



# ANNUAL SECTOR PERFORMANCE REPORT (ASPR) 2021

**Directorate of Primary Education (DPE)**  
**Ministry of Primary and Mass Education (MoPME)**  
December 2022





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# Message



It is my immense pleasure to know that Monitoring and Evaluation (M&E) and Information Management Divisions with the support of other line Divisions of Directorate of Primary Education (DPE) and concern agencies have prepared and published this year's Annual Sector Performance Report (ASPR) 2021 under the leadership of the Ministry of Primary and Mass Education (MoPME). The ASPR 2021 provides an in-depth understanding about the achievement of the expected results aligned with the Primary Education Development Programme (PEDP4) at all levels on time and to present the key findings in the Joint Annual Review Mission (JARM) 2020. I am delighted to present this year's ASPR 2021 which is a milestone report for both the DPE and our Development Partners (DPs). We have begun the 3<sup>rd</sup> year of a new programme, the PEDP4, following on the successful implementation of the PEDP II which runs (from July 2005 to June 2011) and the PEDP3 from July 2011 to June 2018 and the PEDP4 will be from July 2018 to June 2023.

There has been a remarkable development as a whole in the primary education sub-sector in the last couple of decades as the Bangladesh government always prioritises this sub-sector with policy reforms, devolution of authorities from ministry to sub-national levels, enacted legislation etc. Considering the remarkable progress made by Bangladesh towards the achievement to our Education for All (EFA) goals and Millennium Development Goals (MDGs) targets as well as in the right track for achieving the Sustainable Development Goals (SDGs). Bangladesh has made notable achievements in ensuring access to almost all eligible children through improving the schools' infrastructure and WASH blocks, resulting

in reducing dropout as well as improving the ratio of primary cycle completion, even though there is room for improving the learning outcomes. Within the five years of the PEDP4 period, we will work more closely with non-government education providers and those providing non-formal and pre-school education, especially for improving the learning outcomes and school and classroom-based assessment. Our goal is to provide a unified, rather than a uniform, education programme for all our children.

This report can be used as a basis for primary education sub-sector planning, evidence-based decision making and future investment of this sub-sector by the government, development partners and NGOs, and iNGOs in Bangladesh. This report highlights the achievement of the planned results of the PEDP4 and the trend of achievement as included in the time series data. I would like to express my sincere gratitude to the officers and staff who have contributed to preparing the valuable report. I strongly believe that this report will be immensely be useful to fill-in the knowledge gaps, adjust the Annual Work Plan (AWP) and overall overcome challenges for achieving the anticipated results. Special thanks are due to the UNICEF colleagues Ms. Nor Shirin MD Mokhtar, Chief, Education Section, Mr. John Ekaju, Education Specialist, Mr. Tanvirul Islam, Education Officer, UNICEF Bangladesh and Sajidul Islam, Education Officer, Khulna, for preparing this report.

Despite the best efforts, some inadvertent errors may have crept into this report. Any pragmatic suggestions or corrections highlighted will be highly appreciated and proper measures to be taken for preparing the next year's report.

Dhaka  
Date: March 2023

**Shah Rezwan Hayat**  
Director General (Grade-1)  
Directorate of Primary Education (DPE)



# Preface



Bangladesh is making continual efforts for ensuring quality and competitive basic education for our all-eligible school going age children amidst the challenging waves of COVID-19 pandemic this year 2020. As the M&E Division is responsible for preparing the ASPR, it is my immense pleasure to state that DPE is going to publish ASPR 2021. This report, drawing on and amplifying the findings and data collected through online Annual Primary School Census (APSC 2020) and other credible and authentic reports like NSA, MICS, HIES, etc. The ASPR 2021 will play a vital role in formulating appropriate strategies to achieve expected results at all levels (impact, outcomes, outputs) in difficult circumstances due to the COVID-19 pandemic. This year is very crucial for overcoming the challenges faced for the COVID-19 pandemic to reach all the children through remote learning as 9 months are lost this academic year.

Under the leadership of our Director General (DG), Additional Director Generals (ADGs), we the staff of M&E Division are committed to work with our DPE colleagues and Development Partners (DPs) to produce high quality, reliable data and analysis to improve our understanding of school performance for the benefit of Bangladesh's children. It is our aim to support better planning and management processes in DPE, based on statistical evidence and analysis and to improve results-based management practices in Bangladesh.

I take this opportunity to thank all the colleagues who are involve in the process of preparing this report, especially team members of Monitoring and Evaluation and Information Management Divisions for their laborious work and dedication of the MoPME leadership, special thanks are due to the respected DPE ASPR Task Force and ASPR Steering committee's members for their endeavour for improving the quality of the ASPR 2021 and UNICEF colleagues Ms. Nor Shirin MD Mokhtar, Chief, Education Section, UNICEF Bangladesh, Mr John Ekaju, Education Specialist, Mr. Tanvirul Islam, UNICEF Bangladesh, and Deputy Director, M&E Division including the officials who have supported to produce this report within a stipulated time.

A special mention is in place for the efforts of the IMD and its Sr. System Analyst Engineer Mr. Anuj Kumar Roy, Mr. Osman Goni, Programmer and Md. Siddiqur Rahman, DEO, IMD, in preparing the EMIS database, and for Mr. Ismail of M&E Division for contributions and co-ordination of DPE inputs

Finally, special thanks to Mr. Md. Sajidul Islam, Education Officer, UNICEF Khulna Field Office for preparing this report, Mr. Mahmudul Hasan Koly, PMR Section, UNICEF Cox's Bazar Field Office for preparing the maps and Md. Ohidul Alam Khan who was deployed by the EU for analysing data for the ASPR 2021.

Dhaka

Date: March 2023

**Dilip Kumar Banik**

Additional Director General

M&E Division, Directorate of Primary Education



## Message



Bangladesh is working hard to provide quality and competitive basic education to all eligible schoolchildren despite the COVID-19 epidemic in 2020. As the M&E Division prepares the ASPR, I am pleased to announce that DPE will publish ASPR 2021. This paper extends the conclusions and data from the online Annual Primary School Census (APSC 2020) and other reliable reports like NSA, MICS, HIES, etc. In tough circumstances owing to the COVID-19 pandemic, the ASPR 2021 will help formulate strategies to accomplish intended results at all levels (impact, outcomes, outputs). Since 9 months are missed this academic year, this year is critical for conquering the COVID-19 epidemic to reach all pupils through remote learning.

Our M&E Division staff is committed to working with our DPE colleagues and Development Partners (DPs) to produce high-quality, reliable data and analysis to improve our understanding of school performance for Bangladesh's children under the leadership of our Director General (DG), Mr. Alamgir Mohammad Monsurul Alam, ADGs, and Additional Secretary, Mr. Sohel Ahmed. Based on statistical evidence and

analysis, we strive to strengthen DPE planning and management procedures and results-based management in Bangladesh.

Thank you to all the colleagues who helped prepare this report, especially the Monitoring and Evaluation and Information Management Divisions for their hard work and MoPME leadership, the respected DPE ASPR Task Force and ASPR Steering committee members for their efforts to improve the ASPR 2021, and UNICEF colleagues Ms. Nor Shirin MD Mokhtar,C.

In constructing the EMIS database, the IMD and its Sr. System Analyst Engineer Mr. Anuj Kumar Roy, Mr. Osman Goni, Programmer, and Md. Siddiqur Rahman, DEO, IMD, deserve special recognition. Mr. Ismail of M&E Division also contributed and coordinated DPE inputs.

Finally, special thanks to Mr. Md. Sajidul Islam, Education Officer, UNICEF Khulna Field Office, for this report, Mr. Mahmudul Hasan Koly, PMR Section, UNICEF Cox's Bazar Field Office, for the maps, and Md. Ohidul Alam Khan, EU data analyst for ASPR 2021.

Dhaka  
Date: March 2023

**Dr. Uttam Kumar Das**

Director  
Monitoring and Evaluation Division  
Directorate of Primary Education



## Message



I am very much excited to know that M&E Division of DPE has published ASPR 2021 this year as part of the regular reporting for tracking the yearly progress as well as the trend of achievement in the primary education sub-sector compared to the PEDPII, PEDP3, and PEDP4 baselines. This is the third report published by DPE to outline the major progress made during the PEDP4 by the technical assistance of UNICEF and we are extremely happy to support DPE for the preparation of this report.

In the middle of the rollout of the PEDP4 in 2020, another essential dimension has been encompassed which is being addressed to minimise and overcome the learning gaps/ losses from the school closure since 17 March 2020. Almost one academic year was lost due to COVID-19 pandemic which is also intertwined with other key issues such as, increasing child marriage and child labour, internet addiction, physical and mental stress - overall the key challenge is back to all children into the schools after reopening of schools. Yet most children are at risk from its effects, the government adopted appropriate strategies for distance/ remote learning using Radio, TV and other digital platforms on time. The Government also developed the guideline for safely reopening the schools while maintaining the WHO's instruction with provision of utilising

SLIP fund for taking appropriate measures to maintain safe and secure school environment such as enhancing capacities of teachers and SMC members, maintaining social distance, handwashing facilities, measurement of body temperature, wearing masks and adequate essential supplies.

What children learn today will shape tomorrow's world. Education has the pivotal role to play for helping the next generations understand and relate to the issues, make lifestyle changes, adapt to the changes and making sure that with the societies' changes align with global and local demand and context like mainstreaming inclusive education, curriculum revision, addressing climate changes impact and priorities marginalised children in education etc.). The MoPME and DPE strives and UNICEF including DPs supports for achieving the expected results especially improving the achievement of expected learning outcomes as the PEDP4 prioritized.

I would like to take this advantage to thank MoPME, DPE and DPs colleagues for their ongoing relationship and cooperation with UNICEF Bangladesh Country Office and would like to express my sincere thanks to all entities and individuals involved to prepare this report especially our colleague Mr Sajidul Islam to lead for preparing this report.

