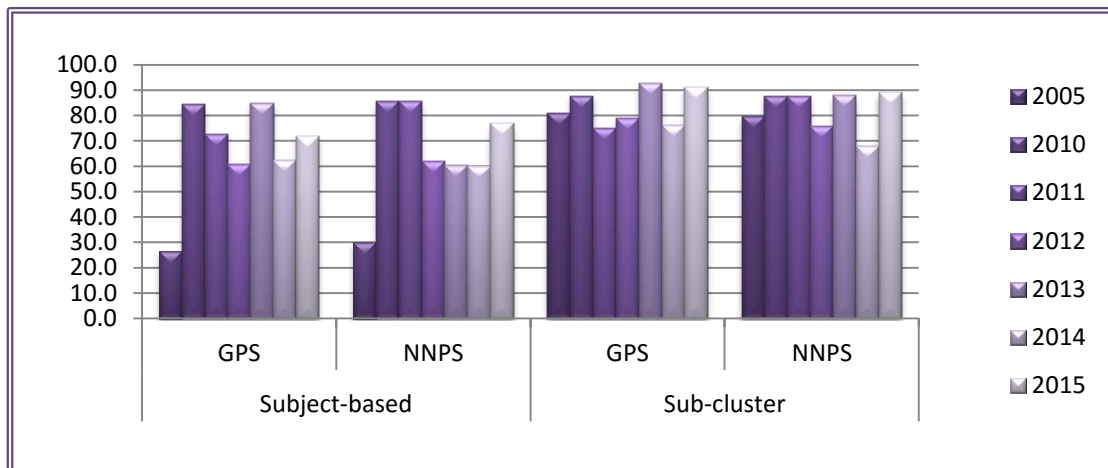


Source: APSC 2005, 2010-2015

The following Figure 4.7 presents the results for both types of training, disaggregated by GPS and NNPS. This shows that the proportion of teachers in GPS and NNPS, who were trained across the two categories of training (subject based and sub-cluster), rose to 72% (GPS) and 77% (NNPS) in 2015, compared to 84.4% (GPS) and 85.5% (NNPS) of teachers on subject-based training in 2010. Sub-cluster training for GPS teachers reached nearly of 91% and for NNPS teachers 89% in 2015, compared to GPS 87.7% and NNPS 87.4% in 2010.

The downward trend was observed on subject-based training for GPS and NNPS teachers since 2010 with the exception of 2013 and 2015. One clarification is that there was no allocation for subject based training at the start of PEDP3. In addition, newly recruited teachers in GPS had probably less opportunity to receive in-service training courses, due to the timing of their recruitment, which did not match the training schedule. On the other hand, sub-cluster training was found to be improving with exception in 2012 and 2014.

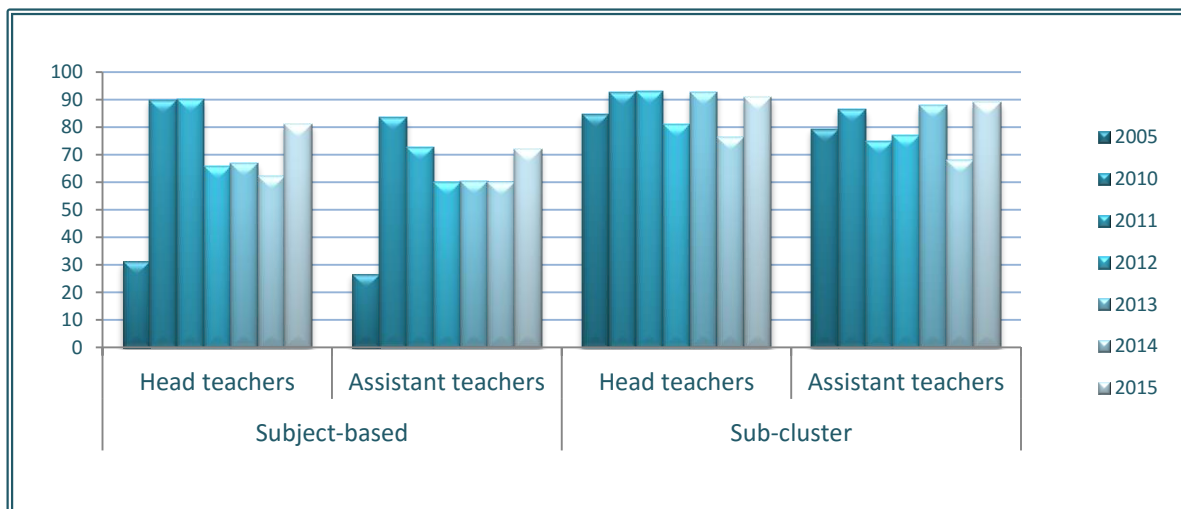
Figure 4.7: Proportion of GPS/NNPS Teacher Received In-Service Training 2005–2015 (%)



Source: APSC 2015

The following Figure 4.8 displays a different pattern in the proportion of Head Teachers attending in-service training compared to that of Assistant Teachers. For both Head and Assistant Teachers in 2015, on average, 81% of Head Teachers and 72% of Assistant Teachers received subject-based training compared to 62% of Head Teachers and 60% of Assistant Teachers in 2014. And 91% of Head Teachers and 89% of Assistant Teachers received sub-cluster training compared to 76% of Head Teachers and 68% of Assistant Teachers in 2014.

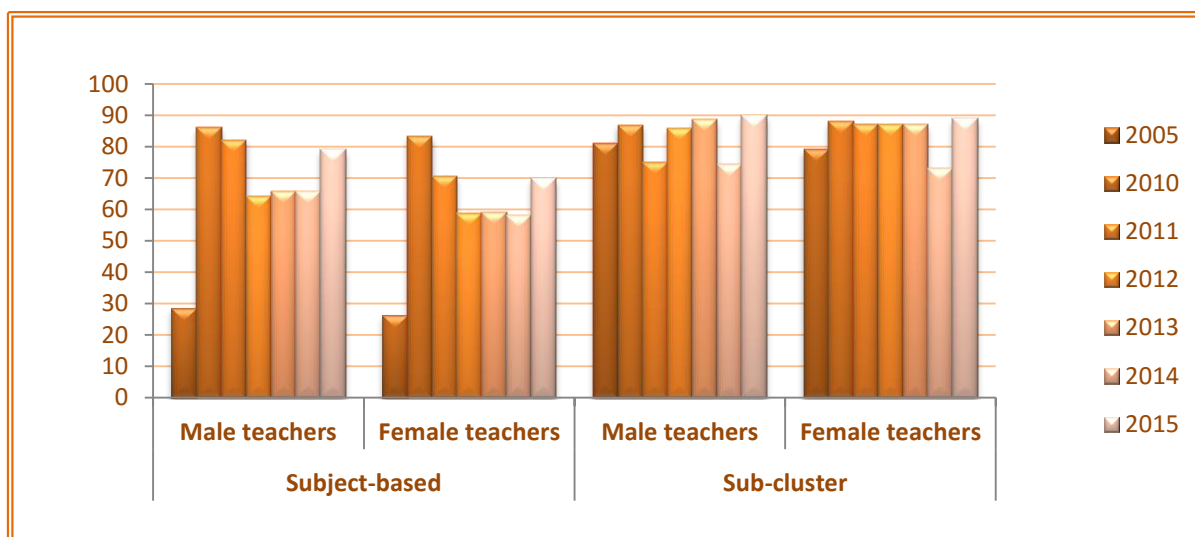
Figure 4.8: Proportion of Head/Assistant Teacher Received In-Service Training 2005–2015



Source: APSC 2005, 2010 – 2015

The following Figure 4.9 displays teachers' participation in in-service training disaggregated by gender. It shows that in both types of in-service training, females are behind males, with 79% of males having had subject-based training compared to 70% of females; and 90% of males having undergone sub-cluster training compared to 89% of females in 2015. This pattern was found each year and in each category, females received less training than males. It is not clear why these disparities exist but they require further investigation and analysis to discover the reasons, so that they can be addressed in future.

Figure 4.9: Proportion of Teacher who received In-Service Training by Gender 2005–2015



Source: APSC 2005, 2010 – 2015

4.1.5 STUDENTS TEACHER RATIO (STR)

The Student-Teacher Ratio is an indicator, which gives teachers' workload and the classroom situation. The PSQL-14 standard in PEDP3 is one teacher per 46 students. This ratio is extremely high, and to reach the international standard, it should be reduced to one teacher for every 30 students in the Post PEDP3. However, in order to calculate how many schools achieved the PEDP3 standard 1:46, two different approaches are used:

- The total number of enrolled students is divided by the total number of working teachers for each single shift in GPS and NNPS (Head and Assistant teachers); and
- The total number of enrolled students is divided by the number of 'effective' working teachers for each GPS and NNPS. To calculate the number of 'effective' teachers, the number of teachers is multiplied by two in double-shift schools, which assumes that all teachers teach in both shifts (and staggered shifts).

Table 4.4 shows the proportion of schools, which met the standard, that is, where the number of students per teacher was below 46. Using the first approach (single shift schools only), this shows that there has been a marked improvement in the share of GPS meeting the standard, from 44% schools in 2010 to 71.5% in 2015; over the same period, the situation in NNPS has not improved very much. It appears that the recruitment of additional NNPS (52% in 2010 to 51.3% in 2015) teachers have not kept pace, considering the increase in enrolment.

Under the second approach, which takes account of double-shift schools, 95% of GPS met the standard STR ratio, compared with 94% of NNPS. Although these are fairly high proportions, it is important to remember that *double-shift schools deliver far fewer contract hours than the defined standard*. Based on this PSQL, the overall implication of the figures in Table 4.4 is that there is still an acute shortage of primary teachers.

Table 4.4: Schools (GPS and NNPS) Which Meet the Students-per-Teacher Standard 2010-2015

| | Year | GPS | NNPS | Total |
|---|-------------|-----------|-----------|-----------|
| Percentage of schools which meet the standard: 46 students per teacher (single shift only) (%) | 2010 | 40 | 52 | 44 |
| | 2011 | 45 | 47 | 45 |
| | 2012 | 50 | 47 | 49 |
| | 2013 | 51 | 46 | 51 |
| | 2014 | 61 | 62 | 62 |
| | 2015 | 71 | 51 | 70 |
| Percentage of schools which meet the standard: 46 students per 'effective' teacher (%) | 2010 | 82 | 93 | 86 |
| | 2011 | 82 | 90 | 85 |
| | 2012 | 85 | 93 | 88 |
| | 2013 | 82 | 93 | 86 |
| | 2014 | 81 | 92 | 85 |
| | 2015 | 95 | 94 | 94 |

Source: APSC 2005-15

The increase in the percentage of GPS that met the STR standard over the PEDPII and PEDP3 period is partly explained by the recruitment of some 45,000 additional GPS teachers between 2004 and 2011, and of some 14,000 PPE teachers recruited in 2015, which represents an increase of about 19% in the teaching force. During PEDP3, new teacher posts have been created along with the construction of additional classrooms in overcrowded schools. These have also resulted in an increase in the average number of teachers per GPS (Figure 4.11).

One limitation in the calculation of the STR is that it includes both primary and pre-primary enrolment. This is because last year's APSC was not able to disaggregate pre-primary school teachers from the overall teacher stock. In 2015, there were around 1.1 million pre-primary children in GPS and 0.51 million in NNPS. Due to a lack of pre-primary teachers, some assistant teachers (as well as community volunteers or Para teachers) assisted in pre-primary classes. Hence, the "real" primary STR, excluding pre-primary enrolment, could have been roughly 10 percentage points higher than the figures quoted in Table 4.4.

Average Number of Students in Schools (GPS and NNPS)

In the 2015 APSC, the average number of students in GPS was 250 and 167 in NNPS. But surprisingly, there were few students in the some GPS and NNPS. A total of 4,679 schools (2,415 GPS and 2,215 NNPS) had less than 100 students, e.g.:

- 17 schools (GPS and NNPS) had only 8-20 students;
- 230 schools (GPS and NNPS) had 21-40 students;
- 739 schools (GPS and NNPS) had 41-60 students;
- 1,439 schools had 61-80 students; and
- 2,254 schools had 81-100 students.

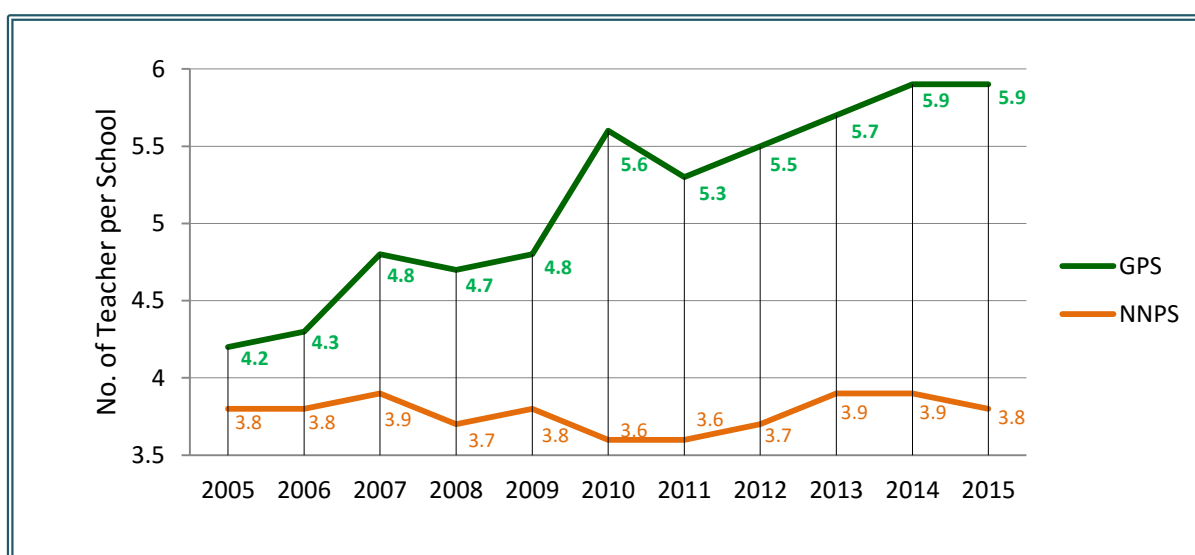
The minimum number of students in a school was 8 (50505 Niztater Kathi NNPS) and the maximum was 3,951 (31013 Kaligonj GPS under Keranigonj Thana). The (Moddha Nicinta Haji Anwar Hossain GPS at Chagalnaiya Upazila had only 13 students.

There is a need to consider a policy for shifting those schools (less than 50 students) from their current location to needs-based locations. BANBEIS should do the research to identify the necessary locations using a GPS modem, as well considering the school aged population (6 to 14 years) of the location.

Average Number of Teachers in Schools (GPS and NNPS)

Primary schools vary in size and in the numbers of employed teachers (mainly in GPS and NNPS). In 2015, schools ranged from having 1 teacher to 45 teachers (more teachers in GPS in urban areas). There were on average 5.9 teachers in GPS and 3.8 teachers in NNPS in 2015; more teachers were deployed in the urban area GPS than in hard-to-reach area GPS. Over the period, the number of government teachers has increased from 4.8 in 2009 to 5.9 in 2015 (see Figure 4.10).

Figure 4.10: Average Number of Teachers per School (GPS and NNPS) 2005–2015



Source: APSC various years

Existing Teachers in GPS and NNPS

Despite the increase in the percentage of GPS teachers and Pre-primary teachers during PEDPII and PEDP3 period, there is still a shortage of teachers in the GPS and NNPS. The following Table shows the number of employed teachers in GPS and NNPS. There were 293-1 teacher GPS and 254-1 teacher NNPS as of February 2015. It is important to develop a mechanism to fill teacher vacancies quickly; otherwise schools will not be able to provide a quality primary education. There is an over deployment of teachers for the number of enrolled children in urban and good communication area schools. But there is an acute shortage of teachers in the remote areas, especially the hard-to-reach ones. According to current deployment figures, it is clearly necessary to attract teachers from urban to rural area schools. A mechanism to be considered is the following: if a position is vacant in the urban areas, shift this post to a rural area school as per need. The following Table 4.5 presents the number of working teachers in schools. A total of 547 GPS and NNPS has been running with 1 teacher, 1,546 schools with 2 teachers, 7,037 schools with 3 teachers and 27,133 with 4 teachers.

Table 4.5: Existing Number of Teachers in GPS and NNPS as of February 2015

| SL. | No. of Existing Teachers | Total GPS | Total NNPS | Total (GPS and NNPS) |
|-----|--------------------------|---------------|---------------|----------------------|
| 1 | 1 Teachers' school | 293 | 254 | 547 |
| 2 | 2 Teachers' school | 939 | 607 | 1,546 |
| 3 | 3 Teachers' school | 3,569 | 3,468 | 7,037 |
| 4 | 4 Teachers' school | 7,405 | 19,728 | 27,133 |
| 5 | 5 Teachers' school | 6,617 | 908 | 7,525 |
| 6 | 6 Teachers' school | 6,335 | 132 | 6,467 |
| 7 | 7 Teachers' school | 5,112 | 45 | 5,157 |
| 8 | 8 Teachers' school | 3,216 | 22 | 3,238 |
| 9 | 9 Teachers' school | 1,846 | 9 | 1,855 |
| 10 | 10 Teachers' school | 1,166 | - | 1,166 |
| 11 | 11 Teachers' school | 693 | - | 693 |
| 12 | 12 Teachers' school | 414 | - | 414 |
| 13 | 13 Teachers' school | 229 | - | 229 |
| 14 | 14 Teachers' school | 146 | - | 146 |
| 15 | 15 Teachers' school | 129 | - | 129 |
| 16 | 16 Teachers' school | 45 | - | 45 |
| 17 | 17 Teachers' school | 24 | - | 24 |
| 18 | 18 Teachers' school | 29 | - | 29 |
| 19 | 19 Teachers' school | 12 | - | 12 |
| 20 | 20 Teachers' school | 11 | - | 11 |
| 21 | 21 Teachers' school | 6 | - | 6 |
| 22 | 22 Teachers school | 7 | - | 7 |
| 23 | 23 Teachers school | 3 | - | 3 |
| 24 | 24 Teachers school | 2 | - | 2 |
| 25 | 25 Teachers school | 2 | - | 2 |
| 26 | 26 Teachers school | 1 | - | 1 |
| 27 | 27 Teachers school | - | - | - |
| 28 | 28 Teachers school | 1 | - | 1 |
| 29 | 29 Teachers school | - | - | - |
| 30 | 30 Teachers school | 2 | - | 2 |
| 45 | 45 Teachers school | 1 | - | 1 |
| | Total Schools | 38,255 | 25,173 | 63,428 |

Source: APSC 2015 database

4.2 Access and Equity

The following two PSQLs are clustered under the thematic area “Access and Equity”:

- **PSQL 5: % of schools (GPS/NNPS) with pre-primary classes**
- **PSQL 6: No. of enrolled children with disabilities**

4.2.1 PRE-PRIMARY SCHOOL COVERAGE

Sections 3.2.1.4 discusses in detail the expansion of pre-primary education under the PEDP3. Non-KPI-3 is another measurement on pre-primary coverage, defined as “*Percentage of Grade 1 new intakes who completed PPE (EFA-2)*”.

The **PSQL-5** is ‘*Percentage of schools (GPS/NNPS) with pre-primary classes*’. Table 4.6 shows that, nearly 100% of GPSs had pre-primary classes in 2015; only 321 out of 38,306 GPS in the 2015 APSC database did not have any pre-primary students: nearly 95% of NNPSs had pre-primary classes. Only 1,291 out of 25,240 NNPS in the 2015 APSC database had no pre-primary students.

Nationally, 2,864,877 PPE children (1,450,546 boys and 1,414,331 girls) were enrolled in 93,247 educational institutes. Approximately 92% of all types of primary educational institutes/LCs now offer pre-primary education; most notably GPS and Kindergartens that were at 99% in 2015.

Table 4.6: Percentage of schools (GPS) with pre-primary classes 2010-15

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--------------|------|------|------|------|------|-------|
| GPS | 45% | 94% | 97% | 99% | 99% | 99.2% |
| NNPS | 40% | 55% | 82% | 88% | 92% | 94.9% |
| Total | 43% | 81% | 91% | 95% | 97% | 97.5% |

4.2.2 ENROLLED CHILDREN WITH SPECIAL NEEDS

The **PSQL 6** monitors the progress of inclusive education; the APSC collects data on enrolment for two main categories of disadvantaged children: (1) children with special needs because of a physical challenge and (2) children from ethnic or minority group. This sub-section outlines the trends on children with special needs of six main types (physical, visual, hearing, speaking, mental and autistic) but also includes other less common types.

The intention is to integrate such special need children into ‘mainstreaming inclusive education’, which is one of the sub-components of the PEDP3, and to measure the success of this goal through using the PSQL indicator ‘the number of children with special needs enrolled in schools’.

The following Table 4.7 shows the number of children with special needs by types of disabilities enrolled in GPS and NNPS in 2015.

Table 4.7: Number of Enrolled Children with Special Needs in GPS and NNPS, 2015

| Type of disabilities | GPS | | | NNPS | | | GPS & NNPS | | |
|-------------------------|---------------|---------------|---------------|---------------|--------------|---------------|---------------|---------------|---------------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1. Physically | 9,672 | 7,198 | 16,870 | 3,648 | 2,659 | 6,307 | 13,320 | 9,857 | 23,177 |
| 2. Poor Eyesight | 3,998 | 3,191 | 7,189 | 1,319 | 1,052 | 2,371 | 5,317 | 4,243 | 9,560 |
| 3. Short of Hearing | 1,007 | 903 | 1,910 | 496 | 412 | 908 | 1,503 | 1,315 | 2,818 |
| 4. Problem in Speech | 5,392 | 4,625 | 10,017 | 2,558 | 2,152 | 4,710 | 7,950 | 6,777 | 14,727 |
| 5. Intellectual/ Mental | 6,321 | 5,446 | 11,767 | 1,853 | 1,608 | 3,461 | 8,174 | 7,054 | 15,228 |
| 6. Autistics | 618 | 470 | 1,088 | 225 | 203 | 428 | 843 | 673 | 1,516 |
| 7. Others | 304 | 223 | 527 | 124 | 116 | 240 | 428 | 339 | 767 |
| Total | 27,312 | 22,056 | 49,368 | 10,223 | 8,202 | 18,425 | 37,535 | 30,258 | 67,793 |

Source: 2015 APSC

The following Table 4.8 shows that the number of children with special needs (physically challenged) enrolled in DPE managed schools grew faster than the PEDPII target for all types, and in particular for children with physical disabilities and eyesight problems. There was a striking 50% increase in the number of special needs children in school between 2005 and 2011. The enrolment trend gradually declined from 2012 and stood at 67,793 in 2015 compared to 76,522 in 2014. The reason for this decline is not known but the perception is that the teachers had not been properly trained to identify disabled children before 2012, so they reported more. After receiving training under the Inclusive Education program, they are currently able to identify these children properly. They also now refer cognitively ill children to specialized schools and autism rehabilitation centres.

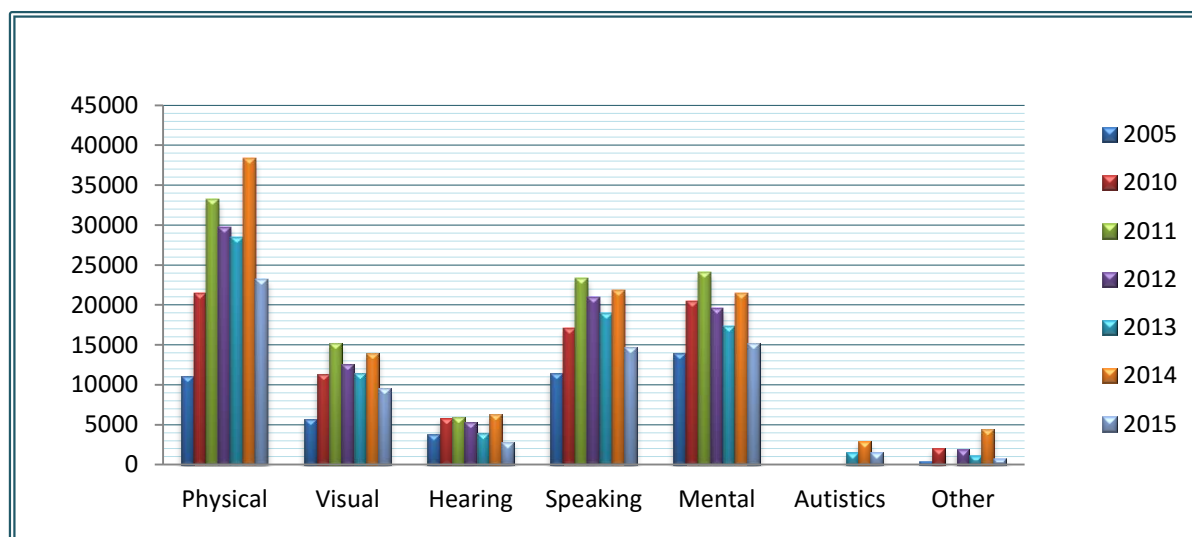
Table 4.8: Year wise Enrolment of Special Need Children by Gender 2005- 2015

| Year | Boys | Girls | Total | Remarks |
|-------------|---------------|---------------|---------------|--|
| 2005 | 25,833 | 19,847 | 45,680 | *Declining trend from 2012. MoSW conducted a study and expected the report will published in 2016 which helps to set PEDP3 target and also know the exact number of disable children of the country |
| 2006 | 26,777 | 20,793 | 47,570 | |
| 2007 | 30,142 | 23,161 | 53,303 | |
| 2008 | 44,340 | 33,148 | 77,488 | |
| 2009 | 43,925 | 34,274 | 78,199 | |
| 2010 | 47,029 | 35,994 | 83,023 | |
| 2011 | 51,248 | 39,712 | 90,960 | |
| 2012 | 50,365 | 39,629 | 89,994 | |
| 2013 | 45,858 | 36,850 | 82,708 | |
| 2014 | 42,523 | 33,999 | 76,522 | |
| 2015 | 37,535 | 30,258 | 67,793 | |

Source: APSC 2005-2015

The following Figure 4.12 shows that the number of children with special needs (physically challenged) enrolled in DPE managed (GPS and NNPS) schools has been declining since 2012. It is recommended that the DPE contact with the MoSW to examine the cause(s) of this trend as they conducted the survey.

Figure 4.11: Number of Physically Challenged Children Enrolled in GPS and NNPS, 2005, 2010-2015



Source: APSC, various years

Another source of information on children with special needs is the 2010 Child Education and Literacy Survey (CELS) draft report published in 2012. This survey found that 118,575 children aged 3 to 14 years with special needs were enrolled in various types of schools. This is not far from the APSC 2014 figure of 76,366 (only 6-10 year olds) in GPS and NNPS combined (based on six types of special need children). Standard definitions are difficult to apply in the field of disability.

The Child Education and Literacy survey (CELS) also estimated the proportion of children in the population with a disability and who were enrolled in school. It was found that 59.4% of children (boys: 58.4%; girls: 60.8%) were enrolled, out of total 197,159 children with special needs aged 3-14 years nationally. The enrolment rate of rural children with special needs (60.7%) was higher than that of urban children (54.3%). Among the seven divisions, Rajshahi had the highest proportion of children with special needs enrolled in school (63.4%) and Sylhet had the lowest (51.9%).¹⁴

Such a large increase in enrolment over the period, 2005-2013, and the decreasing trends from 2013 to 2015, together with their participation in class along with normal children, is worthy of further investigation. This would help to understand the underlying factors for these increases and decreases as well to identify the children's motivational level for learning (helped through the provisions of SLIP grants, such as the increased facilities of ramps, toilets, wheelchairs, hearing aids, spectacles etc.).

¹⁴There is an important caveat to these enrolment rate figures of CELS: the population of children with a disability reported here (197,159) represents less than 1% of the population aged 3–14 years; this is much lower than would normally be expected.

4.3 Water and Sanitation

The following three PSQLs are clustered under the thematic area of water and sanitation:

- **PSQL-7 Percentage of schools with at least one functioning toilet;**
- **PSQL-8 Percentage of schools with separate functioning toilets for girls; and**
- **PSQL-9 Percentage of schools with safe water sources: functioning tube wells and other sources.**

4.3.1 SCHOOL TOILETS

There are two PEDP3 PSQLs standards on school toilets:

- **PSQL-7 ‘Percentage of schools with at least one functioning toilet’:** About 90.6% of GPS and 82.7% of NNPS have at least one functioning toilet, which is below the PEDP3 baseline of 95% and 83.2% in 2014 for both GPS and NNPS. Overall, around 12% of all types of primary educational institutes do not have at least one functioning toilet. It is uncertain why this indicator has been on a downward trend since 2012. Some possible reasons may be: (i) the rephrasing of this question in the APSC led to different school responses; (ii) lack of proper toilet maintenance; and (iii) introduction of the new wash block leading to the slow replacement of non-functioning toilets.
- **PSQL-8 ‘Percentage of schools with separate functioning toilets for girls’:** The PEDP3 target was for at least 95% of GPS to have separate toilets for girls by the end of the Program (June 2017). In 2015, the proportion of GPS with separate toilets particularly for girls was 57.6% compared to 69.2% in 2014. and for NNPS the percentage was 45% compared to 58.4% in 2014 which was a major improvement from the PEDP3 2010 baseline of 37% in GPS and 20% in NNPS, but reduced from the previous year mainly for the WASH block. In 2015, WASH blocks were constructed instead of toilets, and were not included in the 2015 calculations due to APSC not collecting this information.
- **Accessibility for children with physical disabilities:** All toilets should be accessible for children with physical disabilities. The APSC has not been consistent in its data collection, and it is unclear from year to year whether Head Teachers need to identify which of the existing toilets can also be accessed by disabled students. The APSC questionnaire should consider including specific questions on this issue.

4.3.2 SCHOOL WATER SUPPLY

Table 4.8 highlights the recent trends in the achievement of PSQL-9 indicator. In 2010, 84% of GPS and 83% of NNPS reported positively on this indicator, compared with 75.6% of GPS and 69.5% of NNPS in 2015. The trend is declining and a possible explanation is the introduction of the new wash block, which led to a slow replacement of broken toilets. An overview of the water supply situation is presented in Table 4.9.

The APSC has some concern about the reliability of data on water safety, especially regarding information on arsenic, provided by schools. There appears to be a general lack of understanding on these water-related questions, evident by the low response rate from schools. Currently, school water arsenic testing is a part of the annual school health program (PEDP3 sub-component 2.2.2). After arsenic testing through this sub-component, the results should be given to the schools so that Head Teachers are able to answer arsenic related questions correctly in the APSC questionnaire. Unfortunately, arsenic testing has not been done at all due to many reasons including no fund allocation in the school health sub-component. Testing could be done if DPE were to request DPHE to test the tubewells in primary schools. DPHE is responsible for arsenic testing.

Table 4.9: Water Supply (GPS and NNPS) 2010-15

| | | 2010 | | | 2011 | | | 2012 | | | 2013 | | | 2014 | | | 2015 | | |
|--|--|------|------|-------|------|------|-------|------|------|-------|------|------|-------|------|------|-------|------|------|-------|
| Percentage of schools: | | GPS | NNPS | Total | GPS | NNPS | Total | GPS | NNPS | Total | GPS | NNPS | Total | GPS | NNPS | Total | GPS | NNPS | Total |
| (1) With water | | 87 | 78 | 84 | 88 | 82 | 86 | 86 | 85 | 85 | 78 | 68 | 74 | 72.5 | 64.5 | 69.3 | 75.6 | 69.5 | 73.2 |
| (2) With safe water if school has: | | | | | | | | | | | | | | | | | | | |
| Any source of water | | 86 | 82 | 85 | 96 | 83 | 90 | 72 | 60 | 67 | 92 | 92 | 92 | 96.9 | 97.1 | 97 | | | |
| Tap water (11.2% of GPS & NNPS with water) | | 87 | 87 | 87 | 98 | 90 | 93 | 78 | 80 | 78 | 88 | 93 | 89 | 100 | 100 | 100 | 100 | 100 | 100 |
| Tube well (85.5% of GPS & NNPS with water) | | 87 | 81 | 85 | 95 | 82 | 89 | 86 | 82 | 85 | 93 | 93 | 93 | 87.6 | 86 | 87 | 97.5 | 97.7 | 97.6 |
| Pond/river others (3.3% of schools with water) | | 21 | 17 | 19 | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| (3) With safe water [= (1) x (2)] | | 75 | 64 | 71 | 84 | 68 | 77 | 62 | 51 | 58 | 72 | 63 | 68 | 74.8 | 66.4 | 71.4 | | | |
| (4) If source is tap water ¹⁵ : | | | | | | | | | | | | | | | | | | | |
| Free of arsenic | | 61 | 59 | 60 | n/a | n/a | n/a | n/a | n/a | n/a | 72 | 71 | 72 | 100 | 100 | 100 | 100 | 100 | 100 |
| Not tested | | 30 | 31 | 30 | n/a | n/a | n/a | n/a | n/a | n/a | 8 | 7 | 7 | N/T | N/T | N/T | N/T | N/T | N/T |
| With arsenic | | 9 | 10 | 10 | n/a | n/a | n/a | n/a | n/a | n/a | 20 | 22 | 21 | N/T | N/T | N/T | N/T | N/T | N/T |
| (5) If source is functional tube well: | | | | | | | | | | | | | | | | | | | |
| Free of arsenic | | 88 | 83 | 86 | 88 | 83 | 86 | n/a | n/a | n/a | 92 | 86 | 90 | 83.3 | 79.5 | 81.9 | 86.9 | 86.4 | 86.7 |
| (6) If source is functional tube well: | | | | | | | | | | | | | | | | | | | |
| Tested | | 60 | 57 | 59 | 84 | 81 | 82 | n/a | n/a | n/a | 89 | 87 | 88 | 90.2 | 88.2 | 89.5 | 92 | 92 | 92 |
| With arsenic | | 34 | 36 | 35 | 8 | 8 | 8 | n/a | n/a | n/a | 2 | 1 | 2 | 1.1 | 0.9 | 1.1 | N/T | N/T | N/T |
| | | 6 | 7 | 6 | 9 | 11 | 9 | n/a | n/a | n/a | 10 | 12 | 10 | 6.7 | 8 | 7.2 | N/T | N/T | N/T |

Source: APSC 2010-2015, Note: 'N/T' means Arsenic not tested in 2015/16 f/y.

¹⁵It was assumed that tap water is generally arsenic free. A total of 3,688 GPS and 1,649 NNPS Head Teachers reported that they have tap water and 100% of this water is arsenic free. Tap water was not arsenic tested and the number of school that have been tested is significantly low, only 303 GPS and 142 NNPS tested in 2014 but no tube wells were tested in 2015.

4.4 School Infrastructure

The following two PSQLs are clustered under the thematic area of “school infrastructure”.

- **PSQL-10 Percentage of schools that meet the SCR standard of 40**
- **PSQL-11 Percentage of standard-size classrooms (19’6’’x17’4’’) (PEDPII size was 26’x19’6’’) and larger constructed.**

4.4.1 STUDENTS PER CLASSROOM (SCR)

The PSQL-10 standard under PEDP3 is that there should be 40 students per classroom. In order to calculate how many schools have achieved this standard, two different approaches were used to calculate the SCR:

- In the first approach, the total number of enrolled students was divided by the total number of classrooms for each GPS and NNPS (Note that only useable classrooms are included, based on information from the APSC).
- In the second approach, the total number of enrolled students was divided by the ‘effective’ number of classrooms for each GPS and NNPS. This takes account of double-shift schools. If the school is double shift, it is assumed that all classrooms are used in each shift, and therefore, the number of classrooms is multiplied by two to give the ‘effective’ number of classrooms. If the school is single shift, the number of ‘effective’ classrooms is the same as the number of classrooms.

Table 4.10 shows that there is an acute shortage of classrooms in both GPS and NNPS because of increased enrolment, though progress has been made between the 2010 baseline (GPS 22% and NNPS 27%) and in 2015 (GPS 28% and NNPS 27%). The ‘effective’ classroom showed improvement between the 2010 baseline (GPS 60% and NNPS 76%) and 2015 (GPS 80% and NNPS 74%).