Dhaka  
Date: March 2023

Chief, Education Section  
Bangladesh Country Office  
UNICEF, Dhaka, Bangladesh

# ABBREVIATIONS

Acronyms	Full name
ACER	Australian Council for Educational Research
ADB	Annual Development Budget
ADB	Asian Development Bank
ADG	Additional Director General
ADPEO	Assistant District Primary Education Officer
AIR	American Institutes for Research
AOP	Annual Operational Plan
APA	Annual Performance Agreement
APSC	Annual Primary School Census
ARC	Assessment and Research Center
ASD	Autism Spectrum Disorder
ASPR	Annual Sector Performance Report
AT	Assistant Teacher
ATEO	Assistant Thana Education Officer
AUEO	Assistant Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BDT	Bangladeshi Taka
B.Ed.	Bachelor of Education
BEN	Bangladesh Early child development Network
BNFE	Bureau of Non-Formal Education
BPSC	Bangladesh Public Service Commission
BRAC	Bangladesh Rural Advancement Committee
BSL	Barishal
BSS	Bangla Scale Score
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	Chattogram Hill Tracts
CPD	Continuous Professional Development (Training)
CPEIMU	Compulsory Primary Education Implementation and Monitoring Unit
CS	Community School
CTG	Chattogram
DD	Deputy Director (DPE Divisional and HQ)
DDO	Drawing and Disbursing Officer
DEO	District Education Officer (Secondary level)
DFAT	Australian Department of Foreign Affairs and Trade

Acronyms	Full name
DFATD	Canada Department of Foreign Affairs, Trade and Development
DFID	United Kingdom Department for international Development now replaced as Foreign, Commonwealth and Development Office (FCDO)
DG	Director General
DHK	Dhaka
DLI	Disbursement Linked Indicator
DP	Development Partner
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
DPEO	District Primary Education Officer
DPEP	District Primary Education Plan
DPHE	Department of Public Health and Engineering
DPP	Development Project Pro-forma
DPs	Development Partners
DR	Descriptive Role
ECCD	Early Childhood Care and Development
ECNEC	Executive Committee for National Economic Council
EDI	Education Development Index
EECE	Ebtedayee Education Completion Examination
EFA	Education For All
EHS	Education Household Survey
EiE	Education in Emergencies
EMIS	Education Management Information System
ERM	Essential Reading Materials
EU	European Union
FDMNs	Forcibly Displaced Myanmar Nationals
FY	Financial Year
GAR	Gross Attendance Rate
GER	Gross Enrolment Rate
GIS	Geographical Information System
GPS	Government Primary School
HIES	Household Income and Expenditure Survey
HRDM	Human Resource Development Management
HT	Head Teachers
ICT	Information and Communication Technology
IE	Inclusive Education
ILO	International Labour Organization
IMD	Information Management Division
JARM	Joint Annual Review Mission
JCM	Joint Consultative Meeting
JICA	Japan International Cooperation Agency

Acronyms	Full name
JSP3	JICA Support Program 3
KG	Kindergarten
KLN	Khulna
KPI	Key Performance Indicator
LGED	Local Government Engineering Department
LO	Learning Outcome
LOC	Learning Outcome Category
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MICS	Multiple Cluster Indicator Survey
MIS	Management Information System
MoC	Ministry of Commerce
MoE	Ministry of Education
MoF	Ministry of Finance
MoPA	Ministry of Public Administration
MoPME	Ministry of Primary and Mass Education
MoSW	Ministry of Social Welfare
MoWCA	Ministry of Women and Child Affairs
MSS	Mathematics Scale Score
MSS	Mean Scale Score
MTBF	Medium-Term Budgetary Framework
MTR	Mid-Term Review
NAPE	National Academy for Primary Education
NSA	National Student Assessment
NAC	National Assessment Cell
NCTB	National Curriculum and Textbook Board
NGO	Non-Government Organisation
NNPS	Newly Nationalized Government Primary School
Non-KPI	Non-Key Performance Indicator
NRNGPS	Non-Registered Non-Government Primary School
ODCB	Organizational Development and Capacity Building
OOSC	Out-of-School Children
PD	Programme Document
PDO	Programme Development Objective
PECE	Primary Education Completion Examination
PEDP	Primary Education Development Programme
PEDP3	Third Primary Education Development Programme
PEDP4	Fourth Primary Education Development Programme
PEPMIS	Primary Education Property Management Information
PETS	Public Expenditure Tracking Survey

Acronyms	Full name
PPE	Pre-Primary Education
PPEIS	Post-Primary Education Institutions Survey
PPP	Public Private Partnership
PPRC	Power and Participation Research Centre
PPS	Probability Proportionate to Size
PSQL	Primary School Quality Level
PSC	PEDP4 Steering Committee
PST	PEDP4 Programme Support Team
PTA	Parent Teacher Association
PTAC	Primary Textbook Approval Committee
PTI	Primary Teacher Training Institute
RBM	Results-Based management
RDPP	Revised Development Project Pro-forma
RNGPS	Registered Non-Government Primary School
ROSC	Reaching Out of School Children
SBK	Shishu Bikash Kendra
SCI	Save the Children International
SCR	Student-Classroom Ratio
SDGs	Sustainable Development Goals
SEND	Special Education Need and Disabilities
Sida	Swedish International Development Agency
SIMF	Social inclusion and Management Framework
SK	Shishu Kalyan
SLIP	School Level Improvement Plan
SMC	School Management Committee
SSPS	Social Sector Performance Survey
SWAp	Sector-Wide Approach
TA	Technical Assistance
UEO	Upazila Education Officer
UEPP	Upazila Education Performance Profile
UNESCO	United Nations Educational Scientific Cultural Organization
UNICEF	United Nations Children Fund
UPEP	Upazila Primary Education Plan
URC	Upazila Resource Centre
UNPD	United Nations Population Division
WASH	Water and Sanitary Hygiene
WB	World Bank
WFP	World Food Programme



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# Executive summary

## Background

Bangladesh has made outstanding progress in the primary education system as a whole, supported by the Ministry of Primary and Mass Education (MoPME), Development Partners (DPs), Bureau of Non-Formal Education (BNFE), National Academy for Primary Education (NAPE), including other relevant agencies and discrete projects interventions' which are outside of the Primary Education Development Programmes (PEDPs). These discrete projects' interventions support and harmonise the development of the primary education sub-sector under the PEDPs. At present, MoPME/DPE has been implementing the Fourth Primary Education Development Programme (1 July 2018- 30 June 2023).

The Directorate of Primary Education (DPE) has been producing the Annual Sector Performance Report (ASPR) since 2009 under the PEDPII, following a pilot version in 2008. DPE was not able to produce the 2018 report as it transitioned from the PEDP3 to the PEDP4 for an additional 1-year period. It is one of the flagship reports of the DPE/ MoPME that integrates all the relevant and reliable sources of information about the primary education sub-sector (formal and non-formal). The ASPR presents a wide range of statistical data and information to support DPE for evidence-based planning and decision-making on activities outlined in the Annual Operation Plan (AOP) at the Head Quarter (HQ) level under the PEDP4 as well as Upazila Primary Education Plan (UPEP) at the subnational level and School Level Improvement Plan (SLIP) at the school level. The ASPR 2021 has increasingly reflected the progress made during the whole PEDPs

period compared to the PEDPII, the PEDP3, and the PEDP4 baselines (2005, 2010, and 2016) including the yearly progress of the PEDP4.

## Approach and methodology of the report

The approach and methodology of the DPE-published ASPR 2021 is to integrate all credible and authentic sources of data/information including DPE published different years' Annual Primary School Census (APSCs), National Student Assessment (NSAs), Primary Education Completion Examination (PECEs) DRs and results, discrete project progress reports, as well as other sources of information like Multiple Indicator Cluster Survey (MICS) reports, BBS published survey reports. All data/information has been presented in alignment with the Fourth Primary Education Development Program (PEDP4). The M&E matrix of the PEDP4 is detailed in the overall results at all levels. Particularly, adopted indicators such as the Key Performance Indicators (KPIs), Non-Key Performance Indicators (Non-KPIs), Primary School Quality Level (PSQL) Indicators, Sub-component Indicators (SCIs) and Programme Development Objectives Indicators (PDOs), convergence and innovation in new areas of learning due to protracted school closure for COVID-19 pandemic. It also included the Gender and Inclusive Education Action Plan (GIEAP) and identified areas for further research, way forward, key challenges, etc. for ensuring access for all children in the primary education system. Additionally, key District/ Upazila's

data was analysed and integrated into the ASPR 2021 following the result chain of the Result Based Management (RBM) Approach: Outcomes, outputs, activities, and inputs as a whole try to cover the PEDP4 expected results outlined in the monitoring matrix of the PEDP4 Development Project Proforma (DPP).

## Key findings

The key findings of the DPE published in ASPR 2021 have been presented in alignment with the M&E matrix (result framework) of the PEDP4 following the RBM Approach. The achievement of the PEDP4 results calculated based on mostly various APSC reports using sets of indicators like KPIs, Non-KPIs, PSQL, SCI and PDO results, convergence, new areas, identified areas for further research, way forward, key challenges, etc. also included in this report. The whole report follows the Result Based Management Approach (RBM) - Outcomes, outputs, activities, and inputs.

## Outcome results

The DPE has made significant progress in delivering the planned activities to improve the quality of primary education through achieving the expected outcome results outlined in the result framework (M&E matrix) of the PDP4. Outcome level performance measures using the set of KPIs and Non-KPIs of the PEDP4.

The DPE had initiated the National Student Assessment (NSA) to assess the achievement of primary education. A key purpose of the NSA is to provide accurate and timely data-driven information to support policy and planning, enhance teacher education programmes, and improve classroom instruction to improve student learning. The NSA results reveal that grade 5 achievement is significantly lower in both Bangla language and Math. In 2017, grade 5 scored above 12% in Bangla and 17% in Math respectively, compared to 23% in Bangla and

10% in Math in 2015 and 25% in both subjects in 2013. Similarly, in 2017 Grade 3 scored above 74% in Bangla and 41% in Math compared to 68% and 41% in Bangla and Math respectively in 2015 and 75% in Bangla and 57% in Math in 2013.

The performance gaps between girls and boys were negligible, i.e., gender difference in Grade 3 and Grade 5 remains negligible. These results clearly stated that gender equity persists in primary education of Bangladesh. The achievement of urban students was moderately better than that of rural students, the achievement of students of Government Primary Schools (GPSs) is substantially better than that of Newly Nationalized Government Primary Schools (NNPSs) students for both subjects by mean scores, and the achievement of the schools of other types of schools is a little bit lower than that of GPSs.

In 2019, about 96.05% (96.6% girls and 95.4% boys) of eligible students in the 'Descriptive Role' (DR) sat for the exam (remaining 3.95% absent), based on appeared students, up to 95.5% (95.6% girls and 95.4% boys) passed the exam. Based on the Descriptive Role (DR), overall, 91.7% (92.4% girls and 91% boys) of eligible students passed the exams compared to 95.5% who appeared. The 2020, exam was postponed due to the COVID-19 pandemic, in 2020, 100% of students passed based on enlisted students in DR.

The progress in students learning achievement aside, the primary school participation rate is measured through different access and participation-related indicators. The Gross Intake Rate (GIR) of primary education is 107.86% (109.91% girls and 105.95% boys) in APSC 2020 compared to 110.17% (112.8% girls and 107.65% boys) in APSC 2019, compared to 112.3% in 2018 and 112.6% in 2016 of the PEDP4 baseline. The Net Intake Rate (NIR) of primary education was 96.62% (96.82% girls and 96.43% boys) in APSC 2020 compared to 96.56% (96.83% girls and 96.30% boys) in APSC 2019, to 96.48% in 2018, and to 97.94%

in 2016). The Gross Enrolment Rate (GER) in Pre-Primary Education (PPE) is 120.3% (123.2% girls and 117.5% boys) in APSC 2020, which is lower compared to 130.6% (133.4% girls and 126.9% boys) in APSC 2019 and to 125.2% (127.6% girls and 122.9% boys) in 2018. The Net Enrolment Rate (NER) in PPE is 96.5% (99.2% girls and 93.9% boys) which is higher compared to 94.3% (94.9% girls and 93.6% boys) in 2019 and to 94.2% (92.2% girls and 96.2% boys) in 2018.

The GER of primary education stands at 104.85% (108.95% girls and 100.87% boys) in APSC 2020 compared to 112.1% in 2016 (PEDP4 baseline), 114.23% in 2018, and 109.6% in APSC 2019). The NER of primary education stands at 97.81% (98.25% girls and 97.39% boys) in APSC 2020 compared to 97.83% (98.01% girls and 97.65% boys) in 2019, to 97.85% in 2018 and 94.8% in 2016 (PEDP4 baseline) respectively. NER calculation may relate to the number of 6-10-year-old children in the population cohort. This year particularly for 6-10-year old children, which is 16.78 million (BBS estimated for DPE), while projected population figures for younger children are at least half a million higher (for each of six, seven, eight, and nine years old). Some of this is probably accounted for by the number of over-age children in the primary education system, many of whom are apparently repeaters. This figure also affects the calculation of the proportion of children who have completed the Primary education cycle cohort. Total enrolment in formal primary education of children aged 6-10 years has decreased intensely since 2011 after a slight increase between 2017 and 2018 (between 2016 and 2017 reduced by 1.35 million, between 2017 and 2018 slightly increased by about 87,000, between 2018 and 2019, reduced above 1 million and between 2019 and 2020 again increased 1.27 million which is caveat to consider the net enrolment trend).

Over 21.55 million students were enrolled in all types of formal schools from Grade 1 to Grade 5 including PPE in 2020 compared to 20.12 million

in 2019 and 20.91 million in 2018 respectively which is not consistent as per year-wise trend. The numbers for overage children are consistent with previous years. Enrolment disparities continue between boys and girls. The gender parity index is 1.09% for the gross enrolment rate and the net enrolment rate is 1.01%, indicating that a higher proportion of girls than boys attend primary school. The lowest shares of male students are observed consistently in the eastern belt of the country along a belt that begins in Chattogram/Cox's Bazar and continues through Cumilla to Sylhet including Dhaka and surrounding districts. Based on BNFE progress report on 3<sup>rd</sup> September 2021, a total of 3,332 LCs has been functioning and 88,306 Out of School Children (OoSC) were enrolled at 3,313 LCs and continuing their education.

Between 2016 and 2020, the repetition rate stands at 5% (girls 4.8% and boys 5.1%) in 2020 compared to 5.1% in 2019 and 5.4% in 2018, and to 6.1% in 2016 (PEDP4 baseline). It has been similar in Grades 1, 2 and 3 (on an average 5%) but has increased in Grade 4 (on an average 7%), it has significantly decreased in grade 5 (on average 2%). The primary cycle dropout rate stands at 17.2% (15.5% girls and 19% boys) in 2020. It has steadily decreased from 39.8% in 2010 to 19.2% in 2016 (PEDP4 baseline), to 18.6% in 2018, and to 17.9% in 2019. By grade, dropout has also fallen rapidly since 2011, and at present, in Grade 1 only 1%, in grade 2 only 1.5%, in Grade 3 around 4.9% and in grade 5 stands only 2.2%, while it has increased in Grade 4 more than twice (7.6%) in 2020. The survival rate to Grade 5 increased rapidly from 67.2% in 2010 (PEDP3 baseline) to 82.1% in 2016 (PEDP4 baseline), 83.53% in 2018, 85.2% in 2019 and 84.7% (85.9% girls and 83.3% boys) in 2020. On the other hand, 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 Chattogram divisions and the worst performing ones in the northern part of the country like Gaibandha, Lalmonirhat and Kurigram districts. Due to late enrolment



and repetition, many children do not complete primary education; even until the age of 14-15 years. The primary cycle completion rate stands at 82.8% (84.5% girls and 81% boys) in 2020 compared to 82.1% in 2019, 81.4% in 2018, 81.2% in 2017 and 80.8% in 2016.

## Output results

In the PEDP4 output level performance is measure through the PSQL, SCI, and PDO indicators. PSQL 1 measures the timely delivery of textbooks to schools, the textbook distribution cell shared a very credible result for delivering textbooks. A very high proportion of students, 99.95% received almost all of their textbooks by 31<sup>st</sup> January 2020. In 2020, a total number of 105,401,550 textbooks (3,337,638 for PPE, 98,496,171 for Grade 1 to 5 and 230,103 for Grade 1 to Grade 3 in ethnic languages) were printed and distributed, including the Bangla version 1,916,371 buffer stock in 8 divisional level warehouses and the English version 14,514 in DPE central store (English version). The government has also printed and distributed textbooks for ethnic minority children in their mother tongue (Chakma, Marma, Garo, Tripura and Sadri) since 2018. In 2018, a total of 149,276 textbooks were distributed from PPE to Grade 1 students, in 2019, a total of 2,76,784 textbooks were distributed from PPE to Grade 2 students and in 2020, a total of 1,72,633 textbooks were distributed from PPE to Grade 3 students (list of the 25 districts included in the subsection 4.1.1 of this report).

The standard of this PSQL is *“percentage of schools that meet the STR standard of 40:1”*. In 2020, around 78.3% GPSs met the minimum standard of 40 students per teacher set in the PEDP4 document compared to 61.1% GPSs in 2019. In 2020, overall highest educational qualification of teachers is - 5.9% Secondary School Certificate (SSC), 23.5% Higher Secondary Certificate (HSC), 37.9% Bachelors/ Honors, 32.6% Masters’ degree holders and

02% others MPhil, etc. It is noteworthy to mention that recruitment of post-graduate teachers has been gradually increasing since 2010 recruitment and deployment. The standard of this PSQL is *‘all teachers to be trained to at least C-in-Ed/DPEd’* level. As of December 2020, around 78.2% (77.2% female and 79.9% male assistant) and head teachers were awarded a professional qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.). The group with the lowest rate of increase in professional qualification is GPSs head teachers. Female assistant teachers are the furthest group from achieving the target. Head teachers (72.5% vs. 65.3%) and assistant teachers (91.3% vs. 81.6%) in GPSs are more likely to have the minimum qualifications, but the differences with newly nationalised teachers are much smaller. The difference between male and female (head and assistant) teachers decreased in GPSs for both head teachers and assistant teachers but increased slightly in newly nationalised teachers who received the training.

In terms of the three categories of in-service training, results for participation (subject-based, leadership- and cluster-based) there was an increase in the three types of training between 2010 and 2019 but decreased in 2020 due to COVID-19 pandemic as subject-based and cluster training did not take place in 2020. Leadership training for head teachers declined to some extent up to 2020. 79.9% (78.2% female and 78.2% male) of head teachers received leadership training in 2020, and about 85% (female 84% and male 86%) of Head and Assistant Teachers received subject-based training up to 31 December 2019, though piloting the online subject-based training (2,425 teachers) but not scale-up, similarly, about 76% (female 71% and male 80%) received the cluster training and 25.3% teachers received the ICT training as of 31 December 2020. Up to June 2020, there are 7,281 head teachers, 6,947 assistant teachers’ and 25,630 PPE teachers’ positions vacant and the recruitment process is ongoing (the last recruitment was conducted on 24 December 2019).

According to the APSC 2020, a total of 35,064 (53.5%) GPSs (former GPSs 77.9%) have functioning WASH blocks constructed during the PEDP3 and the PEDP4 periods and 35,064 has gender-segregated WASH blocks for girls and boys including 844 menstrual hygiene corners. In 2020, the school census indicated that there was a significant increase in the availability of safe water sources in GPSs standing at 100% of schools. Due to arsenic contamination, water is safe to drink in 84.5% of those schools that depend on tube wells and supply water that have not yet tested for E.coli contamination, only newly sinking tube wells and water connections through the pipe are tested for E.coli and up to December 2020 only 17,147 GPSs (26.2%) were tested.

A key element of the policy of decentralisation in the primary education sub-sector is the promotion of School Level Improvement Plans (SLIPs) and Upazila Primary Education Plans (UPEPs). Under the PEDP4, this initiative was supported by the provision of school-level improvement planning formula-based grants and this has been continued and scaled up during the PEDP4 period. This year a formula-based SLIP grant was provided (schools with more students & schools in poverty-prone areas proportionately received more grants). In 2021-20 FY, a total of 64,848 GPSs of the country from DPE and 657 GPSs from UNICEF for Cox's Bazar district received SLIP formula-based grants. The total amount of BDT 375,805,000 was disbursed from DPE and BDT 51,103,500 from UNICEF Cox's Bazar Field Office for Cox's Bazar district. Under the PEDP4, UNICEF piloted the Upazila Primary Education Plan (UPEPs) in 5 Upazilas of the country in the 2018-19 FY. In 2019-20 FY, based on lessons learned, scale up another 50 Upazilas and DPE disbursed BDT 39,600,000 in 50 Upazilas, and gradually will cover all the Upazilas of the country.

To monitor the effectiveness of budget utilisation, the PSQL-based composite indicator

measures the percentage of schools that meet three out of four PSQL indicators: (i) availability of girls' toilets; (ii) availability of potable water; (iii) school classroom ratio; and (iv) student-teacher ratio. In 2020, around 40.1% of GPSs met three out of the four PSQLs but interestingly, only 13.2% of schools met all 4 PSQLs, 16.3% of the schools met 1 PSQL and 1% of the schools did not meet any of the four PSQLs standards. This indicator is gradually moving forward, but not as fast as expected. In addition, the construction of additional classrooms, designated PPE classrooms, WASH blocks, and boundary walls is ongoing as per the PEDP4 plan through LGED to improve the school environment.

The number of children with disabilities enrolled in all types of schools' including GPSs' has been increasing since the PEDP3 periods especially children with physical and visual disabilities. In 2020, a total of 24,918 (girls 14,143 and boys 10,775) disabled children enrolled in pre-primary classes of mainstream primary schools and 99,223 (girls 47,791 and boys 51,432) from Grades 1 to 5 in mainstream primary schools. It has seen the continuation of this upward trend; there appears to have been a trebling in the number of physically impaired/disabled children between 2010 and 2020.

The PEDP4 target is to reduce 50% of double shift schools to single shift schools by the end of the PEDP4 (within 30 June 2023), which helps to increase the contact hours (teacher-student interaction time for classroom teaching and learning). There was significant progress towards the set of the target in the PEDP4, but progress is stagnant, as the proportion of GPSs operating on a single shift has increased from 12% in 2005 to 20% in 2010 and to 21.6% in 2019 and 15.04% in 2020. The situation in NNPS appears to have declined and now stands at only 2.3%. In 2020, the figure dramatically reduced due to NNPSs merging with the GPSs.

## Impact of COVID-19 Pandemic

Due to the COVID-19 pandemic, all the educational institutes including primary schools were shut down since 17 March 2020. Rapid assessments were conducted by the national and international NGOs, and UN agencies including ADB and World Bank to know the impact of the pandemic in the education sector. All the reports revealed that there were huge learning losses due to school closure with other impacts on the children which include increased malnutrition, high risk of dropout, increase in the number of out-of-school children and child labour, child marriage and inequalities in access and participation. School closures also have a multidimensional impact on children and their families like psychological well-being, especially mental stress etc.

All concerned stakeholders had urged the government for the reopening of the schools phase by phase while maintaining the safety measures. Meanwhile, the government had taken initiatives for remote/distance learning to continue education through Sangsad (Parliament) TV, Bangladesh Betar, community radio and internet platforms.

## Activity results - input results

**Inputs** - In the current year, the allocation for the development budget dropped significantly between the original and revised stages but increased for discrete project's revised budgets allocation of different financial years (to 9.8% in FY 2017-18, to 11.3% in FY 2018-19, to 20.6% in FY 2019-20 and to 28.1% in FY 2020-21). The main source of the fall is the development budget and block allocation for unapproved projects (in the revised MoPME budget, last 2 financial years no block allocation), few discrete projects phased out like the ROSC II project and few new discrete projects also approved and functioning.