Table 4.10: Schools (GPS and NNPS) which Meet the Students-per-Classroom Standard (40:1)

| | Year | GPS | NNPS | Total |
|---|------|------|------|-------|
| Percentage of schools which meet the standard: 40 students per classroom (single shift only) | 2005 | 20 | 17 | 19 |
| | 2010 | 22 | 18 | 21 |
| | 2011 | 22 | 20 | 21 |
| | 2012 | 20 | 22 | 21 |
| | 2013 | 20 | 22 | 21 |
| | 2014 | 28 | 31 | 24 |
| | 2015 | 27.9 | 26.9 | 28.7 |
| Percentage of schools which meet the standard: 40 students per ‘effective’ classroom | 2005 | 63 | 77 | 67 |
| | 2010 | 60 | 76 | 65 |
| | 2011 | 60 | 79 | 67 |
| | 2012 | 56 | 73 | 62 |
| | 2013 | 56 | 73 | 62 |
| | 2014 | 62 | 75 | 65 |
| | 2015 | 80 | 74 | 77 |

Source: APSC 2006, 2010 and 2015

When the SCR does not take shifts into account (i.e. the first approach), this exaggerates the problem of overcrowding. The second approach captures what a visitor to a school would witness: as most schools run two shifts (the 'staggered system'), not all students are in school at any given time. The first approach reveals what would happen if schools switched to single shift and students began spending five hours in school: in that case, the issue of overcrowding would become more obvious.

Given that APSC does not collect information on which grade uses a particular classroom, the calculation is at the level of the school: it is possible that within a particular school, which does not meet the standard on the whole, the standard is achieved at Grade 2 and Grade 5 where the level of enrolment is lower. Conversely, it is possible that within a school, which meets the standard on the whole, the standard is not achieved in lower grades where enrolment is higher, as in Grade 1.

- According to the first approach, 33% of schools met the average standard of 40 students per classroom in 2015, which is over the figure for 2010 (21%) and for 2014 (24%). There has been little movement in this ratio for GPS since 2005, despite the addition of more than 40,000 classrooms during PEDPII and about 20,000 needs based classrooms during PEDP3 to the GPS classroom stock, because enrolment levels have grown as well. There has also been improvement in the SCR for NNPS of about 10 percentage points since 2005.
- According to the second approach, 77% of schools met the average standard of 40 students per 'effective' classroom in 2015. A considerably higher proportion of GPS and NNPS met the standard. The main reason behind this situation is that on average all the NNPS (97%) are double shift school. In addition fewer students are enrolled in the NNPS especially from the northwest part of Bangladesh.

The student-per-classroom indicator ignores the fact that classroom sizes vary: whether 40 students are attending lessons in a large classroom or are cramped in a small classroom does not change the indicator. An alternative approach is therefore to measure the number of students per classroom square meter. The school census collects information on classroom size. A classroom of sufficient size for 40 students should be 40 m², which is equal to 1 m² per student. About 48% of schools met this explicit minimum standard, a slight improvement on the figure in 2015. A higher percentage of GPS met the standard compared to NNPS because GPS classrooms tend to be 50% larger.

Similar to the caveats on STR, the SCR calculation includes both primary and pre-primary students because APSC did not disaggregate classroom use for pre-primary classes from overall classroom stock. Inclusion of the new pre-primary classrooms into the classrooms stock, therefore, may have the effect of lowering the proportion of primary schools meeting the SCR standard of 40 students per classroom.

In addition, if one considers that the actual student attendance is around 87%, then fewer students than those enrolled are actually in the classroom, and the proportion of schools that meet the standard in practice is in fact higher i.e. more schools may meet the standard.

4.4.2 PERCENTAGE OF STANDARD SIZE CLASSROOM (19'6"X17'4") AND LARGER CONSTRUCTED

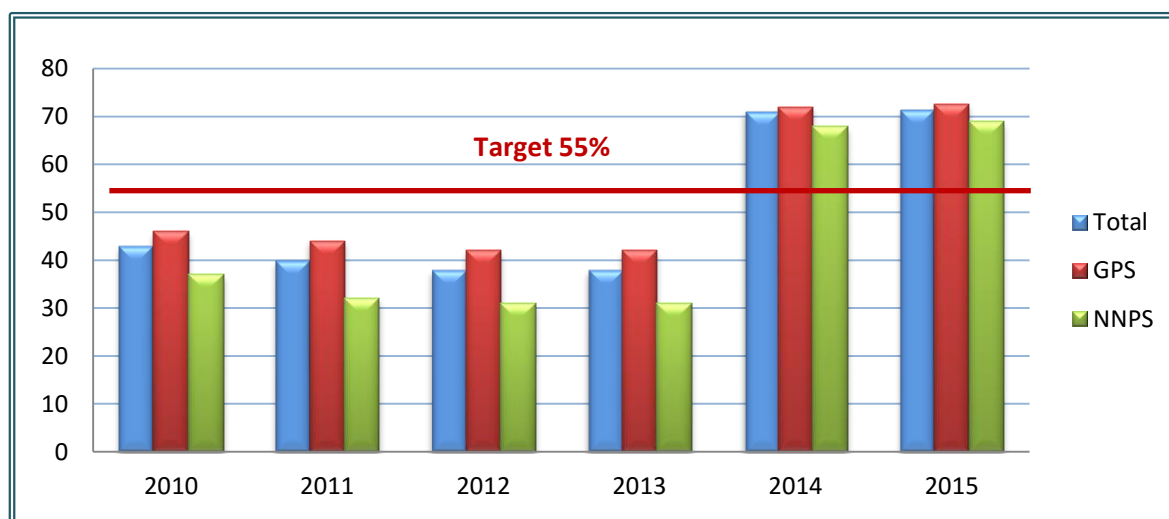
In the commencement of PEDP3 there were three PSQLs standards for classrooms. To meet these classroom must be: (PSQL-13) *pacca* classroom (built with durable materials); (PSQL-12), a large classroom (at least 26' x 19'6" / 47.1m²); and (PSQL-10) and a classroom in good condition. In the MTR 2014, these three PSQLs were revised and re-fixed as one PSQL.

The previous APSC contained questions on all three criteria, although the last is subjective and depends on the Head Teacher's assessment, due to a lack of a clear-cut definition of a classroom in good condition. PEDP3 constructed all *pacca* classrooms. As a result these 2 PSQLs were removed and only PSQL-11; '*Percentage of standard-size classrooms (19'6"X17'4") and larger constructed*' was retained.

The proportion of the GPS/NNPS classrooms that meet the PSQL criteria on room size (26'X19'6" or larger) has been declining since 2010. The reason for the downward trend is that the PEDP3's standard room size is '19'X17'4" or larger'; accordingly, new construction under PEDP3 is smaller than the PEDPII classroom size. Thus, all the new classrooms built over the past three years do not meet this PSQL standard. This indicator was calculated to consider the PEDP3 classroom size '19'X17'4"/30.9m² or larger' since 2014. As a result progress in 2014 (71%) jumped compared to that of 2013 (38%) but was consistent with 2015, which had slightly improved at 71.4% (GPS 72.6% and NNPS 68.8%).

Figure 4.13 displays the proportion of classrooms which are *standard size and larger*, by type of school. It shows that the trend towards *standard size* classrooms has continued in a positive direction. Around 72.6% of GPS classrooms and around 69% of NNPS classrooms are standard size (PEDP3: 19'X17'4") or larger, but the PEDP3 size is 30.9m² which is not consistent with the PEDP3 SCR standard of 40:1.

Figure 4.12: Proportion of classrooms which are *standard size and larger* 2010-2015



Source: APSC 2010-2015

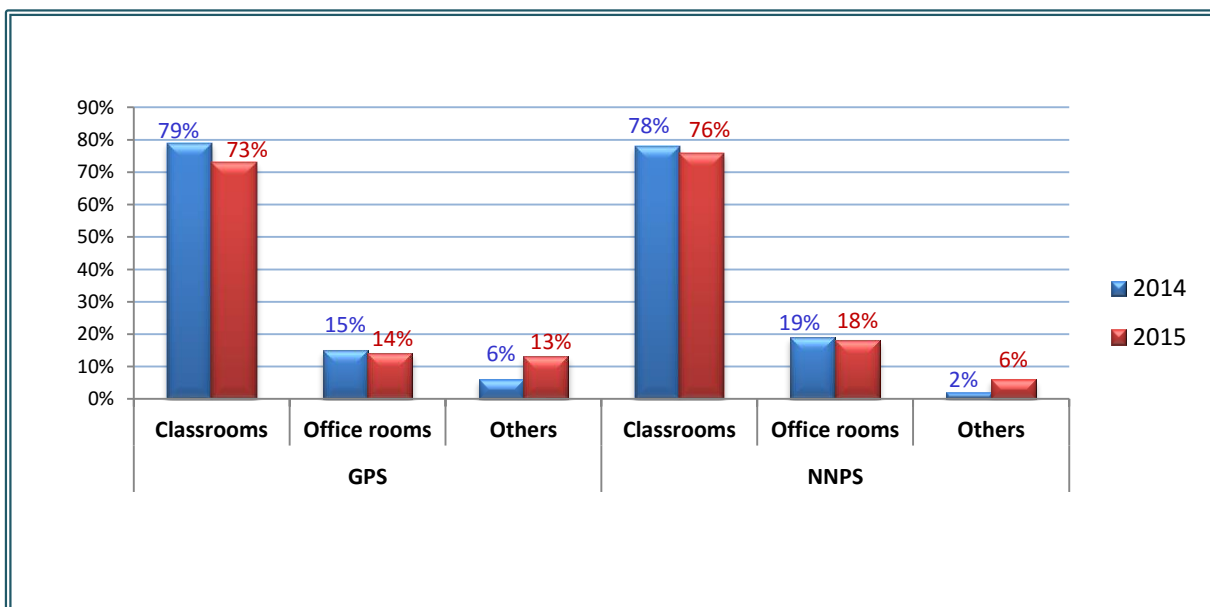
A related standard on classroom size is the square meter per pupil. The minimum norm is 1 square meter (10.764 square feet) per pupil [UNESCO]. Hence, the PEDP3 room size of 330 square feet (19'X17'4") can accommodate only a maximum of 30 pupils, which is significantly lower than the current SCR norms of DPE 40:1. It is recommended that one square meter be the required space per student and that the future room size be increased accordingly (at least 40m² instead 30.9m²).

It is also worth investigating the current stock of 'half rooms' in schools. 'Half rooms' are found in pre-1996 built schools. The logic was that the half room could be used for very small sized classes or for teachers'/Head Teacher's room. LGED also built 3.5 and even 2.5 room schools.

4.4.2.1 Uses of rooms in GPS & NNPS

The APSC 2015 collected information about the use of rooms in GPS and NNPS. A total of 305,360 rooms (GPS 209,252 and in NNPS 96,108 rooms) were listed including 9,018 pre-primary classrooms (GPS had 7,984 and NNPS 1,034 pre-primary classrooms). In the GPS, 77% of rooms were used for classroom teaching and learning (including 3.8% of pre-primary classrooms); 14% of rooms for Head Teachers or Assistant teachers' offices; and 4.3% for store rooms. Similarly, in NNPS, 78.6% of rooms were used as classrooms (1.1% pre-primary classrooms); 18% of rooms were used as a Head Teachers' or Assistant teachers' offices; and 1.1% of rooms were used as store rooms; 1% of rooms in both school categories were used as a library. The following Figure 4.14 shows the use of rooms for the three main categories based on utilization.

Figure 4.13: Use of Rooms (GPS & NNPS) 2014 and 2015



Source: APSC 2014-15

4.4.2.2 Classroom Condition

Quite a high proportion of all classrooms (73%) were rated as ‘good’ or ‘moderate’, but lower than the baseline of 88%. The numbers were very similar when compared to those in 2013. The only glaring problem appeared to be semi-pacca classrooms in GPS. Some 14% of classrooms were reported to be ‘unusable’ and 1% was under construction/repair in 2015. Replacement of non-pacca school buildings should be given priority in the PEDP3 needs-based infrastructure development.

Some 6.9% respondents did not provide any answers about classroom conditions. Around 1.9% classrooms are still in Katcha.

Table 4.11: Classroom (GPS and NNPS) Conditions 2012-13 and 2014-15

| Building | | Classroom condition in 2014 (%) | | | | Classroom condition in 2015 (%) | | | |
|----------|--------------|---------------------------------|----------|--------------------|-------------------------|---------------------------------|----------|--------------------|-------------------------|
| | | Good | Moderate | Under construction | Unusable/need to repair | Good | Moderate | Under construction | Unusable/need to repair |
| 41GPS | <i>Pacca</i> | 51 | 20 | 23 | 6 | 68 | 24 | 1 | 7 |
| | Semi- | 8 | 42 | 38 | 12 | 16 | 43 | 1 | 41 |
| | Total | 53 | 20 | 22 | 5 | 59 | 27 | 1 | 12 |
| NNPS | <i>Pacca</i> | 53 | 21 | 22 | 4 | 50 | 35 | 1 | 17 |
| | Semi- | 16 | 50 | 30 | 4 | 25 | 42 | 0.5 | 32 |
| | Total | 55 | 19 | 22 | 4 | 48 | 33 | 0.7 | 18 |
| All | <i>Pacca</i> | 65 | 14 | 17 | 4 | 62 | 27 | 0.7 | 10 |
| | Semi- | 9 | 43 | 37 | 11 | 18 | 43 | 0.5 | 39 |
| | Total | 54 | 19 | 21 | 6 | 56 | 29 | 1 | 14 |

Source: APSC 2012, 2014 and 2015

4.4.2.3 Construction of New Classroom

In order to reduce overcrowding and disparities in school facilities, PEDP3 uses a transparent, needs-based approach to infrastructure development. Some additional classrooms (target 39,003 classrooms) are to be built during PEDP3 along with the creation of teacher posts to reduce overcrowding in GPS. As per the LGED progress report up to March 2016, a total of 22,444 classrooms have already been constructed. For the construction of new classrooms, priority is to be given to the following three types of areas:

- Remote: In 2015, about 19.9% of Head Teachers (GPS/NNPS) claimed that their school was difficult to reach, similar to the 21.7% reported in 2010. Equally, about 10% of schools (GPS/NNPS) were 25 kilometres or more away from the *Upazila* headquarters, slightly higher than the 9.3% reported in 2010.
- Underserved: There is no formal definition of an ‘underserved’ area. However, as mentioned above, the APSC has started identifying geographical areas that are generally considered to be underprivileged. In 2015, it was estimated that around 12% of all GPS and NNPSs are located in the more underserved *hoar* and hilly areas.

- **Inhabited by tribal communities:** The 2009 APSC included a question on whether a school was located in a tribal/ethnic minority area (about 2% of schools) without plans for being moved. In 2015 it was estimated that there were 3% of GPS and NNPS schools located in tribal areas. This requires further investigation on whether or not the present number of schools in tribal areas meets demand, alongside the need to replace schools or ones that have poor infrastructure that need to be renovated.

It was mentioned that a discrete project has been established to build 1,500 new schools in the non-school areas of Bangladesh between 2011 and 2016; as of March 2016, 1,125 schools have been constructed. While this construction project lies outside PEDP3, it is expected to have a positive impact on overall enrolment, retention and completion. This project is also expected to reduce disparities, so the project should contribute to a reduction in regional disparities, one of the result areas targeted in the PEDP3. As such, the progress of school construction should be reported in ASPR 2017. See annexure on the progress of discrete projects as of March 2016.

4.5 Education Decentralization

The PEDP3 prioritizes increased decentralized management and governance to district, Upazila and school levels. APSC captured three types of training related to capacity building for decentralization: (i) Two training programs targeted at Head Teachers; (ii) School Management and Leadership (PSQL13); and (iii) Community Mobilization for SLIP planning and monitoring.

Two PSQLs are clustered under the thematic area of education decentralization.

- ***PSQL-12: Percentage of schools which receive SLIP grants,***
- ***PSQL -13: Percentage of head teachers who received training on school management and leadership.***

4.5.1 SCHOOL-LEVEL IMPROVEMENT PLAN (SLIP)

The main dimension of PEDP3 is to expand decentralized planning, management and monitoring at district, Upazila and school levels. The ‘School Level Improvement Plans’ (SLIPs) aim to address school and community-wide issues linked with learning outcomes and primary cycle completion. They also aim to reduce disparities between areas within Upazilas leading, eventually, to a reduction of disparities between Upazilas.

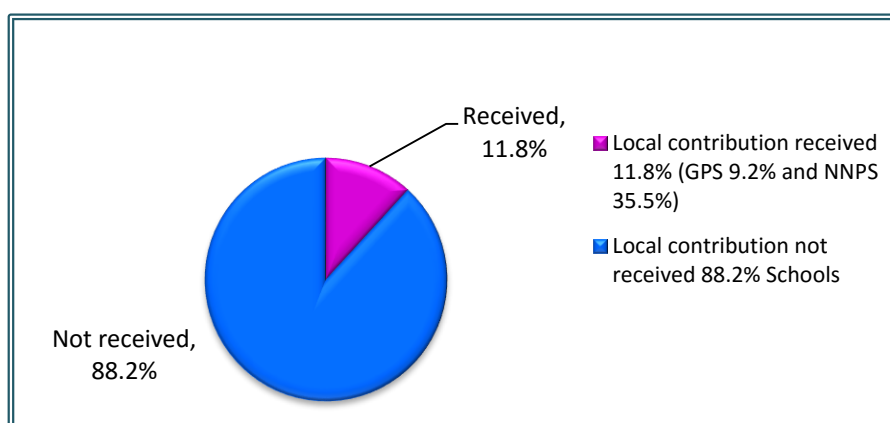
A key element of the policy of decentralization in primary education is the promotion of SLIPs. Under PEDP3, this initiative was supported by the provision of school-level improvement planning grants and this has been continued and scaled up under PEDP3. The coverage of SLIP grants across schools is a PSQL indicator. The PEDP3 target is for 95% of GPS and NNPS to receive SLIP grants.

In 2015, nearly three-quarters of schools (74%) received SLIP grants up to March 2016. SLIP cell coverage may be 100% when DPE releases second and third allotments after the revision of AOP 2015/16 and SLIP guidelines. A total of 36,310 schools (GPS and NNPS) under 297 Upazilas in 38 districts were provided with SLIP grants at TK. 40,000/- per school in 2015/16 f/y; it was TK. 30,000/-

per school in 2014/15 f/y. The total disbursed was TK. 145 core and 24lac. The SLIP coverage increased to 74% in 2015¹⁶ and the expected coverage increased to 100% in 2015/16 F/Y.

Community Contribution: Community involvement and ownership increased to some extent for the preparation and implementation of SLIP. Community awareness increased and stakeholders felt honored to be involved in the SLIP preparation process. Stakeholders and community people played their roles for the betterment of their school as well as for the students by contributing their own resources (cash and kind) along with government-funded SLIP grants to implement the planned SLIP activities. The 2015 APSC collected information about local contributions. About 11.8% schools (9.2% GPS and 35.5% NNPS) received community contribution within the range of Taka 100 to 635,000. It is worthwhile to investigate whether the local contributions were properly utilized or not. Hence, it is noteworthy that some Bangladeshis, who have migrated to other countries, contributed funds for the construction of school building/classrooms. Many were motivated through SLIP orientation workshops (See below Figure 4.14).

Figure 4.14: Percentage of Schools Received Local Contribution for implementing SLIP 2015/16



Source: APSC 2015

A qualitative evaluation of SLIP, conducted by UNICEF in 2010, found that the local and national SLIP grants have enabled schools to plan and implement limited improvements to their physical facilities for the purpose of creating a more welcoming learning space for children. However, the study also found that the SLIP initiative has made limited progress in supporting a fuller decentralization of education management functions, including those which impact directly on teaching and learning. These findings underscore the importance for ensuring that decentralization programs are underpinned by effective capacity building initiatives for central and local education authorities in school supervision and performance monitoring (basically no supervision and monitoring mechanism exists at the school level).

M&E division colleagues intensively monitor SLIP implementation during their routine school visits. The findings of the SLIP qualitative evaluation conducted by UNICEF and M&E show clearly in their reports that, in some cases, perceptions regarding SLIPs are not clear to SMC members, PTA, teachers and other stakeholders; more emphasis needs to be given to infrastructure development

¹⁶SLIP fund used TK. 30,00 per school until FY 2014/15, when revised to TK. 40,000 per school from the 2015/16 FY based on a recommendation of the Public Expenditure Tracking Survey.

rather than on improving teaching learning processes. The quality outlook of SLIPs is not very clear to those stakeholders for prioritizing the teaching learning activities in the SLIP plan.

More resources need to be mobilized towards the low performing Upazilas and schools through SLIP as a priority for equilibrium improvement with the high performing Upazilas. In addition, the SLIP preparation process and utilization of allocated fund needs to be very closely monitored in order to achieve the preferred results. A common monitoring matrix for SLIP needs to be developed for progress monitoring as well as regular reporting.

The SLIP grant is intended to be increased in accordance with the implementation of the SLIP plan under PEDP3. If the SLIP grant is increased according to need, greater attention is required for the targeting of activities, utilization of the grant, and efficient record-keeping of spending. The use of the SLIP grant at the school level is needed to be monitored more carefully.

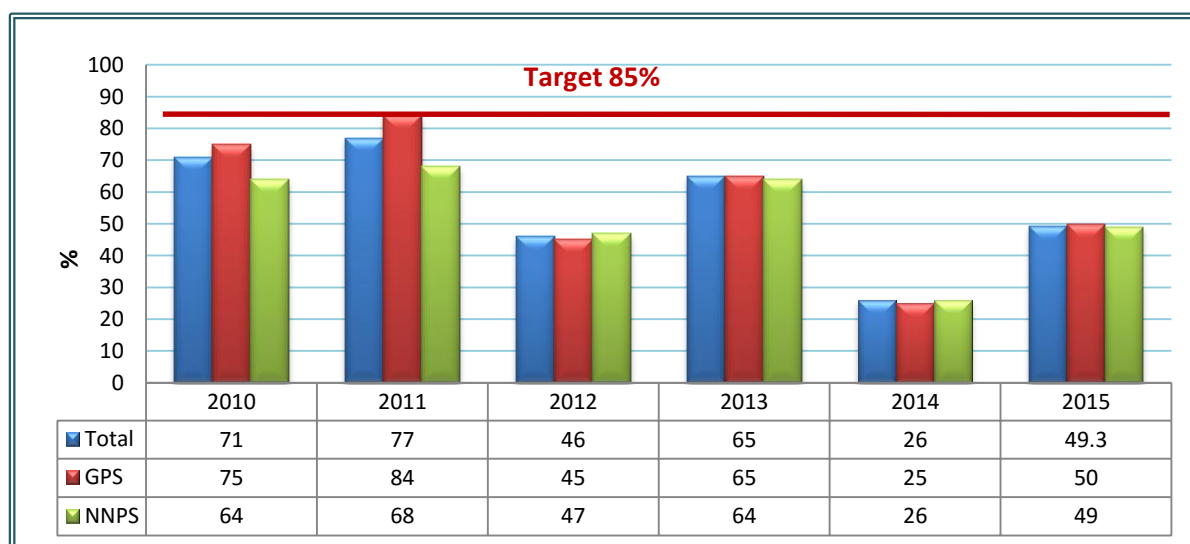
4.5.2 TEACHERS TRAINING ON SCHOOL MANAGEMENT AND LEADERSHIP

The PSQL-13 standard of PEDP3 is stated as ‘Percentage of head teachers who received training on school management and leadership training’. All Head Teachers are expected to be given training in school management and leadership, teacher support and academic supervision, community mobilization and participation, including subject based and sub-cluster training. All types of in-service training for Head Teachers are recorded in the APSC.

Among those schools with a Head Teacher, Figure 4.15 below shows the proportion of Head Teachers who received training on school management and leadership (in addition to the other training outlined above in the sub-section 4.1.2 and 4.1.3). It appears that school management and leadership training for Head Teachers has fallen off to some extent since 2012. Only 50% GPS and 49% NNPS Head Teachers received this training in 2015 compared to 25% GPS and 26% NNPS in 2014 and 75% and 64% in 2010.

There is no identifiable reason why the trend is up and down but one possible explanation is that there was no AOP allocation in the 2011/12 and 2013/14 financial year for conducting this training.

Figure 4.15: Trends and Percentage of Head Teachers (GPS and NNPS) received Training on School Management and Leadership 2010–2015 (%)



Source: APSC 2010-15 and DPE Training Division Administrative records

4.5.2.1 School Management Committee (SMC) Members Training

According to the 2015 APSC data, around 88% of Schools (GPS and NNPS) reported that they have a School Management Committee. On an average, each GPS conducted 10 and each NNPS conducted 9.5 SMC meetings in 2015; the goal is 12 meetings in each year.

SMC member training has been de-prioritized since 2011 with no funds allocated separately for this activity. The SMC members have the opportunity to receive training through the SLIP preparation process and also through social mobilization.

On the other hand, there is always a requirement for the training of newly elected or selected SMC members. In the SMC guidelines, specific roles and responsibilities are outline for SMC members, especially for the SMC chair. It is very important that SMC be given the required training or orientation about their roles and responsibilities for carrying out their functions. PEDP3 has prioritized increased decentralized management and governance to district and school levels. The Government has currently reviewed the structure and functions of the SMC to make it a more effective body, accountable to the school community for the overall administration of the school. For example, there will be new requirements for SLIPs, including effective monitoring and supervision.

The final PEDPII project completion report published in December 2011 found that there is a “lack of clarity about accountability for decisions, overlapping functions, and concerns about the composition of the School Management Committee. This lack has delayed the achievement of increased community participation in decision-making throughout the school system”. The MTR governance study also highlighted the lack of knowledge about school management by the SMC chairpersons and members as the main reason for the failure of accountability at school level.

The above findings focused on the necessity for training SMC members mainly to make them aware of their roles and responsibilities. It is strongly recommended that, before the end of PEDP3 in 2017, SMC training be re-introduced especially to cover newly formed SMC members in order to ensure the effective preparation and implementation of SLIP and the introduction of decentralization reforms.

5. ACTIVITIES

This chapter summarises the AOP 2015/16 activities and number of sub-component activity indicators, apart from outcomes (KPIs, Non-KPIs) and outputs (PSQLs) indicators, based on the revised PEDP3 Programme Framework.

5.1 PEDP3 Activities

This short chapter summarises in table form the progress with respect to PEDP3 activities based on AOP 2015/16. In the 2015/16 AOP, there are 351 activities with funding allocated against 203 of them. The following table summarizes the key activities, 2015/16 AOP budget allocation, including the budget disbursed to implement them in f/y 2015/16 as of March 2016.

Table 5.1: Planned Activities in 2015/16 AOP

| SL # | Activity | Responsible Division | In Lac Taka | In Lac Taka | % of spending (9 months) |
|--|--|----------------------|------------------|------------------------------|--------------------------|
| | | | AOP 2015/16 | Money Spent as of March 2016 | |
| 1 | Each Child Learns: Program piloting, expanded, study, workshop and ECL materials | Program | 1,186.61 | 268.79 | 22.7% |
| 2 | School and Classroom Based Assessment: Piloting, tools and printing | NCTB, Training | 112.00 | 0 | 0.0% |
| 3 | Curriculum Revision Gr-1 to 5: Try-out of Text books from Grade 1-5; Annual Scheme of Work with class routine; test item booklets; CRM Dissemination and Curriculum dissemination (training of teachers) | NCTB | 5,042.00 | 2,771.80 | 55.0% |
| 4 | Teacher Guide s; Supplementary reading materials | NCTB, Admin | 3,550.00 | 0 | 0.0% |
| 5 | ICT Education - Model School and GPS Teachers: Establish multimedia classrooms with one laptop and a projector along with internet connection in 503 model schools and 1000 GPS | Training, IMD | 18,011.44 | 2726.45 | 15.1% |
| 6 | Teacher education & professional development: Diploma in Education – implementation; Sub-cluster - training in 12,000 (app) clusters; Subject based training other than 5 subjects; Teacher network and need-based technical support for development of DIP in ED curriculum and related teaching materials. | IMD | 20,430.51 | 8,471.86 | 41.5% |
| Total of Component 1: Learning and Teaching | | | 48,332.56 | 14,238.90 | 29.5% |
| 7 | Second Chance and Alternative Education survey, new division. | P &D | 2958.62 | 25.63 | 0.9% |
| 8 | Pre-Primary Education: PPE database and mapping; PPE curriculum development; PPE expansion plan; try-out of PPE materials; PPE textbook printing | P &O | 53,306.48 | 31,505.74 | 59.1% |
| 9 | Mainstreaming Inclusive Education: | P &O, | 1,226.02 | 64.86 | 5.3% |

| | | In Lac Taka | In Lac Taka | | |
|--|---|----------------------|-------------------|------------------------------|--------------------------|
| SL # | Activity | Responsible Division | AOP 2015/16 | Money Spent as of March 2016 | % of spending (9 months) |
| | Implementation of Gender & IE action plan; Block grant for UPEP; multilingual education for the ethnic tribal children; and Teacher training on IE for Autism | Training, NCTB | | | |
| 10 | Education in Emergencies: Funds for reconstruction & rehabilitation; funds for UPEP and needs-based support for EiE schools | P&D | 10,866.39 | 0 | 0.0% |
| 11 | Communication and Social Mobilization : Public Awareness Building Activities; Publicity of Development Works & Motivational Activities on Communication & Social Mobilization; Bangabandhu and Bangamata Begum Fazilatunnesa Mujib gold-cup football tournament; National Events (Education Week, EFA, ICT Fair, national days & others) and Inter-school cultural & sports competition | P&O, Admin | 2,926.27 | 475.52 | 16.3% |
| 12 | Targeted Stipend | P&D | 0.00 | 0 | 0.0% |
| 13 | School Health Education & Check-up and School Feeding-Food for students; First Aid Box and Block grants to UPEP for medical team | P&O | 270.00 | 0 | 0.0% |
| 14 | School Physical Environment: Toilets for male teachers and boys; Toilet for female teachers and girls; Sinking of Tube Well; Furniture for schools; Repair of toilets; Boundary wall/ green/ play ground and book corner | P&D | 60,594.70 | 34,100.00 | 56.3% |
| 15 | Need Based Infrastructure Development: Construction of schools; additional classrooms; Repair and maintenance of schools; Need based Furniture; Maintenance and Other Construction Modules of PEPMIS Software | P&D | 134,757.90 | 62,350.00 | 46.3% |
| Total of Component 2: Participation and Disparities | | | 266,906.38 | 128,521.75 | 48.2% |
| 16 | Field- Level Offices Strengthened: PTI expansion works; Construction of Auditorium; URC (new) construction; Repair works; Furniture; Computers/ Laptops, UPS, volt stabilizer for PTI, UEO, URC, Additional manpower , Transport | P&D, Admin | 10,976.07 | 2,354.56 | 21.5% |
| 17 | Decentralized School Management and Governance: SLIP; UPEP; Training and grant | P&O, P&D Training | 28,172.30 | 14,524.00 | 51.6% |
| 18 | Head Teacher training on school level leadership | Admin | 2,600.00 | 2,558.38 | 98.4% |
| 19 | Organizational Review and Strengthening: Construction works; Leadership centre; DPE HO, NAPE, DPEO expansion; Computers/ Laptops, UPS; volt stabilizer for DPE, DD, DPEO and Computer accessories; Additional manpower for DPE, DD, DPEO, NAPE; Transport | Admin, P&D, NAPE | 3,578.00 | 551.90 | 15.4% |
| 20 | PECE | Admin | 350.00 | 61.22 | 17.5% |

| SL # | Activity | Responsible Division | In Lac Taka | In Lac Taka | % of spending (9 months) |
|---|---|------------------------|-------------------|------------------------------|--------------------------|
| | | | AOP 2015/16 | Money Spent as of March 2016 | |
| 21 | Study; workshop on teacher recruitment, promotion and deployment; Additional Manpower for GPS and Hostel in Hill-tracts | P&O, Admin | 13.00 | 6.84 | 52.6% |
| 22 | Annual School Census (APSC) | M&E | 499.40 | 345.17 | 69.1% |
| 23 | National Assessment of Students | M&E | 242.00 | 203.04 | 83.9% |
| Total of Component 3: Decentralization and Effectiveness | | | 46,430.77 | 20,605.11 | 44.4% |
| 24 | PEDP 3 Management and Governance: Workshop/ seminar (t.b.d) managed by Program Division; Operational Cost of PEDP3 (contingency) | Program, Training, FPD | 5,674.76 | 1,884.94 | 33.2% |
| 25 | PEDP 3 Financial Management: Developing computerized accounting system; Training on accounting system & IBAS | FPD, Training | 190.00 | 45.65 | 24% |
| 26 | Sector Finance- Workshop & Seminar | FPD | 0.00 | 0 | 0 |
| 27 | Strengthen Monitoring Functions: Workshop & Seminar on QSTF; Progress review meeting,; Preparation of ASPR, GIS implementation, RBM , | M&E, Training | 243.50 | 492.22 | 2002% |
| 28 | Human Resources Development: Training of management and staff - central level, DPEO, | Admin, Training | 3,122.03 | 382.71 | 12.3% |
| 29 | Public Private Partnership: | P&D | 100.00 | 0 | 0% |
| Total of Component 4: Planning and Management | | | 9,330.29 | 2,805.52 | 30.1 |
| Grand Total of 4 Components | | | 371,000.00 | 166,171 | 44.8% |
| CDVAT for Textbook, computer, vehicle and others | | | 3,000.00 | 2,575.72 | 85.9% |
| Total | | | 374,000.00 | 168,806.83 | 45.1% |

5.2 PEDP3 Activities not covered in the AOP

Apart from outcomes (KPIs and Non-KPIs) and outputs (PSQL) indicators, the revised PEDP3 Program Framework includes a number of activity indicators. This short chapter summarises, in table form, progress with respect to PEDP3 activities not covered in previous chapters.

Component 1: Learning and Teaching

| No. | Planned activity | Target date | Progress summary |
|-----|---|---------------|--|
| A1 | Longitudinal study on ECL designed | June 2016 | Phase II of Longitudinal study is ongoing. |
| A2 | Integrated national curriculum framework is established for all primary schools to be approved by GoB with agreed common core subjects (common learning outcomes) plus optional elective subjects | December 2015 | Integrated national curriculum framework approved and endorsed by the MoPME. |
| A3 | Multi-lingual education is endorsed by the National Education Policy, including the development of textbooks | June 2016 | Textbooks are being developed in 4 different languages |
| A4 | Updated DPED framework and endorsed by NAPE/MoPME | June 2016 | Already updated DPED framework and also endorsed by NAPE/MoPME. |
| A5 | Study to explore alternative methods and modalities to implement or expand the DPED | June 2016 | Study to explore alternative methods and modalities is in progress and report will be available by 30 May 2016 |
| A6 | ICT Strategy to be developed and implemented | | ICT strategy developed and endorsed by MoPME and is being implemented. |

Component 2: Participation and Disparities

| No. | Planned activity | Target date | Progress summary |
|-----|--|-------------|---|
| A1 | Complete at least 65% of planned needs-based infrastructure development, according to criteria and technical standards | June 2016 | |
| A2 | Provide training on PPE dissemination training of 26,700 PPE teachers (both newly recruited and existing teachers) | June 2016 | The training has not yet been initiated |
| A3 | Study on integration of PPE with the DPED | June 2016 | The study is ongoing |
| A4 | Baseline census on out-of-school children | June 2016 | This census has not yet been initiated |
| A5 | Equivalency framework finalized, approved by DPE and endorsed by MoPME | June 2016 | |

Component 3: Decentralization and Effectiveness

| No. | Planned activity | Target date | Progress summary |
|-----|--|---------------|--|
| A1 | Update Grade 5 PECE Framework approved by NAPE/MoPME, and prepare action plan | June 2016 | PECE Framework already approved by MoPME, and the NAPE is preparing the action plan |
| A2 | Update SMC, SLIP and UPEP guidelines | June 2016 | Updated SMC, SLIP and UPEP guidelines completed in March 2016 |
| A3 | 40% of Upazilas to have prepared UPEP | December 2015 | UPEP Upazila plans prepared, but funding not yet received for implementation of the plan |
| A4 | Fill at least 90% of teacher and head teacher vacancies, and all new positions according to needs based plan | June 2016 | Time-bound Action Plan to fill vacancies being implemented: <ul style="list-style-type: none"> • HTs: 87% filled • ATs: 93% filled |
| A5 | Conduct study on teacher contact hours | June 2016 | In progress |
| A6 | Conduct needs assessment on strengthening assessment/examination system | June 2016 | Organization of assessment not yet initiated |
| A7 | Review MTR governance report findings, and agree on next steps to be taken | June 2016 | Not yet initiated |

Component 4: Planning and Management

| No. | Planned activity | Target date | Progress summary |
|-----|---|---------------|------------------------------------|
| A1 | Ensure amounts budgeted are in line with MTBF | December 2015 | AOP budgeted in line with MTBF |
| A2 | Develop Action Plan on the ODCBG and have it approved | December 2015 | Consultant recruitment is progress |
| A3 | Develop and Implement PPP framework | December 2015 | Not yet developed |

6. INPUTS

The Primary Education Sector performance depends on how inputs are spent to implement activities. This chapter presents the distribution of:

- the budget allocation of the original PEDP3 Development Project Pro-forma (DPP) (around 58,360 crore taka);
- the budget allocation in the PEDP3 Revised Development Project Pro-forma (RDPP) (about 76,500 crore taka) as well as the 2014/15 original and revised and 2015/16 original AOP allocation of PEDP3;

The actual spending up to March 2016 and the spending anticipated by the end of the program in June 2017 (around 76,500 crore taka)

Development Partners Commitment on budget support to GOB as shown in Table 6.1

Table 6.1: Assistance of Development Partners in PEDP3

| Name of DPs | Original | Additional | Total | Percentage | Remarks |
|-----------------------------|-----------------|-----------------|-----------------|-------------|----------------|
| | US\$ in million | US\$ in million | US\$ in million | | |
| ADB | 320 | 120 | 440 | 25.39% | |
| World Bank | 300 | 400 | 700 | 40.39% | |
| DFID | 190 | 0 | 190 | 10.96% | |
| EU | 70 | 46.67 | 116.67 | 6.73% | |
| DFAT (former AusAid) | 35 | 11 | 46 | 2.65% | |
| Sida | 45 | 0 | 45 | 2.6% | |
| DFATD (former CIDA) | 65 | 0 | 65 | 3.75% | |
| JICA | 30 | 0 | 30 | 1.73% | |
| UNICEF | 0.5 | 0 | 0.5 | 0.03% | Parallel Fund |
| GPE | 0 | 100 | 100 | 5.77% | Newly included |
| Total in million USD | 1,055.50 | 677.67 | 1,733.17 | 100% | |

6.1 Overview of Primary Education Budget (Inputs)

The PEDP3 was originally a five-year sub-sector wide program that commenced in the financial year 2011/12 and was increased by another one year in 2014 MTR. The Development Partners' financial support for PEDP3 has been implemented by using a treasury model, whereby external funds are deposited into the general consolidated fund managed by the Ministry of Finance (MoF).