Between FY 2019-20 and FY 2020-21, there was little change in the level of revised budget allocation for the primary education sub-sector; in fact, it fell in real terms. The overall composition of the revised budget shifted slightly towards the non-development allocation over the two years (above 62%). There was a marked change in the composition of the revised development budget: the allocation for discrete projects grew substantially while the allocation of the PEDP4 did not come close to replacing that for the PEDP4. The rate of budget execution was good after the commencement of the PEDP4 but has been poor so far in FY 2019-20 (38%) and FY 2020-21 (78%) particularly for the development budget. The PEDP4 has performed particularly below expectations due to COVID-19 pandemic. The overall primary education budget is reasonably balanced across the main economic categories. Salary, allowances, and civil works dominate spending, but there is a sizable share for stipends and school feeding including other non-salary items also. In the current year, the allocation for textbooks grew notably, but this had little effect on the overall input because this item accounts for a small share of the total budget of the MoPME.

## Convergence and innovation

Convergence has been taken to minimize the learning gaps and losses of the academic year due to COVID-19 pandemic. All interventions come together with allied development partners (DPs) in pursuit of a common goal, meeting the requirement of distance learning. This is in alignment with what government and other DPs define convergence. The showcases limited convergence of the MoPME and DPE to collaboratively report against outputs and outcomes of the PEDP4. Ending Child Marriage, Early Childhood Care and Development and WASH in schools are some positive initiatives to converge efforts.



## Recommendations and way forward

DPE accelerated the first launch of COVID-19 pandemic emergency distance learning response in April 2020, and continued its support throughout the year, now after the loss of one academic year another new version of distance and remote learning is going on through Sangsad Television, Bangladesh Betar, Community Radio, digital platforms like Zoom, Google Meet, Cell phone etc.

- Phase by phase re-opening of schools where COVID-19 pandemic is low
- Reaching the most marginalised or disadvantaged children with whatever means/ tools/ resources they can effort, consider ultra-poor families, geographical areas, climate and environmental and socio-economic factors
- Not just developing and airing academic contents/classes, but rather blending those with exams/assessments, teachers' daily response, engagement, activity, creativity, life skills, health and psychosocial support, counseling, etc. That means adding different dimensions and values is a must this time.
- Prepare a monitoring and result framework along with MoPME and DPE/ BNFE so that it will be possible to measure success and failure, or lessons learned.
- Conduct more research for developing targeted interventions for remote learning through Technology for Education (T4Ed).
- Generating/collecting/sharing sectoral and regional evidence to understand the baseline and design the appropriate model of Distance Learning (DL).
- Mainstreaming all DLI activities under the guideline set in Government COVID-19 Response and Recovery Plan, especially with short-term, mid-term and long-term vision.
- Provision for remedial learning to overcome the learning losses.
- Create provision for improving teachers' skills, quality, attitude and development of professionalism for both face-to-face and remote learning using different digital modalities and platforms.
- Explore private–public partnership for equitable access and coverage in primary education with an emphasis on the OoSC education program without ignoring the roles of government as the main duty bearer.
- Conduct communication for development activities for behavioural change and social norms on the issue of the importance of education, school entry age, regular attendance, the impact of early marriage, right to education, and social well-being etc.
- Upazila Education Performance Profiles (UEPPs) – a wall poster or dashboard that compares Upazila performance against district and national averages that need to be distributed across the country every year, to guide the preparation of SLIPs & UPEPs. With the recent introduction of Annual Performance Agreements (APA) and the related setting of targets against performance indicators, there is a need to strengthen RBM reports with both benchmarks and required actions.
- Lack of capacity for conducting Research - Evaluations are generally contracted out to technical assistance, the Division still requires a capacity to understand the purpose and parameters of an evaluation in order to be able to draft Terms of Reference, evaluate submitted bids, and manage the technical assistance including reviewing the study design proposal, overseeing its execution, and appraising the quality of the deliverables. There is little capacity in the DPE-M&E Division to perform these tasks.





CHAPTER

01

OVERVIEW OF THE  
PRIMARY EDUCATION  
SYSTEM



# 1. Chapter - Overview of the Primary Education and Structure of ASPR

## 1.1 Overview of the primary education system

This subsection presents the overview of the primary education sub-sector in Tabular form as requested by the stakeholders of this report including ASPR Taskforce Committee members. Please see the following Table 1 for key achievement and coverage of the primary education sub-sector.

**Table 1: Basic education parameters of the primary education sub-sector 2016-2020**

SL.	Key indicators	Types	Years				
			2016	2017	2018	2019	2020
1.	No. of Schools covered by APSC 2020 (All types of Schools and LCs)	<b>All (26) types</b>	<b>126,615</b>	<b>1,33,901</b>	<b>134,147</b>	<b>129,258</b>	<b>133,002</b>
2.	No. of Schools covered by APSC: Government Primary Schools only (GPSs <sup>1</sup> )	<b>Only GPSs</b>	<b>65,620</b>	<b>65,620</b>	<b>65,620</b>	<b>65,620</b>	<b>65,566</b>
3	Total enrolment (all types of schools and LCs and all grades)	Boys	10,797,517	10,349,280	10,331,626	9,969,626	10,560,240
		Girls	10,935,006	10,569,921	10,584,858	10,152,711	10,991,451
		<b>Total</b>	<b>21,732,523</b>	<b>20,919,201</b>	<b>20,916,484</b>	<b>20,122,337</b>	<b>21,551,691</b>
4	Enrolment in primary education from grade 1 to grade 5 (6-10 years old children)	Boys	9,227,580	8,508,038	8,539,067	8,075,892	8,595,915
		Girls	9,375,408	8,743,312	8,799,033	8,260,204	9,007,129
		<b>Total</b>	<b>18,602,988</b>	<b>17,251,350</b>	<b>17,338,100</b>	<b>16,336,096</b>	<b>17,603,044</b>
5	Enrolment in pre-primary education	Boys	1,569,937	1,841,242	1,792,559	1,893,734	1,963,960
		Girls	1,559,598	1,826,609	1,785,825	1,892,507	1,983,892
		<b>Total</b>	<b>3,129,535</b>	<b>3,667,851</b>	<b>3,578,384</b>	<b>3,786,241</b>	<b>3,947,852</b>
6	Total working teachers (all types of schools)	Male	217,798	222,138	258,751	125,643	274,095
		Female	330,403	351,863	426,649	229,089	441,451
		<b>Total</b>	<b>548,201</b>	<b>574,001</b>	<b>685,400</b>	<b>354,722</b>	<b>715,547</b>
7	Total working teachers (only GPSs)	Male	128,071	125,736	125,057	125,605	131,664
		Female	214,995	221,716	223,810	228,768	236,053
		<b>Total</b>	<b>343,066</b>	<b>347,452</b>	<b>348,867</b>	<b>354,373</b>	<b>367,717</b>
8	Gross intake rate (GIR), (%) [DPP Target: 105%]	Boys	110.7	107	109.07	107.65	105.95
		Girls	113.7	112.6	115.57	112.80	109.91
		<b>Total</b>	<b>112.2</b>	<b>109.8</b>	<b>112.32</b>	<b>110.17</b>	<b>107.86</b>
9	Net intake rate (NIR), (%) [DPP Target: 98%]	Boys	97.62	96.6	95.99	96.30	96.43
		Girls	98.27	99.3	97.00	96.83	96.82
		<b>Total</b>	<b>97.94</b>	<b>97.93</b>	<b>96.48</b>	<b>96.56</b>	<b>96.62</b>
10	Gross enrolment rate (GER), (%) [DPP Target: All 106%, Girls 108% and 105% Boys]	Boys	109.32	108.1	110.32	104.49	100.10
		Girls	115.02	115.4	118.30	114.93	108.90
		<b>Total</b>	<b>112.12</b>	<b>111.7</b>	<b>114.23</b>	<b>109.60</b>	<b>104.90</b>

1 Government Primary Schools (GPSs) comprises former GPSs, NNPS, Govt. Model Schools, PTI Expt. Schools and 1500 Project established GPSs from 2020, note: No. of GPSs reduced due to non-functioning removes from the total stock of GPSs

SL.	Key indicators	Types	Years				
			2016	2017	2018	2019	2020
11	Net enrolment rate (NER), (%) [DPP Target: All 98.5%, Girls 99.5% and Boys 98%]	Boys	97.1	97.66	97.55	97.65	97.37
		Girls	98.82	98.29	98.16	98.01	98.25
		<b>Total</b>	<b>97.96</b>	<b>97.97</b>	<b>97.85</b>	<b>97.74</b>	<b>97.81</b>
12	Primary cycle dropout rate, (%) [DPP Target: All 90%, Girls 93% and Boys 91%]	Boys	22.3	21.7	21.44	19.20	19.10
		Girls	16.1	15.9	15.69	15.70	15.50
		<b>Total</b>	<b>19.2</b>	<b>18.8</b>	<b>18.60</b>	<b>17.90</b>	<b>17.20</b>
13	Survival rate to grade 5, (%) [DPP Target: All 83.5%, Girls 87.5% and Boys 83%]	Boys	78.6	81.3	80.93	84.10	83.30
		Girls	85.4	85.4	87.73	86.10	85.90
		<b>Total</b>	<b>82.1</b>	<b>83.3</b>	<b>83.53</b>	<b>85.20</b>	<b>84.70</b>
14	Coefficient of efficiency, (%) [DPP Target: All 86%, Girls 88% and Boys 84%]	Boys	78.7	80.2	80.81	81.90	81.10
		Girls	83	83.4	83.62	83.20	84.80
		<b>Total</b>	<b>80.9</b>	<b>81.9</b>	<b>82.21</b>	<b>82.60</b>	<b>83.20</b>
15	Years Input per graduate (years) [DPP Target: All 6 yrs., Girls 6.05yrs. and Boys 6 yrs.%]	Boys	6.3	6.23	6.19	6.10	6.05
		Girls	6	5.99	5.98	5.95	5.90
		<b>Total</b>	<b>6.18</b>	<b>6.1</b>	<b>6.08</b>	<b>6.05</b>	<b>6.00</b>
16	Primary cycle completion rate (%) [DPP Target: All 90%, Girls 93% and Boys 88%]	Boys	77.7	78.28	78.56	80.80	81.00
		Girls	83.9	84.08	84.31	83.20	84.50
		<b>Total</b>	<b>80.8</b>	<b>81.2</b>	<b>81.40</b>	<b>82.10</b>	<b>82.80</b>
17	Repetition Rate (%) [DPP Target: All 5.8%, Girls 5.6% and Boys 6%]	Boys	6.4	6.2	5.80	5.10	5.00
		Girls	5.8	5.1	5.00	4.90	4.90
		<b>Total</b>	<b>6.1</b>	<b>5.6</b>	<b>5.40</b>	<b>5.10</b>	<b>5.00</b>
18	Student Absenteeism Rate [DPP Target: All 90%]	Boys	12.8	12.4	12.13	12.56	12.0
		Girls	12.3	12.1	11.71	10.12	10.90
		<b>Total</b>	<b>12.5</b>	<b>12.2</b>	<b>11.92</b>	<b>11.34</b>	<b>11.40</b>
19	Primary Education Completion Examination (PECE) pass rate based on appeared (who sit in the exam) students, (%)	Boys	98.4%	94.9%	97.5%	95.4%	100%
		Girls	98.6%	95.4%	97.7%	95.6%	100%
		<b>Total</b>	<b>98.5%</b>	<b>95.2%</b>	<b>97.6%</b>	<b>95.5%</b>	<b>100%</b>
20	PECE pass rate based on descriptive role (DR) (who are enlisted for the exam), (%) [DPP Target: All 99%]	Boys	94.5%	90.6%	92.4%	91.0%	100%
		Girls	95.5%	92.2%	93.9%	92.4%	100%
		<b>Total</b>	<b>95.0%</b>	<b>91.5%</b>	<b>93.2%</b>	<b>91.7%</b>	<b>100%</b>
21 22 23	EECE pass rate based on appeared (who sit in the exam) students, (%) [DPP Target: All 99.5%]	Boys	95.6%	92.5%	97.5%	95.5%	95.6%
		Girls	96.1%	93.4%	97.9%	96.4%	96.1%
		<b>Total</b>	<b>95.9%</b>	<b>92.9%</b>	<b>97.7%</b>	<b>96.0%</b>	<b>95.9%</b>
24 25	Ebtodayee Education Completion Examination (EECE) pass rate based on DR, (who are enlisted for the exam), (%)	Boys	79.4%	77.7%	81.6%	79.4%	77.7%
		Girls	85.0%	83.2%	86.9%	85.0%	83.2%
		<b>Total</b>	<b>82.1%</b>	<b>80.3%</b>	<b>84.1%</b>	<b>82.1%</b>	<b>80.3%</b>
26	% of school meet STR standard 40:1 [DPP Target: All 35% schools]	GPSs	34	30	54	61	78
27	% of schools meet SCR standard 40:1 [DPP Target: All 40% schools]	GPSs	35	32	35	37	46
28	Student-teacher ratio	GPSs	34	38	38	35	34
29	Number of single shift GPSs	GPSs	9,282	9,065	9,065	9,860	9,860
30	Number of Separate PPE Classrooms (GPSs only)	GPSs	12,248	19,628	22,603	22,603	24,457

SL.	Key indicators	Types	Years				
			2016	2017	2018	2019	2020
			Discrete project	PEDPII	PEDP3	PEDP4	Cumulative
31	Number of Newly built schools under the PEDP (All projects)	GPSs	n/a	n/a	4,891	1,658	6,549
32	Number of newly built additional classrooms under the PEDP constructed (All projects) <b>[DPP Target: 50,500]</b>	GPSs	41,806	n/a	39,003	3,090	83,899
33	Total WASH blocks having separate toilets for boys and girls including for differently abled children <b>[DPP Target: 58,000]</b>	GPSs	5,563	n/a	28,657	844	35,064
34	Total WASH blocks have menstrual hygiene corner for girls and female teachers	GPSs	n/a	n/a	n/a	844	844
35	Schools having separate toilet for differently abled girls and boys	GPSs	n/a	n/a	14,270	3,262	17,532
36	Number of schools having Tube well/ waterpoints <b>[DPP Target: 1,500 waterpoints]</b>	GPSs	56,386	57,042	55,731	55,403	55,175
37	Test of E-coli, arsenic, new tube well sinking etc.	GPSs	n/a	n/a	39,364	3,122	42,486
38	Number of boundary walls in schools constructed (All projects) <b>[DPP Target: 5,000]</b>	GPSs	n/a	n/a	330	355	685

	Training related		PEDP4				PEDP3
			2018-19	2019-20	2020-21	Total	2011-2018
39	DPEd training	Teachers	12,221	14,731	19,871	46,823	43,646
40	C-in-Ed Training	Teachers	556	350	296	1,202	22,171
41	Academic Supervision Training for AUEOs/ ATEOs	AUEOs/ ATEOs	720	n/a	n/a	720	31,145
42	Induction Training for newly recruited teachers	ATs	12,750	n/a	8,934	21,684	40,000
43	Induction Training for newly recruited PPE teachers	PPE ATs	6,700	n/a	n/a	6,700	74,674
44	Leadership Training for Headteachers	HTs	6,475	n/a	n/a	6,475	50,189
45	ICT in Education training for teachers		20,625	10,180	n/a	30,805	72,675
46	Subject based teachers training in Bangla		n/a	49,640	700	50,340	41,854
47	Subject based teachers training in English		n/a	44,383	600	44,983	150,364
48	Subject based teachers training in Math		n/a	n/a	1,125	1,125	129,141
49	Subject based teachers training in Science		n/a	70,951	n/a	70,951	64,854
50	Subject based teachers training in BGS		n/a	70,140	n/a	70,140	75,629
51	Subject based teachers training in Physical Education		n/a	21,103	n/a	21,103	67,903
52	Subject based teachers training in Arts and Crafts		n/a	6450	n/a	6,450	67,512
53	Subject based teachers training in Music		n/a	23,928	n/a	23,928	63,480
54	Teachers training on systematic English by British Council		n/a	n/a	88	88	n/a
55	Need based Cluster training		n/a	810,000	n/a	1,620,000	1,620,000
56	Curriculum dissemination training for teachers		n/a	n/a	n/a	n/a	48,180



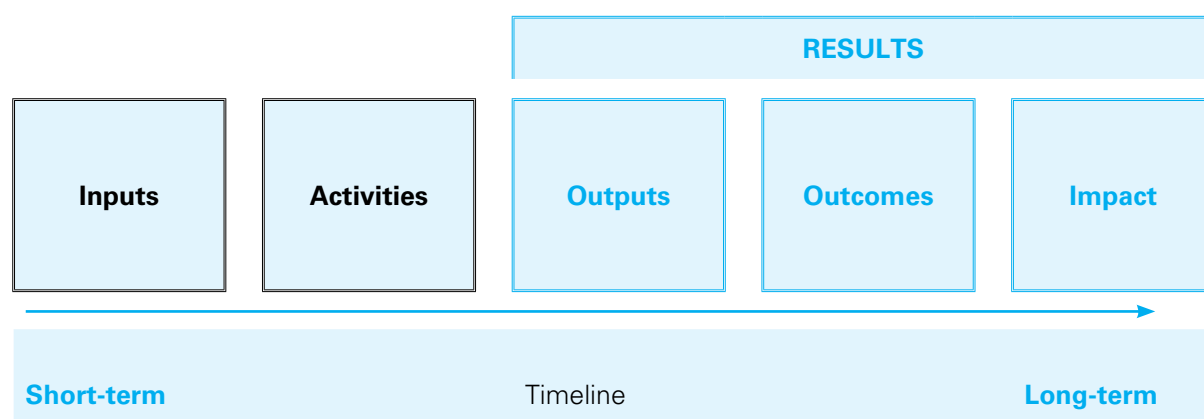
	Training related	PEDP4				PEDP3
		2018-19	2019-20	2020-21	Total	2011-2018
57	A 7-day foreign training	813		n/a	813	1,557
58	A 1-year master's course in foreign University	n/a	19	n/a	19	113
59	Competency based item development and Test administration training	62,670	64,260	n/a	126,930	303,134
60	Training on Math Olympiad	n/a	n/a	2,270	n/a	n/a
61	Per child unit cost for primary education	10,500 (2018)	11,700 (2019)	13,400 (2020)	15,300 (2021)	

## 1.2 Purpose and structure of the ASPR

The Monitoring and Evaluation (M&E) Division and Information Management Division (IMD) of DPE has been producing the Annual Sector Performance Report (ASPR) since 2008 (the 2008 report was the pilot version). Due to transitioning from the PEDP3 to PEDP4, the government and DPs agreed on a 1 year no-cost extension of the PEDP3 as DPE was not able to produce ASPR 2018 based on APSC 2017 report.

As an agreement between the government and DPs, DPE uses the **'Results-Based Management' (RBM)** approach to present data/information in this report to support the evidence-based decision-making and planning process. The ASPR is a vital document to contribute for decision-making and planning for this sub-sector, because it summarises the main achievements over the previous year in terms of highlighting the results of all inputs, the main activities and efforts including achievement measures through Key Performance Indicators (KPIs), Non-Key Performance Indicators (Non-KPIs), Primary School Quality Levels (PSQLs) indicators and major Sub-component indicators. Monitoring and evaluation of the PEDP4 is deliberately focused on a Results-Based Management approach as DPE is the pioneer to follow the RBM approach of Bangladesh as its development partners want to base their judgements about the progress and success of the programme on the achievement of results. This differs from other approaches in the past, which focused too heavily on inputs and activities, running the risk that insufficient attention was paid to how successful such inputs and activities were in terms of achieving better education for Bangladeshi children.

RBM, therefore, puts the emphasis on results much more than on activities. This is also known as evidence-based planning. When RBM presents data for planning purposes, it uses 'the results chain'. With the results chain, we can see how resources ('inputs') are used (for 'activities') to produce short-term results ('outputs'). These 'outputs' will, in turn, lead to better education for children in schools in the medium-term ('outcomes') and long-term benefits for society as a whole ('impact').





*Planning in RBM: In result-oriented evidence-based planning, planners, or decision-makers, in this case, the DPE HQ and field levels/ Government (MoMPE) begins by deciding what outcomes should be achieved. These outcomes are then stated clearly as 'indicators' which can be measured in a manner that is objective or purpose, in the sense that there can be no doubt about whether they have been achieved or not. 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 mentioned above. The planner then moves along the results chain to the left: from the desired impact back to the inputs and activities which are necessary to achieve that impact. This holds true both for the 5-year planning of the PEDP4 and for year-wise planning like Annual Operation Plan (AOP) including field levels SLIP.*

The ASPR aims to strengthen the planning process considering the results-oriented and evidence-based. It links implementation (inputs → activities → outputs) with sub-sector performance (outcomes → impact) using authentic and credible data/information and statistics. It is a basis for a planning dialogue in DPE and the other key implementing agencies and in the annual planning cycle of the PEDP4. It provides evidence that helps to pinpoint what is working well towards the achievement of the desired results and what is not doing so well. On this evidence, decision makers and planners can adjust the inputs and activities as necessary to improve the achievement of expected outputs and therefore outcomes.

In primary education, the sub-sector programme, the PEDP4, covers a large proportion of the activities and expected results over the five-year time span of 2018-2023. For that reason, the ASPR describes sub-sector performance from the point of view of the PEDP4 implementation and results. It is anticipated that in the future ASPR will increasingly reflect progress in other areas of primary sub-sector provision, including all sub-component indicators, all SDGs indicators, all discrete projects, non-development activities like book distribution including, Essential Reading Materials (ERM), teachers' materials which lie outside of the PEDP4.

The PEDP4 is guided by its Results Framework and Programme Monitoring Matrix, a logical framework which summarises what the programme will do and what it plans to achieve

during the whole PEDP4 period. The PEDP4 Result Framework with Monitoring Matrix is shown as **Attachment 'A' in the PEDP4 main Programme Document (PD)**. It listed 21 Key Performance Indicators (KPIs), 5 Non-Key Performance Indicators, 15 Primary School Quality Level (PSQL) indicators, and a set of Sub-component indicators (79). It also describes the results of activities and inputs that need to be monitored and evaluated to support the planning process by respective DPE line divisions including 9 Disbursement Linked Indicators (DLIs). It is all these sets of indicators, KPIs, Non-KPIs, DLIs, key sub-component and PSQs, and related results, that set the main agenda for the ASPR.