PEDP3 adopts a holistic sector planning approach, exemplified by the Annual Operational Plan (AOP), which covers planned spending in the sector as reflected in the DPP/RDPP. In addition there are a number of discrete projects (around 10/16), which operate outside of PEDP3 but contribute to the achievement of primary education sector goals and targets.

6.1.1 PEDP3 ORIGINAL 2011-16 (DPP) AND REVISED (RDPP) BUDGET 2011-17

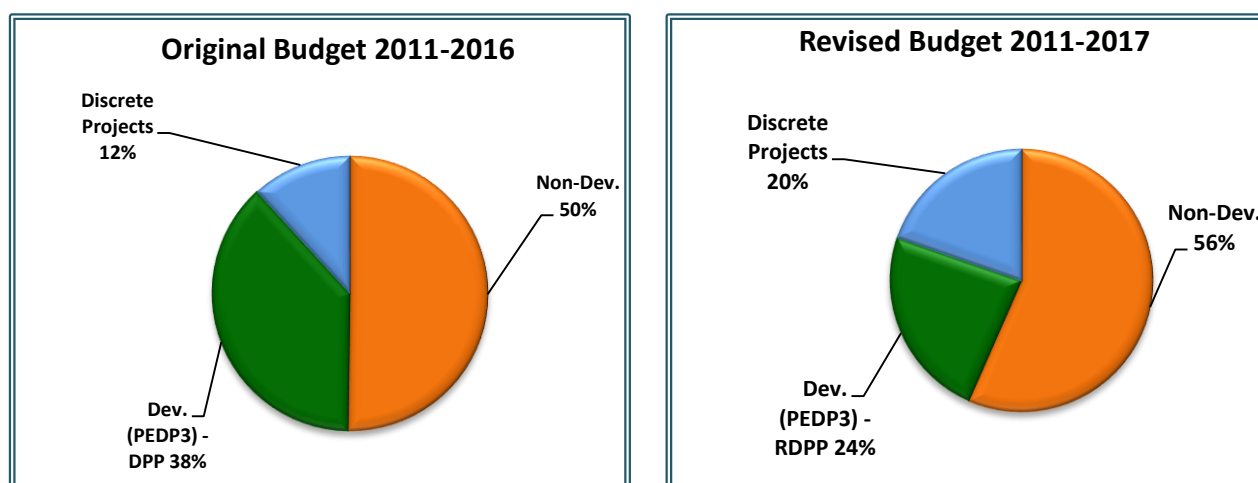
In the 2014 Mid-Term Review (MTR), PEDP3 was extended from five to six years and as endorsed by MoPME in February 2014; the program will close in June 2017 (December 2017). Accordingly, a

Revised Development Project Pro-forma (RDPP) was prepared based on the agreed financing plan for 2011-17. The cost of different components, items and activities have been adjusted and rationalized. This paragraph summarizes the original and revised costs of PEDP3. The original PEDP3 DPP cost for the program period 2011-2016 was about TK. 58,360 crore. Due to the extension of PEDP3 for an additional year, the increase in the cost of civil works, the expansion of ICT activities and the implication of the nationalization of RNGPS, the total program cost was increased to TK. 76,500 crore (31%). The revised PEDP3 – RDPP cost is TK. 18,154 crore, which is 4% lower than the original cost. Similarly, discrete projects cost is TK. 15,066 crore, which is a raise of around 12% and Non-development cost is TK. 43,280 crore, which is an increase of around 48% compared to the original cost. Both the original and revised costs are shown in Table 6.1 and Figure 6.1. The PEDP3 RDPP costs were reduced mainly due to the transfer of school feeding and stipend program to the discrete project budget; an increase in the non-development budget is due to the inclusion of the cost of textbooks.

Table 6.2: Comparison between PEDP3 Original and Revised Cost 2011-16/17

| Budget Head | DPP (July 2011-June 2016) | | | RDPP (July 2011-June 2017) | | | |
|--|---------------------------|------------------|------------|----------------------------|------------------|------------|------------|
| | Taka | US \$ in Million | Share (%) | Taka | US \$ in Million | Share (%) | Change (%) |
| Non-Development | 29,309 | 4,187 | 50 | 43,280 | 5,549 | 57 | 48 |
| Development (PEDP3) | 22,197 | 3,171 | 38 | 18,154 | 2,372 | 24 | -18 |
| Discrete Project | 6,854 | 979 | 12 | 15,066 | 1,932 | 20 | 120 |
| Sub-total Dev. (PEDP3+ discrete projects) | 29,050 | 4,150 | 50 | 33,220 | 4,259 | 43 | 14 |
| Total Cost: | 58,359 | 8,337 | 100 | 76,500 | 9,853 | 100 | 31 |

Figure 6.1: PEDP3 Original and Revised Program Costas per DPP and RDPP 2011/12 -2016/17



Sources: RDPP, PEDP3

The comparison of the above two pie charts reveals that the balance between the non-development and development budgets has shifted slightly towards non-development in the revised DPP. The share of the development budget has fallen from 38% to 24%. A sharper change is evident in the composition of the revised discrete project budget. Discrete projects have gained a considerable budget share, accounting for almost 20% of the revised budget and up from 12% of the original budget.

6.1.2 EDUCATION FINANCING TREND

Table 6.3 summarizes the education budget. Government funding for education as a percentage of GDP was reduced to 1.84% in FY 2015/16 but the volume of budget increased, alongside a modest rise in the education share of total government spending. MoPME's budget as a percentage of the sector was also reduced slightly to 45.89% in 2015/16. Volume-wise, MoPME had a major budget increase (up 14.5%) from Taka 11,935 crore in 2013/14 to 13,673 crore in 2014/15, as well as (up 6.1%) in 2015/16 to Taka 14,504 crore compared to 2014/15 (TK. 13,673 crore).

Table 6.3: Education Budget Overview: Five Year Trend

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|---------|---------|---------|---------|
| Allocation of Education as % of GDP | 2.04 | 2.30 | 2.20 | 2.06 | 2.11 | 2.18 | 1.84 |
| Education as % of All Sectors | 14.0 | 15.8 | 14.8 | 13.9 | 14.0 | 14.01 | 12.08 |
| MoPME Budget as % of GDP | 0.96 | 1.03 | 1.00 | 0.94 | 1.00 | 1.02 | 0.84 |
| MoPME Budget as % of Education Sector | 47.2 | 45.0 | 45.2 | 45 | 45.4 | 46.8 | 45.89 |
| Allocation MoPME (Crore Taka) | 6,611 | 8,062 | 8,956 | 9,825 | 11,935 | 13,673 | 14,504 |

Source: MoF budget documents and MTBF

In order to ensure a predictable budget for PEDP3 implementation, one of the DLIs on 'Sector Finance' is the alignment of the education budget with the Medium-Term Budgetary Framework (MTBF) Table 6.4 shows that the Government has met its MTBF projections on the MoPME budget allocation for the past five years; only 2012/13 was not met. The MoPME budget exceeded MTBF by 6.8% in 2010/11, by 0.04% in 2011/12, by 7.9% in 2013/14, by 0.02% in 2014/15 and 0.01% in 2015/16 respectively. However, there has been less certainty in the allocation of the non-development and development budget. For instance in 2010/11, the non-development budget exceeded the MTBF projection by 27.3% due to the recruitment of new teachers but reduced by 20.7% in 2012/13. From the 2013/14 the non-development budget again exceeded MTBF projections in order to cover NNPS teachers pay. In 2012/13, the development budget exceeded MTBF projection by 24.4% and dropped by 16.77% in 2014/15. The lack of predictability in the development budget presents a challenge for PEDP3 in operational planning and in the achievement of annual targets and results

Table 6.4: MoPME Budget and MTBF 2010-16

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|------------------------------|----------------|---------------|----------------|---------------|----------------|---------------|
| MOPME Budget | | | | | | |
| MTBF Projection (crore taka) | 7,558 | 8,960 | 9,899 | 11,057 | 13,673 | 14,502 |
| Actual Budget (crore taka) | 8,074 | 8,964 | 9,825 | 11,935 | 13,676 | 14,504 |
| % Variation | 6.83% | 0.04% | -0.75% | 7.94% | 0.02% | 0.01% |
| Non-Development | | | | | | |
| MTBF Projection (crore taka) | 3,823 | 5,087 | 5,525 | 5,809 | 6,040 | 8,960 |
| Actual Budget (crore taka) | 4,867 | 5,450 | 4,382 | 6,657 | 7,898 | 8,963 |
| % Variation | 27.31% | 7.14% | -20.69% | 14.60% | 30.76% | 0.03% |
| Development Budget | | | | | | |
| MTBF Projection (crore taka) | 3,735 | 3,873 | 4,374 | 5,249 | 6,942 | 5,542 |
| Actual Budget (crore taka) | 3,207 | 3,514 | 5,443 | 5,278 | 5,778 | 5,541 |
| % Variation | -14.14% | -9.30% | 24.40% | 0.60% | -16.77% | -0.01% |

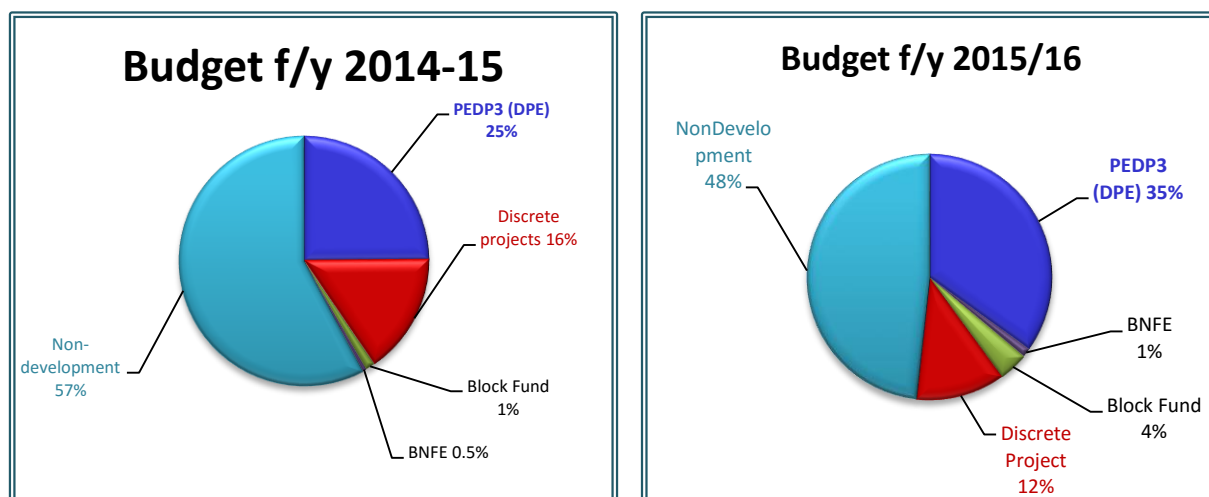
6.1.3 BUDGET COMPOSITION 2015-16 COMPARE TO 2014-15

The school calendar year (January-December) straddles the financial years that start on 1 July and ends on 30 June. This chapter will therefore discuss the level and composition of the primary education budget for the previous financial year 2014/15 and the current financial year 2015-16 (three quarters only).

The composition of the MoPME budget in all the FYs was very similar, including in 2015/16. In the revised PEDP3 period from 2011 to 2017, the development budget share has been 44%, including the PEDP3 development component of 24%, the discrete project share of 20%, and the non-development budget share of 56%.

In the FY 2015/16, the development budget share is 52% (43% in 2014/15), including PEDP3's development component of 35% (25% in 2014/15) and the discrete projects at 12% (16% in 2014/15). The PEDP3 budget was increased and the discrete project budgets decreased compared to the previous year's budget. The unplanned block allocation of the development budget remains low but increased in 2015/16 (4%) compared to 2014/15 (1%). The allocation is low due to uncertainties in budget disbursement and expenditure. To get an overview on the primary education budget, the Figure 6.2 below displays a snapshot of the MoPME budget in 2014/15 and 2015/16.

Figure 6.2: MoPME budget by type of budget, 2014/15 and 2015/16



Sources: MoPME PEDP3 AOP 2013/14 and 2014/15

Information is available on both original and revised AOP 2014/15 (original TK. 3,400 crore) and (revised TK. 2,404 crore). The revised 2014/15 AOP was cut by around 29.3% compared to the original 2014/15 budget. This represents an improvement over the previous year (2013/14) when the AOP was revised downward by 20% to 32% due to low spending by nearly half of the sub-components (see Table 5.4). In 2015/16, the budget, over all increased by 16.8% of the MoPME budget (28% development and 2.4% non-development budget) compared to the revised 2014/15 budget.

Table 6.5: Comparison of MoPME original and revised budget 2012/13 to 2014/15 and 2015-16

| (in Crore Taka) | 2012-13 | | | 2013-14 | | | 2014-15 | | | 2015-16 |
|---------------------|----------|---------|---------|----------|---------|---------|----------|---------|---------|----------------|
| | Original | Revised | %Change | Original | Revised | %Change | Original | Revised | %Change | Original |
| Development budget | 4,382 | 3,916 | -11% | 5,278 | 4,528 | -14% | 5,778 | 4,333 | -25% | 5,541 (28%) |
| - PEDP3 (DPE) | 1,953 | 1,560 | -20% | 3,673 | 2,510 | -32% | 3,400 | 2,404 | -29.30% | 3740 (56%) |
| - Discrete projects | 2,298 | 2,208 | -4% | 1,479 | 1,822 | 34% | 2,135 | 1753 | -17.90% | 1260 |
| - Block allocation | 49 | 19 | -61% | 92 | - | - | 173 | 172.92 | 0% | 416 |
| - BNFE | 82 | 129 | 57% | 34 | 36 | 6% | 70 | 2.9 | -96% | 125 |
| Non-development | 5,443 | 5,540 | 2% | 6,657 | 7,438 | 12% | 7,898 | 8,087 | 2.4% | 8,962 |
| MoPME Budget Total | 9,825 | 9,457 | -4% | 11,935 | 11,966 | 0.3% | 13,676 | 12,420 | -9.20% | 14,503 (16.8%) |

Sources: MoPME PEDP3 AOP 2012/13 - 2014-15

6.1.4 BUDGET EXECUTION

The 2015/16 budget implementation was unavailable at the time of this ASPR preparation. The only figure available is PEDP3 disbursement up to, and for March 2016 (3 quarters) at only 45.1%. The overall, budget execution has been robust over the past four years (see Table 6.6), consistently at above 95%. The non-development budget had some slight overspending which is not surprising given that a high proportion of the budget is non-discretionary (e.g., remuneration). Spending on the development budget was more uneven, although the execution rate was much improved in 2015/16 compared to 2014/15 and 2013/14 (3 quarters).

The AOP planning process has been improving since FY 2012/13, resulting in an improved overall execution of the development budget.

Table 6.6: MoPME Budget Execution Rates for 2011/12 - 2015/16 (%)

| | 2011/12 | | 2012/13 | | 2013/14 | | 2014/15 | | 2015/16 (up to March '16) |
|---------------------------|-------------|-------------|-------------|-------------|------------|-------------|------------|--------------|---------------------------|
| | Original | Revised | Original | Revised | Original | Revised | Original | Revised | |
| Development budget | 69% | 98% | 86% | 96% | 84% | 99% | 81% | 98.2% | 45.1% |
| <i>PEDP3</i> | 91% | 88% | 77% | 96% | 92% | 99% | 77% | 98.1% | |
| <i>Discrete projects</i> | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | |
| <i>Block allocation</i> | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | |
| Non-development | 106% | 109% | 104% | 102% | 98% | 100% | 88% | 100% | |
| Total MoPME Budget | 91% | 106% | 96% | 99% | 95% | 99% | 87% | 99% | |

6.2 PEDP3 Component Planned and Actual Budget

Adjustments in budget allocation and expenditure are normal in very large programs and provide lessons for future planning. The reasons for such large changes are complex. They may be connected with capacity, changed needs, policies or price increases. In a challenging environment, it may have been pragmatic to increase spending on 'big ticket' items such as construction. However, Table 6.7 presents the PEDP3 budget allocation and expenditures by the four components in FY 2012/13, 2013/14, 2014/15 and 2015/16. Overall, the composition of the PEDP3 budgets in the past two years was nearly identical and consistent with the overall PEDP3 financing framework. In the AOP 2015/16, the first two results areas (e.g. Learning and Teaching, Participation and Disparities) altogether accounted for 84.5% of the planned costs. Component 2, Participation and Disparities, attracted the largest share, at nearly 72% due to its large civil works component.

Volume-wise, the PEDP3 revised 2015/16 budget increased by 56% from the year before (revised 2014/15). Component 2, Participation & Disparities, had the largest increase at over 23.2%. Based on the 9 month disbursement up to March 2015, 2015/16 spending also appeared to be similar to the actual expenditure rate of the revised 2014/15 allocation.

Table 6.7: PEDP3 component budget and expenditure FY 2012/13- 2014/15 and Disbursement 2015/16 as of March 2016

| (Crore Taka) | 2013/14 | | | 2014/15 | | | | 2015/16 | | |
|----------------------------------|--------------|--------------------|------------|--------------|--------------|--------------------|------------|--------------|-----------------------------|-------------------|
| | Budget (O) | Actual Expenditure | | Budget (O) | Budget (R) | Actual Expenditure | | Orig. Budget | Disbursement as of March'16 | % of Disbursement |
| Teaching and Learning | 467 | 149 | 32% | 584 | 362 | 90 | 25% | 483 | 142 | 30% |
| Participation & Disparity | 1,912 | 1,529 | 80% | 2,323 | 2,154 | 1,239 | 58% | 2,669 | 1,285 | 48% |
| Decentralization & Effectiveness | 229 | 141 | 62% | 372 | 256 | 90 | 35% | 464 | 206 | 44% |
| Planning and management | 45 | 18 | 40% | 101 | 54 | 18 | 33% | 93 | 28 | 30% |
| Contingency/CDVAT | 20 | - | 0% | 20 | 20 | - | - | 30 | 26 | 86% |
| Total | 2,673 | 1,836 | 69% | 3,400 | 2,846 | 1,436 | 51% | 3,740 | 1,687 | 45% |

Sources: Revised AOP PEDP3 (original/revised budget 2013-43 to 2015/16). Sources: Revised AOP PEDP3 (original/revised budget 2013-43 to 2015/16)

AOP Revision: The AOP 2015/16 budget revision was in preparation during the writing of this report. In the mid-year of PEDP3 - 2014/15, the budget revision was very modest and was cut about 16%. At the component level however, all components had a substantial budget cut. Component 4, Planning/Management, was affected the most, losing 47%; followed by Component 1 Teaching and Learning by 38%; Component 3, Decentralization and Effectiveness, was cut by 31%; and Component 2 Participation and Disparities by 7%.

Table 6.8: PEDP3 Component Budget Revision and Execution Rate FY 2014/15 (%)

| PEPD 3 Components | Original Budget 2014/15 | Revised Budget 2014/15 | % change | In Lac Taka |
|----------------------------------|----------------------------|---------------------------|-------------|----------------------------|
| | | | | Original Budget 2015/16 |
| I Learning and Teaching s | 58,337 | 36,207 | -38% | 48,332 |
| II Participation and Disparities | 232,294 | 215,416 | -7% | 266,906 |
| III Decentralization and | 37,236 | 25,587 | -31% | 46,441 |
| IV. Planning and Management | 10,133 | 5,389 | -47% | 9,330 |
| Total | 338,000 | 282,600 | -16% | 374,400 |

Sources: Original and Revised 2014/15 and AOP 2015/16 of PEDP3

Budget Implementation:

Based on eight months of spending figures (July to February), the execution rate would be 45% if spending was evenly spread. Non-development spending looks on track, which is a regular expenditure, such as, salary and other allowances, minor repairing of institutions, etc. Spending on development is far behind expectations, even allowing for the 'lumpy' nature of capital expenditure with less than half of the budget spent over eight months.

Out of the 29 PEDP3 sub-components, DPE allocated funds against 27 sub-components (stipend and sector finance excluded). As of March 2015, funding allocated to 11 sub-components achieved a budget execution rate above 45%. On the other hand, only 5 sub-components spent 20-45%; 4 sub-components spent 12-20%; 1 sub-component spent 5%; one sub-component spent less than 1%; and 5 did not disburse any funds to-date based on its 9 months disbursement of original 2015/16 AOP budget.

Based on the 9-month disbursement, the spending pattern by sub-components in 2015/16 appears to be largely similar to that of the previous year.

The six top performing sub-components, in terms of budget execution, were:

- Strengthen Monitoring Functions (202%) including UNICEF parallel fund;
- School Level Leadership and Development (98%);
- National Assessment of Students (84%);
- Annual School Census (69%);
- Pre-primary Education (59%);
- School Physical Environment (56%).

The five subcomponents with no budget disbursed up to March 2015 were:

1. School and Classroom Based Assessment;
2. Curriculum and Textbooks Strengthened;
3. Education in Emergencies;
4. School Health and School Feeding;
5. Public Private Partnership.

Chapter 5 summarizes the implementation of AOP 2015-16 as of March 2016 by PEDP3 subcomponents and activities as outlined in Annex E. In addition, the Annex provides a short summary of the PEDP3 infrastructure: furniture, WASH Block construction and repair component, and JICA supported activities for PEDP3 through parallel financing.

6.3 Discrete Projects

As part of the effort to transform the ASPR into a comprehensive report on the primary education sector, ASPR has incorporated a new section on discrete projects in the primary education sub-sector since 2013. In the formal education sector of 2014-15, there were 10 projects and in the non-formal education sector there were 3 projects. The annual budget ranged from the highest amount Taka 97,000 Lac (stipend) to the lowest Taka 300 Lac (Cub-Scouting program). This ASPR includes the progress of the 13 discrete projects as of March 2015.

Discrete projects play an important role in improving the access, participation, completion and overall quality of primary education. In 2011, discrete projects represented 69% of MoPME's development budget. The share of discrete projects went down to 52% in 2012 due to the expansion of PEDP3 activities after the first year. In 2013/14, the total budget of all discrete projects (Taka 2,479 crore) nearly matched PEDP3's development budget (Taka 2,673 crore).

The government is the main financing source of these projects except English in Action and ROSC projects. In 2011-12, 87% of the total discrete projects budget was sourced by the Government at 83% in 2012-13 and 73% in 2013-14. In 2014/15, the total discrete project budget was Taka 213,517 lac (the government share was 79% and external share was 21%) (see Table 6.9).

Table 6.9: Discrete Projects Financing Sources 2015

| SL. | Project | FY 2015-16 (taka thousand) | | | | Total (taka thousand) | Expenditure as of March 2016 |
|-----|--|----------------------------|--------------|------------------|--------------|--------------------------|------------------------------------|
| | | Government | Share % | External Sources | Share % | | |
| 1 | English in Action | 5,000 | 2.7% | 182,600 | 97.3% | 187,600 | 120,349 |
| 2 | ROSC project | 100,000 | 5.9% | 1,600,000 | 94.1% | 1,700,000 | 559,368 |
| 3 | GPS re-construction and renovation project 2 nd phase | 2,004,500 | 100% | - | - | 2,004,500 | 1,454,390 |
| 4 | EC supported school feeding | 160,000 | 89.6% | 18,600 | 10.4% | 178,600 | 125,300 |
| 5 | Establishment of 1500 primary school in the un- | 2,000,000 | 100% | - | - | 2,000,000 | 451,352 |
| 6 | School feeding program in the poorest areas (GoB/WFP) | 4,400,000 | 78.6% | 1,200,000 | 21.4% | 5,600,000 | 3,038,054 |
| 7 | Establishment of 12 PTIS in the 12 districts | 400,000 | 100% | - | - | 400,000 | 192,120 |
| 8 | Primary education development project IDB | 170,000 | 32.5% | 353,300 | 67.5% | 523,300 | 218,776 |
| 9 | Stipend program of primary education 2 nd phase | | | - | - | 94,000 | - |
| 10 | Expansion of Cub Scouting in primary school | 13,000 | 100% | - | - | 13,000 | 8,977 |
| | Total | 9,252,500 | 73.4% | 3,354,500 | 26.6% | 12,607,000 | 6,168,686 (48.9%) |

Source: Budget Documents, MOF

Thematically, the discrete projects could be categorized according to PEDP3 result areas:

Table 6.10: Discrete Projects by PEDP3 Result Areas:

| PEDP3 Results Area | Discrete Projects(Formal Education Sector) |
|--------------------|---|
| Learning Outcomes | 1. Establishment of 12 PTIS in the 12 districts 2. English in Action 3. Expansion of CubScouting in primary school |
| Participation | 4. ROSC project |
| Disparity | 5. Primary Education Stipend program (PESP) 6. School feeding program in the poorest areas (GoB/WFP) 7. EC supported school feeding program 8. Establishment of 1500 primary school in the un-schooled areas 9. GPS re-construction and renovation project 10. Primary education development project IDB |

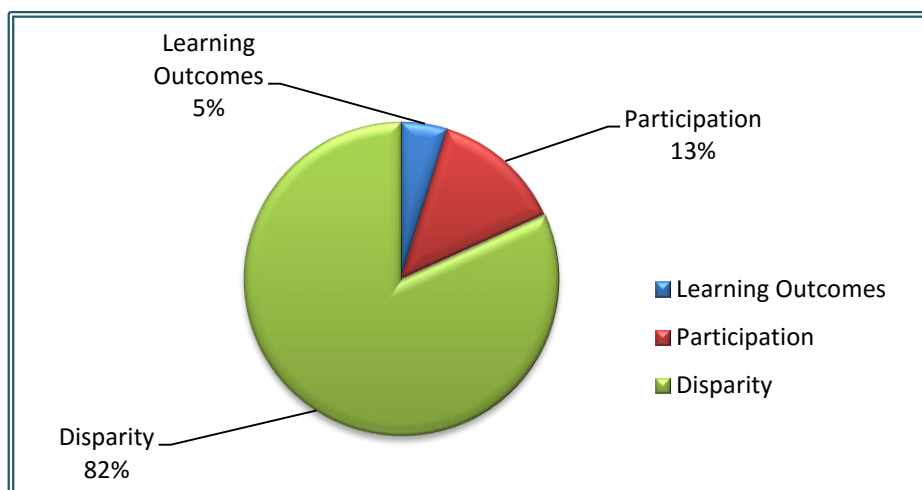
Source: Discrete Project Document and ASPR assessment.

Table 6.11 Discrete Projects managed by BNFE

| PEDP3 Results Area | Discrete Projects (No-Formal Education Sector) |
|--------------------|---|
| Learning Outcomes | 1. Ability Based Accelerated Learning (ABAL) for the Hard to Reach working Children |
| Participation | 2. Basic Literacy Program |
| Disparity | 3. SHARE Education Program in Bangladesh: Reaching the Hardest to Reach Children |

Source: Discrete Project Document and ASPR assessment.

Figure 6.3: Discrete Projects Budget by PEDP3 Components 2015/16



In 2015-6, the total budget allocation to the discrete projects amounted is Taka 2,135 crore. Based on the above classification, it is evident that the bulk of the funding went to reducing disparity and improving participation at around 95% (e.g., stipend, school feeding, school construction etc.). Hence, it is fair to say that discrete projects have contributed significantly to the improvement of education access and internal efficiency indicators (e.g., NER/GER, survival/dropout rates). However, less priority has been given to quality related interventions as well as to system capacity building initiatives at only 5% (see Figure 5.3).

Note: Summary descriptions of discrete projects are provided in Annex E including the following:

- ✓ E-1: PEDP3 Budget DPP and RDPP and Cumulative Expenditures as of March 2015;
- ✓ E-2: PEDP3 budget RDPP and Expenditures as of March 2016 based on of 2015-16 AOP;
- ✓ E-3: AOP 2015-16 Activity Implementation;
- ✓ E-4: A. Summary Description of Water & Sanitation Activities under PEDP3 as of March 2016;
- ✓ E-5: B. Summary Description of Furniture and Repair Activities under PEDP3 as of March 2016;
- ✓ E-6: C. Summary Description of Construction & Repair Activities under PEDP3 as of March 2016;
- ✓ E-7: D. Summary Description of Construction, Repair and Expansion under PEDP3 as of March 2016; and
- ✓ E-8: Summary Description of JICA Supported Activities under PEDP3 2010-16.

Table 6.12: Budget Trend of Primary Education Discrete Projects 2011/12 – 2015/16

| SL # | Program/Project | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|------|--|----------------------------|---------------------------|----------------------------|---------------------------|----------------------------|---------------------------|----------------------------|---------------------------|----------------------------|---------------------------|
| | | Original Budget 2011-12 | Revised Budget 2011-12 | Original Budget 2012-13 | Revised Budget 2012-13 | Original Budget 2013-14 | Revised Budget 2013-14 | Original Budget 2014-15 | Revised Budget 2014-15 | Original Budget 2015-16 | Revised Budget 2015-16 |
| 1 | Primary education stipend program (6020) | 87,999 | 90,000 | 94,900 | 94,900 | 92,500 | 85,250 | 97,000 | 94,000 | 94,000 | n/a |
| 2 | School feeding program in the poorest areas (GoB/WFP) (5200) | 28,350 | 23,950 | 47,700 | 43,000 | 49,300 | 46,300 | 35,992 | 41,880 | 56,000 | n/a |
| 3 | EC supported school feeding program (5150) | 3,250 | 6,750 | 4,530 | 2,650 | 4,800 | 5,250 | 2,102 | 3,600 | 1,786 | n/a |
| 4 | ROSC project (5014) | 10,452 | 6,916 | 4,578 | 9,401 | 24,899 | 14,800 | 22,400 | 16,550 | 17,000 | n/a |
| 5 | GPS re-construction and renovation project (5110) | 39,885 | 45,385 | 20,000 | 19,000 | 17,000 | 10,000 | 7,714 | 5,500 | 20,045 | n/a |
| 6 | Establishment of 1500 primary school in the school less areas (5180) | 15,000 | 7,955 | 20,000 | 19,000 | 30,000 | 20,000 | 25,000 | 15,000 | 20,000 | n/a |
| 7 | Establishment of 12 PTIS (5260) | 8,355 | 4,100 | 5,000 | 5,000 | 10,000 | 5,020 | 7,500 | 4,500 | 4,000 | n/a |
| 8 | Expansion of Cub Scouting in primary school (9449) | - | 233 | 345 | 315 | 222 | 217 | 300 | 294 | 130 | n/a |
| 9 | Primary education development project IDB (5380) | 4,894 | 1,095 | 12,250 | 1,280 | 8,600 | 4,000 | 13,637 | 9,400 | 5,233 | n/a |
| 10 | English in Action (5011) | 3,090 | - | 1,800 | 1,800 | 3,070 | 7,400 | 1,872 | 1,872 | 1,876 | n/a |
| 11 | Continuing Education for Human Development | 15,808 | 9,500 | 5,963 | 5,963 | 9,500 | 950 | - | n/a | - | n/a |
| 12 | Basic Education for hard to reach urban working children (5964) | 2,300 | 3,000 | 2,200 | 2,200 | 3,200 | 2,545 | - | 108 | - | n/a |
| 13 | RNGPS development project | 30,217 | 31,717 | 19,933 | 19,200 | | | | | | |
| 14 | China supported construction of 2 Model GPS | 822 | 822 | - | 678 | | | | | | |
| 15 | Basic Literacy Project (1.1.14-30.06.18) (5014) | | | | | | 50 | 7,000 | 184 | 12,500 | n/a |
| 16 | Block Allocation (5010) | | | | | | | 17,292 | 00 | 41,600 | n/a |
| | Grand Total (Excluding PEDP3) | 253,181 | 231,423 | 239,199 | 224,387 | 261,691 | 210,382 | 220,517 | 195,888 | 274,170 | n/a |

Source: Budget Documents, MOF

6.4 Training materials Developed by the DPE during PEDP3

The Training Division prepared the following training manual and resource books:

1. Head Teachers' Leadership Training Manual and Resource Books for Trainers and Trainees;
2. Need based Sub-cluster Training Manual and Resource Books for Teachers;
3. Subject Based Training Manual and Resource Book for Teachers of Bangla;
4. Subject Based Training Manual and Resource Book for Teachers of English;
5. Subject Based Training Manual and Resource Book for Teachers of Math;
6. Subject Based Training Manual and Resource Book for Teachers of Primary Science;
7. Subject Based Training Manual and Resource Book for Teachers of BGD;
8. Subject Based Training Manual and Resource Book for Teachers of Arts and Crafts;
9. Subject Based Training Manual and Resource Book for Teachers of Music;
10. Subject Based Training Manual and Resource Book for Teachers of Physical Education;
11. Subject Based Training Manual and Resource Book for Teachers of Islam;
12. Subject Based Training Manual and Resource Book for Teachers of Hindu;
13. Subject Based Training Manual and Resource Book for Teachers of Christian Religions;
14. Subject Based Training Manual and Resource Book for Teachers of Buddhist;
15. ICT in Education Training Manual;
16. Teachers' Support Network Training and Orientation Manual;
17. Training Manual and Resource book on Professional Development of URC Instructors and Assistant Instructors;
18. Training Manual and Resource book on Professional Development of PTI Officials;
19. Training Manual and Resource book on Professional Development of NAPE Officials;
20. Training Manual and Resource book on Academic Supervision.

The Program Division developed the following training manual and resource books:

1. Each Child Learns: Training Manual;
2. Each Child Learns: Resource Books for Teachers.

The Planning and Development Division developed the following training manual and resource books:

1. School Level Improvement Plan: SLIP Guidelines for Stakeholders' Training;
2. School Management Committee: SMC member' Guidelines;
3. Upazila Primary Education Plan (UPEP); Guidelines for UPEOs and AUPEOs.

Policy and Operations Division developed the following training manual and resource material:

1. Better Health, Better Education Manual and Resource Book;
2. Gender Tool Kit

Others

1. Instruction Manual for Primary School Teachers on effective Reading skills (Save the Children International)

7. CONCLUSION

The concluding chapter contains four sections. The first section summarizes three main findings from the ASPR 2016. The second proposes some follow-up studies to feed into next year's ASPR, based on key gaps in information and knowledge identified in ASPR 2016. The third highlights some of the key data issues and proposes follow-up action. The final section contains some concluding remarks on the ASPR preparation process.