In fact, the principles, design, and structure of the PEDP4 strongly follow the Results-Based Management approach - **"Programme implementation will be carried out through a Results-Based Management approach."** (See the PEDP4 Main Document). The PEDP4 identifies the Programme Development Objective (PDO) - **'Quality education for all Bangladeshi children'**, together with clearly defined results at the Outcome level - summarised as **'quality education to all children of Bangladesh from pre-primary up to Grade 5 through an efficient, inclusive and equitable education system'**; also at the Output level, together with Activities in general terms and Inputs. It also specifies the indicators which are to be used to monitor progress. Therefore, it is very clear that the RBM approach is not limited to a narrow

monitoring and evaluation function of the programme; rather, it infuses the entire PEDP4. The expected outcomes and targets in the PEDP4 result framework and monitoring matrix act as a guide and are flexible and open to change, not fixed. It provides a basis for monitoring, evaluation, analysis, and planning. The information and explanations given in the ASPR therefore contribute to policy dialogue and decision-making including Annual Performance Agreement (APA), Sustainable Development Goals (SDGs) and thus in turn lead to any changes considered necessary to the PEDP4 over its five-year lifecycle.

It is difficult to establish direct links between outputs and outcomes because there are many factors at work outside management control. However, this does not reduce the importance of outcome indicators for analysis and planning. The planner investigates actual results to understand what to do, i.e., what works as per plan and what does not work as per plan (expectation). Other key questions include: What results do we want? What results are we getting? What should be done to solve the bottlenecks or problems/challenges (if any)? What additional or different inputs and activities are required? etc. As requested by DPE, the ASPR 2021 report is prepared by Md Sajidul Islam, UNICEF staff with EUs' technical support (data analysis).

**The revise structured endorsed by DG-DPE for ASPR 2021 is as follows:**

- **Chapter 1:** Overview of the primary education system and revised structure of the Annual Sector Performance Report (ASPR) - total number of children covered, number of schools and teachers, types of schools, schools' location etc.)
- **Chapter 2:** Expected results of the PEDP4 - explains the results-based management approach, Results chain of the PEDP4, sources of data, summarises actual results achieved between 2005, 2010, 2015 – 2020 in table form (KPIs, Non-KPIs, PSQLs

and Sub-component indicators including other programme indicators.)

- **Chapter 3:** The Performance against outcome indicators (summarises results achieved in / by from 2005, 2010, 2015 to 2020 at outcome level: KPIs and Non-KPIs)
- **Chapter 4:** The Performance against output indicators (summarises results achieved in / by from 2005, 2010, 2015 to 2020 at output level: PSQL and SCIs)
- **Chapter 5:** Performance against DLIs and other indicators
- **Chapter 6:** Achievement of SDG4 indicators as of 2020
- **Chapter 7:** Implementation status of Gender and Inclusive Education Action Plan (GIEAP)
- **Chapter 8:** PEDP4 Budget and Financial Progress
- **Chapter 9:** Budget Implementation of Primary Education Sub-sector
- **Chapter 10:** Impact of COVID-19 pandemic on primary education and responses
- **Chapter 11:** Progress of Discrete Projects
- **Chapter 12:** Conclusion - key issues, challenges, data gaps, requirement of research/ study, way forward etc.)
- **Chapter 13:** References and Annexure

### 1.3 Sources of data on primary education sub-sector

In Bangladesh, the education system is a mix of heterogeneous providers. A variety of schools operate within the country like government-run schools, privately run schools and madrasah, English Version (NCTB curriculum), English medium schools (British Curriculum), schools run by NGOs and kindergarten schools. There are many types of formal and non-formal

primary-level educational institutions and many actors and sources of data/ information managed by the government, NGOs, and different agencies. The 2 main sources for data/ information are as follows:

- 1. Administrative data on primary education (including DPE survey/census reports); and**
- 2. Surveys/studies conducted by different organisations**

### **Administrative data APSC and NSA:**

**APSC:** The Annual Primary School Census (APSC) and National Student Assessment (NSA) [see APSC 2020 and NSA 2017 reports] are the main sources of information on the primary education sub-sector. APSC has been in full operation since 2002. Since the PEDP3, APSC is the DLI and DPE has taken the initiative to collect APSC data online from 100% schools and published reports within the academic year. In 2020 APSC, data was collected from 133,002 schools (GPSs 65,566) online i.e., web-based. The questionnaire, management of data, and analysis have gradually improved and expanded. However, the APSC does not yet cover fully all types of non-formal schools/ learning centres (LCs), like English Medium and English Version Schools, Quami Madrasahs, Para Centres managed by Chattogram Hill Tracts (CHTs) Board and Shishu Bikash Kendra (SBKs) managed by Bangladesh Shishu Academy and City Corporations. In addition, Registered/ Non-Registered Non-Government Primary School (RNGPSs/ NRNGPSs) and Community Schools do not exist as all the schools gradually nationalised since 2013 as such types of schools are not included in APSC 2020. It is expected that APSC will gradually include all types and non-formal schools along with formal schools. According to the requirement of the PEDP4, the APSC questionnaire will be revised to align with the PEDP4 and SDGs indicators in 2020 and to be used in 2021 APSC. It is expected that to improve the APSC process, the results are timely and widely available with more analysis to

cover almost all the PEDP4 and SDGs indicators in the next 2022 ASPR.

### **The APSC 2020 coverage is as follows:**

- APSC data coverage of educational institutes increased, the annual growth was about 6.3 percentage points between 2008 and 2020, even though the number of schools declined in 2008 (82,218) and 2009 (78,685). However, the number of schools rose by 14 percentage points between 2010 and 2011, and there was a further sharp rise to 20.98 percentage points between 2011 and 2014, 3.63 percentage points between 2015 and 2016, and 5.9% percentage points between 2016 and 2018 and dropped at 3 percentage points between 2018 and 2019, and again increased 2.90 percentage points between 2019 and 2020 (see the below Table 2, page 38, for comparison of coverage).
- A total of 133,002 primary-level educational institutes are covered in the Geninfo table of APSC 2020, similarly, 132,963 institutes provide information in the student admission table of APSC 2020. There were no enrolled children in the 38 institutes and 1 newly established GPS as ASPR considered a total school of 132,963 for enrolment data instead of 133,002 schools. There were gaps of 38 schools between the 2 tables
- As per the agreement, APSC 2020 categories 4 types (GPSs, NNPSs, 1500 project-established new government primary schools, and PTI experimental schools) together as GPSs (total 65,566) managed by MoPME/DPE (see below Table 2). All the above-mentioned schools have been following systematically since 2002 and continued in 2020. The school types 9 and 10 as per the below Table 2 are also managed by MoPME/DPE as government own discrete projects parallel to the PEDP4, type 9 – a total of 280 Ananda schools are operated by ROSC project and

type 10 - total 205 Shishu Kalyan schools are operated by Shishu Kalyan Trust.

- As per APSC 2020, all the non-government schools clustered together as Private Schools (see below Table 2). Earlier there were different types of non-government schools and learning centres (LCs) such as RNGPSs, NRRNGPSs, Community schools, etc. As the government nationalised all the RNGPSs and Community schools in 2013 and onwards, there is no existence of DPE managing RNGPSs, NRRNGPSs and Community schools. There are altogether 4,841 privately functioning schools.
- The Ministry of Education (MoE) is responsible for the operation and function of 3 types of Schools/ madrasahs (Type-3, Ebtedayee Madrasahs 5,882), (Type-6, High Madrasahs attached Primary Section/ Ebtedayee Section 7,198) and type-7, High Schools attached Primary Section 2,005). APSC 2020 collected information from the 3 types of institutes since 2005 but have not fully covered all the schools and madrasahs. Evidence from the grade 5 Primary and Ebtedayee Education Completion Examination (PECE/EECE) suggests that the number of schools and madrasahs in this group has been increasing but not consistently sometimes decreased as a total number of schools and madrasahs covered in the APSCs which is not consistent.
- The responsibility for collecting data from school and Madrasah types 3, 4, and 5 belonged to BANBEIS up to 2010 (12.62% of total formal enrolment in 2020). Under the PEDP3, this information was collected through the APSC but not entirely covered based on the evidence of PECE/EECE, total coverage is not consistent even year to year between APSC and EECE. In APSC 2020, collected data from 13,080 Madrasahs (Ebtedayee 5,882 and High Madrasah attached Ebtedayee 7,198) only, although total 15,919 (Ebtedayee 6,719 and attached 9,200) Madrasah

participated in the 2019 PECE/EECE i.e., 2,839 more madrasahs participated in the 2019 EECE exam but APSC 2019 was not able to collect data from those madrasahs. BANBEIS also validate that the number of madrasahs is more than APSC 2020 apprehended.

**PECE and EECE:** Primary and Ebtedayee Education Completion Examination (PECE and EECE) is another important administrative source of information, The PECE replaced the grade 5 scholarship examination in 2009 and EECE was operationalised from 2010. The PECE/EECE included the ROSC II project schools, Shishu Kalyan Schools, non-formal schools managed by NGOs and formal Ebtedayee madrasahs since 2010. The PECE and EECE provides information on the number of grade 5 students who are eligible to take the exam 'Descriptive Role' (DR), participates in the exam and pass based on participation and DR – as well as by type and number of schools where they are enrolled. Due to COVID-19 pandemic, 2020 PECE/EECE was not conducted as considered only the DR 2020 figures in this report.

## Surveys

The following surveys provide alternative estimates for some core indicators or estimates for some indicators that also validate the school census measures:

### **DPE surveys - 2006/2008/2011/2013/2015/2017 National Student Assessment (NSA):**

This survey measures the achievement of Grade 3 and Grade 5 students on a set of curricula learning outcomes. The NSA is conducted bi-annually. The survey was administered in 2006, 2008, 2011 (the 2010 NSA was moved to 2011 as a baseline for the PEDP3), 2013, 2015 and 2017 (the 2017 NSA is a baseline for the PEDP4). This survey measures the achievement of grade 3 and 5 students on a set of curriculum-based learning outcomes. It was administered to a nationally representative sample of about 700 schools (7 types of school – GPSs, NNPSs

(former RNGPSs), NGPSs, NRRNGPS, NGOs schools, Experimental schools, Community schools and Shishu Kalyan schools): up to 25 grade 3 pupils per school were tested in two subjects (Bangla and Mathematics) and up to 20 grade 5 pupils per school were tested in five subjects (Bangla, Mathematics, English, Science and Social studies) [DPE NAC (2007 and 2009)]. The survey is expected to take place again in 2021. The instrument has evolved over time; the 2013, 2015 and 2017 NSA is the most informative to date because the standardisation of test items allows for the construction of a common measurement scale for grade 3 and 5 students in both subjects. More details on NSA findings are given in the Learning Section of Chapter 3.

#### ***DPE surveys - Education Household Survey (EHS):***

This survey was conducted by the Bangladesh Bureau of Statistics (BBS) as requested by the Directorate of Primary Education (DPE). Between the 2010 and 2015 HIESs, the BBS/DPE conducted an EHS as per DPE's requirement for a strong emphasis on educational information. In the 2014 EHS, 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.

#### ***Other surveys - 2000/2005/2010/2015 BBS Household Income and Expenditure Survey (HIES):***

The BBS conducts the HIES on a nationally representative sample of households every five years since 2000 supported by World Bank (WB). HIES is the primary and largest household survey in Bangladesh which provides credible information not only on income and expenditure but also on many other socio-economic issues. The HIES is a nationally representative sample of households every five years. It collects information on food and non-food consumption (to measure the rate of poverty) and on household characteristics, including

education. The findings of HIES, 2016 will also be useful to monitor the poverty reduction interventions, social safety nets, 7th Five Year Plan implementation, and SDGs achievements.

#### ***Other surveys - 2006/2009/2012/2019 BBS-UNICEF Multiple Indicator Cluster Survey (MICS):***

The Bangladesh Multiple Indicator Cluster Survey (MICS) was carried out by the Bangladesh Bureau of Statistics (BBS) in collaboration with UNICEF Bangladesh, as part of the Global MICS Programme to collect data on children and women around the world. The Global MICS Programme was developed by UNICEF in the 1990s, in 2006, the sample size was 62,000 households (representative at the district level) and in 2009, the sample size was 300,000 households (representative at the Upazila level). An education module provided information on enrolment, including in the non-formal sector. The last round of MICS was conducted in 2019 and results were published in March 2020. The MICS data was also used in this ASPR 2020.

#### ***Other surveys - Population Census:***

The 2011 population census conducted by the Bangladesh Bureau of Statistics (BBS) provides information on the size of the pre-primary and primary school-age population at ages 5, 6, ages 6–10 and ages 11-14 years respectively. These data are used for computing the PEDP4 key performance indicators e.g., Gross Intake Rate (GIR), Net Intake Rate (NIR), Gross Enrolment Rate (GER), Net Enrolment Rate (NER), GER and NER of PPE, and Out of School Children (OoSC). DPE estimated the projected population with the support of the BBS census wing for calculating the relevant indicators of the APSC reports.

#### ***Other surveys - Bangladesh Bureau of Educational Information and Statistics (BANBEIS) Data:***

The BANBEIS prepares reports to cover all levels of education. They collect data from all levels of education facilities including madrasah



except primary schools as DPE collects information each year. BANBEIS helps DPE to calculate the transition rate from grade 5 to grade 6 (in other words, % of new entrants in grade 6).

The ASPR 2020 also drew findings from the PEDP3 Mid-Term Review studies (5 studies) and the Mid-Term Review report in 2014. The 2020 ASPR drew 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*', the GPE and World Bank reports 2018. The ASPR also put together some information related to the COVID-19 pandemic from different survey reports.

## 1.4 Data on primary education sub-sector

In Bangladesh, there are many types of formal and non-formal primary-level educational institutions managed by the government as well as NGOs and private sectors. Although the primary education system of Bangladesh is composed of a mix of heterogeneous providers. A variety of schools operate within the country; government-run schools, privately run schools and madrasahs, English medium schools (British Curriculum) and English version (NCTB curriculum), schools and Learning Centre's (LCs) run by NGOs and privately run kindergartens. There are 28 different types of formal and non-formal primary level educational institutes covered by the APSC 2020 and clustered in the following 11 types in 2020 (earlier it was 15 types, henceforward adding all types of government schools such as, GPSs, Model schools, NNPS, 1500 project government schools and PTI experimental schools together as 1 type like Government primary Schools (GPSs) and present in below Table 2, page 38:

- According to Table 2, Five types, (GPSs, NNPSs, 1500 project government primary schools, Model GPSs and PTI

Experimental schools) clustered together as Government Primary Schools (GPSs -1 type). The MoPME/DPE is responsible for the operation and management of those schools and shares 60.62% of total enrolled children, 49.66% of total teachers, and by 49.30% of total schools respectively (excluding NGO-managed LCS).

- Type 2 is privately run schools and shared by 3.33% of total enrolled children, by 2.77% of total teachers, and by 3.64% of total schools respectively.
- Types 3-5 (Ebtedayee madrasahs, High madrasahs attached Ebtedayee/ primary sections, High school attached primary section) of formal primary schools are managed by MoE/DSHE. The MoE/DSHE is responsible for operation and management of those schools and madrasahs and shares 13.66% of total enrolled children, 10.58% of total teachers and 11.34% of total schools respectively.
- Type 6 is Kindergartens which are privately managed and shared by 16.38% of total enrolled children, 31.99% of total teachers, and 22.48% of total schools respectively.
- Types 7 is NGO full-fledged Schools and share by 2.78% of total enrolled children, 1.57% of total teachers, and 3.47% of total schools respectively.
- Type 8 is NGO Learning Centres which mainly operate 1 class by 1 teacher and are shared by 2.03% of total enrolled children, 1.76% of total teachers, and 7.21% of total schools respectively
- Type 9 and 10, Government owns 1 discrete project like the ROSC project operating the (type 9) total 280 Ananda schools and 1 government trust namely 'Shishu Kalyan Trust' operating 205 Shishu Kalyan Schools (type 10). The MoPME/ DPE is also responsible for Ananda schools and Shishu Kalyan Schools. They have also shared 0.19% of total enrolled children, 0.38% of total teachers, and 0.40% of total schools respectively.

- Type 11 (Tiny Learning Centres including) managed by different authorities (1.11% share of total enrolment, 1.31% share of teachers, and 2.16% share of LCs)

The APSC collected information from all types of institutes. However, it was unable to cover 100 percent of non-formal Schools and Madrasahs. During the PEDP3, APSC was a DLI, as the M&E division was keen to gradually cover all types of primary-level institutions in APSC. Accordingly, DPE strives to cover gradually all types of institutes under the PEDP4.

**Table 2: No. of primary education institutes, teachers, and students, by type (APSC 2020)**

SL	Type of school	No. of school	Teachers total	Teachers, female	Students, total	Students, girl	Share of girl (%)	STR
1	GPS (previous GPS, NNPS, 1500 project and PTI expt.), <b>MoPME/DPE</b>	65,566	367,708	236,046	10,653,722	5,592,098	52.49%	29
2	Private schools	4,841	20,480	13,670	585,962	293,621	50.11%	29
3	Ebtedayee Madrasah (Independent), <b>MoE</b>	5,882	27,435	7,487	731,063	350,307	47.92%	27
4	High Madrasah attached Ebtedayee Madrasah, <b>MoE</b>	7,198	32,394	5,530	992,936	484,263	48.77%	31
5	High Schools attached Primary Sections, <b>MoE</b>	2,005	18,478	10,163	681,375	353,774	51.92%	37
6	Kindergarten (KG), <b>Private</b>	29,897	236,847	144,071	2,883,898	1,384,755	48.02%	12
7	NGO Schools (grades1-5)	4,619	11,606	9,385	489,694	250,537	51.16%	42
8	NGO LCs	9,592	13,034	12,505	356,553	185,598	52.05%	27
9	ROSC Ananda school, <b>DPE/MoPME</b> Discrete Project	325	982	891	5,733	2,831	49.38%	6
10	Shishu Kalyan School (SK), <b>DPE/MoPME</b> Discrete Project	205	1,806	1,235	27,586	14,237	51.61%	15
11	Other <sup>2</sup> <b>Tiny LCs</b> – runs by different authorities	2,872	9,664	5,960	194,522	95,108	48.89%	20
	<b>Total</b>	<b>133,002</b>	<b>740,434</b>	<b>446,943</b>	<b>17,603,044</b>	<b>9,007,129</b>	<b>51.17%</b>	<b>24</b>

**Note:**

- In DPE, there was a discrepancy in the total number of the government primary schools operating/ functioning/ managed by the MoPME/DPE earlier. Based on the recommendation of the DPE, this year integrated all the government schools together as GPSs and corrected the total number of GPSs of the country with the exclusion of non-functioning schools.*
- The total enrolment figure included enrolment in pre-primary education.*
- According to the BANBEIS report, there are 1,990 high school attached primary sections but the 2020 APSC collected data from 2,005 schools (15 more). It has merit for further investigation.*
- According to the BANBEIS report, there are 9,303 High Madrasah attached Ebtedayee Madrasah but 2020 APSC collected data from 7,198 High Madrasah attached Ebtedayee Madrasah (2,105 more). It has merit for further investigation.*

**ROSC Project:**

- Under the 2<sup>nd</sup> phase of the discrete project 'Reaching Out of School Children' (**ROSCII**) project supported by the World Bank (WB), DPE operates learning centres known as Ananda schools (280) all over the country.

2 Other categories (Sl. 11 in the above table 1) includes 2,872 LCs: e.g. (i) 366 Mosque-based LCs, (ii) 341 Temple-based LCs, (iii) 165 - Social welfare-based LCs, (iv) 74 Schools for the Deaf and Dumb, (v) 4 Schools for Blind, (vi) 62-Tea garden schools, (vii) 6 Jail schools, (viii) 969-Oter NGO LCs, (ix) 6 CHTs Council managed schools, (x) 16 Quami Madrasahs, (xi) 782 Second chance schools, and (xiii) 81 Schools for Physically Challenge children

- ROSC II project commissioned iNGO 'Save the Children International' for managing the host community primary education programme interventions in Cox's Bazar district.
- Bangladesh government signed MOU with UNICEF Bangladesh Country Office through ROSC II Project for the implementation of the informal education programme for 5-14 years old 150,000 Rohingya children through establishing 1500 LCs 1<sup>st</sup> time at Teknaf and Ukhiya Upazilas of Cox's Bazar district utilizing WB funds through the ROSC II project.
- All the LCs provided adequate teaching-learning materials for the LCs to use by teachers as well as children including well-decorated classrooms (ECD kits, SIB kits, Charts, Stationeries for preparing low-cost teaching aids, etc.).
- Concern Implementing Partners (IPs) of UNICEF provided orientation for 10,500 members of the Learning Centre's Management Committees (LCMC) on their roles and responsibilities including supporting Disaster Risk Reduction (DRR) and Psychosocial support activities to ensure ongoing quality provision for all learners.

### Informal Education for Rohingya Children:

To support the response to the immediate education needs of the crisis-affected Forcibly Displaced Myanmar Nationals (FDMNs) 5-14 year old children, developed the partnership between ROSC II and UNICEF to implement the informal education programme in the Rohingya camps under the Cox's Bazar district. The Bangladesh government provided the World Bank funds to UNICEF through the ROSC II project for the implementation of informal education of the FDMNs 5-14 year old children. The education section of UNICEF developed a partnership with local NGOs for implementing the programme in the camps. The major interventions are as follows:

- UNICEF developed partnership with CSOs/IPs and established 1,500 Learning Centre's (LCs) for providing informal education in a safe and protective learning environment for 5-14 years old 150,000 (77,850 Girls) Rohingya children with separate WASH facilities for girls and boys in all the LCs.
- UNICEF IPs enrolled 1,500 (705 Girls) disabled/ differently abled Rohingya refugee children in the LCs and support for continuing their learning.
- UNICEF respective IPs recruited, deployed, and adequately trained 1,500 teachers (90 percent female), 1 in each LC, and continually supported to provide quality teaching-learning.

*There is a range of **non-formal** educational institutions:* More than 500 NGOs run short or full primary education programmes (formal non-formal and informal) using different modalities like government curriculum, Ability Based Accelerating Learning (ABAL), Alternative Learning Pathway (ALP) for livelihood skills training focusing on getting children and adolescents from disadvantaged areas or groups back into schools/LCs for a second chance of education and life skills-based education. According to the non-formal education mapping carried out on behalf of the Bureau of Non-Formal Education (BNFE, 2009), there were 1.4 million ( 0.8 million girls) students in over 53,000 centres since 2007 receiving literacy and numeracy.