7.1 Summary of Key Achievement

PEDP3 has been largely successful in achieving its overall results. It has actually met or is close to meeting many of its expected outcome and output targets, as shown in Tables (2.2 and 2.3) for example:

- Increased enrolment including PPE (GIR 109.2%, NIR 97.91%, GER 109.2% and NER 97.94%);
- Primary completion (79.6%), Survival to Grade 5 (81.3%), Coefficient of Efficiency (80.1%) improving;
- Reducing the net enrolment gap between richest (88%) and poorest quintiles (80%);
- Almost all (99.9%) children now get free textbooks in the first month of the school academic year (PSQL1), in particular 87% before starting the academic year;
- Majority of Head and Assistant teachers have achieved the required training qualification standard (PSQLs 2, 3, 4 & 13);
- School infrastructure has significantly improved (additional classrooms, WASH block, water supply, and separate toilets for girls) (PSQLs 7-10).
- The appointment of new teachers achieved the STR target (KPI 9/PSQL 14)
- Student absenteeism has been reducing gradually (Non-KPI 4).
- Gross and net enrolment rates show that more children are enrolled in schools than ever before (KPI 5 and 6);
- The enrolment of children with disabilities is also increasing in most types of schools, while the rate has slightly declined in GPS and NNPS (PSQL 6).

Based on the above achievements, a plausible interpretation is that absenteeism and dropouts (KPI13) are reducing and the survival to Grade 5 is increasing (improved outcomes) as a result of interventions that have been made under PEDP3 such as better infrastructures, teacher recruitment, allocation of SLIP grants, more widely disbursed stipends and school feeding programs, more trained teachers and textbooks in schools (improved short-term outputs) in time.

Some of the successes of the PEDP3 are likely from the stronger organisational capacity in upazilas and schools. This is partly a result of training for the staff of UEOs, URCs, and DPEOs. The SLIP

program has also provided training including SLIP grants for planning and development in all schools. DPE has a plan for expanding the SLIP program to cover all schools within this financial year (2015/16). The M&E Division has provided training for 98% of district officers on results-based planning, and has distributed Upazila education performance profiles (UEPP) to all Upazilas in 2015 on which they can base their own planning. In 2016, M&E Division has a plan to provide UEPP profiles through the ASPR 2016 dissemination workshop.

The stipend program for poor students now provides a monthly sum of 100/125 taka to almost 13 million children who attend school regularly and have good results. This program has been targeted to improve enrolment and survival rates and it has had a positive impact to some extent.

Learning achievement in Bangla and Mathematics: The result of the NSA 2013 shows the improved achievement of learning outcomes in Grade 3 students, especially in Bangla with 74% of the students meeting their grade-level or above competencies, compared with 68% in 2011. This demonstrates a strong growth in Bangla skills and understanding. The majority of Grade 5 students in Bangla however, are not achieving at their expected grade level of around 75%.

There has also been strong growth in Mathematics learning from Grade 3 to Grade 5, but about three-fourths of Grade 5 students and about 43% of Grade 3 students are achieving below their expected grade level. Some 24% of Grade 3 children are achieving far below their expected level in Mathematics. In NSA 2013, it was also reported that around 23% of the Grade 5 students achieved below Grade 4 level competencies in Bangla and 41% in Math (compared with 15% and 34% in 2011). Therefore, while the report identifies modest gains in skills and understanding, there is still much room for improvement. It is very important to identify the groups of children who are struggling the most. Although in Bangla and Mathematics, there is no significant difference in achieving scores by gender, but there is a large difference in performance between GPS and NNPS in case of scoring. The GPS students have scored higher in each subject at both levels than NNPS.

PEDP3 component 1 covers multiple interventions designed to strengthen teaching and learning, including school and classroom-based assessment. The design and roll-out of these interventions need to take account of the substantial proportion of children who have already lagged behind their grade level in Bangla and Mathematics. It is clearly important that the teachers should be able to identify the groups of children who are struggling most, and provide remedial measures to help them to overcome the problems.

Access, Participation and Disparity: The primary education sector enrolment is increasing continuously, reaching around 19 million in 2016 who are students in 1, 22, 176 primary level educational institutes. As per APSC 2015, the GER is 109.2% and NER 97.94%. However, there are some challenges as a whole in the primary education system. For instance, while internal efficiency has improved, still 21% of children (in GPS and NNPS) have dropped out before completing Grade 5. The EHS 2014 reported that around 18% of children aged 6–10 years are not participating in school.

The disparity at the lower geographical units is even more marked. Household survey data from 2010 revealed that the gap between the NAR of the poorest and richest households is 11 percentage points, while the 2014 EHS reveal that the gap is 8 percentage points. This gap in NIR for the poorest

and richest households is much larger for boys (15 percentage points) than for girls (5 percentage points), suggesting that economic barriers to schooling may be more of a constraint for boys than girls. Overall, a lower proportion of boys than girls attend primary school. The gender parity index of GER and NER has been lowered to 1.08 and 1.02, compared with PEDP3 baseline of 1.09 and 1.06 in 2010.

PEDP3 has identified specific demand and supply-side strategies for improving participation and reducing disparities (Component 2). It is important that these interventions are targeted at the children who are most likely to be out of school or at risk of dropping out based on evidence presented in this report, as well as in other studies. For example, specific strategies may be needed to target the participation of two different groups of out-of-school boys, both those who live in poorer households and those who live in particular *Upazilas* in the eastern belt.

Generally, the ASPR highlights a number of districts where increased attention is required to address poor outcomes. These include: hoar areas (Sylhet division and Netrokona), char areas (in Gaibandha, Kurigram and Sirajganj districts), north-western Bangladesh (Nilphamari), the drought zone (Nawabganj), the coastal zone (Bhola and Cox's Bazar), Dhaka and neighbouring districts/Upazilas areas.

Schools Quality and Minimum Standards: In spite of the substantial progress made in the provision of basic school infrastructure and teacher recruitment and deployment, there is still an enormous need for investment in both educational hardware and software to enable the majority of schools to meet basic quality standards in school infrastructure and teaching and learning conditions. The PEDP3 KPI15 on the percentage of the schools that meet three out of four key PSQL indicators helps monitor the overall condition on the quality of schooling. In 2010, only 17% of schools (GPS and NNPS) meet three out of four key PSQL indicators. The value of the indicators increased to 32% in 2015.

Broadly speaking, progress on PSQLs has been quite uneven compared to KPIs. The major achievements to-date under the PEDP3 was the timely delivery of textbooks (PSQL1) and the expansion of pre-primary education (PSQL5). In 2015, almost all schools received their textbooks within the first month of the school year and over 99.9% of GPS and NNPS now providing pre-primary education. However, there has been very modest improvement on PSQLs related to school infrastructure and water/sanitation as well as teacher qualifications and development.

7.2 Suggested areas for further research

A number of findings from this ASPR 2016 merit further research, to provide evidence which may require that adjustments be made to existing interventions, or that post PEDP3 interventions, are needed to ensure that PEDP3 reaches its goals. These include the following:

- I. **Impact of in-service teacher training** – (a) Quality of designing the training, (b). Delivery of the training, and (c). The impact of training in classroom practices;
Outline: PEDP3 harmonizes the provision of continuous professional development of teachers and staff. The quality of design of the training, delivery of the training and impact of in-service training is yet to be seen, particularly in the behavioral change of the more

experienced teachers in adopting new practices. The study would examine the capacity or shortcomings which need to be addressed in the remaining period of PEDP3.

- II. **Impact on Climate Changes** – School Awareness on disaster, school preparedness, present practice;
Outline: PEDP3 harmonizes the provision of continuous support to the schools through Emergency in Education sub-components. The study would examine the capacity of schools and identify their future needs.
- III. **Infrastructure Study** – Uniform school infrastructure and classrooms;
Outline: The study would examine the criteria of standard schools, size of classrooms and propose a standard design for the Primary Schools of Bangladesh.
- IV. **Financing in Education:** Estimating the public and private spending for each student;
Outline: The study would examine the private cost per student by type of school compared to public spending per student.
- V. **Household Survey to validate the APSC data** – a 3rd Party validation exercise may not be able to prove the accuracy of APSC data: a 3rd party validation can check whether school provided data through the APSC questionnaire are matching or not;
Outline: This household survey would explore the actual scenario in terms of enrollment, attendance, dropout, repetition, primary completion and participation of PECE or EECE etc.
- VI. **Finding the factors that contribute to the achievement of learning outcomes as well as the correlation between NSA and PECE performance.**
Outline: The NSA 2013 results show that there is a wide gap in students' learning outcomes in terms of significant over- and under-achievement. For example, around 8% of Grade 3 pupils achieved Grade 5 level competency in Bangla, while 11% of Grade 5 pupils achieved only Grade 2 level or below in Math. The study would investigate the main factors that would explain the performance gap in terms of both high and low performers. The study might also need to examine a link between PECE participation and basic competence achievement needs.
- VII. **Review of Grade V PECE and EECE (transparency, incentive for school based private tuition, quality of class teaching in lower classes etc)**
Outline: The pass rate of PECE has been increasing in recent years. But it is uncertain what happens to students, who did not succeed in the exam, as well as those who are eligible but did not appear at the exam. The study would examine whether these students dropped out or repeated Grade 5 including other determining factors.
- VIII. **The impact of KG schools on enrolment and student performance**
Outline: A large number of KG schools are currently providing primary education throughout the country. These schools charge high tuition fees, but it is unclear how far the education imparted by them is up to standard. Therefore, a study is needed to find the relationship between KG school growth and student performance in Bangladesh's primary schools.
- IX. **Governance of Schools, SMC and Upazila**
Outline: Identify the accountability mechanisms and show practices at the local level etc.
- X. **Quality of school inspection process**
Outline: Identify the impact of School Inspection, feedback mechanism, and action against the visiting inspector's recommendation at different levels etc.

7.3 Data issues and suggested actions

The following are the main findings, which emerged from the 2016 ASPR:

- i. *Addressing low participation rates:* PEDP3 has identified specific demand- and supply-side strategies for improving participation and reducing disparities (Component 2). It is important that these interventions are targeted at primary school aged children who are most likely to be out of school based on the evidence in this report and other studies (EHS, Population Census, Education Watch and MICS). For example, specific strategies may be needed to target the participation of different groups of out-of-school children, both those who live in the poorer households and those who live in particular *Upazilas* in the eastern belt;
- ii. The lower school participation of boys compared to girls in the economically prosperous belt of Bangladesh suggests that there may be demand-side issues (e.g. greater industrial demand for child workers) that are holding boys behind relative to girls. Some evidence of this was gathered in the Out-of-School Children reports, but more detailed follow-up work or a new study is needed;
- iii. *Targeting the group of children who are working below their grade level in Bangla and Mathematics:* PEDP3 Component 1 covers multiple interventions designed to strengthen teaching and learning including school- and classroom-based assessment. The design and roll-out of these interventions need to take account of the substantial proportion of children who have already fallen behind their grade level in Bangla and Mathematics. Children in NNPS are more likely to be behind than their peers in GPS. Providing a clear program of support to this group of children to enable them to 'catch up' should be a high priority of DPE;
- iv. What are the reasons for the far lower participation rate in the Grade 5 PECE for students of Madrasha, at 86% compared to 96% in all other schools? What is the actual cause for the dropout rate from the DR list?
- v. In the context of very high pass rates in the Grade 5 PECE, the link between PECE participation and basic competence achievement needs to be documented.
- vi. With regard to the teaching workforce, there appears to be a long-term trend in the smaller percentages of females receiving various types of training compared to males. Further analysis is necessary to discover the cause(s) of the disparities in order that they can be addressed.
- vii. Better management and accountability, required in the local level especially in schools and Upazilas, should result in the reduction of disparities. The SMCs and the SLIP program will receive greater support from PEDP3 but monitoring is absent. Field staff will have greater responsibility for monitoring the use of resources and accountability for results through the SLIP plan. Training and help in APSC data collection will be important.

Some underlying issues were identified in earlier ASPRs and are still valid. Some imply a continuation of existing strategies, while others imply that further work is needed in order to understand them and assist in determining necessary actions. These include the following:

- i. Some GPSs are currently not functioning due to school physical facilities damaged by river course change, or river erosion, or other administrative reasons. A policy decision is required about the inclusion of the nonfunctioning GPS in the APSC dataset.
- ii. The large differences in the estimates of key indicators derived from the APSC and household survey sources need to be better analyzed. Both measures of coverage (for example, Out-of-School children, NER vs. NAR) and internal efficiency (repetition, dropout, survival rates, etc.)

differ considerably between the two types of sources. A systematic review of the existing evidence and targeted follow-up work should be considered a priority.

- iii. There are still challenges in collecting data from the school. The strategy of targeting complete institutional coverage of the APSC mitigates this to a large extent, but other institutes still collect vital data. For example, BANBEIS provides information on new entrants to secondary schools on an annual basis but it is not always possible to get this information in time for calculating transition rate between primary and secondary education. This needs to be followed up.
- iv. The improvement in the institutional coverage of the APSC since 2012 has been a major achievement. The present APSC data are only complete enough to enable the calculation of internal efficiency statistics for GPS and NNPS. As such, the coverage of other types of schools and Madrasha in the APSC e.g. KG schools, English Medium Schools, Quami Madrasha etc. needs to be further improved.
- v. The PECE data are an extremely useful administrative source to complement the APSC. In the past, the coding and classification of school types were not identical in the two sources, which created analytical difficulties. At present the coding system of the two data collection sources are using the same school codes. However, the school level online data input system need to be scaled up in all schools. Therefore, school level ICT facilities need to be improved.

Summary of implications for data analysis

- The APSC questionnaire needs some adjustment considering the coding system. It is difficult to interpret some data for miss-coding, so it is necessary to revise certain codes in the questionnaire.
- School ID (EMIS code) should be identical in all the DPE survey and databases e.g. APSC, PECE, PEPMIS, Teacher database and Book Distribution.
- The numbers of GPS and NNPS that exist in the APSC databases have been mostly stable since 2010, which gives some confidence that the records are almost complete.
- For other types of schools, the numbers vary from year to year (in some cases by thousands). The APSC captured independent Ebtedayee Madrasha for the first time in 2011 and Quami Madrasha in 2015, though there was inconsistency found between PECE and APSC coverage of schools managed by other authorities. The 2015 APSC collected data from 5,599 high Madrasha attached Ebtedayee whilst 9,071 participated in the PECE in the same year. It is necessary to investigate why there were differences in the coverage. In addition, the coverage could be cross-checked with book distribution database to see how many Ebtedayee or High Madrasha attached Ebtedayee received textbooks, including textbooks received by other types of formal and non-formal educational institutes.
- Currently not many non-formal records are available, so there is no need for a separate non-formal section in ASPR. After the fully functioning of the DPE-managed Second-Chance Education, the progress of non-formal institutions should be included in the next ASPR.

On the preparation of the Census, the cooperation and coordination that exists between the Monitoring and Evaluation Division and other relevant agencies need to be increased in order to obtain data from other institutes such as BBS, MOE/BANBEIS. These last two bodies collect data on English medium schools and Madrasha. The APSC's institutional coverage was discussed in detail earlier in this report.

7.4 Conclusion:

Since 2008, the DPE has been producing, with the assistance of an RBM Team, the ASPR every year. Throughout this period there have been challenges both in data collection and analysis based on the report is generated. There has also been ongoing difficulty in acquiring the relevant data early enough to enable the DPE to produce the ASPR in time for the JARM.

In order to improve the situation, the M&E Division of DPE is working with DPs and AMWG to accelerate the process of producing and cleaning the data and making them available. The DPE is finding a considerable way to bridge the capacity gap within the system. The DPE is building capacity on skills and knowledge of respective officers to carry out the cleaning and analysis under PEDP3.

It is recognized that there needs more cooperation among different agencies of the government for enabling smooth transfer of data and statistical material necessary to produce the annual report. Especially, each agency needs to understand its role in facilitating the transparent and timely supply and transmission of required data clearly. Key collaboration between the DPE and BBS and between the DPE and BANBEIS is needed in particular.

DPE is committed to fulfill its role in the process of achieving improved performance in the dimensions of data gathering, cleaning, sharing, analysis and reporting.

This report concludes that, to ensure ‘quality education for all our children’ – together with clearly defined results at the outcome level - it is necessary to monitor on an ongoing manner the progress of the different components under PEDP3 in order to ensure an efficient, inclusive and equitable primary education system delivering effective and relevant child friendly learning to our children from Pre-Primary to Grade 5.

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9. ANNEXES

Annex A. PEDP3 Result Chain

PEDP3 Component 1: Learning and teaching

Improving learning outcomes and cycle completion are two of the major objectives of PEDP3. Accordingly, the Program framework of PEDP3 prioritizes both objectives as the key for improving learning and teaching. **Component-1** aims to strengthen the inter-relationship between curriculum, textbooks and materials, teacher training and student learning assessment. PEDP3 will use several mechanisms for collaboration and quality assurance. The expectations are that an improvement in quality of the curriculum, textbooks, teacher training (pre-service, upgraded Dip-in Ed) and other teaching learning materials including e-learning materials, plus classroom teaching and various forms of assessment, will lead to the better achievement of learning outcomes by all children.

The component is also linked to the strengthening of the student assessment system as measured in the NSA surveys, as well as to classroom-based assessment and the competency-based Grade 5 Primary Education Completion Examination. The overall assessment system reforms are part of Component 3 (effectiveness) but their implications for classroom-based assessment feed into Component-1. The strong focus on competency-based assessment will have a significant positive effect on what and how teachers teach and children learn, as it will encourage and reward the development of a range of important skills and abilities.

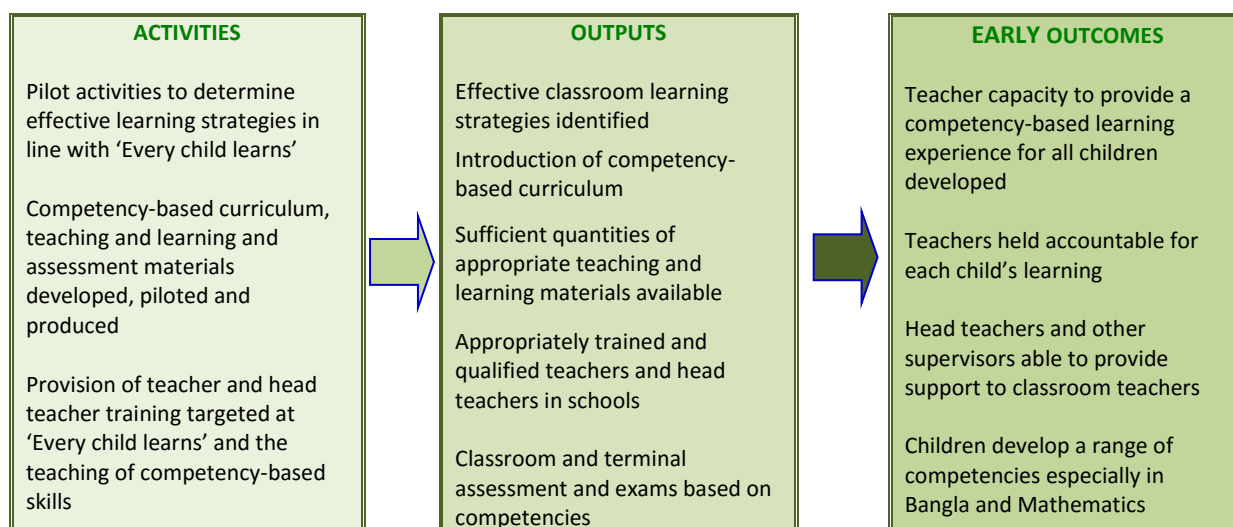
Results Area: 1 Learning Outcomes

Expected outcome:

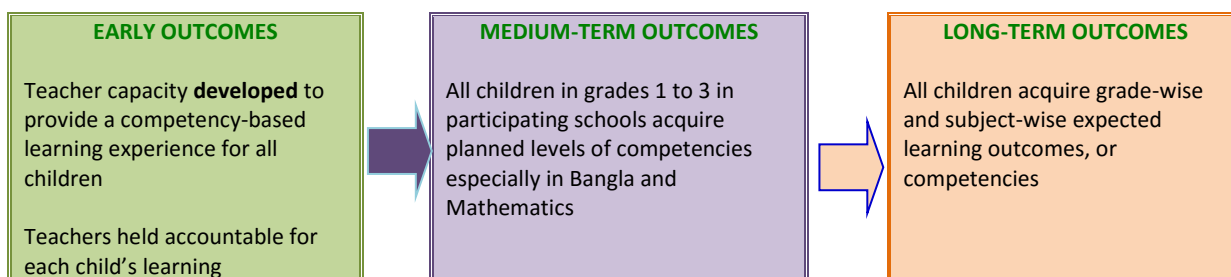
- All children acquire grade-wise and subject-wise expected learning outcomes or competencies in the classroom.

The selected KPIs are used for measuring the performance of learning outcomes in addition to sub-component indicators (see the list of KPIs, PSQLs, DLIs and subcomponents as Annex I):

In summary, the Component 1 results chain is as follows:



It is expected that early outcomes result in both medium- and long-term outcomes:



Component 2: Participation and Disparities

Component-2 aims to provide: one year of PPE through all types of schools; opportunities for all children to benefit from primary-level education (equitable access means that all children have the same opportunity to go to school, even if they are poor, disabled or from minorities); equivalency of formal and non-formal education; broadening the concept of, and mainstreaming inclusive education; providing education in emergencies and disasters; improving communications; reducing overcrowded classrooms through needs-based infrastructure development; providing sanitation and water facilities to schools; providing school health and school feeding programs; and providing stipends to the poorest children.

Results Areas:

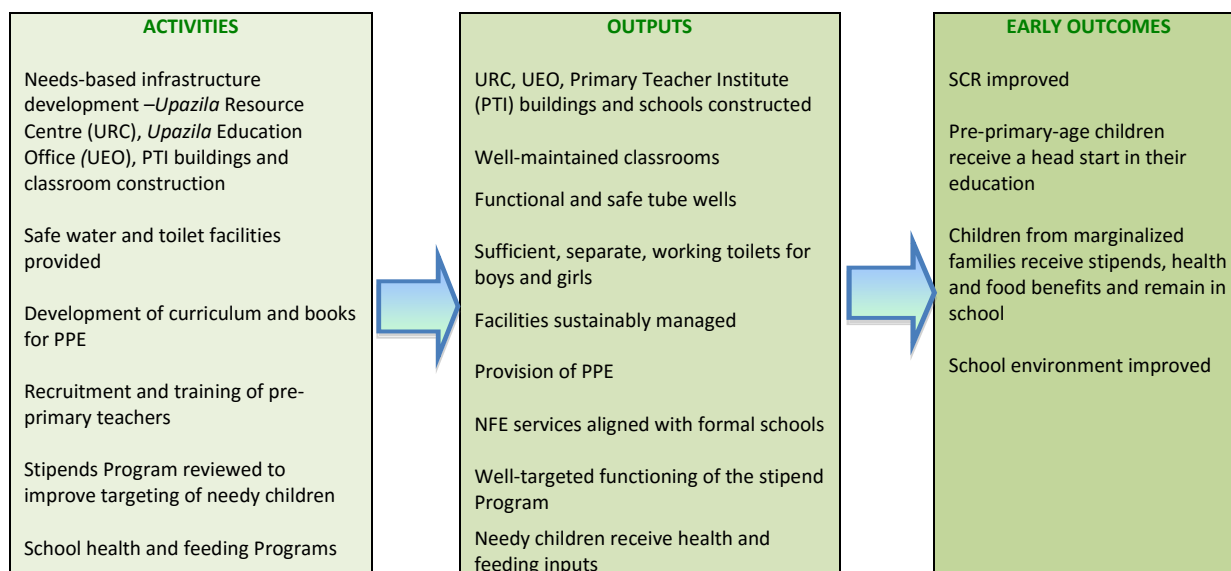
(2.1): Universal Access and Participation and

(2.2): Reducing Disparities

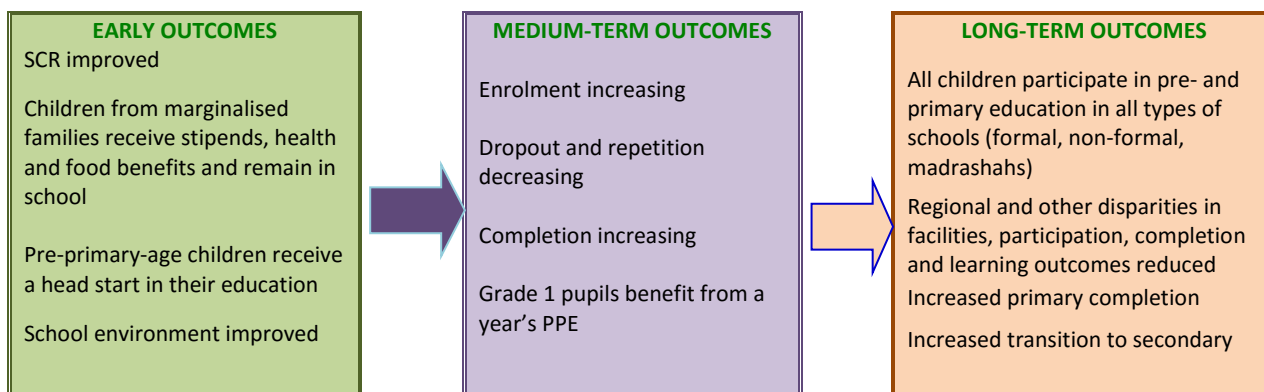
Expected outcome:

- Participation of all children in PPE and primary education in all types of schools
- Regional and other disparities reduced in terms of participation, completion and learning outcomes.

In summary, the results chain of Component 2 expectations has the following shape:



It is expected that early outcomes in terms of an improved school environment and well-targeted support will ultimately lead to all children, including those from marginalized families, benefitting from, and completing pre-primary and primary education.



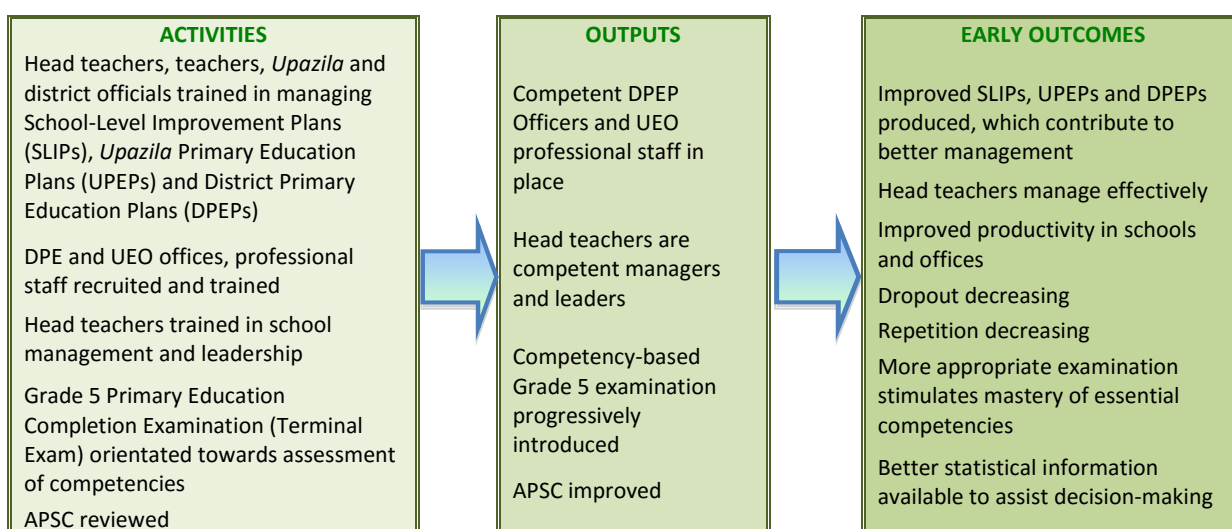
Component 3: Decentralization and effectiveness

Component-3 aims to decentralize the primary education management system through capacity building, e.g. school-level leadership development; field offices strengthened; increased decentralization of school, Upazila and district management; mainstreaming school, Upazila and district grant initiatives; and strengthening capacity at central level institutes, etc. This capacity building enables the system to meet the needs of children who have never attended formal primary school, or who are at risk of dropping out of school due to poverty, disability or for any other reason. This component also aims to reform key education systems, e.g. teacher management, student assessment (e.g. Grade 5 Primary Education Completion Examination (Terminal Exam)), and M&E (e.g. strengthening the APSC).

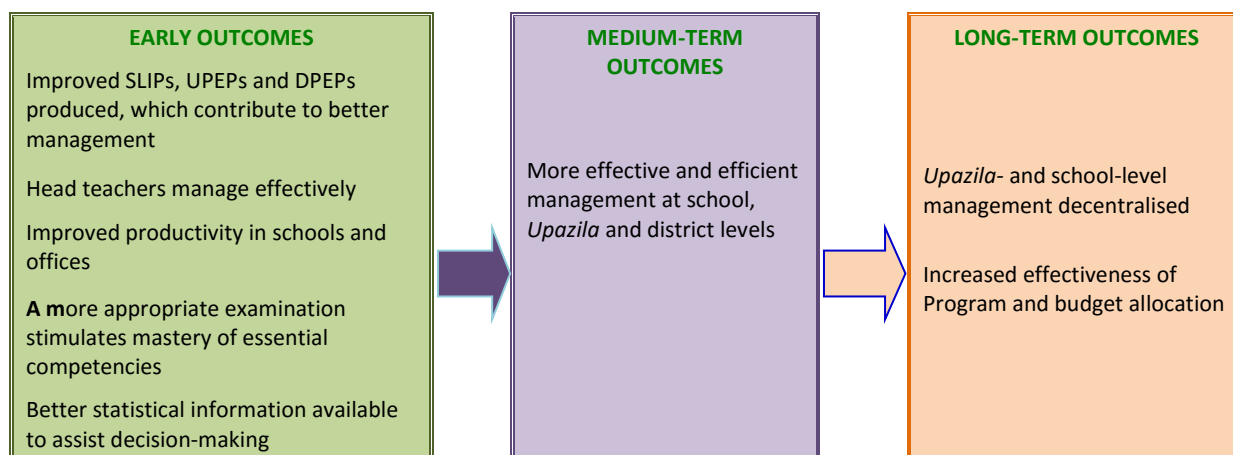
Results Area 4 (3.1): Decentralization
5 (3.2): Effectiveness

Expected outcome:

- *Upazila*- and school-level planning decentralized
- Increased effectiveness of budget allocation. In summary, the results chain of Component 3 expectations takes the following shape:



It is expected that early outcomes will contribute to both medium- and long-term outcomes. Outcome expectations for Component 3 can be described as follows:



Component 4: Planning and Management

Component-4 aims to strengthen RBM through such measures as evidence and performance-based planning and outcome-level reporting. It also focuses on improved financial management and reporting systems, planning and management issues, staff development, sector finance and partnerships with NGOs and the private sector.

This component addresses management issues, e.g. PEDP3 is governed by an inter-ministerial steering committee. Day-to-day management of the Program is undertaken by the line divisions of DPE and other agencies such as BNFE, National Academy for Primary Education (NAPE) and the National Curriculum and Textbook Board (NCTB) as part of their routine tasks. The coordination of activities between ministries, agencies under MoPME or divisions within DPE is managed by a new unit at MoPME and a new division of DPE. It is a key feature of PEDP3 that the Government's own routine system for financial management will be used for the first time for a large proportion of donor funding, an approach known as the 'Treasury model'. The Ministry of Finance has undertaken to ensure adequate financing for PEDP3.

The component also covers the institutional aspects of M&E, including strengthening of MIS through the establishment of a new IMD Division of DPE to support and encourage evidence-based planning in PEDP3 at central levels – the AOP, and at local level – the SLIP and UPEP. The M&E Division will be strengthened to improve the APSC and ASPR. The new Information Management Division hosts the education MIS and provides IT support. With a stronger M&E, better planning and implementation can be expected, both centrally and locally, assuming that these are genuinely results based.

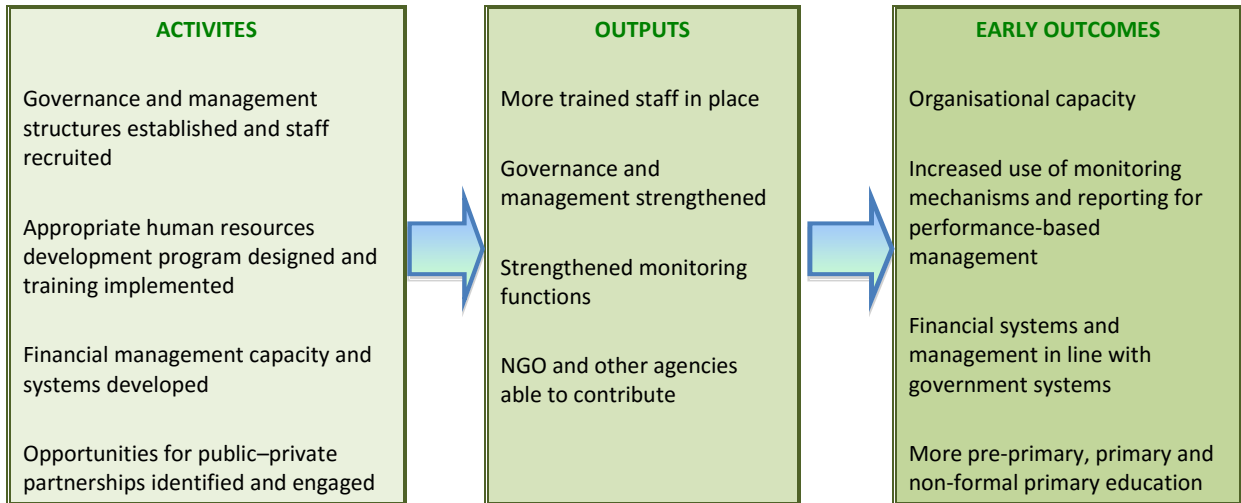
The expected outputs and early outcomes from Component 4 are that:

- Strengthened governance systems will result in improved management and greater ownership of the developmental objectives of PEDP3;
- Performance-based financing, linked to a strengthened monitoring system, will raise the level of evidence-based planning and ensure that a strong focus is maintained on the achievement of agreed indicators;
- The Human Resources' Development Program, HRDP, will result in officials at all levels increasing their competence to manage for results; and
- The Involvement of NGOs and other partners will provide pre-primary, non-formal and some formal primary education and the new Diploma in Education program.

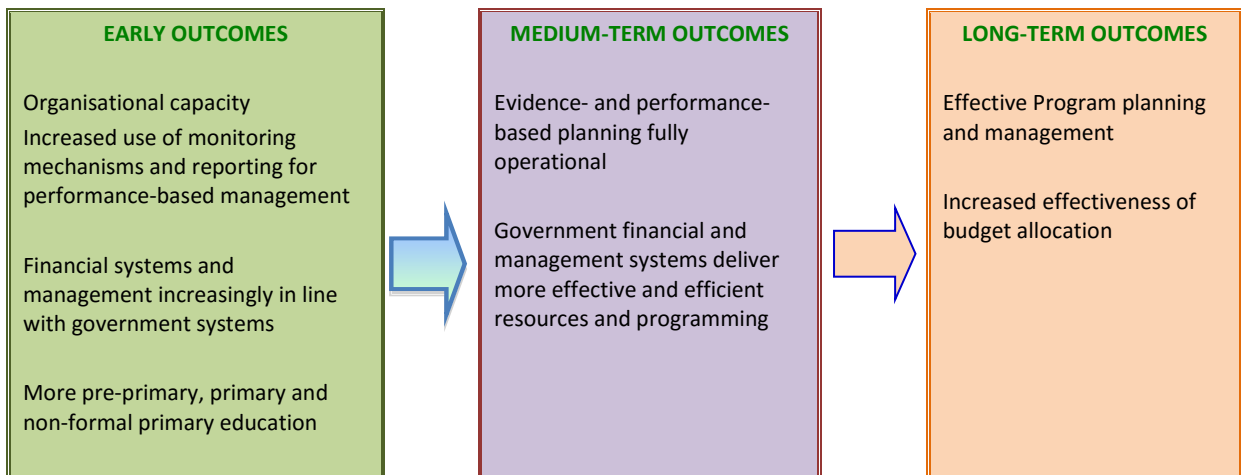
Results Area 6 (4): Program Planning and Management

Expected Outcome:

- Improved sector planning and RBM.
- **In summary, the Component 4 results chain is as follows:**



It is expected that early outcomes will result in both medium- and long-term outcomes as follows:



Note: The PEDP3 results web for 29 sub-components presents in above Table 2.1

Annex B: Upazila composite performance indicator

B1. Further details on the Upazila composite performance indicator

B1.1 Rationale for selection of component indicators

The following principles were considered in selecting component indicators:

- The data should be available every year and be of reliable quality to reflect true conditions at the Upazila level. It is often the case that some critical pieces of information may not be available on an annual basis or some critical information may not be of good quality.
- There should be at least one component indicator for each of the three dimensions of disparity: participation, completion and learning outcomes.
- To the extent possible, the indicators should be part of a regular reporting system and avoid imposing additional calculation requirements on the DPE: the first three indicators below are already included in the Upazila education performance profile.

✓ **Participation: Gender disparity in enrolment**

The most appropriate measure of participation should be the (gross or net) enrolment rate. However, it is currently not possible to calculate enrolment rates because the population is not projected at Upazila level. The population census of 2011 could provide Upazila enrolment rates for 2012 and 2013, but again it is not expected that there would be a reliable mechanism of population projections at the Upazila level thereafter. It is therefore necessary to develop an alternative indicator that captures a dimension of education participation.

It is proposed that a measure of enrolment inequality between boys and girls be used instead. The obvious indicator is the gender parity index but this is not possible either because it is the ratio of female to male enrolment rates. It is proposed instead to consider the following alternative. The ratio of girls in the population of children aged 6-10 is 48.5%. Ideally, the ratio of girls in the total number of children enrolled should therefore also be in the range of 48.5%. The disadvantage of this indicator is that the ratio of girls in the population may differ across Upazilas. However, such differences are expected to be small and not to bias the indicator.

✓ **Completion: Survival rate to Grade 5**

The most appropriate measure of participation would be the cohort completion rate or the population-based proxy measure of completion, which is calculated as the number of children who complete the primary education cycle as a proportion of children aged 10 years. Data constraints mean that an alternative proposal is necessary.

It is proposed instead to use the survival rate to Grade 5. The advantage of the survival rate is that it is conceptually very similar to the completion rate and is not dependent on population figures. The survival rate is calculated using the reconstructed cohort model.

✓ **Learning: Combined participation and pass rate in Grade 5 Primary Education Completion Examination (PECE)**

It is not easy to obtain measures of learning across the country. However, as of 2009, the Grade 5 Primary Education Completion Examination (Terminal Exam) provides a proxy measure. It is proposed that the following indicator is used: the percentage of children who passed the exam among those that were eligible to sit for the exam. In other words, this combines the participation

and the pass rate. This variant is more interesting because (i) it has a wider variation than the simple pass rate and (ii) it takes into account that a considerable number of children do not actually take the exam largely because their learning achievement had not reached the stage that would have allowed them to pass.

B1.2 Calculation of Upazila composite performance indicator

To develop the composite indicator, the following steps have been taken, in line with the method used for the calculation of the United Nations Human Development Index.

- Minimum and maximum values were set for each component indicator to transform the indicators into indices between 0 and 1.
 - Maximum values were set at or near the actual observed maximum
 - Minimum values were similarly set at or near the actual observed minimum: progress would therefore be measured against minimum levels at the closing stages of PEDP II
- The formula for the calculation of the contribution of each component indicator to the composite indicator is the following:

$$\text{Component indicator}_{Upazila\ i} = \frac{\text{Actual value}_{Upazila\ i} - \text{Minimum value}}{\text{Maximum value} - \text{Minimum value}}$$

In this way, each component indicator in a particular Upazila ranges:

- ✓ from zero, if the value of a component indicator is equal to the minimum value;
- ✓ to one, if the value of a component indicator is equal to the maximum value.
- In order to aggregate the component indicators into a single figure, the Human Development Index has recently adopted the geometric mean approach. This was intended to highlight the fact that the components cannot be substituted for each other. However, this does not apply in the case of the Upazila indicator. Therefore, it is more appropriate to calculate the composite indicator as the sum of the values of the four component indicators:

$$\text{Composite indicator}_{Upazila} = \text{Component 1}_{Upazila\ i} + \text{Component 2}_{Upazila\ i} + \text{Component 3}_{Upazila\ i}$$

In this way, the composite indicator in a particular Upazila ranges from 0 to 3.

Annex C: Upazila performance on selected KPI and Non-KPI indicators in 2015

Table C: List of 10% of the highest and 10% lowest performing Upazilas based on composite performance index 2015

| SL. # | District | Bottom 10% Upazilas | SL. # | District | Top 10% Upazilas |
|-------|-------------|---------------------|-------|------------|------------------|
| 1 | Bhola | Monpura | 1 | Rajshahi | Mohonpur |
| 2 | Bhola | Tazumuddin | 2 | Rajshahi | Durgapur |
| 3 | Kishoregonj | Astagram | 3 | Rangamati | Bagaichhari |
| 4 | Dhaka | Cantonment | 4 | Natore | Naldangha |
| 5 | Cox's Bazar | Pekua | 5 | Jessore | Chougacha |
| 6 | Hobigonj | Lakhai | 6 | Jhenidah | Horinakundu |
| 7 | Kishoregonj | Itna | 7 | Manikganj | Manikganj Sadar |
| 8 | Cox's Bazar | Kutubdia | 8 | Jhenidah | Kotchandpur |
| 9 | Gazipur | Tongi | 9 | Bandarban | Thanchi |
| 10 | Sunamganj | Dowarabazar | 10 | Munshiganj | Tongibari |
| 11 | Kishoregonj | Tarail | 11 | Rajshahi | Puthiya |
| 12 | Sunamganj | Tahirpur | 12 | Narail | Narail Sadar |
| 13 | Netrokona | Durgapur | 13 | Jessore | Keshabpur |
| 14 | Hobigonj | Ajmirigang | 14 | Rajbari | Pangsha |
| 15 | Gaibandha | Shaghata | 15 | Manikganj | Ghior |
| 16 | Netrokona | Khaliajhuri | 16 | Magura | Shalikka |
| 17 | Sunamganj | Daxin Sunamganj | 17 | Rangamati | Juraichhari |
| 18 | Dhaka | Mohammadpur | 18 | Jessore | Jhikargacha |
| 19 | Hobigonj | Baniachong | 19 | Jhenidah | Kaliganj |
| 20 | Jamalpur | Bakshiganj | 20 | Rajshahi | Bagha |
| 21 | Mymensingh | Dhubaura | 21 | Jessore | Monirampur |
| 22 | Sirajgonj | Chowhali | 22 | Satkhira | Kolaroa |
| 23 | Sylhet | Gowainghat | 23 | Dinajpur | Kaharole |
| 24 | Kishoregonj | Bajitpur | 24 | Dinajpur | Chirirbandar |
| 25 | Lalmonirhat | Aditmari | 25 | Jhenidah | Soilkupa |
| 26 | Narsingdi | Narsingdi Sadar | 26 | Jessore | Jessore Sadar |
| 27 | Moulavbazar | Kamalnagar | 27 | Chandpur | Matlab Uttar |
| 28 | Bhola | Daulatkhan | 28 | Meherpur | Meherpur Sadar |
| 29 | Barisal | Hizla | 29 | Bandarban | Bandarban Sadar |
| 30 | Bhola | Lalmohan | 30 | Satkhira | Satkhira Sadar |
| 31 | Kishoregonj | Mithamoin | 31 | Dhaka | Nawabganj |
| 32 | Hobigonj | Bahubal | 32 | Rangamati | Belaichhari |
| 33 | Sylhet | Companiganj | 33 | Barisal | Agailjhara |
| 34 | Cox's Bazar | Ramu | 34 | Naogaon | Badalgachi |
| 35 | Gaibandha | Fulchari | 35 | Jessore | Sharsha |
| 36 | Sylhet | Kanaighat | 36 | Rangamati | Kaptai |
| 37 | Hobigonj | Madhabpur | 37 | Thakurgaon | Pirganj |
| 38 | Mymensingh | Mymensingh Sadar | 38 | Khulna | Koyra |
| 39 | Kishoregonj | Pakundia | 39 | Dinajpur | Bochaganj |

| SL. # | District | Bottom 10% Upazilas | SL. # | District | Top 10% Upazilas |
|-------|--------------|---------------------|-------|--------------|------------------|
| 40 | Kishoregonj | Hossainpur | 40 | Barisal | Wazirpur |
| 41 | Kishoregonj | Nikli | 41 | Brahmonbaria | Bancharampur |
| 42 | Brahmonbaria | Sarial | 42 | Rajshahi | Tanore |
| 43 | Netrokuna | Nalitabari | 43 | Magura | Sreepur |
| 44 | Shariatpur | Goshairhat | 44 | Rajshahi | Godagari |
| 45 | Sylhet | Sylhet Sadar | 45 | Natore | Bagatipara |
| 46 | Sherpur | Sreebordi | 46 | Munshiganj | Gazaria |
| 47 | Gaibandha | Shundargonj | 47 | Natore | Lalpur |
| 48 | Comilla | Nangalkot | 48 | Chittagong | Patiya |
| 49 | Nipphamari | Kishoregonj | 49 | Jessore | Avoy nagar |
| 50 | Comilla | Monohorganj | 50 | Brahmonbaria | Akhaura |
| 51 | Mymensingh | Trishal | 51 | Faridpur | Madhukhali |

Source: APSC 2015

Annex D: Upazila performance on selected PSQL indicators in 2015

The following Table lists the 10% highest and 10% lowest performing Upazilas based on average percentage of schools meeting 3 out of 4 PSQL Indicators

| SL. # | District | Top 10% Upazilas | SL. # | District | Bottom 10% Upazilas |
|-------|--------------|------------------|-------|--------------|---------------------|
| 1 | Cox's Bazar | Ramu | 1 | Nilphamari | Jhaldhaka |
| 2 | Thakurgaon | Pirganj | 2 | Dinajpur | Dinajpur Sadar |
| 3 | Patuakhali | Galachipa | 3 | Thakurgaon | Thakurgaon Sadar |
| 4 | Khagrachhari | Panchari | 4 | Moulvibazar | Kulaura |
| 5 | Dinajpur | Fulbari | 5 | Habiganj | Bahubal |
| 6 | Naogaon | Badalgachi | 6 | Sunamganj | Sunamganj Sadar |
| 7 | Dinajpur | Kaharole | 7 | Cox's Bazar | Teknaf |
| 8 | Naogaon | Potnitala | 8 | Cox's Bazar | Maheshkhali |
| 9 | Panchagar | Boda | 9 | Chittagong | Pahartali |
| 10 | Moulvibazar | Joree | 10 | Chittagong | Double Mooring |
| 11 | Bogra | Nandigram | 11 | Laksmipur | Ramgati |
| 12 | Panchagar | Atwari | 12 | Brahmonbaria | Brahmonbaria Sadar |
| 13 | Sunamganj | Sulla | 13 | Gopalganj | Kashiani |
| 14 | Khulna | Khulna sadar | 14 | Narsingdi | Narsingdi Sadar |
| 15 | Kurigram | Fulbari | 15 | Mymensingh | Dhubaura |
| 16 | Barguna | Betagi | 16 | Jessore | Monirampur |
| 17 | Naogaon | Dhamurhat | 17 | Kushtia | Kushtia Sadar |
| 18 | Dinajpur | Ghoraghat | 18 | Brahmonbaria | Nasirnagar |
| 19 | Dinajpur | Birol | 19 | Sunamganj | Dowarabazar |
| 20 | Bogra | Shahjahanpur | 20 | Kishoreganj | Bhairab |
| 21 | Rangamati | Belaichhari | 21 | Sylhet | Kanaighat |
| 22 | Khulna | Phultala | 22 | Dhaka | Dohar |
| 23 | Jhalakathi | Nalchity | 23 | Mymensingh | Nandail |
| 24 | Pirojpur | Kawkhali | 24 | Mymensingh | Tarakandha |
| 25 | Bogra | Dhupchachia | 25 | Mymensingh | Ishwargonj |
| 26 | Rangamati | Juraichhari | 26 | Bhola | Monpura |
| 27 | Rangamati | Rangamati Sadar | 27 | Mymensingh | Pholpur |
| 28 | Jhalakathi | Kathalia | 28 | Faridpur | Shalta (New) |
| 29 | Barisal | Banaripara | 29 | Habiganj | Lakhai |
| 30 | Patuakhali | Dasmina | 30 | Brahmonbaria | Bijoynagar |
| 31 | Rangamati | Bagaichhari | 31 | Chittagong | Bandar |
| 32 | Barisal | Agailjhara | 32 | Patuakhali | Rangabali |
| 33 | Sirajganj | Kamarkhand | 33 | Bhola | Char Fasson |
| 34 | Pirojpur | Pirojpur Sadar | 34 | Laksmipur | Kamalnagar |
| 35 | Dinajpur | Bochaganj | 35 | Noakhali | Subarna Char |
| 36 | Joypurhat | Khetlal | 36 | Brahmonbaria | Ashoganj |
| 37 | Rangamati | Kaptai | 37 | Mymensingh | Fulbaria |
| 38 | Naogaon | Mohadebpur | 38 | Dhaka | Demra |
| 39 | Bogra | Kahalo | 39 | Sirajganj | Chowhali |
| 40 | Dinajpur | Chirirbandar | 40 | Cox's Bazar | Ukhia |

| SL. # | District | Top 10% Upazilas | SL. # | District | Bottom 10% Upazilas |
|-------|--------------|--------------------|-------|--------------|---------------------|
| 41 | Joypurhat | Joypurhat Sadar | 41 | Brahmonbaria | Sarial |
| 42 | Barisal | Wazirpur | 42 | Faridpur | Nagarkanda |
| 43 | Barisal | Babuganj | 43 | Netrokona | Kandua |
| 44 | Chittagong | Raozan | 44 | Satkhira | Tala |
| 45 | Khulna | Batiaghata | 45 | Netrokona | Purbadhala |
| 46 | Feni | Fulgazi | 46 | Sylhet | Gowainghat |
| 47 | Dinajpur | Hakimpur | 47 | Jamalpur | Dewanganj |
| 48 | Bandarban | Bandarban Sadar | 48 | Chittagong | Banshkhali |
| 49 | Rajshahi | Tanore | 49 | Comilla | Meghna |
| 50 | Khagrachhari | Khagrachhari Sadar | 50 | Kishoreganj | Hossainpur |
| 51 | Jhenidah | Kotchandpur | 51 | Noakhali | Kabirhat |

Note: (i). This composite indicator is KPI 15. The four PSQL indicators are: (i) girl's toilet (PSQL 7); (ii) potable water (PSQL 7); (iii) SCR (PSQR 11); and (iv) STR (PSQL 14).

Annex E: AOP 2014-15 Implementation

Sub-component cost and expenditure until June 2015 and balance amount for July 2015 – December 2017 given below (in Lac Taka): A total of Tk. 641,054.61 Lac was spent up to June 2015

E-1: PEDP3 Budget DPP, RDPP and Expenditures as of March 2015

| Sub-Com. | Sub-component | DPP Cost (Jul 2011-Jun 2016) | RDPP cost (Jul 2011-Dec 2017) | Cumulative Expenditure (Jul 2011- Jun 2015) | Unspent as of June 2015 | |
|-----------|---|------------------------------|-------------------------------|---|-------------------------|-----------------------------|
| | | | | | Total | % |
| 1. | Component 1: Learning and Teaching | | | | | |
| 1.1 | Each Child Learns (ECL/SPS) | 10,720.00 | 9,047.20 | 1,796.35 | 7,250.85 | 80.14 |
| 1.2 | School and Classroom-based | 130.00 | 420.36 | 176.64 | 243.72 | 57.98 |
| 1.3 | Curriculum and Textbooks | 32,170.00 | 26,288.42 | 632.81 | 25,655.61 | 97.59 |
| 1.4 | Production and Distribution | 141,027.34 | 8,002.53 | 245.02 | 7,757.51 | 96.94 |
| 1.5 | ICT in Education | 33,826.51 | 97,762.66 | 9,854.38 | 87,908.28 | 89.92 |
| 1.6 | Teacher Education and | 85,702.00 | 115,219.74 | 59,770.21 | 55,449.53 | 48.13 |
| | Total of Component 1 | 303,575.85 | 256,740.91 | 72,475.41 (28.2%) | 184,265.50 | 71.8% |
| 2 | Component 2: Participation | | | | | |
| 2.1.1 | Second chance and | 69,995.46 | 18,827.62 | 260.01 | 18,567.61 | 98.62 |
| 2.1.2 | Pre-Primary Education | 223,325.30 | 195,425.84 | 42,900.14 | 152,525.70 | 78.05 |
| 2.1.3 | Mainstreaming Gender and | 502.00 | 2,500.84 | 1,274.82 | 1,226.02 | 49.02 |
| 2.1.4 | Education in Emergencies | 2,500.00 | 156,122.20 | 326 | 155,796.20 | 99.79 |
| 2.1.5 | Communications and social | 4,800.00 | 14,610.16 | 7,360.58 | 7,249.58 | 49.62 |
| 2.2.1 | Targeted Stipends | 335,149.03 | - | - | - | - |
| 2.2.2 | School Health and School | 207,647.47 | 1,545.45 | 1,220.37 | 325.08 | 21.03 |
| 2.2.3 | Needs based School | 120,984.05 | 187,783.34 | 73,735.64 | 114,047.70 | 60.73 |
| 2.2.4 | Needs based Infrastructure | 615,073.05 | 700,726.89 | 377,738.98 | 322,987.91 | 46.09 |
| | Total of Component 2 | 1,579,976.36 | 127,7542.34 | 504,816.54(39.5%) | 772,725.80 | 60.5% |
| 3 | Component 3: | | | | | |
| 3.1.1 | Field Level Offices | 35,068.12 | 54,956.42 | 7,325.04 | 47,631.38 | 86.67 |
| 3.1.2 | Decentralized School | 136,948.87 | 106,323.67 | 37,404.02 | 68,919.65 | 64.82 |
| 3.1.3 | School Level Leadership | 6,450.00 | 7,923.94 | 4,381.03 | 3542.91 | 44.71 |
| 3.1.4 | Organizational Review and | 21,114.07 | 19,410.79 | 2,131.93 | 17,278.86 | 89.02 |
| 3.2.1 | Grade 5 PECE Strengthened | 375.00 | 1,807.99 | 392.91 | 1,415.08 | 78.27 |
| 3.2.2 | Teacher Recruitment and | 30,390.00 | 21,003.50 | 27.8 | 20,975.70 | 99.87 |
| 3.2.3 | Annual Primary School | 3,000.00 | 2,547.72 | 429.71 | 2,118.01 | 83.13 |
| 3.2.4 | National Student | 2,450.00 | 949.25 | 217.79 | 731.46 | 77.06 |
| | Total of Component 3 | 235,796.06 | 214,923.28 | 52,310.23(24.3%) | 162,613.05 | 75.7% |
| 4 | Component 4: Planning and | | | | | |
| 4.1 | PEDP3 Management and | 36,584.88 | 20,650.84 | 8,465.29 | 12,185.55 | 59.01 |
| 4.2 | PEDP3 Financial | 493.36 | 431.58 | 135.76 | 295.82 | 68.54 |
| 4.3 | Sector Finance | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4.4 | Strengthening Monitoring | 5,800.00 | 1,369.13 | 719.43 | 649.7 | 47.45 |
| 4.5 | Human Resource | 7,344.80 | 8,353.31 | 1,861.66 | 6,491.65 | 77.71 |
| 4.6 | Public Private Partnerships | 102.00 | 2,505.00 | 0.00 | 2,505.00 | 100 |
| | Total of Component 4 | 50,325.04 | 33,309.86 | 11,182.14 (33.6%) | 22,127.72 | 66.4% |
| | Base Cost (Comp. 1-4) | 2,169,673.28 | 1,782,516.39 | 640,784.32 (35.9%) | 1,141,732.07 | 1,141,490.65 (64.1%) |
| | Unforeseen | 7,500.00 | 5,000.00 | 0.00 | | 100 |
| | CDVAT for Textbook, | 4,883.40 | 7,028.87 | 28.87 | | 0.41 |
| | Physical Contingency | 16,072.54 | 10,541.86 | 0.00 | | 100 |
| | Price Contingency | 21,535.50 | 10,301.24 | 0.00 | | 100 |
| | Total PEDP3 | 2,219,664.72 | 1,815,388.36 | 640,384.42(35.3%) | 1,175,003.94 | 64.7% |

E-2: PEDP3 budget (RDPP and AOP 2015/16) and Expenditures of 2015-16 AOP

The PEDP3 revised Program Framework consists of 29 sub-components and their activity indicators. This annex summarizes, in table form, the progress as of March 2016 with respect to PEDP3 activities based on original AOP 2015–16, and which were not covered in the main sections.

| PEDP3 Sub-components | | Total RDPP Cost (2011-2017) (Taka Lac) | Revised AOP 2014-15 (Taka Lac) | Original AOP 2015-16 (Taka Lac) | Disbursement based on AOP (Total &%) (up to March 2016) | |
|-------------------------|--|--|--------------------------------|---------------------------------|--|--------------|
| 1.1 | Each Child Learns | 9,047.2 | 1,100.02 | 1,186.61 | 268.79 | 22.7% |
| 1.2 | School and Classroom Based Assessment | 4,20.36 | 115.00 | 112.00 | - | - |
| 1.3 | Curriculum and Textbooks Strengthened | 26,288.42 | 400.38 | 5,042.00 | 2,771.80 | 55% |
| 1.4 | Production and Distribution of Textbooks | 8,002.53 | 2,652.50 | 3,550.00 | - | . |
| 1.5 | ICT in Education | 97,762.66 | 7,129.04 | 18,011.44 | 2726.45 | 15.1% |
| 1.6 | Teacher education & professional development | 115,219.74 | 24,810.55 | 20,430.51 | 8,471.86 | 41.5% |
| 2.1.1 | Second Chance and Alternative Education | 18,827.62 | 30.00 | 2,958.62 | 25.63 | 0.9% |
| 2.1.2 | Pre-Primary Education | 195,425.84 | 53,372.16 | 53,306.48 | 31,505.74 | 59.1% |
| 2.1.3 | Mainstreaming Inclusive Education | 2,500.84 | 1,178.48 | 1,226.02 | 64.86 | 5.3% |
| 2.1.4 | Education in Emergencies | 156,122.20 | 500.43 | 10,866.39 | - | - |
| 2.1.5 | Communication and Social Mobilization | 14,610.16 | 2,509.75 | 2,926.27 | 475.52 | 16.3% |
| 2.2.1 | Targeted Stipend | - | - | - | - | - |
| 2.2.2 | School Health & School Feeding | 1,545.45 | 528.07 | 270.00 | - | - |
| 2.2.3 | School Physical Environment | 187,783.34 | 46,686.61 | 60,594.70 | 34,100.00 | 56.3% |
| 2.2.4 | Need Based Infrastructure Development | 700,726.89 | 110,610.8 | 134,757.90 | 62,350.00 | 46.3% |
| 3.1.1 | Field- Level Offices Strengthened | 54,956.42 | 5,650.31 | 10,976.07 | 2,354.56 | 21.5% |
| 3.1.2 | Decentralized School Management and Governance | 106,323.67 | 14,925.60 | 28,172.30 | 14,524.00 | 51.6% |
| 3.1.3 | School Level Leadership and Development | 7,923.94 | 2,804.10 | 2,600.00 | 2,558.38 | 98.4% |
| 3.1.4 | Organizational Review and Strengthening | 19,410.79 | 1,424.20 | 3,578.00 | 551.90 | 15.4% |
| 3.2.1 | Grade 5 Terminal Examination | 1,807.99 | 350.00 | 350.00 | 61.22 | 17.5% |
| 3.2.2 | Teacher Recruitment and Deployment | 21,003.50 | 13.00 | 13.00 | 6.84 | 52.6% |
| 3.2.3 | Annual School Census | 2,547.72 | 295.00 | 499.40 | 345.17 | 69.1% |
| 3.2.4 | National Assessment of Students | 949.25 | 125.00 | 242.00 | 203.04 | 83.9% |
| 4.1 | PEDP3 Management and Governance | 20,650.84 | 3,128.35 | 5,674.76 | 1,884.94 | 33.2% |
| 4.2 | PEDP3 Financial Management | 431.58 | 90.00 | 190.00 | 45.65 | 24% |
| 4.3 | Sector Finance | - | - | - | - | - |
| 4.4 | Strengthen Monitoring Functions DPE + Unicef | 1,369.13 | 739.45 | 243.50 | 492.22 | 202.1% |
| 4.5 | Human Resources Development | 8,353.31 | 1,426.20 | 3,122.03 | 382.71 | 12.3% |
| 4.6 | Public Private Partnership | 2,505.00 | 5 | 100.00 | - | - |
| CDVAT, contingency, etc | | 32,871.97 | 2,000 | 3,000.00 | 2575.72 | 85.9% |
| Total | | 1,815,388.36 | 284,600 | 374,000.00 | 168806.83 | 45.1% |

E-3: AOP 2015-16 Activity Implementation

The PEDP3 revised Program Framework also includes a number of sub-component activity indicators. The results chain analysis considers activities that will produce expected outputs leading to outcomes. This short chapter summarises, in table form, the progress with respect to PEDP3 activities based on AOP 2015–16. In the 2015/16 AOP, there are 351 activities and funds allocated against 189 activities as of March 2016. The following table summarizes the key activities, including budget disbursement to implement the planned activities:

| SL # | Activity | Responsible Division | In Lac Taka |
|------|---|----------------------|------------------------------|
| | | | Expenditure as of March 2014 |
| 1 | Study (Unicef Fund) | Program | 50.00 |
| 2 | Workshops (Unicef Fund) | Training | 20.00 |
| 3 | Pilot Program (ECL) | Training | 753.81 |
| 4 | Pilot Program (ECL) (Unicef Fund) | Program | 300.00 |
| 5 | Teaching Learning Materials for ECL | Program | 62.80 |
| 6 | School and Classroom Based Assessment | Training | 92.00 |
| 7 | Printing of assessment tools & methods | NCTB | 20.00 |
| 8 | School based assessment pilot | NCTB | 30.00 |
| 9 | Curriculum Revision Gr 1-5 | NCTB | 100.00 |
| 10 | Development of Prototype flipcharts on Environmental Studies (Science & Social Studies integrated) | NCTB | 30.00 |
| 11 | Development of Annual Scheme of Work with class routine for grades 1 to 5 = 5 booklet | NCTB | 200.00 |
| 12 | Development of test item booklets for major subject of grades 1 to 5 | NCTB | 670.00 |
| 13 | Continuation of tryout of remaining TB and TG including English | NCTB | 32.00 |
| 14 | CRM Dissemination dev & printing of training materials | NCTB | 10.00 |
| 15 | Curriculum dissemination (training of teachers)- 10 days | Training | 4,000.00 |
| 16 | Distribution experiences from field level officers | Admin | 50.00 |
| 17 | Teachers' Guide - Gr 1-5 no colour | NCTB | 2,500.00 |
| 18 | Supplementary reading materials Gr 1-5 | NCTB | 1,000.00 |
| 19 | ICT in Education - implementation | Training | 30.00 |
| 20 | ICT training for officials & teachers | Training | 2,058.00 |
| 21 | ICT Education-Trouble shooting training of UEO, URC | Training | 80.25 |
| 22 | Training on MS Access, WiFi, Online system, Internet etc. for CO, DEO, LDA, UDA for HQ | Training | 15.00 |
| 23 | Training on Network Operation and Hardware trouble shooting for DPEO, PTI officials | Training | 32.00 |
| 24 | Training on infrastructure software and guidelines | P&D | 200.00 |
| 25 | ICT- Training on online database, network and server security mgt for IMD | Training | 7.00 |
| 26 | ICT - internet modem for schools | IMD | 357.00 |
| 27 | ICT - Networking & internet renovating for 55 PTIs | IMD | 93.00 |
| 28 | ICT -Server based Anti-virus for 55 PTIs | IMD | 30.00 |
| 29 | ICT - Single user Anti-virus for schools & Offices | IMD | 24.19 |
| 30 | ICT - UPS repair & battery replacements for PTIs | IMD | 40.00 |
| 31 | ICT- UPS repair for 20 PTIs | IMD | 40.00 |
| 32 | ICT - Internet & LAN for 64 DPEOs & 7 DDs | IMD | 25.00 |
| 33 | ICT - computers (laptop)- for GPS (including multimedia, screen & sound | IMD | 15,000.00 |
| 34 | Diploma in Education- implementation (materials development, piloting, dissemination, printing, distribution) | Training | 1,200.00 |
| 35 | Printing of DPED materials (books) | | 800.00 |
| 36 | TA for Diploma in Education (Unicef Fund) | Training | 200.85 |
| 37 | Support for DPED Awarding Body | Training | 600.00 |
| 38 | Diploma in Pry. Education- implementation (stipend & allowance) | Training | 2,000.00 |
| 39 | Certificate- in-Education for assistant teachers | Training | 680.00 |
| 40 | Sub-cluster training- training in 12000 (app) cluster | Training | 4,096.00 |

| SL # | Activity | Responsible Division | In Lac Taka |
|------|---|----------------------|------------------------------|
| | | | Expenditure as of March 2014 |
| 41 | Orientation on competency based test of field level officials | Training | 2,185.00 |
| 42 | Subject based refresher training | Training | 4,200.00 |
| 43 | Subject based training other than 5 subjects | Training | 3,140.00 |
| 44 | Teacher network | Training | 401.00 |
| 45 | Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher education | Training | 223.00 |
| 46 | Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher education | Training | 280.20 |
| 47 | Technical support for the introduction of demand based teacher training and improved class room teaching through the dissemination of TPs (Jica Fund) | Training | 214.00 |
| 48 | Need based technical support for development of DIP in ED curriculum and related teaching materials (Jica Fund) | Training | 200.46 |
| 49 | Second chance education - never in school | P&D | 1,500.00 |
| 50 | Second chance education- never in school | P&D | 448.62 |
| 51 | Second Chance Education- school drop-outs | P&D | 1,000.00 |
| 52 | Second chance Education Division (Salary) | P&D | 20.00 |
| 53 | PPE curriculum development | P&O | 35.00 |
| 54 | PPE Materials development | P&O | 34.76 |
| 55 | PPE database and mapping | P&O | 6.18 |
| 56 | PPE expansion plan | P&O | 61.80 |
| 57 | Tryout of PPE materials (Unicef Fund) | P&O | 393.97 |
| 58 | Reporting on the complete database, mapping & expansion plan | P&O | 30.00 |
| 59 | Teachers Training on newly developed PPE curriculum until the launching of the Dip-in-Ed. Course | Training | 1,800.00 |
| 60 | PPE GPS salary: recruitment as per DLI protocol | P&O | 45,846.54 |
| 61 | PPE NNGPS salary & allowances | P&O | 2,500.00 |
| 62 | PPE operation cost | P&O | 3,268.25 |
| 63 | Block grants for UPEP | P&O | 254.00 |
| 64 | Implementation of Gender & IE action plan | P&O | 100.00 |
| 65 | Training activities on inclusive education for teachers (with | Training | 38.00 |
| 66 | Ensuring all children are in learning process & action to ensure corporal | P&O | 10.00 |
| 67 | Professional skill development of IE focal persons at all levels | Training | 8.00 |
| 68 | Develop the Gender and Inclusive Education implementation through TA | Training | 312.80 |
| 69 | Implementation of multilingual education for the ethnic tribal children | NCTB | 50.00 |
| 70 | Teacher training on IE for Autism | P&O | 500.00 |
| 71 | Education in Emergency (Unicef TA support) | P&D | 56.39 |
| 72 | Education in emergency - fund for reconstruction & rehabilitation | P&D | 800.00 |
| 73 | need based support for EiE schools | P&D | 10,000.00 |
| 74 | EiE module of PEPMIS Software | P&D | 8.00 |
| 75 | Communication and Social Mobilization (Unicef support) | P&O | 57.93 |
| 76 | Workshop on Communication and Social Mobilization | P&O | 150.00 |
| 77 | Implementation of communication for development strategy (Mass | P&O | 15.45 |
| 78 | Media for Soc Mob (TV drama, Meena cartoon, TV spot & other mat | P&O | 180.00 |
| 79 | Media for Soc Mob (TV drama, Meena cartoon, TV spot & other mat | P&O | 7.72 |
| 80 | Printing- communication& soc mob materials | P&O | 10.00 |
| 81 | Broadcasting for Soc Mob (in TV & Radio) | P&O | 20.00 |
| 82 | Bangabandhu gold-cup football tournament | Admin | 250.00 |
| 83 | Bangamata Begum Fazilatunnesa Mujib gold-cup football tournament | Admin | 250.00 |
| 84 | National Events (Education week, EFA, ICT Fair, national days & others) | Admin | 52.00 |
| 85 | National Events (Education week, EFA, Meena day, Education Fair, | P&O | 23.17 |
| 86 | National Events (Education week, EFA, Meena day, Education Fair, | P&O | 300.00 |
| 87 | Inter-school cultural & sports competition | P&O | 1,000.00 |
| 88 | Inter-PTI cultural competition | Admin | 50.00 |
| 89 | School Health Education & Check-up | Training | 220.00 |
| 90 | First Aid Box to GPS with training | P&D | 50.00 |

| SL # | Activity | Responsible Division | In Lac Taka |
|------|--|----------------------|------------------------------|
| | | | Expenditure as of March 2014 |
| 91 | Toilet for male teachers and boys | P&D | 20,000.00 |
| 92 | Toilet for female teachers and girls | P&D | 20,000.00 |
| 93 | Sinking of Deep Tube Well | P&D | 6,000.00 |
| 94 | Sinking of Shallow Tube Well | P&D | 600.00 |
| 95 | Sinking of Tara Pump | P&D | 750.00 |
| 96 | Sinking of tube well - other options | P&D | 1,000.00 |
| 97 | Test for Arsenic Contamination | P&D | 230.00 |
| 98 | Professional fee for DPHE | P&D | 900.00 |
| 99 | Furniture for school | P&D | 7,400.00 |
| 100 | Repair of toilet for male teachers | P&D | 2,000.00 |
| 101 | Boundary wall/ green/ play ground | P&D | 1,000.00 |
| 102 | Improvement of classroom environment including provision of book | P&D | 714.70 |
| 103 | Construction of schools - GPS | P&D | 2,000.00 |
| 104 | Construction of additional classrooms | P&D | 119,408.41 |
| 105 | Major maintenance of schools | P&D | 3,000.00 |
| 106 | Professional Fee for LGED | P&D | 2,800.00 |
| 107 | Repair and maintenance of schools- major cat. 2 | P&D | 5,000.00 |
| 108 | Routine maintenance of schools | P&D | 3,000.00 |
| 109 | PTI expansion works | P&D | 3,000.00 |
| 110 | Construction of Auditorium | P&D | 500.00 |
| 111 | URC (new) construction | P&D | 500.00 |
| 112 | Repair works of URCs | P&D | 400.00 |
| 113 | Furniture for URCs | P&D | 315.00 |
| 114 | UEO expansion works | P&D | 1,000.00 |
| 115 | Construction of TEO offices in Dhaka and Chittagong city | P&D | 600.00 |
| 116 | Computers/ Laptops, UPS, volt stabilizer for PTI, UEO, URC | Admin | 609.60 |
| 117 | Laptop for 29 PTIs for DPED | Admin | 182.40 |
| 118 | Printers (laser & colour) & scanner for PTI, UEO, URC | Admin | 103.00 |
| 119 | Multimedia projector for PTI, UEO, URC | Admin | 323.40 |
| 120 | Photocopier for PTIs | Admin | 24.00 |
| 121 | Microbus for PTIs | Admin | 900.00 |
| 122 | Motorbikes for UEO, AUEO, AMO | Admin | 1,927.00 |
| 123 | Additional PTI officer | Admin | 261.67 |
| 124 | Additional PTI staff | Admin | 85.00 |
| 125 | Additional UEO staff | Admin | 25.00 |
| 126 | Additional URC officer | Admin | 150.00 |
| 127 | Additional URC staff | Admin | 35.00 |
| 128 | SLIP stakeholder training | Training | 2,500.00 |
| 129 | SLIP master training refresher | Training | 52.00 |
| 130 | SLIP school funding | P&D | 25,600.00 |
| 131 | UPEP master training | Training | 15.00 |
| 132 | UPEP Upazila Funding | P&D | 5.30 |
| 133 | Head teacher training on school level leadership | Training | 2,600.00 |
| 134 | Construction works - DPE HO expansion | P&D | 200.00 |
| 135 | Construction works - Div office rest house | P&D | 500.00 |
| 136 | Construction works - DPEO expansion | P&D | 500.00 |
| 137 | Construction works - leadership training centre at Cox's Bazar | P&D | 100.00 |
| 138 | Construction works - NAPE expansion | P&D | 200.00 |
| 139 | Computers/ Laptops, UPS, volt stabilizer for DPE, DD, DPEO | Admin | 139.20 |
| 140 | Established maintenance data center and WiFi system | IMD | 100.00 |
| 141 | Hardware & software | IMD | 15.00 |
| 142 | Maintenance of computers, accessories | IMD | 15.00 |
| 143 | Printers (laser & colour) & scanner for DPE, DD, DPEO | Admin | 28.80 |
| 144 | Multimedia projector for DPE, DD, DPEO | Admin | 6.00 |
| 145 | Photocopier for DPE, DD, DPEO | Admin | 21.00 |

| SL # | Activity | Responsible Division | In Lac Taka |
|------|---|----------------------|------------------------------|
| | | | Expenditure as of March 2014 |
| 146 | Equipment - isograph, fire alarm & extinguisher, PABX, CC TV, water refiner machine, floor cleaner, scanner (for vehicle and bag), drinking | Admin | 106.00 |
| 147 | Jeep, for DPE, DD, DPEO | Admin | 870.00 |
| 148 | Microbus for DPE | Admin | 300.00 |
| 149 | Additional manpower DPE officer | Admin | 150.00 |
| 150 | Additional manpower DPE staff | Admin | 35.00 |
| 151 | Additional manpower DD Office- officer | Admin | 6.00 |
| 152 | Additional manpower DD Office- staff | Admin | 15.00 |
| 153 | Study on Gr 5 terminal examination | Admin | 350.00 |
| 154 | Additional Manpower for Hostel in Hill-tract | Admin | 13.00 |
| 155 | Annual School Census | M&E | 317.00 |
| 156 | Orientation & Workshop on ASC | Training | 174.40 |
| 157 | National Assessment of Students | M&E | 52.00 |
| 158 | Workshop for subject teachers for NSA | M&E | 35.00 |
| 159 | Dissemination workshop on NSA report 2013 & 2015 | M&E | 70.00 |
| 160 | Jeep-1 and microbus-1 for PSO | Program | 122.00 |
| 161 | Jeep- 1 and microbus-1 for Program Division | Program | 47.00 |
| 162 | Furniture for DPE and field offices, PSO & PSU | Program | 125.00 |
| 163 | Study (t.b.d) managed by Program Div | Program | 200.00 |
| 164 | Workshop/ seminar (t.b.d) managed by Program Div | Program | 100.00 |
| 165 | International consultant through package | Program | 1,000.00 |
| 166 | International consultant (pool) individual | Program | 200.00 |
| 167 | National consultant through package | Program | 500.00 |
| 168 | National consultant (pool) individual | Program | 200.00 |
| 169 | National consultant (pool) individual - FM, procurement and IT specialist for CAS | Program | 70.00 |
| 170 | National consultant (pool) individual - CR and TED | Training | 65.00 |
| 171 | PSO at MOPME | Admin | 20.00 |
| 172 | Program Div Officer | Admin | 30.00 |
| 173 | Program Div Staff | Admin | 16.00 |
| 174 | Operational Cost of PEDP3 (supplies & services and repair and | FPD | 2,519.25 |
| 175 | DPE office maintenance | Admin | 171.00 |
| 176 | Developing computerized accounting system (Hardware and Software) | FPD | 30.00 |
| 177 | Training on financial management | Training | 200.00 |
| 178 | Workshop & Seminar | M&E | 28.00 |
| 179 | Workshop & Seminar | M&E | 66.00 |
| 180 | Progress review meeting Divisional level | M&E | 72.50 |
| 181 | ASPR | M&E | 70.20 |
| 182 | Academic supervision for AUEOs | Training | 408.03 |
| 183 | Training of URC Instructor and Assistant Instructor (1 month Training) | Training | 60.00 |
| 184 | Dev. of course & content for NAPE & PTI incl. workshops | Training | 230.00 |
| 185 | Training of management and staff - central level, DPEO, ADPEO, AD | Training | 24.00 |
| 186 | Training of management and staff -DPE and field level (office management and computer) | Training | 150.00 |
| 187 | Overseas training | Training | 1,900.00 |
| 188 | Training and Higher studies (Local & overseas) | Training | 350.00 |
| 189 | Public Private Partnership | P&D | 100.00 |
| | CDVAT for Textbook, computer, vehicle and others | | 3,000.00 |
| | Total of PEDP3 DPP (excluding discrete projects and non-development) | | 374,000.00 |

E-4: Summary Description of Water & Sanitation Activities under PEDP3 2016

| SL. No. | Activities | Original as DPP | | Revised as RDPP | | Contracted F/Y 2015/16 | Cumulative Achievement as of March 2016 | | Remarks |
|---------|---------------------------------------|-----------------|------------------|----------------------|-----------|------------------------------|---|-----------|----------------|
| | | Qty. | Cost in Lac Taka | Qty. | Cost | | Physical | Expend. | |
| 1 | Toilets | | | | | | | | |
| 1.1 | Toilets for male teachers and boys | 21,955 | 16,466.25 | 10,550 WASH Block | 62,000 | | 2,016 | 11,544.41 | f/y 2015/16 |
| 1.2 | Urinals for male teachers and boys | 53,750 | 5,375 | - | - | | | | |
| 1.3 | Toilets for female teachers and girls | 53,250 | 39,937.50 | 23,500 WASH Block | 43,000 | 1,621 | 2,475 | 14,109.08 | f/y 2015/16 |
| 2 | Water Source | | | 39,300 | | 4,407 | 25,621 | | |
| 2.1 | Deep Tube well | 15,720 | 23,580 | 29,800 | 40,042.50 | | 2,689 | 1,704.00 | f/y 2015/16 |
| 2.2 | Shallow Tube well | 15,720 | 9,432 | 5,000 | 2,738 | - | 2,210 | 571.10 | f/y 2015/16 |
| 2.3 | Tara Tube well | 7,860 | 5,895 | 2,500 | 1,875 | - | 1,328 | 508.85 | f/y 2015/16 |
| 2.4 | Other water source | - | 0.00 | 2,000 | 2,734.50 | - | 519 | 478 | f/y 2015/16 |
| 2.5 | Arsenic Test | - | - | Need based | 230 | - | - | - | |

E-5: Summary Description of Furniture and Repair Activities in PEDP3as of March 2016

| SL. No. | Activities | Original as DPP | | Revised as RDPP | | Contracted F/Y 2015/16 | Cumulative Achievement as of March 2016 | | Remarks |
|---------|-------------------------------------|------------------|------------------|-----------------|----------|------------------------------|---|---------|---------|
| | | Qty. | Cost in Lac Taka | Qty. | Cost | | Physical | Expend. | |
| 1 | Furniture | | | | | | | | |
| 1.1 | Furniture need based for school | 15,000 school | 15,000 | Need based | 20,000 | 1,748 | 1,066 | 65.82 | 3,500 |
| 2 | Repair | | | | | | | | |
| 2.1 | Repair of Toilets for male teachers | 2,415 | 724.50 | 19,278 | 5,782.89 | | | | |
| 2.2 | Repair of Toilets for boys | 7,718 | 2,315.40 | 3,360 | 1008.08 | | | | |
| 2.3 | Repair of Toilets for girls | 7,528 | 2,250.40 | 3,333 | 1,000 | | | | |
| 2.4 | Boundary walls | - | - | Need based | 4,640 | 34 | 31 | 2.72 | 122 |

E-6: Summary Description of Construction & Repair works in PEDP3 as of March 2016

| SL. No. | Activities | Original as DPP | | Revised as RDPP | | Contracted F/Y 2015/16 | Cumulative Achievement as of March 2016 | | Remarks |
|---------|------------------------------------|-----------------|------------------|--------------------|------------|------------------------------|---|-----------------------|--------------------|
| | | Qty. | Cost in Lac Taka | Qty. | Cost | | Physical | Expend. Crore Taka | |
| 1 | Construction and Repair of schools | | | | | | | | |
| 1.1 | GPS | 2,660 school | 106,400 | 5,519 classroom | 90,748.11 | 1,544 | 1,488 | 910.01 | Approved 1,894 |
| 1.2 | NNPS (RNGPS) | 32 | 1,280 | - | - | | | | |
| 1.3 | Community | 17 | 680 | - | - | | | | |
| 1.4 | Additional classrooms | 31,685 | 380,220 | 33,484 | 529,777.12 | 11,752 | 11,377 | 1,703.95 | Approved 14,990 |
| | B List | | | | | 7,458 | 5,151 | 1,280.98 | |
| 2 | Repair and | 1,624 | 12,992 | 1,861 | 9,538.5 | | | | |

| | | | | | | | | | |
|-----|---------------------------------------|------------|----------|------------|-----------|-------|-------|-------|----------------|
| | Maintenance | | | | | | | | |
| 2.1 | Repair and Maintenance to be replaced | 1,624 | 12,992 | Need based | 7,500 | | | | |
| 2.2 | Repair of school major -1 | 18,280 | 54,840 | Need based | 2,038.52 | 2,754 | 2,152 | 77.49 | Approved 4,639 |
| 2.3 | Repair of school major -2 | 18,280 | 27,420 | Need based | 22,623.32 | | | | |
| 2.4 | Major maintenance | - | - | 3,139 | 15,380 | | | | |
| 2.5 | Routine maintenance | Need based | 23,223 | Need based | 11,999.70 | | | | |
| 2.6 | Other maintenance | Need based | 8,018.05 | Need based | 4,000 | | | | |

E-7: Summary Description of Construction, Repair & Expansion in PEDP3 as of March 2016

| SL. No. | Activities | Original as DPP | | Revised as RDPP | | Contracted F/Y 2015/16 | Cumulative Achievement as of March 2016 | | Remarks |
|---------|------------------------------------|-----------------|------------------|-----------------|----------|---------------------------|---|---------|---------|
| | | Qty. | Cost in Lac Taka | Qty. | Cost | | Physical | Expend. | |
| 1 | Construction, Repair and Expansion | | | | | | | | |
| 1.1 | DPE HQ | 1 | 4,500 | 1 | 5,570 | 4 | 3 | 1.45 | 4 |
| 1.2 | DD office | 7 | 280 | 7 | 1,700 | 3 | 2 | 3.93 | 3 |
| 1.3 | DPEO office | 64 | 1,600 | 64 | 1,940 | 51 | 43 | 8.25 | 56 |
| 1.4 | Leadership centre in Cox's Bazar | 1 | 1,100 | 1 | 1,200 | | | | |
| 2 | NAPE | 1 | 2,500 | 1 | 1000 | | | | |
| 2.1 | PTI | 55 | 2,750 | 55 | 18,000 | 35 | 30 | 38.05 | 38 |
| 2.2 | PTI Auditorium | - | - | | 1,500 | | | | |
| 2.3 | New URC | 30 | 1,500 | 25 | 2,450 | | | | |
| 2.4 | URC Repair | - | - | Need based | 800 | 103 | 102 | 1.62 | 123 |
| 2.5 | Furniture for URC | - | - | Need based | 1,393.10 | 167 | 165 | 3.05 | 167 |
| 2.6 | UEO office | 508 | 10,060 | 508 | 16,750 | 156 | 103 | 15.14 | 216 |

Source: P&D division records

E-8: Summary Description of JICA Supported Activities under PEDP3 2010-16

Year 0 (2010-11):

1. DPEd Resource Material revision (Math & Science) (JICA Experts attended workshops)
2. PTI Cluster Activity Introductory Training (9-10 Jan) for 57 PTI Superintendents at NAPE (Study Workshop & Study Group Activity were introduced)
3. PTI Cluster Activity Introductory Training (1st: 6-10 Feb, 2nd: 13-18 Feb, 3rd: 27-3 Mar) for 54 PTI Math Instructors and 53 PTI Science Instructors at NAPE (Study Workshop: SW & Study Group Activity: SGA were introduced)
4. PTI Cluster SGA (31 Mar – 16 Jul) at 5 PTIs (Joydevpur, Chittagong, Khulna, Barisal, Sylhet)
5. PTI Cluster SW (8-11 Jun) at 2 PTIs (Joydevpur, Chittagong)
6. Pre-activity Survey conducted from Feb to Aug 2011
7. PTI Cluster Activity Manual (Lesson Study) developed and distributed to all PTIs
8. TV Drama "Rupantar Kotha" developed

Year 1 (2011-12):

1. DPEd Resource Material revision (Math & Science) (JICA Experts attended workshops)

2. Curriculum Workshop (23-28 Jul) at BSDM Savar (Curriculum Experts participated)
3. Primary Curriculum Seminar (1) (31 Jul) at Sanargaon Hotel (Secretary MOPME attended)
4. Overseas Training in Japan (1) (12 May – 3 Jun) for Curriculum Experts (5 persons) from NCTB organized at Hiroshima University
5. Quality Learning Workshop (15 Dec) jointly organized by UNICEF (ECL)
6. Sample Textbooks (Math & Science) developed
7. PTI Cluster SW (16-17 Nov, 4-5, 9-10, 11-12, 19-20, 26-27 Jun) at 8 PTIs (Khulna, Barisal, Sylhet, Jessore, Rajshahi, Rangpur, Mymensingh, Bogra)
8. PTI Cluster SGA (23 Nov, 10 Apr, 6, 10, 11 Jun) at 7 PTIs (Khulna, Sylhet, Rajshahi, Rangpur, Comilla, Bogra, Mymensingh)
9. Situational Analysis Survey conducted from Feb
10. Teaching Package Booklet & Leaflet were developed and distributed to all primary schools (60,000) and teachers (300,000)
11. TV Drama “Rupantar Kotha” telecasted and distributed to all 57 PTIs and 481 URCs
12. TED Action Plan 2012 edited and printed
13. Equipment provision to 10 Cluster center PTIs (Joydevpur, Chittagong, Jessore, Sylhet, Rajshahi, Rangpur, Comilla, Bogra, Mymensingh)

Year 2 (2012-13):

1. DPED Resource Material revision (Math & Science) (JICA Experts attended workshops)
2. Primary Curriculum Seminar (2) (4 Jul) at Hotel Ruposi Bangla (Secretary MOPME attended)
3. Overseas Training in Japan (2) (2-23 Feb) for Curriculum Experts (5 persons) from NCTB and IER organized at Hiroshima University
4. Pre-Pilot of Small Scale Tryout of revised textbook (19-24 Jul) was implemented at 4 GPS
5. Small Scale Tryout of revised textbook (19-24 Nov) was implemented at 4 GPS
6. PTI Follow up Training (8-9 Jul) for 57 PTI Superintendents at BCDM Savar (Lesson Study, TED Action Plan, DPED curriculum, Revised Primary Curriculum & Textbooks were discussed)
7. PTI Follow up Training (22-26 Jul) for 53 PTI Math Instructors and 54 PTI Science Instructors at NAPE (Lesson Study, TED Action Plan, DPED curriculum, Revised Primary Curriculum & Textbooks were discussed)
8. PTI Cluster SW (11-12 Jul) at 1 PTI (Comilla)
9. PTI Cluster SGA (9, 14 Jul) at 2 PTIs (Joydevpur, Chittagong)
10. Needs-based Sub-cluster training (AOP 51a) monitoring conducted from April to August 2013
11. Subject based Training Manual (Math & Science) (AOP 43) developed
12. Teacher Support Network through Lesson Study (AOP 54) was assisted
13. TV Drama “Rupantar Kotha 2” developed
14. School Diary piloted
15. Community Radio piloted
16. TED Action Plan 2013 edited and printed

Year 3 (2013-14):

1. DPED Resource Material revision (Math & Science) (JICA Experts and Consultants attended workshops and revised materials from Nov. 2013 to Feb. 2014)
2. Primary Curriculum Seminar (3) (21 Jul) at Sonargaon Hotel (Secretary MOPME attended)
3. Review of revised textbook of Math and Science was done and report was submitted
4. Large Scale Tryout of revised textbook (JICA Expert team assisted NCTB to refine Science and Math textbook from G1 to G3 by end of April 2014)
5. Teachers’ edition refinement (JICA Expert team assisted NCTB to refine Science and Math teachers’ edition from G1 to G3 by end of May 2014)
6. PTI Follow up Training (14-15 Jul) for 57 PTI Superintendents at BCDM Rajendrapur (Lesson Study, TED Action Plan, DPED curriculum, Revised Primary Curriculum & Textbooks were discussed)
7. PTI Follow up Training (22-26 Jul) for 59 PTI Math Instructors and 58 PTI Science Instructors at NAPE (Lesson Study, TED Action Plan, DPED curriculum, Revised Primary Curriculum & Textbooks were discussed)

8. Needs-based Sub-cluster training (AOP 51a) monitoring from March to August 2014
9. Subject based Training (Math & Science) (AOP 43) monitored in March 2014
10. Teacher Support Network through Lesson Study (AOP 54) was assisted by JICA team
11. Lesson Study Banner was developed and distributed
12. Communication Strategy Paper submitted to PEDP3
13. Situation Analysis survey is being conducted
14. TED Action Plan was reviewed
15. Overseas Training in Japan (3) (10-31 May) for Curriculum Experts (5 persons) from NCTB and IER organized at Hiroshima University

Year 4 (2014-15):

1. Teachers' edition refinement (JICA is assisting NCTB to refine Science and Math teachers' edition from G1 to G3 by end of July 2014)
2. PTI Follow up Training (6-10 Jul) for 58 PTI Math Instructors and 55 PTI Science Instructors at NAPE (Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks were discussed)
3. PTI Follow up Training (19-20 Jul) for 57 PTI Superintendents at BCDM Savar (Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks were discussed)
4. TV Drama "Rupantar Kotha 3" has been developed and distributed, and later monitored
5. WALs (World Association of Lesson Study) NAPE Specialist and Rajshahi PTI Instructor participated in WALs 2014 at Indonesia University of Education
6. Large Scale Tryout of revised textbook (JICA Expert team assisted NCTB to refine Science and Math textbook from G4 to G5 by end of May 2015)
7. Needs-based Sub-cluster training (AOP 51a) monitoring from January 2015 ongoing
8. PTI Follow up Training (29 Mar-2 Apr) for PTI Math Instructors and PTI Science Instructors at NAPE (discussed Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks)
9. PTI Follow up Training (7-8 Apr) for PTI Superintendents at BRAC Inn Mohakhali (discussed Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks)
10. Teachers' edition refinement (JICA Expert team assisted NCTB to refine Science and Math teachers' edition from G4 to G5 by end of Jun 2015)
11. Situation Analysis survey is being conducted
12. Leadership Training for Head Teachers (AOP 135) training manual is being reviewed
13. TV Drama "Rupantar Kotha 4" is under preparation

Year 5 (2015-16):

1. Large Scale Tryout of revised textbook (JICA Expert team assisted NCTB to refine Science and Math textbook from G4 to G5)
2. Teachers' edition refinement (JICA Expert team assisted NCTB to refine Science and Math teachers' edition from G4 to G5)
3. Teacher's Guide refinement (G1 & G2 Environment Science and Social Studies are being refined by JICA Experts)
4. Textbook & Curriculum Seminar (27 Aug) at IER
5. Lesson Evaluation Workshop (1) (11-13 Oct) at DPE
6. Lesson Evaluation Workshop (2) (10-12 Nov.) at NAPE
7. TV Drama "Rupantar Kotha 4" developed and distributed
8. Situation Analysis survey is being conducted
9. Leadership Training for Head Teachers (AOP 135) training is monitored

Source: JICA report

Annex F: Summary Description of Discrete Projects

Discrete Projects (Formal Education)

1. Name of the Project: Establishment of 1,500 nos. Primary Schools in Unschooling Area

Goal/Aim: The goal or aim of the project is to ensure children access to education in unschooled areas (both rural and urban area) through the construction of 1,500 new primary schools in un-schooled area for fulfilling of commitment that each village has at least one school'

Purpose/Objective:

- To construct 1500 [Type A: 1,325 schools in un-flood areas (total cost TK. 722.13 crore), Type D: 95 schools in Char, Hoar river erosion areas (18.49 crore) and need based design80 primary school in unschooled area (TK. 69 crore);
- To construct sanitary latrines (One for Boys and One for Girls);
- To sink arsenic free tube-wells in the constructed schools; and
- To supply furniture to constructed schools.

Implementation Period: July 2010 to June 2015 extended up to December 2016

Implementation Cost: Original budget was BDT Eighty three thousand eight hundred sixty seven (83,867) crore and revised budget is BDT 905.7494 crore only.

Coverage as of March 2016:

Of these 1,500 schools, 1,330 schools (A type) were to be established in the flood free areas at the cost of Taka 69,703 crore; 120 schools (D type) to be established in Char, Hoar and river basin areas at the cost of Taka 2,087 crore; and 50 schools (C type) at the cost of Taka 4,249 crore on needs-basis. Project implementation status as of March 2016 was as follows:

| SL # | Planned activities | Status as of April 2016 | Remarks |
|------|---|------------------------------|--|
| 1 | Approved village to establish school (1 st phase) | 686 villages | Source of Fund: GoB |
| 2 | Approved village to establish school (2 nd phase) | 326 villages | |
| 3 | Approved village to establish school (3 rd phase) | 368 villages | |
| 4 | Approved village to establish school (4 th phase) | 231 villages | |
| 5 | Approved village to establish school (5 th phase) | 122 villages | |
| 6 | Approved village to establish school (6 th phase) | 183 villages | |
| 7 | Approved village to establish school (7 th phase) | 205 villages | |
| | Total phases 1 to 7 | 2,121 villages | |
| 7 | Tendering by LGED | 1,452 schools | |
| 8 | Work order given by LGED | 1,268 schools | |
| 9 | Land acquisition | 3 schools | |
| 10 | Total allocation 2015-16 f/y | Taka 20,000 lac | |
| 11 | Total expenditure 2015-16 f/y | Taka 4,513.505 lac | |
| 12 | Total cumulative expenditure | Taka 65,399.41lac (72.2%) | |
| 13 | Progress of work (establishment of schools) | 1,125 schools | 100% completed |
| | | 46 schools | 80-99% completed |
| | | 29 schools | 60-59% completed |
| | | 25 schools | 30-59% completed |
| | | 43 schools | 0-29% completed |
| 14 | Completed schools handed over to DG-DPE | 1,050 schools | 2/3 teachers attached to 1,125 schools and operating classes |
| 15 | Post creation of teachers for 667 schools (667x5 teachers) | 667 teachers posts | |
| 16 | Send request letter to MoPME for creation of teachers post of 273 schools under process (273x5) | 458 teachers | Note: DPE identified 1,943 villages with no school |

2. Name of the Project: Primary Education Stipend Project (PESP)

Goal/Aim: the goal or aim of the project is to ensure increased Enrolment and Reduced Disparities

Purpose/Objective:

- a) To increase the enrolment rate of all primary level school age children of poor families
- b) To increase the attendance rate of all the enrolled students of primary schools
- c) To reduce dropout rate and to increase cycle completion rate of enrolled students in primary schools
- d) To establish equity in the financial assistance to all primary school age children for poverty elevation
- e) To enhance the quality of primary education; and
- f) To enhance female empowerment

Location of the Project: All over the country excluding City Corporation and Municipalities areas and 79 Shishu Kalayan Trust schools

Implementation Period of Primary Education Stipend Project:

- | | | |
|------------------------------------|------------|--|
| a). Original: | I. | Date of Commencement: July 2008 |
| | II. | Date of Completion: July 2013 |
| b). 1st Revised: | I. | Date of Commencement: July 2008 |
| | II. | Date of Completion: July 2013 |
| c). 2nd Revised: | I. | Date of Commencement: July 2008 |
| | II. | Date of Completion: June 2015- July 2017 (3rd phase) |

Implementation Cost: TK. 3,900.2648 (Three thousand Nine hundred Crore Twenty Six Lac and Forty Eight thousand only

Source of Fund: GoB

Introduction:

Reducing disparities in education opportunities is a priority of the Government of Bangladesh. ECNEC approved Phase II of The Primary Education Stipend Project in March 2012. The current project budget is Taka 403,503.34 lac and the beneficiary coverage has increased from 4.8 to 7.8 million using new criteria for selecting eligible cardholders. Under this program, a monthly stipend (amounting to BDT 100 for one child and BDT 125 to families with more than one child) is provided to poor families, conditional upon regular school attendance as well as passing the school exam. In order to strengthen the program impact, a comprehensive study is currently being conducted by the PPRC to assess the effectiveness of the program in benefitting the poor.

Based on the poverty mapping jointly conducted by BBS and WFP, beneficiary coverage was re-defined based on identified poverty prone areas. The revised criteria are as follows;

- A total of 67 Upazilas were identified in the poverty map where the poverty rate is above 60%; in those Upazilas' 90% of children are eligible to receive the stipend;
- A total of 122 Upazilas were identified in the poverty map where the poverty rate is within 48.1-60%; in those Upazilas 75% of children are eligible to receive the stipend;
- A total of 140 Upazilas were identified in the poverty map where the poverty rate is within 36.1-48%; in those Upazilas 50% of children are eligible to receive the stipend;
- A total of 154 Upazilas were identified in the poverty map where the poverty rate is up to 36%; in those Upazilas 45% of children are eligible to receive the stipend.

3rd Phase:

- ✓ Targeted 13 million children (PPE 1.5 million, 114.6 million, Grades 6-8 total 24,500 and Shishu Kallyan 13,500 student)
- ✓ Stipend increased for 1 Child TK. to 100/-; 2 Children to 200/-; 3 Children to 250/-; 4 Children to 300/- and 6-8 Children to 125/-

Project implementation status as of March 2016 presented below:

In lac Taka

| SL # | F/Y | Allocation (Taka) | Actual Expenditure | Status of achievement | Beneficiaries | | Remarks |
|------|---------|-------------------|--------------------|-----------------------|---------------|---------------|----------------|
| | | | | | Target | Achievement | |
| 1 | 2008-09 | 48,800 | 48,355.55 | 99.09% | 4.8 million | 4.8 million | |
| 2 | 2009-10 | 57,484 | 57,387.14 | 99.83% | 6.3 million | 7.25 million | |
| 3 | 2010-11 | 86,500 | 86,434.64 | 99.92% | 7.8 million | 7.62 million | |
| 4 | 2011-12 | 90,000 | 89,963.81 | 99.96% | 7.8 million | 7.725 million | |
| 5 | 2012-13 | 92,500 | 92,236.00 | 99.48% | 7.9 million | 7.73 million | |
| 6 | 2013-14 | 97,124 | 93,336.00 | 99.6% | 7.9 million | 7.77 million | |
| 7 | 2014-15 | 94,000 | 93,875.00 | 99.87% | 7.9 million | 7.79 million | 63,587 schools |
| 8 | 2015-16 | 153,233.1 | 5,580.52 | 4% | 13 million | | |
| 9 | 2016/17 | 153,505.7 | | | 13 million | | |

3. Name of the Project: School Feeding Program in Poverty Prone Areas (2nd Revised)

Goal/Aim: Support the ultra poor area children of Bangladesh in achieving universal primary education and the reduction of extreme poverty and hunger.

Purpose/Objective:

- To contribute to achieving universal primary education and Millennium Development Goal2
- To increase enrolment and attendance of primary school children in food insecure areas
- To improve learning ability of primary school children through reduction of micro-nutrient deficiencies
- To enhance GoB's capacity to implement the School Feeding Program efficiently and effectively.

Location of the Project: 93 Upazilas (GOB supported 72 and WFP supported 21 Upazilas) under 29 districts

Implementation Period of Primary Education Stipend Project:

- Original:**
 - Date of Commencement: July 2010**
 - Date of Completion: June 2017**

Source of Fund : GoB & WFP

| | Total | GoB | RPA | DPA |
|------------------------------------|-------------------|-------------------|-------------|------------------|
| Original in TK.: | 114,279.91 | 59,770.57 | 0.00 | 54,509.34 |
| Revised (1 st) in TK.: | 157,793.11 | 87,574.50 | 0.00 | 70,218.61 |
| Revised (2 nd) in TK.: | 314,552.20 | 214,599.65 | 0.00 | 99,952.55 |

Coverage as of March 2016:

| Coverage | | | | Remarks |
|------------------|-----------------|----------------|-----------------|---------|
| No. of Districts | No. of Upazilas | No. of schools | No. of students | |
| 27 Districts | 72 Upazilas | 14,664 | 2,818,808 | GOB |
| 6 districts | 21 Upazilas | | | WFP |

Progress as of March 2016 (main activities):

| SL. | Planned Activities | FY | Target (Physical) | Progress as of March 2015 | Remarks |
|-----|--|---------|---|-----------------------------------|--|
| 1 | Production, delivery and distribution of 30,700 MT biscuits to 28,18,808 children of project areas | 2014-15 | 30,700 MT biscuits | 30,700 MT biscuits | Delivery ongoing to the School Level of Project areas |
| 2 | NGO assessment to be engaged for SF implementation in 2015 for 19 Upazilas under 10 districts and prepare agreement and finalize signing with the NGOs for 2015 | 2014-15 | 19 Upazilas under 10 districts | 19 Upazilas under 10 districts | Handed over from WFP -14 Upazila New Upazila-05 (as per the provision of RDPP-2 nd revised) |
| 3 | Printing and distribution of reporting formats No. of Daily Attendance Cards - 645,000. No. of Monthly Utilization Report - 1,20,00 70,00 sets of Way Bills | 2014-15 | No. of Daily Attendance Cards - 645,000 No. of Monthly Utilization Reports - 12,000 70,00 sets of Way Bills | Daily Attendance Card 645,000 no. | |
| 4 | Organize SFP monthly meetings and Project Steering Committee meetings to review progress | 2014-15 | PIC-6 PSC- as and when required | PIC-3 PSC-3 | |
| 5 | Organize SF design competition 2015 | | | Completed | |
| 6 | Provide School Meals (school snack) to 25,000 children | 2014-15 | 25,000 children | 25,000 children | |

Total Implementation Cost in lac Taka: GoB TK 214,599.65, DPA TK. 99,952.55 (WFP). The following Table summarizes the financial year-wise allocation and expenditure both GoB and DPA:

| F/Y | Allocation in Lac Taka | | | Expenditure in Lac Taka | | | Expenditure as % |
|---------|------------------------|-----------|-----------|-------------------------|-----------|-----------|------------------|
| | GOB | DPA | Total | GOB | DPA | Total | |
| 2010/11 | 50.00 | 9,040.00 | 9,090.00 | 6.86.00 | 8,890.00 | 8,896.86 | 97.9 |
| 2011/12 | 10,400.00 | 13,550.00 | 23,950.00 | 9,876.55 | 13,550.00 | 23,426.54 | 97.8 |
| 2012/13 | 22,900.00 | 20,100.00 | 43,000.00 | 22,873.86 | 20,099.17 | 42,973.03 | 99.9 |
| 2013/14 | 28,000.00 | 18,300.00 | 46,300.00 | 27,965.64 | 16,299.27 | 46,264.91 | 99.9 |
| 2014/15 | 27,000.00 | 14,880.00 | 41,880.00 | 26,901.60 | 14,878.32 | 41,779.92 | 99.8 |
| 2015/16 | 44,000.00 | 12,000.00 | 56,000.00 | 21,579.01 | 8,801.53 | 30,380.54 | 54.3 |

Project Description: The World Food Program launched school feeding as an emergency program in Jessore in 2001. In view of the success in Jessore, WFP subsequently incorporated the school feeding into its regular country program.

The objectives of school feeding are: (i) to increase the enrolment of the children in poverty prone areas; (ii) to ensure regular attendance of the enrolled children in poverty prone areas; (iii) to reduce drop-out rate; (iii) to increase the primary education completion rate; (iv) to fulfill the daily nutrition requirement of primary school children; and (v) to improve the quality of primary education.

The Government of Bangladesh has been implementing the project "School Feeding Program in Poverty Prone Areas" since 2010. The total cost of the project is Taka 1578 crore (GoB 876 crore and Project Aids 702 crore). The GoB component covers 1.8 million pre-primary and primary school students and 6,606 schools in 42 Upazilas under 16 districts. The WFP component covers 900,000 students and 5,414 schools in 30 Upazilas under 8 districts. An additional 250,000 students are also benefitting under another feeding program implemented with the assistance of European Union. In the current program, children are provided daily with 75 grams of fortified high energy biscuit in poverty stricken 82 Upazilas across the country. The program implementing agency is DPE, MoPME. Program implementation period was from July 2010 to December 2014.

The program covers government primary schools, registered non-government primary schools, community schools, Shishu Kollyan Trust schools, independent Ebtedayee Madrasha and NGO schools. Under the program, all the students, enrolled in the assisted Upazilas, are provided daily with 75 grams of fortified high energy biscuit. In 2013/14, 2,706,953 children were provided biscuits against the targeted number of 2,640,000.

The program also incorporates a community awareness raising program, targeting guardians, SMC members and community groups. The awareness raising training covers: (i) establishing school vegetable gardens; (ii) sanitation and hygiene, health, nutrition; (iii) de-worming; (iv) encouraging female participation in SMC; (v) HIV/AIDS awareness; and (vi) disaster risk reduction and impact of climate change.

The key achievements of the programs to-date are: (i) 100% enrolment attained in the program areas; (ii) Increased attendance rate on an average 5-13%; (iii) reduced dropout rate; (iv) improved nutritional level of students; and (v) positive impact on improving the quality of primary education

In addition, WFP has the piloting initiative from the FY 2013/14 of cooked food (mid-day meal) instead of biscuits in Bamna Upazila under Barguna district, Barisal division and Islampur Upazila under Jamalpur district, Dhaka division.

4. Name of the Project: EU Assisted School Feeding Program.

The project was phased out in December 2015 and there were surplus biscuits as this project continued up to December 2015 instead June 2015.

Goal/Aim: To contribute to the achievement of MDG1& 2i.e. the reduction of extreme poverty and hunger and also to enhance the enrolment rate and reduce the dropout rate.

Purpose/Objective: The main objectives of the project are as follows:

- Achieve universal primary education and reduce gender disparity.
- Enhance learning capability and more attentiveness towards studies of primary education institutes in selected areas by supplying nutritious food.
- Increase enrolment, attendance and cycle completion at the primary education sector.
- Increase the nutritional status of 416,454 primary school students.

Implementation Period (Project Start and Phase out date): January 2009-December 2015

Implementation Cost: The total cost is Taka: 21,967.04 lac (GOB TK. 7,536.60 lac and RPA TK. 14,430.74 lac)

Sources of Fund: European Union and Government of Bangladesh.

Coverage as of March 2015:

| Coverage | | | | Remarks |
|--|---|---------|----------|---|
| Districts | Upazilas | Schools | Student | |
| 10 districts (1. Habiganj, 2. Sunamganj, 3. Netrokona, 4. Jamalpur, 5. Jessore, 6. Pabna, 7. Lalmonirhat, 8. Laxmipur, 9. Cox's Bazar and 10. Patuakhali | 10 upazilas (1. Lakhai, 2. Dharmapasha, 3. Kalmakanda, 4. Dewanganj, 5. Jhikargacha, 6. Bera, 7. Hatibandha, 8. Ramgati 9. Moheshkhali and 10. Dashmina | 1,350 | 4,16,454 | Provided daily with 75 grams of fortified biscuits in 10 poverty-stricken upazilas across the country |

Progress as of December 2015:

| SL | Planned Activities | FY | Target (Physical) | Progress as of March | Remarks |
|----|--|-----------|--|--|--|
| | Fortified biscuit distribution in 1,345 GPS, NNPS and non-government school in selected 10 Upazilas. | 2014-2015 | Distribution of 9,963,672 cartons biscuits | Distribution of 73264.66 cartons of biscuits | Project has been extended from December 2014 up to December 2015 due to surplus of 67,945,413 packets biscuit. This project is contributing to ensure quality primary education through maintaining children's health condition and wellbeing. |

5. Name of the Project: Reaching Out-of-School Children (ROSC) Phase-II Project

Goal/Aim: the goal or aim of the project is to reach out-of-school children by improving access, participation and completion of primary education.

Purpose/Objective:

- a) Supporting students and learning centers with an education allowance and grants to ensure access participation and completion of Primary Education.
- b) Support ROSC Graduates for participation in basic life skills education and trade training for earning a livelihood.
- c) Build Private-Public partnership for enhanced management of effective LCs to deliver quality primary education.
- d) Enhance women's empowerment to participate in the decision-making process as regards LCs' establishment and management.
- e) Establish and strengthen the capacity of structures and mechanism for local level planning, management and monitoring of primary education delivered by the ROSC with the participation of wider community.
- f) Introduce intensive teacher training for professional development of teachers for improved teaching and learning.
- g) Strengthen academic supervision and support systems.

Location of the Project: 148upazilas under 52 districts of Bangladesh.

Implementation Period of Primary Education Stipend Project:

- a. **Original - Date of Commencement:** January 2013
- b. **Date of Completion:** December 2017

Implementation Cost in lac Taka: 114,025.76 (GoB TK. 5,803.53 and World Bank RPA TK. 108,217.23)

Source of Fund: GoB and World Bank (IDA)

Project Description: In line with the EFA's goals and targets of achieving universal primary education and eradicating illiteracy, the government started ROSC project with the assistance of World Bank to established 22,500 learning centres, 'Anandya School', for covering about 7.5 lac children. These schools provide a second chance opportunity for out-of school children to continue their education. After the phasing out of Phase 1 of ROSC project, the Government agreed to start the second phase of the project.

Accordingly, Phase 2 of the project started in January 2013 and will be completed in December 2017 with a budget of Taka 114,026lac. The project plans to help 21,632 Anandya schools to reach 720,000 children. As of April 2014, a total of 11,965 Anandya schools were functioning (6,024 newly established and 5,941 from phase 1) with an enrolment of 322,731 children.

Cumulative coverage as of March 2016:

| Coverage | | | | Remarks |
|--------------------|-------------------|-------------------|-------------------|---------------------|
| Number of District | Number of Upazila | Number of schools | Number of student | |
| 52 | 148 | 15,239 | 386,875 | 110 MO's & 148 TC's |

ROSC Project implementation status as of March 2015 presented in below:

| F/Y | Activity | In lac Taka | | | |
|-----------|---|-------------|-----------|-------------|-----------|
| | | Target | | Achievement | |
| | | Physical | Financial | Physical | Financial |
| 2008-2009 | Educational allowance for children | 417,707 | 2,900.00 | 41770 | 2,898.92 |
| | Educational grant for LC | 15,077 | 4,800.00 | 15077 | 4,799.59 |
| 2009-2010 | Educational allowance for children | 665,247 | 3,860.00 | 665,247 | 3,680.07 |
| | Educational grant for LC | 15,848 | 6,063.53 | 15,848 | 6,041.32 |
| 2010-2011 | Educational allowance for children | 458,593 | 3,944.00 | 458,593 | 3,905.68 |
| | Educational grant for LC | 15,245 | 7,049.00 | 15,245 | 6,537.87 |
| 2011-2012 | Educational allowance for children | 458,826 | 2,704.00 | 548,826 | 2,703.58 |
| | Educational grant for LC | 15,172 | 3,054.00 | 15,172 | 3,053.65 |
| | 2nd Phase | | | | |
| 2012-2013 | No. of enrolled children and total expenses | 386,751 | 8,000 | 260,000 | 8,000.00 |
| 2013-2014 | No. of enrolled children and total expenses | 322,731 | 24,899 | 322,731 | 7,182.77 |
| 2014-2015 | Established Learning Centers | 3,700 LCs | | 3,700 LCs | |
| | Enrolled out-of-School Children | 111,000 | | 111,000 | |
| 2015-16 | Total LCs | 11,162 LCs | | 11,162 LCS | |
| | Students enrolled | 310,100 | | 310,100 | 7,752.50 |

6. Name of the Project: Expansion of Cub-scouting in primary education 3rd Phase

Goal/Aim: the goal or aim of the project is to support primary school children in their physical, mental and spiritual development.

Purpose/Objective: The purpose of cub-scouting is to support young children to achieve the following:

- a) To do their best
- b) To do their best for the country
- c) To help someone everyday

Location of the Project: All over the country.

Implementation Period: July 2010 June 2016

Source of Fund: GoB

Implementation Cost in lac Taka: 1300 for FY 2015/16

7. Name of the Project: Establishment of 12 PTIs

Goal/Aim: The goal or aim of the project is to improve the quality of primary education by enhancing teacher training facilities

Purpose/Objective:

- a. To improve the quality of primary education through establishing 12 Primary Teachers Training Institutes (PTI)
- b. To impact C-in-Ed training for an additional 1,584 teachers every year

Location of the Project: 12 districts headquarter.

Implementation Period of Primary Education Stipend Project:

- | | | | |
|------------------------------|-----|-----------------------|---------------|
| a). Original: | I. | Date of Commencement: | January 2011 |
| | II. | Date of Completion: | December 2014 |
| b). 1 st Revised: | I. | Date of Commencement: | January 2011 |
| | II. | Date of Completion: | June 2015 |
| c). 2 nd Revised | I. | Date of Completion: | June 2017 |

| | |
|---|--------------------------|
| Implementation Cost in lac Taka: | 24,808 (original) |
| 1st Revised Cost in lac Taka: | 25,878.41 |
| 2nd Revised Cost in lac Taka: | 26,944.75 |

Source of Fund: GoB

There are 64 districts in Bangladesh. Out of the 64 districts, 12 districts do not have PTIs. To address this shortfall in teacher training facility, the government has initiated the project “Establishment of 12 PTIs project” at the cost of Taka 24,808 lac (first revised budget was Taka 25,878.41lac and second revised budget is 26,944.75). The implementation period covers January 2011 to June 2017. The work will be completed under two packages; Package 1: (i) construction of academic cum administrative building; (ii) construction of residence for PTI super and hostel super; and (iii) construction of PTI experimental school; and Package 2: construction of male and female hostels for 200 learners (6 storied building).

12 PTIs Project implementation Status as of March 2016 is follows:

| SL # | Planned activities | Status as of April 2014 | Remarks |
|------|----------------------------------|--------------------------------|--------------------|
| 1 | Dhaka PTI, Mirpur | 43% work completed | ‘Special’ category |
| 2 | Narayanganj PTI, Shiachar, Sadar | 90% work completed | ‘A’ category |
| 3 | Gopalganj PTI, Bhetodor, Sadar | 90% work completed | ‘A’ category |
| 4 | Shariatpur PTI, Balochara, Sadar | 98% work completed | ‘B’ category |
| 5 | Sherpur PTI, Bhatshala, Sadar | 96% work completed | ‘B’ category |
| 6 | Rajbari PTI, Sadar | 93% work completed | ‘C’ category |
| 7 | Bandarban PTI, Sadar | 95% work completed | ‘C’ category |
| 8 | Khagrachari, PTI Sadar | 85% work completed | ‘C’ category |
| 9 | Narail PTI, Sadar | 77% work completed | ‘C’ category |
| 10 | Meherpur PTI, Sadar | 100% work completed | ‘C’ category |
| 11 | Jhalokathi PTI, Sadar | 98% work completed | ‘B’ category |
| 12 | Lalmonirhat PTI, Sadar | 100% completed and Functioning | ‘B’ category |

8. Name of the Project: Primary Education Development Project supported by IDB

Goal/Aim: The goal of the project is to ensure access for all eligible children to Primary Education

Purpose/Objective:

- a) To provide better physical facilities for selected primary schools (school construction);
- b) To provide sanitation facilities and safe drinking water to the students and teachers of selected primary schools;
- c) To facilitate improved education environment for the students and teachers in targeted primary schools;
- d) To facilitate enhanced access to primary education for all in the rural areas;
- e) To provide teaching and learning aid to students and teachers of selected primary School.

Location of the Project: Targeted areas of the Bangladesh.

Implementation Period:

- | | | |
|------------------------------|-----|---|
| a). Original: | I. | Date of Commencement: January 2012 |
| | II. | Date of Completion: December 2014 |
| b). 1 st Revised: | I. | Date of Commencement: January 2012 |
| | II. | Date of Completion: June 2017 |

Implementation Cost in lac Taka: 20,951.56 (GoB TK. 7,091.56 and RPA TK. 13,860)

Source of Fund: GoB and RPA (IDB)

Progress as of March 2016:

| SL. | Financial Year | Budget (Lac Taka) | Budget (Revised) | Expenses (Lac Taka) | Progress of work | Remarks |
|-----|--|-------------------|------------------|---------------------|------------------|---------------------|
| 1. | 2011-12 | 8.03 | 8.03 | 8.03 | | Soil Test |
| 2. | 2012-13 | 12,250.00 | 36.50 | 28.56 | 48.8% | |
| 3. | 2013-14 | 8,180.00 | 3,936.00 | 3,936.00 | n/a | Civil works ongoing |
| 4 | 2014-15 | 13,208.00 | 9,400 | 8,282.53 | 33.9% | |
| | 2015-16 | 5,233 | 4,715.60 | 2,316.94 | 70% | |
| | Total targeted for construction of 170 schools and as of March 2016 completed 68 schools | | | | | |

9. Name of the Project: Government Primary School Reconstruction & Renovation Project (2nd Phase), 3rd Revision.

Goal/Aim: The goal of the project is to enhance enrolment in primary education to achieve the Universal Primary Education for all

Purpose/Objective:

- I) To reconstruct the dilapidated government primary schools to create good educational environment;
- II) To construct sanitary latrines and sinking of tubewell in the reconstructed primary schools;
- III) Supply furniture to reconstructed primary schools

Location of the Project: All over the Bangladesh

Implementation Period of Primary Education Stipend Project:

- | | | | |
|-----------------------------|-----|-----------------------|-----------|
| a) 3 rd Revised: | I. | Date of Commencement: | July 2006 |
| | II. | Date of Completion: | June 2016 |

Implementation Cost in lac Taka: 166,690.6 (original)

Source of Fund: GoB

Project Description: The project is mainly responsible for the following;

- a. Re-construction of 5,600 (5,093+250 after second revision)govt. primary school buildings including toilet wash blocks;
- b. Installation of 5,600 nos. Deep/shallow tube-wells;
- c. Supply of 268,800 pairs High/Low benches for students;
- d. Supply of 33,600 Chairs and 22,400 Tables for teachers;
- e. Providing 5,600 steel Almiras.

For Govt. Primary School Reconstruction & Renovation Project (2nd Phase), Different Types of Proto Type Design:

For 3rd Revision:

- 1) Schools up to 300 students: Type-A/6 (2 Storied foundation with 1 storied building);
- 2) Schools between 300-499 students: Type-A/7 (3 Storied foundation with 1 storied building);
- 3) Schools above 500 students: Type-A/8 (4 Storied foundation with 1 storied building);
- 4) Type design - A/4 for flood areas (4 Storied foundation with 2 storied building);
- 5) Vertical extension, Type Design - A/5;
- 6) Proto Type- D, Tin Shed Bhaban, - for river eroded area.

Coverage as of March 2016:

| Coverage | | | | Remarks |
|--------------------|---------------------|-------------------|-------------------|--|
| Number of District | Number of Upazila | Number of schools | Number of student | |
| 64 | All over Bangladesh | 5,600 | n/a | 5,262 Schools Completed & 320 are ongoing. |

Progress as of March 2016:

| SL. | Planned Activities | Financial Year | Physical Target | Cumulative Progress as of March 2015 | Remarks |
|-----|---|----------------|-----------------|--|--|
| 1. | Re-construction of 5,600 nos. govt. primary school building including toilet wash block | 2008-09 | 645 | 5,262 schools completed and 320 going on | The progress of 18 schools are tendering |
| | | 2009-10 | 741 | | |
| | | 2010-11 | 1,016 | | |
| | | 2011-12 | 1,045 | | |
| | | 2012-13 | 950 | | |
| | | 2013-14 | 500 | | |
| | 2014-15 | 453 | | | |
| | 2015/16 budget TK. 200.45 crore | 2015-16 | 250 | | 150.33 |
| 2 | Installation of Deep/shallow tube-wells | | 5,600 nos. | | |
| 3 | Supply of High/Low benches | | 268,800 pairs | | |
| 4 | Supply of Chairs | | 33,600 nos. | | |
| 5 | Supply of Tables | | 22,400 nos. | | |
| 6 | Supply of Almiras | | 5,600 nos. | | |

10. New Discrete Project – Needs-based infrastructure Development Project

Goal/Aim: Ensure access of all children to school from Pre-Primary to Grade 5.

Purpose/Objective:

- I) To rationalize classrooms in terms of students of NNPS;
- II) To provides water and sanitation facilities for NNPS;
- III) To provide classroom furniture;
- IV) To reduce social disparities in terms of access;
- V) To improve the quality of the teaching and learning environment in primary schools;
- VI) To ensure child friendly learning for all children for pre-primary through Grade 5.

Implementation Period: January 2016 – December 2020

Total Fund: GOB Taka 637,291.08 Lac

11. Name of the project: English in Action (EIA)

Goal/Aim : To contribute to the economic growth of Bangladesh through the use of English language as a tool for better access to the World Economy

Purpose/Objective: To increase significantly the number of people able to communicate in English, to levels that enables them to participate fully in economic and social activities and opportunities

Implementation Period (Project start and phase out date): 2008 - 2017

Implementation cost : BDT 14,445.62 lac (DPA-14,145.62 & GOB 300.00) - (GBP 12.09 m)

Source of fund : Department for International Development (DFID)

Coverage : April 2015 - March 2016

| Primary Coverage | | | | | Remarks |
|--------------------|-------------------|-------------------|--------------------|--------------------|---|
| Number of District | Number of Upazila | Number of schools | Number of Teachers | Number of students | |
| 64 | 210 | 5,242 | 15,726 | 1,213,142 | EIA will cover more 18,000 teachers by 2017 |

Note: Cumulative figures since inception

English in Action (2008-2017) is a DFID funded UK Aid program aiming to enhance the quality of English teaching and learning in Bangladesh. EIA is being implemented in close collaboration with the Government of Bangladesh including the Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME) and the Directorate of Secondary and Higher Education (DSHE) under the Ministry of Education (MoE). EIA is governed by a Project Steering Committee (PSC) headed by the Secretary of MoPME along with a Project Management Unit (PMU) based at DPE.

Since inception, EIA has ensured quality implementation of all planned activities. The project has reached the targets up until March 2016 and is working to reach the remaining 37,000 teachers by 2017. Research reports have shown positive impacts among targeted participants. It has been found that changes in teaching and learning processes of English are taking place so that children are learning in a more interactive and participatory way. Student talking time has increased in the EIA intervention schools. In Primary, research shows that student talking time in classroom practice has improved from near zero (per base line study) to 27% and the proportion of this talking in English increased from near zero to 94%. Similarly in secondary schools, student talking time in classrooms has improved from near zero (per base line study) to 24% and the proportion of this talking in English has increased from near zero to 92%.

School-Based Approach

EIA's school-based teacher development program is a school-based intervention which focuses on 'learning by doing.' Teachers learn new classroom activities, through using printed guides and also by watching examples of good practice on audio visual materials which are provided on an SD card for use on a mobile phone. There is also classroom Audis for students use, linked to the national curriculum for English and NCTB English for Today textbooks which support teachers to practice the four language skills and help create interactive lessons. All activities and materials have been refined over several years.

Teachers are expected to practice these techniques in the classroom and they then have opportunities for reflection and problem solving with their peers, within and across schools in the Upazila. The Head Teacher (HT) plays a strong supportive role, encouraging teachers to try new activities in the classroom and monitoring teachers' progress in school. Teacher Facilitators (TF - more experienced teachers, who have been trained as facilitators) lead teacher development meetings locally –to help teachers to share their experiences with other teachers and learn from each other. On-going capacity building activities for the HTs, TFs and Education Officers further strengthen the teacher support system in the intervention areas.

EIA incorporates five key elements of effective teacher development programs, internationally recognized¹⁷and capable of having positive impact on classroom teaching and learning. These key elements are

¹⁷Westbrook, J. Durrani, N. Brown, R., Orr, D., Pryor, J., Boddy, J., and Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries: Final Report. Education Rigorous Literature Review, EPPI-Centre, Social Science Research Unit: Institute of Education, University of London.

– peer support, follow-up support and monitoring, Head Teacher support, alignment with curriculum and assessment, offline AV materials and enabling technology.

Activities and Progress during 2015-16

Teacher Support and Materials

- 15,726 primary teachers have participated in EIA intervention activities from April 2015 to March 2016.
- A total of 1,890 cluster meetings have taken place in 2015-2016. Teachers found these meetings very effective, appreciated the opportunity to review their teaching after practicing the methods and techniques in their classrooms. They expressed the necessity of these meetings as part of their continuous professional development.
- A total of 84 Teachers Facilitator (TF) workshops have taken place. Participants felt that these workshops are fruitful for enhancing their facilitation and leadership skills and expressed a wish to have such events on a regular basis as part of their on-going professional development.
- Materials have now been produced for all stakeholders in revised editions to reflect the wider range of follow on support mechanism with increased stakeholders' engagement.
- As part of the shift to build ownership, in this cohort, teachers are using their own mobile phones. Already 25% schools have purchased speakers mainly from SLIP fund. Head Teachers in 40 upazilas have expressed their intention to buy speakers when the next round of SLIP fund will be received. In addition, DPE are procuring 20,000 speakers and have asked for the list of EIA schools to build this into the distribution plan.

Research Monitoring and Evaluation (RME)

- Classroom observations have taken place by Education Officers (over 1500 for primary).
- Even with a three-fold increase in scale, similar levels of progress were observed as in previous teacher cohorts. After the initial teacher development meeting, 87% teachers were using pair work and group work which provides opportunities for more student talk. In 45% classes students used English for more than 50% of the time.
- Third batch of M. Phil researchers are continuing with their studies as part of the research collaboration with the Institute of Education and Research (IER) at Dhaka University.
- Quantitative pre-test fieldwork and preliminary data analysis for the quasi-experimental study has been completed.
- A small scale qualitative study has been designed and fieldwork started. This explores the nature of teachers' experiences of support in school more in depth, how the school context supports or mitigates against the intended mechanism of support in school and whether or how these interactions are associated with changes in classroom practice.
- 'Capturing the dynamics of change: Teachers' voices from the classrooms' – a series of workshops leading to a teachers' conference. Teachers are being supported in undertaking their own action-research, which is enabling a group of interested teachers to understand and carry out small research studies in their own classrooms/school with other teachers and later to present their work at regional and national conferences. In addition to developing greater understanding of the changes that are brought into classroom practices, this effort fits with EIA's advocacy strategy to create a wider platform for practitioners to share their experiences with policy makers, other practitioners and education officials. A total of 135 teachers (both the primary & secondary) are involving in this process.
- Research findings have been disseminated at GoB events, technical forums and conferences and through journal articles and publications.

Institutionalization and Sustainability (I&S)

- We are close to reaching the stage where there is universal access to EIA materials, e.g. primary classroom audios for Classes 1 - 2 are uploaded to the DPE website, and new Classes 4 & 5 audios are in the process of being uploaded. Teachers across Bangladesh can download and use these materials under guidance from NCTB Teacher Editions. Contents are also being uploaded on the NCTB website. These mean that Teacher Editions for Classes 3, 4 & 5 will refer teachers to these AV materials and associated activities to encourage the use of interactive pedagogy.
- EIA contributed in developing the Primary Teacher Editions for class 1-5 and participated in the Primary Curriculum Dissemination training.
- EIA teaching learning approaches are incorporated in the Diploma in Primary Education (DPEd) program, especially in the English subject knowledge and pedagogical knowledge courses.
- EIA approaches are integrated into the teacher in-service 'Subject Based Training' (SBT) manual, with an integrated booklet for SBT English and a DVD of all EIA digital contents to all Master Trainers and SBT Teacher Trainers.
- All Master Trainers (112) have received an orientation on the 'Integrated Contents' of SbT, and orientations for all SBT English Teacher Trainers (4,000) have been given by the Master Trainers.
- EIA have worked with the Monitoring and Evaluation Division, DPE, to strengthen monitoring by the development and piloting of a revised school visit instrument, with a stronger focus on classroom practice and learning. This has been piloted with Education Officers in 7 Upazilas, with visits from senior officials from DPE and MoPME in Chittagong and Sylhet. A joint workshop is now planned to share feedback and recommendations to inform this aspect of post PEDP III.
- The first in our series of technical forums (policy seminars) took place on 3rd December 2015: 'Teachers' Professional Development for Effective Teaching and Learning Practices'. The main objective of these seminars/technical forums is to enable dialogue around the characteristics of effective teacher development programs that contribute to changes in classroom practices and improved quality and equity of teaching and learning in schools. The discussions are informed by evidence from EIA and other programs in Bangladesh, as well as the wider international evidence base, much of the latter provided by DFID systematic reviews.
- The second seminar in the series took place on 16th March 2016: 'Exploring Interdependence between Modeling Practice, School-based Development and Teacher Networks'.

Implementation plan in 2016 and 2017

EIA plans to cover 18,000 primary teachers during 2016-2017. EIA will continue to work towards sustainability of good practices through close collaboration with the sector program activities till the end of project in 2017.

Secondary

In addition, EIA is working on secondary education. Many intervention activities are similar to that of primary. The following Table provides additional relevant information in this regard.

Coverage as of March 2015

| secondary Coverage | | | | | Remarks |
|--------------------|-------------------|-------------------|--------------------|--------------------|--|
| Number of District | Number of Upazila | Number of schools | Number of Teachers | Number of students | |
| 56 | 100 | 910 | 2,730 | 1,110,725 | EIA will cover more 3,000 teachers by 2017 |

Main activities are as follows:

- 2,730 secondary teachers participated in EIA interventions during March 2015 to March 2016.
- Classroom observations by Education Officers have taken place (over 140 for secondary)

- Similar levels of progress are being shown as in previous teacher cohorts. Monitoring data shows that, after the initial teacher development meeting, 74% of teachers were observed using pair and group work. In 51% of classes observed for this cohort, students used English more than 50% of the time.
- EIA AV materials linked with teachers' guides are now available on the NCTB website. An instructional guideline supports teachers in their use.
- In respect of the secondary sector wide program, SESIP has requested that EIA nominate a focal person to coordinate between NCTB-SESIP, invited EIA to contribute to Teacher Curriculum Guides (classes 6-8) and capacity building of the local Education Officers (mainly Upazila Academic Supervisors).
- The DG-DSHE is very enthusiastic about English in Action activities. She is eager to ensure continuation of these proven contents and techniques in the schools. She strongly suggested that mainstreaming of EIA contents and techniques is the only way to ensure continuation of these good practices. She advised to form a 'Joint Working Group (JWG)' to identify areas of collaboration and activities for ensuring continuation of good practices at secondary levels. This Working Group contains representatives from all major Institutions involved in secondary education like DSHE, NCTB, NEAM and EIA.

Implementation plan in 2016 and 2017

EIA plans to cover 3,000 primary teachers during 2016-2017. EIA will continue to work towards sustainability of good practices through close collaboration with the sector program activities till the end of project in 2017

Discrete Project (Non-Formal Education):

1. Ability Based Accelerated Learning (ABAL) for the Hard to Reach Working Children:

The Ability Based Accelerated Learning approach for approximately 13,000 children in the rural Satkhira district and Dhaka urban areas will continue to demonstrate a good model for working children. This approach is the further refinement of the UNICEF supported BEHTRUWC model implemented by BNFE in six divisional **towns** in the country for more than a decade. This is the flexible and menu-based learning course, equivalent to Grade 5 so that one can be mainstreamed at certain points of time with proper competency, certified by the teachers or at the end of public examination.

2. Basic Literacy Program: No progress report has been received.

3. SHARE Education Program in Bangladesh: Reaching the Hardest to Reach Children:

Name of the Project: SHARE Education Program (SHARE-Supporting the Hardest to Reach through Basic Education)

Goal/Aim: The European Union funded SHARE (Supporting the Hardest to Reach through Basic Education) Education Program aims to contribute to the achievement of Bangladesh's development goals and to a national basic education framework.

Purpose/Objective: The specific objectives of SHARE education program are to provide basic education opportunities of quality for the hardest to reach children and their parents and guardians using a variety of approaches that yield lessons about what works best and why, share best practice, and help build results-based-management capacity and culture, in coherent linkages with the formal primary education system and other non-formal education initiatives. Priorities for the program include: (i) providing access to basic education of quality for those who would otherwise be excluded, building on proven good practice, (ii) maximizing the efficient use of resources, particularly through the adaptation of holistic approaches; and (iii) the promotion and further development of a lessons-learned culture.

Implementation Period (Project Start and Phase out date): January 2012 to June 2018

Implementation Cost: around 50 million Euros.

Source of Fund: European Union

Description: SHARE comprises four discrete projects viz. Aloghar (light house), SHIKHON-II (learning), SUSTAIN and UNIQUE-II implemented by NGO partners. Together the projects will reach about 0.6 million hardest to reach children spread all over Bangladesh. A Technical Assistance (TA) component has been embedded in SHARE Education Program tasked with the strategic role of managing knowledge and knowledge products, building capacity, establishing sustainable patterns of co-ordination, and providing opportunities for innovations and good practices within the various activities that are shared across the partners and Government organizations who share the overall objectives of the program.

Key target groups for the SHARE Education Program include out-of-school children living in the most geographically inaccessible areas (char, hoar, Chittagong Hill Tracts etc), from the poorest quintile of society, ethnic minorities, street children, and children with special needs (i.e. working children, children with disability). These children will be provided with quality basic education. In addition, the program also offers pre-primary education to younger children, basic education for the children’s parents or guardians, and/or educational support to low-performing disadvantaged children enrolled at government schools.

During 2014 the SHARE Education Program continued to build on its achievements and good practices, maintained an impressive drive to enroll children into schools in some of the hardest to reach environments in the country. These efforts will continue to be strengthened and expanded through the technical assistance component embedded in the program.

Coverage as of December 2015:

| Number of District | Coverage | | | Remarks |
|--------------------|-------------------|------------------------------|-------------------|-------------------|
| | Number of Upazila | Number of schools (PPE&NFPE) | Number of student | |
| 47 | 219 | 13,937 | 4,94,401 | Cumulative figure |

PECE status of 2015

Among the four projects of SHARE program Aloghar and UNIQUE-II students have taken PECE since 2012 while SUSTAIN students first appeared in PECE in 2013 and SHIKHON-II students appeared in PECE for the first time in 2015 that explains why the number is relatively larger in 2015. Altogether 38,058 students appeared from 4 projects and 36,704 students passed, which is around 97 percent. 429 students got A+ while 6,982 got A and 6,988 and 7,797 students get A- and B respectively. Statistics of individual project are mentioned below:

| Project name | Appeared | Passed | Result | | | | | |
|--------------|---------------|---------------|------------|--------------|--------------|--------------|---------------|--------------|
| | | | A+ | A | A- | B | C | D |
| Aloghar | 1,843 | 1,771 | 10 | 132 | 237 | 385 | 690 | 317 |
| SHIKHON-II | 30,253 | 29,371 | 293 | 5,874 | 5,874 | 6,168 | 8,518 | 2,644 |
| SUSTAIN | 4,593 | 4,195 | 84 | 671 | 671 | 797 | 1,259 | 713 |
| UNIQUE-II | 1,369 | 1,367 | 42 | 305 | 206 | 447 | 320 | 47 |
| Total | 38,058 | 36,704 | 429 | 6,982 | 6,988 | 7,797 | 10,787 | 3,721 |

Annex G. Each Child Learn

| Year 5 | Status |
|---|---|
| Component 1: Teaching and Learning 1.1 Shikhbe Protiti Shishu (Each Child Learns) | Result Area 1: Learning Outcomes |
| <p>Ongoing /expanded piloting to an additional 510 schools (total number of schools 1500)</p> | <p>In the fifth year of PEDP3, the Program Division is piloting ECL/DPED integrated training for the teachers/supervisors of 80 schools in 4 districts and the NAPE is going to expand the ECL/DPED integrated training into 180 schools of 9 districts. The total number of ECL practicing school will be 260 schools.</p> <p>Therefore, the total number of ECL practicing schools at the end of 5th Year will be 1,240.</p> <p>Because of an economic coding misplacement for the ECL activities in the AOP, the fund allocation was delayed. Therefore, the Program Division could not start activities on time. Nevertheless, the Program Division has started some of the sub-activities of ECL, FLRP training, teacher training, tendering for training materials and teaching learning materials, and placing funding for the schools for stationery and SRM, and the preparation of other activities like orientation workshops, feedback workshops, and ongoing study visits.</p> <p>Apart from the various activities, another initiative started this year – The ECL Strengthening Model. Based on the lessons learnt from the ECL implementation, the Government has designed the EACH CHILD LEARNS (ECL) STRENGTHENING MODEL. This was approved on 28 June 2015, along with an action plan; several activities of that action plan have been completed. Four consultants and one coordinator were appointed as well as subject based team members. Two three-day long workshops on ECL Strengthening Model were facilitated by experts from the Rishi Valley Institute for Educational Research (RIVER) of Andra Pradesh, India. RIVER is going to provide the technical support to the Government to develop the ECL STRENGTHENING MODEL. Following the above activities, two study teams are going to visit RIVER and Chennai State to get guidance in developing teaching-learning materials.</p> |
| <p>Strengthening institutional mechanisms for continuous teacher mentoring, supervision and support</p> | <p>The Program Division decided to put the responsibility for strengthening institutional mechanisms for continuous teacher mentoring, supervision and support on <i>the ECL Task Team for monitoring and mentoring</i>. Director Program is the chair of the Committee, and the members of this Task Team are officials from DPE, Donor representatives, and representatives from various national and international NGOs which have different education programs with DPE. The reason for the inclusion of various national and international NGO was to strengthen the GO-NGO relationship and also to strengthen the government system with well established methods from those organizations. Based on the recommendations of the first meeting of the Task Team, the ECL team has compiled the experiences of several projects/programs of Government and NGOs, and developed the first draft of the monitoring package to share with the Task Team.</p> |
| <p>Graded supplementary reading materials (SRMs) provided to 50% schools</p> | <p>The Program Division has also given responsibility of selecting the SRM to <i>the ECL task team for teaching and learning materials</i>. The member Primary Wing of the NCTB is the chair of this Task Team, and the members include officials from DPE, Donor representatives, and</p> |

| | |
|---|--|
| | <p>representatives from various national and international NGOs. The reason for the inclusion of various national and international NGO was to strengthen the GO-NGO relationship, and also to strengthen the government system with the various SRM developed by those organizations.</p> <p>However, for unavoidable reasons, the Task Team has only met once; this took place on March 16. Therefore, more time is needed to complete the activity.</p> |
| Extension to Grade 4 and 5 in 164 non-DPEd pilot schools, based on emerging lessons from the Longitudinal Study | Because of various unavoidable reasons the longitudinal study could not start on time. Instead of FY 2012-13, it started on FY 2014-15. Therefore, enough evidence is not on hand to extend the ECL to Grade 4 and Grade 5. |
| Linkages with assessment system, including Grade 5 PECE and NSA Established | <p>From the recommendations of the ECL Evaluation report and various local and central level monitoring reports, it has been documented that the ECL needs to focus on its assessment system to enhance learning. Therefore, the Program Division has started to liaise with the NCTB, as the NCTB is working on developing the national assessment strategy.</p> <p>Based on the initial report of an international and national consultant, the NCTB had developed the first draft of the national assessment strategy, and it is currently being refined.</p> <p>The ECL team is examining this strategy document to link the ECL assessment strategy with the National Assessment Strategy. The DPE has initiated liaison with the NCTB in order to facilitate this linkage.</p> <p>After the finalization of this strategy document with the NCTB, ECL will work on Grade 5 PECE and NSA.</p> |
| The Longitudinal Study continues, and when completed, its findings and recommendations will guide planning for the next program | Because of various unavoidable causes, this three year-long longitudinal study started from FY 2014-15 instead of FY 2012-13. Therefore, this is the second year of study, and will continue for one more year. |

Source: Program Division

Annex H. Interaction with Local Communities

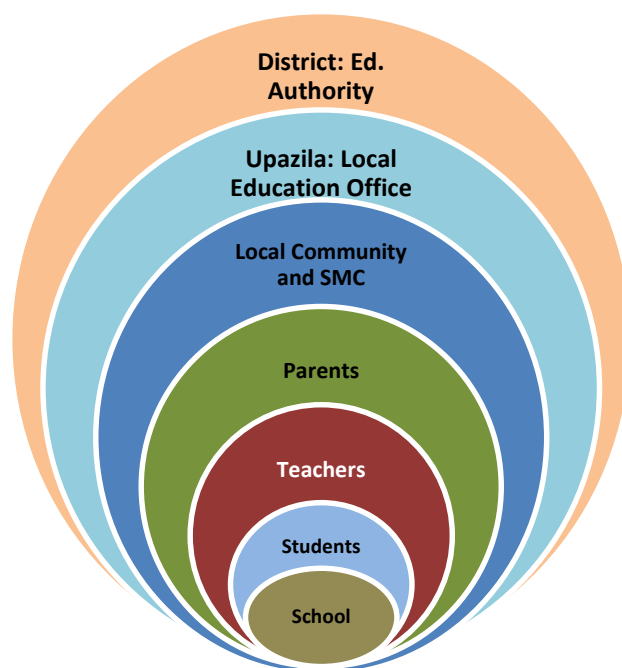
Interaction with Local Communities: The Students, the School, the Local Community and the Education Authorities

The student is the core of the school and, indeed, of the whole education system. PEDP3 is dedicated to create an environment where all children of Bangladesh regardless of location or background can achieve quality primary education. The government of Bangladesh is committed to ensure 100% enrolment of children in primary schools. With this view, PEDP-III has taken “Mainstreaming Gender & Inclusive Education Action Plan” in which gender issues, children with ethnic minority groups, children with disabilities and children from marginalized families are addressed to ensure access and participation in education.

Background

Teachers’ role is vital for improving the teaching-learning environment in classroom but it needs the participation and supports of others in the community. School authorities, both in-school and representative of the wider community through the School Management Committee, do their best to provide children with a basic education. The Government, for its part, builds schools, trains and pays teachers, and provides grants, stipends, free textbooks and materials, and covers the cost of school management committees and district and central education authorities. The following diagram shows the school with its students and teachers, and the different authorities that support it.

The School and its Inter-related Components



It is obvious that children and their learning are part of a layered educational and societal structure, within which, different people/organizations have, to a different extent, individual roles to play. The

diagram shows the various actors involved in creating, implementing and maintaining a learning climate for the children.

The above diagram resembles an onion: one peels it back, layer by layer. Starting at the outer layer:

- The initial involvement is that of the Government's representatives who, at district and Upazila levels are responsible for carrying out the central authority's policies, regulations, decisions regarding schools.
- The local school community is formally involved in the overall administration of the individual community's primary schools, through the School Management Community (SMC), which is representative of local leaders, parents, teachers, and the Head Teacher who acts as Secretary.
- Teachers are perhaps the most visible and critical education providers of the school community. They promote the learning and teaching environment and teach the children. They communicate with the external community through representative membership in the SMC. The Head Teacher is responsible for managing the school.
- The school, through the Head Teacher, provides the environment that exemplifies the nation's culture and enables teachers to deliver the Government's required curriculum and testing systems.
- Parents are probably the least visible and the least involved in the school, which their children attend. While there is a The Parent-Teacher Association in many schools to discuss student related learning issues, the PTA, by its structure, involves a small representative group of parents.
- Pupils are the centre of the school's universe. They are in school to receive an education that will enable them to lead fruitful lives and to contribute to the prosperity of the country. They require the support of all the inter-locking communities to succeed.

Communication and Interaction between Groups

Do all five groups/individuals work together to promote the best learning environment for the individual school's pupils?

Technically yes: formal structures have been put in place by the Government's relevant education bodies. For example, at the school-overview level, the SMC's is responsible for the school's overall administration, and to solve school-related issues and to supervise the development of the school's annual instructional plan. The Parent Teachers Association (PTA) is represented on the SMC, and brings together parents and teachers to discuss and help solve teaching and learning issues that are of importance to parents, pupils and teachers. Unfortunately, these two groups involve very few representatives of their respective communities – teachers, community members, parents, district and local education supervisors.

Involvement of Local Community with SMC for School development

The SMC has a small number of members from the local community including parents. The involvement of local community could be of great benefit to the school in many ways, such as, they can help in volunteering school activities like games, cultural programs, helping in small repairing, provide fund for mid-day meals, etc.

Such community services would benefit both the school and add to the wellbeing, health, and confidence of students. While the SMC could initiate this community involvement, it would require a formal set of procedures and structures to be put in place, so that volunteers could feel

comfortable with working and collaborating with the SMCs, teachers, parents, and students. Such a formal structure would need to be approved and finalized by the DPE.

Informal Communication with the Parents of Students in the Local School

World-wide research has shown that the interest and involvement of parents in the education of their children has a positive effect on teaching and learning. When parents are involved, children do better; their attendance improves; their school work is taken more seriously; and their success rate is higher. In poor areas, both rural and urban, many parents have never been to school. Consequently, they know little about what's important about their children's education, and they are very reluctant to talk to teachers or enter the school.

The Government has taken a communication strategy where there is a scope to establish a rapport with the local community and the school management which contribute quality of education of children in different ways. There are many ways of helping the parents/guardians. The SMC, for example, in collaboration with the Head and the teachers, could do some simple things such as inviting parents – particularly mothers - to special events at regular intervals, when they would be able to meet and talk to teachers and can watch their activities.

Annex I. CDIP Intervention: in Primary Education Sector to Support for Disadvantaged First Generation Learners in Rural Areas

Education is a basic right of every child in Bangladesh according to its Constitution. The Government is committed to providing all children with a quality primary education, removing gender disparity, and providing every child with the support to complete Primary Education.

1. Background

The number of schools in our country is inadequate. So is the number of teachers, and the student-teacher ratio is higher than the recommended international one. School rooms are constantly over-crowded and teachers are seen struggling to pay adequate attention to their pupils. Classes often end before students understand the day's lesson. To compensate, teachers assign 'home work' to the learners. Teachers are pleased with those children who have done their homework and those who have failed to do so are not looked upon cordially. Such children are often ignored, end up at the back of the classroom, become dispirited, begin to skip class and this often leads to their dropping out of school. Education authorities have been at a loss to know why so many poor children were dropping out, and therefore did not know how to help Bangladesh achieve its Education For All (EFA) goals.

In 2005, the Directorate of Primary Education hit a truth that the lack of parental support contributes to student dropout. Many poor rural parents have never been to school so often there is no one in the family to help a child read and write, and thus not able to help him/her keep up with classmates. These children are classified as first generation learners.

The Centre for Development, Innovation and Practices: From a Small Beginning to a National Movement

The Centre for Development Innovation and Practices (CDIP) was established in 1995 with the objective of developing the socio-economic condition of village poor through providing them with financial and organizational support. CDIP realized that the people's overall development would not improve until their education and health conditions were addressed.

To help poor rural children to remain in school, the CDIP, at two of its branches in the Upazila of Brahmanbaria, looked for a literate village girl with at least 2 hours available to spend in preparing 20-25 children for class the following day.

To its amazement CDIP found several girls eager to do the work for a nominal honorarium. In a day, 10 Learning Centers were opened in the villages of Salimganj and Bholachong. Teachers had to be mentally prepared for the challenge, collect the poor children who could not get any learning support from their families and select a space where those 25 children could sit together to read and write. Word spread and an increasing number of literate girls began to come to CDIP with offers of opening such a school in their individual neighborhood. This was the humble beginning, a spark, which quickly grew into a movement, first in CDIP's work-areas and later across the country. CDIP now has evidence that retention has increased and the drop-out rate has fallen among the children who have received this intervention.



2. How the CDIP Learning Centre Works

As noted, the teacher collects 20-25 children of pre-primary, Class I and Class II from her neighborhood. She selects a place and then collects plastic bags from various homes and sews these into a single sheet for the children to sit on. The Learning Centre sits usually every afternoon, from 3 – 5pm, except at weekends and national holidays. Learners usually sit in U-shape or in another configuration preferred by the teacher. CDIP provides a blackboard and every month a packet of chalk pencils. The teacher asks the children which lessons

they are assigned in the school and then teaches these particular lessons so that the children can perform well in school the following day.

These poor children, who have nobody at home to help with lessons, now begin to do better in class and at examinations, and find pleasure in going to school. They have less reason to drop out. CDIP teachers make the learning joyful by telling stories, jokes, etc. during the teaching period. One day in every week is reserved for singing, dancing, drawing, recitation and other creative activities.

CDIP gives the teacher an honorarium of Tk. 700 per month, and organizes a monthly refresher program for them at its branch office. Families are encouraged to pay Tk. 40 to the teacher for each learner in the family. This ensures participation of parents and accountability of the teacher. Yet, no child is excluded from the class for his/her failure to pay. Every branch has 20 such Learning Centre's and an Education Supervisor, also a girl, who looks after all the Centre's at the branch level and conducts the refresher meeting. A Parent Committee is established, comprising of 20 mothers, and meets once a month to discuss issues that have arisen, and to decide on solutions for improvement. This is, in a nut shell, how the Education Support Program works.

The progress of the Education Support Program (*Shiksha Shahayota Kormoshuchi – SHISHOK*, in Bengali) is shown in the following Table:

| Particulars | Yearly progress | |
|---------------------------------|-----------------|-----------------------|
| | 2005 | 2016 |
| Number of CDIP Branches | 4 | 120 |
| Number of Learning Centers | 50 | 2420 |
| Number of Teachers | 50 | 2420 |
| Number of Learners | 1250 | 60,000 |
| Number of Education Supervisors | 1 | 121 |
| Yearly expense for per learner | 98 | 380 (about 5 dollars) |

When CDIP takes into account similar Learning Centre's run by its friendly organizations, the total number of Learning Centers becomes nearly 18,000 and learners are around 500,000.

2.1 Devotion of Teachers

The monthly payment a teacher receives from CDIP is very small. Yet, it helps those girls to continue their studies as it lessens the burden on their parents. Those who are housewives can spend the money buying small things for themselves and their families. However, it is not the money they work for. Teachers enjoy the work. Many say they like to spend time with children and help them as far as they can. They say they feel proud when children call them madam or *apa* or sometimes even Ma. Being a teacher places them in a respectable position in the village. They enjoy hearing children say 'There goes our madam,' when they are walking along the street. When a teacher visits the house of a child to meet his/her parents, the respect she receives from the child's family is overwhelming. Some educated, unmarried girls of poor families now feel free of the guilt of being a burden to the family. A major reason of teacher drop-out in this program is that many families receive marriage proposals for these girls and often they are married within months of their becoming teachers. Other girls later join the teaching profession.

3. Addition Roles of Learning Centers: Hygiene, Culture and Senior Citizens

CDIP teachers see to it that their learners wear clean clothes, brush their teeth daily, comb their hair, and maintain hygiene in their daily lives. They remind the children to wash both their hands after using the toilet and before meals. November is set aside as a month of hygiene sensitization; every day the teacher introduces and discusses a cleanliness/hygiene issue for her learners to practice.

The last week of November is observed as a Cultural Week. On any day of that week, a Learning

Centre organizes a cultural event. Sometimes two, three or more Centers get together to organize one program. The programs are spread over the week with Centers organizing programs on different days. Local teachers, and distinguished persons are some of whom bring things like exercise scales, ceramic plates, glasses, bowls, etc. as



often invited as Guests, books, pens, pencils, gifts for the children who

perform in singing, dancing, recitation, drawing activities. One or two sports like cock fights, biscuit races, pillow passing, etc. are also arranged. Boys and girls, youths, elders, parents and others in the village enjoy the children's performances.

An interesting aspect of these cultural programs is that CDIP spends nothing in organizing **them**. It is the voluntary participation of community people that makes the programs possible, and the minimum expense is voluntarily borne by well-off people in the village.

In Bangladesh, the elderly are becoming victims of indifference, insults and mental torture both within families and in society generally. Often, there are few people to take care of old people. Up to recent times, our society has been traditionally blessed with the culture of showing respect to senior citizens. In order to revive the practice of respecting and caring for old people, support to senior citizens has been made a component of the culture week. One man and one woman – seniors of the locality - are invited to the program. Children show respect towards them by showering flower petals over them. This turns into an event for all the elderly who attend the cultural event.

In 2015, during the Cultural Week across the CDIP work-areas, the following is a summary:

- 30,000 marginalized children spoke publicly on microphone for the first time;
- Courtyard cultural programs took place in 1,000 villages;
- 2,000 senior citizens received recognition;
- 2,000 village girls working as teachers directed the cultural programs; and
- Hundreds of thousands of villagers were enchanted with the children's performances.

3.1 Schools and Culture

Bangladesh is rich with cultural resources. But these resources are diminishing day by day. People are preoccupied with earning a living and cultural activities are neglected. This is not good for maintaining a healthy and balanced social fabric.

Children are the future of a country. If cultural practices are made part of their education, a new generation enriched with more liberal humanistic views will grow. Bangladesh's Education Policy 2010 has put emphasis on the cultural side of education. If the Government were to launch a national cultural week at the end of the school year, this would greatly contribute to achieving the broad education goals that the Country pursues.

4 Future Direction of the Education Support Program (ESP)

The eradication of illiteracy is possible. It does not require a great investment. There are literate people in the village ready to welcome this initiative. Other organizations with a wider network than CDIP's across the country have launched their own programs modeled on CIDP's. One of these is the Palli Karma-Sahayak Foundation (PKSF), the government-run provider of funds for micro-credit activities in Bangladesh. A number of officials from CDIP's partner organizations have received training from CDIP and have started about 5,000 such Learning Centers in their respective localities. In addition, the ASA (Association for Social Advancement), one of the largest NGOs, sent their people to CDIP's work-areas to acquire practical knowledge in running a Learning Centre. By now they have set up about 11,000 such Learning Centers across the country. It is estimated that about 2 lakh village girls can be partially employed through this program. This can speed up the nation's efforts to achieve its national and international goals in education by arresting the drop-out rate of first-generation learners from primary schools and thus helping Bangladesh to free itself from the curse of illiteracy.

This program does not conflict with the mainstream education system. Rather, it is a mainstream primary school strengthening program, which has to be turned into a social movement in order to remove the darkness of illiteracy from our society. If GOs and NGOs work hand in hand, Bangladesh shall see a day when our slogan *Kono Ganye Kono Ghor, Keu Robe Na Nirokhor* (No person shall remain illiterate at any home in any village) will be a dream come true.

Annex J: Glossary

1. Access in primary education

Definition: Access means a channel, a passage, an entrance or a doorway to primary education. It has a two-way role:

- a) A physical approach;
- b) Utilization of existing facilities: It is not only essential to provide education facilities but it is equally important that these facilities to be utilized.

Purpose: The purpose is to provide access for all children to primary education as per the national policy and where it would not be possible to provide, alternative schooling should be introduced for their teaching learning at comparable level.

2. Class size

Definition: The average number of students enrolled per class.

Purpose: The purpose is to measure the average number of children taught together at one time in a room. The results can compare with established country's national norms.

Calculation method: Divide the total number of students enrolled by the total number of classes.

3. Coefficient of Efficiency

Definition: The ideal (optimal) number of pupil years required (i.e. in the absence of repetition and dropout) to produce a number of graduates from a given school cohort for primary education expressed as a percentage of the actual number of pupil years spent to produce the same number of graduates. *DPE uses UNESCO reconstruction cohort model for calculating Coefficient of efficiency.*

Purpose: This is an indicator of the internal efficiency of an educational system. It summarizes the consequences of repetition and dropout on the efficiency of the educational process in producing graduates.

Calculation method: Divide the ideal number of pupil years required to produce a number of graduates from a given school cohort for the specified level of education by the actual number of pupil years spent to produce the same number of graduates, then multiply the result by 100. The coefficient of efficiency calculated is based on the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.

4. Cohort Completion Rate for Primary Education (CCR)

Definition: Percentage of a cohort of pupils enrolled in the first grade of primary education in a given school year expected to complete primary education. The CCR is the product of the probability of reaching the last grade (survival rate) and the probability of graduating from the last grade. *DPE uses UNESCO reconstruction cohort model for calculating completion rate as opposite of dropout rate.*

Purpose: To assess the likelihood that pupils of the same cohort, including repeaters, complete primary education.

5. Dropout Rate (DR) by grade

Definition: Proportion of pupils from a cohort enrolled in a given grade in a given school year no longer enrolled in the following schools year.

Purpose: The purpose is to measure the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the educational cycle. *DPE uses UNESCO reconstruction cohort model for calculating Dropout rate.*

Calculation method: Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given schools year. The cumulative dropout rate of primary education is calculated by subtracting the survival rate from 100 at a given grade (see survival rate).

$$\text{Formula} = \frac{\text{No. of pupils dropping out from grade g in year t}}{\text{Total number of pupils in grade g in year t}} \times 100$$

6. Ebtedayee Madrasha

Definition: This is the level of the Madrasha system offering the education equivalent to the primary level of general education. It offers both religious and general education instruction to Muslim students.

7. Equity

Definition: Equity means equitable access to, and participation in all management and program functions regardless of special characteristics including but not limited to gender, race, colour, national origin, disability and age.

8. Gender Parity Index (GPI)

Definition: GPI is the ratio of female to male values of a given indicator.

Purpose: The GPI measures progress towards gender parity in education participation and/or learning opportunities available for females in relation to those available to males. It also reflects the level of women's empowerment in society.

Calculation Method: Divide the female value of a given indicator by that of the male

$$\text{Formula} = \frac{\text{Ratio of Female in GER/NER in year t}}{\text{Ratio of Male in GER/NER in year t}}$$

9. Grade Transition

Definition: In education, grade transition is the number of a cohort of pupils who enters the first grade of primary education and who experience promotion, dropout and repetition from grade to grade, i.e., how many of them roll over to the next grade, next year and so on, and thus complete a particular level or stage of education. *DPE uses Transition Rate information from the BANBEIS source.*

10. Gross Enrolment Rate (GER) for a given cycle of education

Definition: The gross enrolment rate is the total number of pupils in a given educational cycle regardless of age expressed as a percentage of 'the population of related school age' (6-10 years in Bangladesh).

Purpose: The purpose is to show the general level of participation in a given level of education. It indicates the capacity of the education system to enroll students of a particular age group. It can also be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment.

Calculation method: Divide the number of pupils (or students) enrolled in a given level of education regardless of age by the population of the age group, which officially corresponds to the given level of education, and then multiply the result by 100.

$$\text{Formula} = \frac{\text{No. of all pupils enrolled in the primary cycle regardless of age}}{\text{Population of related school age (6-10 years in Bangladesh)}} \times 100$$

11. Gross Intake Rate in the First Grade of Primary Cycle (Gross Admission Rate)

Definition: Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age (6 years in Bangladesh). In other words, this rate identifies the number of children newly admitted to the first year of school, regardless of age as a percentage of children who are entitled to admission.

Purpose: Purpose is to indicate the general level of access to primary education. It also indicates the capacity of the education system to provide access to grade 1 for the official school-entrance age population.

Calculation method: Divide the number of new entrants in Grade 1, irrespective of age, by the population of official school-entrance age, and multiply the result by 100.

$$\text{Formula} = \frac{\text{No. of pupils in Grade 1 regardless of age}}{\text{Population of legal admission age (6years in Bangladesh)}} \times 100$$

12. Net Intake Rate in the First Grade of Primary Cycle:

Definition: New entrants in the first grade of primary education who are of the official primary school entrance age (6 years), expressed as a percentage of the population of the same age (6 years in Bangladesh)

Purpose: Purpose is to precisely measure access to primary education by the eligible population of primary school-entrance age.

Calculation method: Divide the number of children of official primary school-entrance age who enter the first grade of primary education for the first time by the population of the same age, and multiply the result by 100.

$$\text{Formula} = \frac{\text{No. of pupils in Grade 1 of the legal admission age (6years)}}{\text{Population of same specific age (6years)}} \times 100$$

13. Net Enrolment Rate (NER)

Definition:Enrolment of the official age group for a given level of education (6–10 years in Bangladesh) expressed as a percentage of the corresponding population (6–10 years in Bangladesh).

Purpose: To show the extent of coverage in a given level of education of children and youths belonging to the official age group corresponding to the given level of education.

Calculation method: Divide the number of pupils enrolled who are of the official age group for a given level of education by the population for the same age group and multiply the result by 100.

$$\text{Formula} = \frac{\text{No. of pupils of specified age in the cycle (6 to 10 years)}}{\text{Population of related school age (6 to 10 years in Bangladesh)}} \times 100$$

14. New Entrants

Definition: Pupils who enter Grade 1 of primary education for the first time.

15. Out-of-Schools Children (OOSC)

Definition: Out-of-schools children are those children at the official schools age 6^{+yrs} to 10^{+yrs} range who are not enrolled in any type of school. This includes both the dropouts and never enrolled children.

Purpose: To identify the size of the population in the official primary school age range who should be targeted for policies and efforts in achieving universal primary education.

Calculation method: Subtract the number of primary school-age pupils enrolled in any type of school from the total population of the official primary school age range.

16. Primary Education (formal)

Definition: Formal primary education refers to education, as determined by the government for the children of age group 6^{+yrs} to 10^{+yrs} years in Grades1-5 having a prescribed national curriculum, textbooks, schools hours and the schools year, which begins in January and ends in December.

17. Primary Graduate:

Definition: A pupil or students who have successfully completed a level of education such as primary education (from grade 1 to 5 in Bangladesh) is called a primary graduate. In other words, total numbers of new entrants to the first grade of primary in a given year, regardless of age, who are expect to graduate from the last grade of primary education, regardless of repetition, expressed as a percentage of the population at the official graduation age from primary education in the same year.

Purpose:To estimate the future output of primary education based on current new entrants to the first grade of primary education assuming current grade transition and repetition rates as well as last grade graduation

probability remain unchanged. It therefore predicts the effect on last grade graduation of current education policies on entrance to primary education and future years of schooling.

Calculation method: Multiply the expected gross intake ratio to the last grade of primary education by the probability of graduation at the last grade of primary. This indicator is calculated on the basis of the reconstructed cohort method.

18. Promotion Rate by Grade

Definition: Proportion of pupils from a cohort enrolled in a given grade in a given school year, who study in the next grade in the following school year.

Purpose: It is to measure the performance of the education system in promoting pupils from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting pupil flows from grade to grade within the educational cycle.

Calculation method: Divide the number of new enrolments in a given grade in a given school year (t+1) by the number of pupils from the same cohort enrolled in the preceding grade in the previous school year (t).

$$\text{Formula} = \frac{\text{No. of pupils promoted to grade } g + 1 \text{ in year } t + 1}{\text{Total number of pupils in grade } g \text{ in year } t} \times 100$$

19. Pupil Cohort

Definition: Pupil-cohort is a group of pupils who enter the first grade of any level of education in the same school year and subsequently experienced promotion, repetition, dropout each in his or her own way.

20. Pupil Year

Definition: Pupil year is a non-monetary measure of educational inputs or resources. One pupil year denotes the resources spent to maintain a pupil in school for one year.

21. Public Expenditure as a Percentage of Total Public Expenditure on Education

Definition: Total public expenditure on education (current and capital) expressed as a percentage of total government expenditure in a given financial year.

Purpose: Purpose is to assess a government's policy emphasis on education relative to the perceived value of other public investments. It reflects also the commitment of a government to invest in human capital development.

Calculation method: Divide total public expenditure on education incurred by all government agencies/departments in a given financial year by the total government expenditure for the same financial year and multiply by 100.

22. Repetition Rate

Definition: Proportion of pupils from a cohort enrolled in a given grade in a given school year, who study in the same grade in the following schools year. DPE uses reconstructed cohort for calculating repetition rate

Purpose: To measure the rate at which pupils from a cohort repeat a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the educational cycle.

Calculation method: Divide the number of repeaters in a given grade in a given schools year (t+1) by the number of pupils from the same cohort enrolled in same grade in the previous schools year (t).

$$\text{Formula} = \frac{\text{No. of pupils repeated in grade } g \text{ in year } t + 1}{\text{Total number of pupils in grade } g \text{ in year } t} \times 100$$

23. Student Teacher Ratio (STR):

Definition: Average number of pupils (students) per teacher at a specific level of education in a given school year.

Purpose: To measure the level of human resources input in terms of the number of teachers in relation to the size of the pupil population. The results should be compared with established national norms (in Bangladesh 1:46) on the number of pupils per teacher.

Calculation method: Divide the total number of students enrolled at the specified level of education by the number of teachers at the same level.

24. Survival Rate

Definition: Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given schools year expected to reach successive grades, regardless of repetition. DPE uses UNESCO reconstruction cohort model for calculating survival rate.

Purpose: The purpose is to measure the retention capacity and internal efficiency of an education system. It illustrates the situation regarding retention of pupils (or students) from grade to grade in schools, and conversely the magnitude of dropouts by grade.

Calculation method: Divide the total number of pupils belonging to a pupil cohort who reached each successive grade of the specified level of education by the number of pupils in the school cohort, i.e. those originally enrolled in the first grade of primary education, and multiply the result by 100. Current survival rates to be estimated by using the reconstructed cohort method. This technique calculates the survival rate for a theoretical cohort of children who experience the current promotion, repetition and dropout rates at each grade as they move through the schooling system. It uses data on enrolment and repeaters for two consecutive years.

25. School Life Expectancy (SLE)

Definition: School life expectancy for a child of a certain age is defined as the total number of years of schooling which a child for a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment ratio for that age. It is the sum of the age specific enrolment ratios for primary, secondary and higher education.

In other words, the total number of years of schooling which a child of a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment ratio for that age.

Purpose: Purpose is to show the overall level of development of an educational system in terms of the average number of years of schooling that the education system offers to the eligible population, including those who never enter school.

Calculation method: For a child of a certain age a , the school life expectancy is calculated as the sum of the age specific enrolment rates for the levels of education specified. The part of the enrolment that is not distributed by age is divided by the school-age population for the level of education they are enrolled in, and multiplied by the duration of that level of education. The result is then added to the sum of the age-specific enrolment rates.

26. Transition Rate (TR) from Primary to Secondary Education

Definition: The number of pupils (or students) admitted to the first grade of a higher level of education in a given year (Grade 6), expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year (Grade-5).

Purpose: The purpose is to convey information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator. Viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements.

Calculation method: Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of pupils who enrolled in the final grade of the preceding cycle or level of education in the previous school year, then multiply by 100.

$$\text{Formula} = \frac{\text{No. of new pupils in Grade 6 of secondary level in year } t}{\text{No. of pupils in Grade 5 of primary/ or passed in year } t - 1} \times 100$$

27. Years Input per Graduate

Definition: The estimated average number of pupil years spent by pupils (or students) from a given cohort who graduate from primary education, taking into account the pupil years wasted due to dropout and repetition. One school year spent in a grade by a pupil is equal to one pupil year. DPE uses UNESCO reconstruction cohort model for calculating survival rate

Purpose: The purpose is to assess the extent of educational internal efficiency in terms of the estimated average number of years to be required in producing a graduate.

Calculation method: Divide the total number of pupil years spent by a pupil cohort (graduates plus dropouts) in the specified level of education by the sum of the successive batch of graduates belonging to the same cohort. This indicator is estimate using the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.

28. Urban Area

Definition: Urban areas of APSC refers to the area covered by municipalities, Upazila headquarters, District and divisional headquarters and City Corporations in the country

Source: As per “UNESCO Institute of Statistics, Education Indicators, Technical Guidelines, November 2009.

Annex L: List of PEDP3 Indicators

L-1. List of KPIs (15)

| SL. | KPIs | Remarks |
|-----|--|---------|
| 1. | Percentage of Grade III students achieving Grade 3 competencies (All; Boys; Girls) | |
| 2. | Percentage of Grade V students achieving Grade V competencies (All; Boys; Girls) | |
| 3. | Grade 5 Primary Education Completion examination (PECE) pass rate (%) | |
| 4. | Percentage of children out of school (boys and girls) | |
| 5. | GER [EFA 5] | |
| 6. | NER [EFA 6] | |
| 7. | [Participation] Gender parity index of GER | |
| 8. | Net enrolment rate (NER)- Top 20% of households (HHs) by consumption quintile Bottom20% of HHs by consumption quintile Difference between Top20% and bottom20% of Households by consumption quintile | |
| 9. | <i>Upazila composite performance indicator - Bottom 20% of (used to derived annual improvement of bottom 20% of Upazilas¹⁸</i> | |
| | <i>Upazila composite performance indicator -Top 10%</i> | |
| | <i>Upazila composite performance indicator - Bottom 10%</i> | |
| | <i>Range between average value of index for top 10% and bottom 10% of Upazilas</i> | |
| 10. | % of AOP budget allocation for unconditional block grants (SLIPs and UPEPs for schools and Upazilas | |
| 11. | Expenditure of unconditional block grants(UPEPs and SLIPs) by Schools and Upazilas | |
| 12. | Primary Cycle Completion rate ¹⁹ (%) | |
| 13. | Primary Cycle Dropout rate (%) | |
| 14. | Coefficient of efficiency [EFA 14] | |
| | Years input per graduate | |
| 15. | Percentage of schools (GPS/NNPS) that meet three out of four PSQL indicators: (i) Girls' toilets (PSQL 5); (ii) potable water (PSQL 7);and (iii) SCR (PSQL 11) (iv) STR (PSQL 16) | |

L-2. List of Non-KPIs (12)

| SL. | Non-KPIs | Remarks |
|-----|---|---------|
| 1. | PECE Participation rate based on Descriptive Roll (All, boys and girls) (%) | |
| 2. | Repetition rate (EFA-12) (All, boys and girls) (%) | |
| 3. | Percentage of Grade1 new intakes who completed PPE (EFA-2) (All, boys and girls) (%) | |
| 4. | Student attendance rate (All, boys and girls) (%) | |
| 5. | Number of children from NFE institutes taking Grade 5 PECE (All, boys and girls) (%) | |
| 6. | Survival Rate (EFA-13)(All, boys and girls) (%) | |
| 7. | Percentage of Single Shift School (%) | |
| 8. | Percentage of sanctioned posts filled in district (staff) and upazilas (teachers) (%) (Vacant post #/Filled post #) | |
| 9. | Gross Completion Rate (All, boys and girls) (%) | |
| 10. | Transition rate from Grade 5 to Grade 6 (All, boys and girls) (%) | |
| 11. | Public education expenditure as percentage of GDP (EFA-7) (%) | |
| 12. | Public expenditure on primary education as % of total public expenditure on education (EFA-8) | |

¹⁸ KPI 9B is an EU only disbursement trigger, starting in 2010.

¹⁹ KPI 9 and 12 is an EU only disbursement trigger, starting in 2010.

L-3. List of PSQLs (14)

| SL. | PSQLs | Remarks |
|-----|--|---------|
| 1. | Percentage of schools which received all new textbooks by January 31 | |
| 2. | Percentage of (assistant and head) teachers with a professional Qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.) | |
| 3. | Percentage of (assistant and head) teachers who receive continuous professional development (subject based) training | |
| 4. | Percentage of (assistant and head) teachers who receive continuous professional development (sub-cluster) training | |
| 5. | Percentage of schools (GPS/NNPS) with pre-primary classes | |
| 6. | Number of enrolled children with disabilities | |
| 7. | Percentage of schools with at least one functioning toilet | |
| 8. | Percentage of schools with separate functioning toilets for girls | |
| 9. | Percentage of schools have safe water sources: functioning tube wells and other sources | |
| 10. | Percentage of schools that meet the SCR standard of 40 | |
| 11. | Percentage of standard size classrooms (19'6"X17'4") and larger constructed | |
| 12. | Percentage of schools which receive SLIP grants | |
| 13. | Percentage of head teachers who received training on leadership | |
| 14. | Percentage of schools that meet the STR standard of 46 (EFA11) | |

L-4. List of DLIs (9)

| SL. | DLIs | Remarks |
|-----|---|---------|
| 1. | Textbook Production and Distribution | |
| 2. | Teacher Education and Development | |
| 3. | Pre-primary education | |
| 4. | Needs based infrastructure development | |
| 5. | Decentralized school management and governance | |
| 6. | Grade V Primary Education Completion Examination (PECE) | |
| 7. | Teacher recruitment, promotion and deployment | |
| 8. | Annual Primary School Census (APSC) | |
| 9. | Sector Finance | |

L-5. List of sub-component indicators (67)

| | Sub.SL. | Sub-component Indicators | Remarks |
|-------------|---------------|---|---|
| Running SL. | | Component 1: Teaching and Learning | In Component 1, KPIs 3, Non-KPI 1, PSQLs 4 and SCIs-22, DLIs2 |
| | 1.1 | Shikhbe Protiti Shishu [Each Child Learns] | |
| 1 | 1.1.1 | Number of schools participate in Each Child Learns (ECL) | |
| 2 | 1.1.2 | Percentage of Grade 3 ECL students achieving Grade 3 competency in Bangla | |
| 3 | 1.1.3 | Percentage of Grade 3 ECL students achieving Grade 3 competency in Math | |
| 4 | 1.1.4 | Number of education personnel trained in ECL, including mentoring | |
| 5 | 1.1.5 | Percentage of schools provided with graded supplementary reading materials | |
| | 1.2 | School and Classroom Based Assessment | |
| 6 | 1.2.1 | Number of schools pilot school-based assessment training | |
| 7 | 1.2.2 | Percentage of head teachers & teachers received school-based assessment training | |
| 8 | 1.2.3 | Percentage of education officials/AUEO received school-based assessment training | |
| | 1.3 | Curriculum and Textbooks Strengthened | |
| 9 | 1.3.1 | Number of subjects by grades where curriculum revision has been approved | |
| 10 | 1.3.2 | Number of subjects by grades where new textbooks have been developed based on revised curriculum | |
| 11 | 1.3.3 | Number of subjects by grades where new teacher guides/addition have been introduced based on revised curriculum | |
| 12 | 1.3.4 | Percentage of teachers and officials participate in curriculum dissemination training | |
| | 1.4 | Textbook Production and Distribution | DLI 1, PSQL 1 |
| 13 | 1.4.1 | Percentage of schools which received full set of (revised) teacher guides for all teachers | |
| | 1.5 | ICT in Education | |
| 14 | 1.5.1 | Number of GPS/NNGPS which have received IT equipment | |
| 15 | 1.5.2 | Number of GPS/NNGPS with a least one functional computer | |
| 16 | 1.5.3 | Number of all education personnel received ICT training by designation (e.g., teachers/head teachers, admin/supervisory staff etc.) | |
| 17 | 1.5.4 | Annual AOP allocation and actual expenditures for implementation of ICT strategy | |
| | 1.6 | Teacher Education and Development | DLI 2, PSQLs 2, 3 & 4 |
| 18 | 1.6.1 | Number & Percentage of new teachers each year receiving DPED | |
| 19 | 1.6.2 | Percentage of new teachers received induction training | |
| 20 | 1.6.3 | Number of teachers participate in the training on Teacher Support and Networking | |
| 21 | 1.6.4 | Percentage of PTIs deployed 16 instructors | |
| 22 | 1.6.5 | Percentage of PTIs deployed 12 instructors or less | |
| | | Component 2: Participation and Disparities | In Component 2, KPIs 6, Non-KPI 6, PSQLs 7 and SCIs 14 |
| | 2.1.1. | Second chance and alternative education | |
| 23 | 2.1.1.1 | Number of children access second chance education services | |

| | Sub.SL. | Sub-component Indicators | Remarks |
|----|--------------|---|---|
| | 2.1.2 | Pre-primary education | DLI 3, PSQL5 |
| 24 | 2.1.2.1 | Number of children enrolled in formal GPS /NNGPS PPE programs | |
| 25 | 2.1.2.2 | Percentage of GPS providing PPE are assessed against minimum quality standards | |
| | 2.1.3 | Mainstreaming inclusive education | PSQL6 |
| 26 | 2.1.3.1 | Number of children enrolled from tribal/indigenous communities | |
| | 2.1.4 | Education in emergencies (EIE) | |
| | 2.1.4.1 | Number of schools from flood/cyclone prone areas whose stakeholders received awareness raising materials | |
| | 2.1.4.2 | Number of upazilas integrate EIE in UPEP planning | |
| | 2.1.4.3 | Number of children in disaster struck areas accommodated in temporary schools | |
| | 2.1.5 | Communications and social mobilization | |
| | 2.1.5.1 | Public perception of primary education service quality | |
| 27 | 2.1.5.2 | Percentage of physical implementation of the annual communication plan | |
| | 2.2.1 | Targeted stipend | |
| 28 | 2.2.1.1 | Number of Card holder | |
| 29 | 2.2.1.2 | Number of beneficiaries | |
| 30 | 2.2.1.3 | Number of beneficiaries in the reporting quarter/previous quarter | |
| | 2.2.2 | School Health & School Feeding | |
| 31 | 2.2.2.1 | Number of schools participate in school feeding program | |
| 32 | 2.2.2.2 | No. of teachers receive training on school health program | |
| 33 | 2.2.2.3 | Number of schools where health check-ups are conducted | |
| | 2.2.3 | Needs based school environment | PSQLs, 7, 8 & 9 |
| 34 | 2.2.3.1 | Percentage of schools with wash blocks | |
| 35 | 2.2.3.2 | Percentage of schools which have a tubewell with arsenic-free water | |
| | 2.2.4 | Needs based infrastructure development | DLI 4, PSQLs, 10 & 11 |
| 36 | 2.2.4.1 | Percentage of classroom using for classroom teaching | |
| | | Component 3: Decentralization and Effectiveness | In Component 3, KPIs 6, Non-KPIs 3, PSQLs 3 and SCIs 17 |
| | 3.1.1 | Field level offices strengthened | |
| 37 | 3.1.1.1 | Percentage of vacant posts filled at all field levels | |
| | 3.1.2 | Decentralized school management and governance | DLI 5, PSQL12 |
| | 3.1.2.1 | Percentage of SMCs whose members were trained (at least 3 members) | |
| 38 | 3.1.2.2 | Percentage of Upazilas which have prepared UPEP | |
| | 3.1.3 | School level leadership development | PSQL 13 |
| | 3.1.3.1 | Percentage of head teachers who received training on community mobilization | |
| | 3.1.4 | Organizational Review & Strengthening | |
| 39 | 3.1.4.1 | Percentage of vacancies filled by institutes and positions including an updated organogram | |
| 40 | 3.1.4.2 | Number of posts identified for post-PEDP3, including potential vacancies, transfers and created from integration of discreet projects | |
| | 3.2.1 | Grade V Primary Education Completion Examination (PECE) | DLI 6 |
| 41 | 3.2.1.1 | Percentage of test items that are competency based | |

| | Sub.SL. | Sub-component Indicators | Remarks |
|----|--------------|--|--|
| | 3.2.2 | Teacher recruitment, promotion and deployment | DLI 7, PSQL 14 |
| 42 | 3.2.2.1 | Percentage of teacher vacancies filled | |
| 43 | 3.2.2.2 | Percentage of head teacher vacancies filled | |
| 44 | 3.2.2.3 | Number of pre-primary teachers recruited | |
| | 3.2.3 | Annual Primary School Census (APSC) | DLI 8 |
| 45 | 3.2.3.1 | Timely completion of APSC report (within academic year) | |
| 46 | 3.2.3.2 | Number of schools covered by APSC | |
| 47 | 3.2.3.3 | APSC data accuracy according to third party validation | |
| | 3.2.4 | National Student Assessment (NSA) | |
| 48 | 3.2.4.1 | Timely completion of NSA analysis and report | |
| 49 | 3.2.4.2 | Number of professional staff in National Assessment Cell (NAC) | |
| 50 | 3.2.4.3 | Number of academic supervisors (AUEO) working under NAC in the field | |
| 51 | 3.2.4.4 | Number of PTI and URC instructors working under NAC in the field | |
| 52 | 3.2.4.5 | Number of subject teachers working under NAC in the field | |
| 53 | 3.2.4.6 | Number of actions identified & implemented based on NSA findings | |
| | | Component 4: Planning and Management | In Component 4, Non-KPIs 2 and SCIs 14 |
| | 4.1 | PEDP3 management and governance | |
| 54 | 4.1.1 | Total number of PEDP3 management and steering committee meetings | |
| 55 | 4.1.2 | Percentage of Annual Operational Plan implemented (by components and sub-components) | |
| | 4.1.3 | Percentage of funds linked to DLI disbursed | |
| | 4.2 | PEDP3 Financial Management | |
| | 4.2.1 | Annual Operational Plan budget implementation | |
| 56 | 4.2.2 | Percentage of annual implementation of PFM action plan | |
| 57 | 4.2.3 | Number and percentage of unsettled audit observation resolved | |
| | 4.3 | Sector finance | DLI 9 |
| 58 | 4.3.1 | Non-Development and Development share of MoPME Budget | |
| 59 | 4.3.2 | Percentage execution of both Non-Development and Development budget of MoPME | |
| 60 | 4.3.3 | Percentage of Development budget allocated to discrete projects | |
| | 4.4 | Strengthen monitoring functions | |
| 61 | 4.4.1 | Number of staff (central & local) receive orientation in RBM approach | |
| 62 | 4.4.2 | Number of schools and offices inspected | |
| 63 | 4.4.3 | Number of inspections undertaken with support of e-Monitoring tools | |
| 64 | 4.4.4 | Number of progress review meetings organized and activities reviewed | |
| | 4.5 | Human Resource Development | |
| 65 | 4.5.1 | Number of officers received professional development training | |
| 66 | 4.5.2 | Number of staff received professional development training | |
| | 4.6 | Public Private Partnership | |
| 67 | 4.6.1 | Number of partnership agreements/MoUs following PPP framework | |