BRAC is a global leader in developing and implementing cost-effective, evidence-based development programmes to assist the most marginalised people in extremely poor, conflict-prone, and post-disaster settings. BRAC uses an integrated model to change systems of inequity, through social development programmes in areas such as healthcare, microfinance, and women's empowerment, as well as humanitarian response, social enterprises, socially responsible investments, and a university. To date, more than 12 million (7 million girls) children have graduated from pre-primary and primary schools managed by the BRAC up to June 2021.



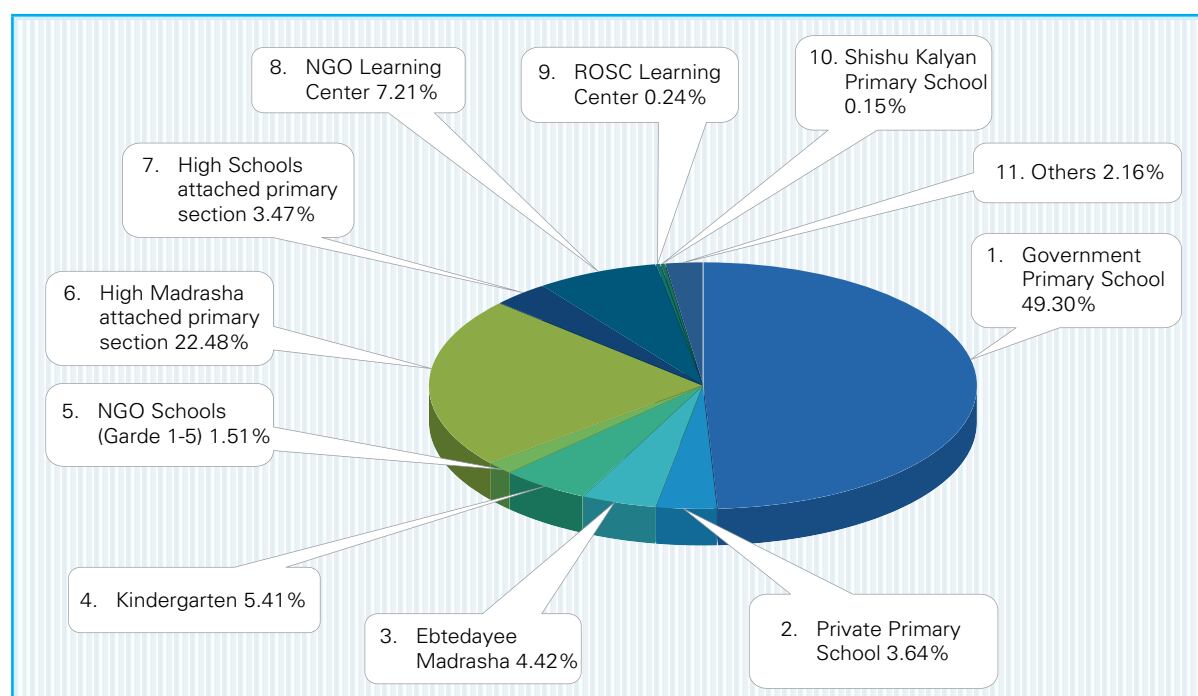
Based on the BRAC administrative report on 23 August 2021, there are about 1,469,932 students (female 809,235) in more than 8,601 schools/LCs either managed directly by BRAC or through a partnership with other organisations of the primary education sub-sector (ECD, PPE, Primary and NFPE). There may be a chance to overlap between the 1,469,932 BRAC students and the students in ROSC schools/ SCI LCs/ RtR LCs, including many more NGOs operating LCs, as all the LCs are managed by NGOs. There is a requirement for an integrated management information system for non-formal primary education system to know the actual situation in this regard.

## 1.5 School operations by types of schools in 2020

### Share of Schools by type

The primary school operational, management and oversight system are highly fragmented under different directorates/agencies in Bangladesh. The DPE under the MoPME is the main primary education provider in Bangladesh. The below Figures 1 to Figure 5 demonstrates the relevant directorates/agencies/authorities for the year 2020; the number and type of educational institutes and their management; teachers, and students managed by different directorates/agencies. All information has been taken from the APSC 2020 database. The following Figure 1 outlines the percentage of primary level educational institutions by school type in 2020. In APSC 2020 coverage is 133,002 schools compared to 129,258 schools in 2019 and 134,147 schools in 2018 APSC. It is noted that this year all types of government schools (former GPSs, NNPSs, 1500 project govt. schools and PTI Experimental schools) add together under one category as Government Primary Schools (GPSs). In 2020, a total of 65,566 GPSs will be included in the ASPR 2021. Due to river erosion and other grounds, few schools disappeared but continued the name in the APSC database, nevertheless, this year discarded those schools from the government school list.

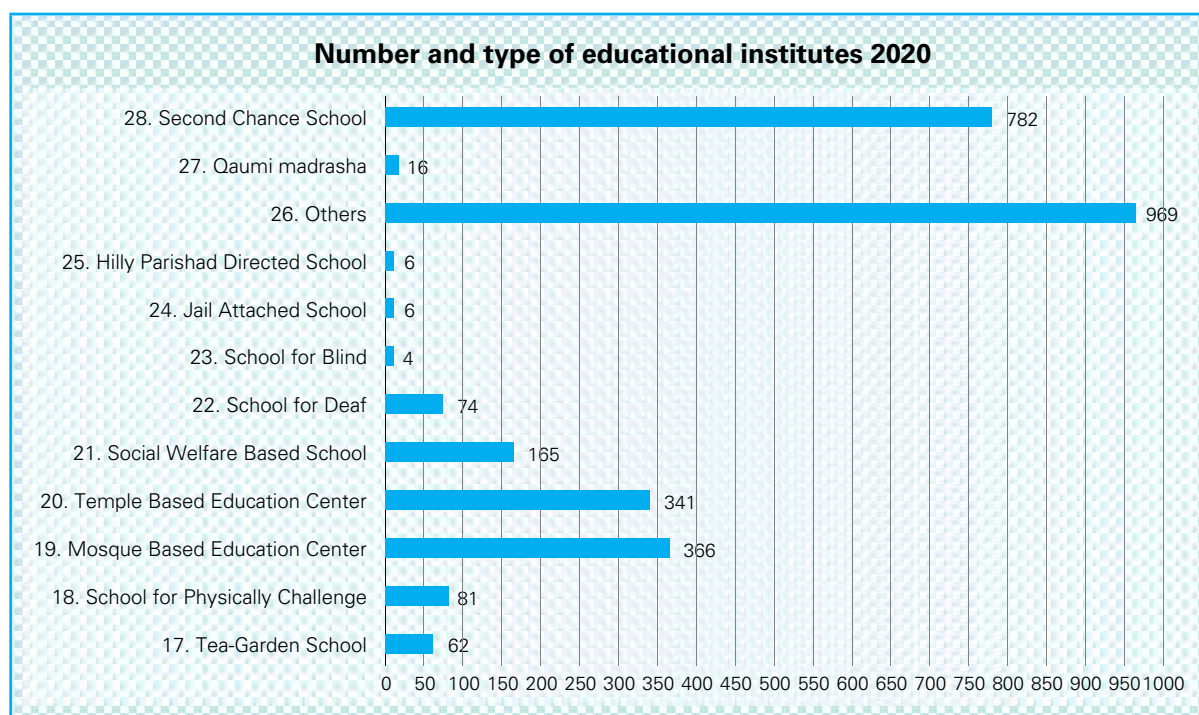
**Figure 1: By type, share of primary education institutes in 2020**



Source: DPE (2020 APSC)

In the above Figure 1, 'Other type serial 11' comprise a total of 2,872 (2.16%) tiny Learning Centre's (LCs) under 12 several categories. The following Figure 2 shows a breakdown of these 2,872 tiny LCs by type, i.e., number of each institutes which were integrated into 'other' category (serial 11)

**Figure 2: By type, number of other categorie,s primary education institutes in 2020**



Source: DPE (2020 APSC), a total of 2,917 tiny LCs and few special education institutes

### Share of schools by management authorities

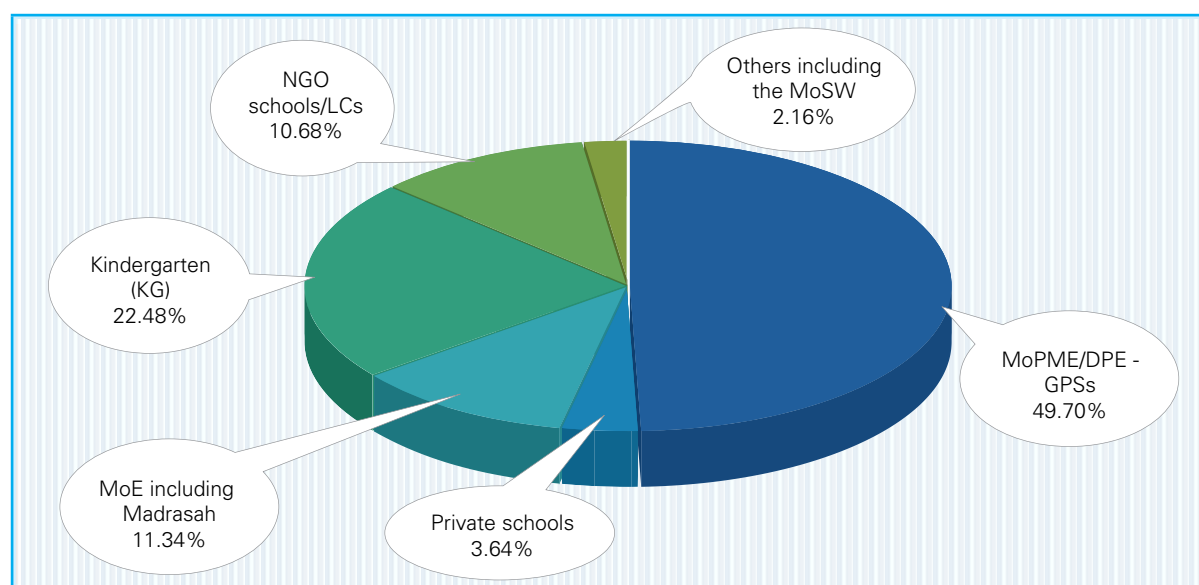
The MoPME is the main primary education provider in Bangladesh through DPE and BNFE. In addition, the Ministry of Education (MoE) also provides primary education through a high school attached primary section including madrasahs (Ebtedayee education equivalent to primary education). The Ministry of Social Welfare (MoSW) also provides special education for differently abled children (disabled), NGOs and other private or autonomous organisations have been also providing formal, non-formal, and in-formal primary education. Based on the above Table 2, the following Figure 3 presents the percentage of schools managed by different establishments:

- **Government primary Schools (Type 1):** The MoPME/DPE is the main primary education provider in Bangladesh and oversees (Types 1, 9, and 10): Government Primary Schools (GPSs, Type 1) including two non-formal schools (ROSC Ananda Schools, Type 9 and Shishu Kalyan schools, Type 10 by Shishu Kalyan Trust). These account for a total of 66,096 schools (49.70%).
- **Private Schools (Type 2):** Other private or autonomous organisations including individual entrepreneurs/educationists are operating formal and non-formal education through establishing private schools and account for 4,841 (3.64%) schools.
- **Madrasah Education (Types 3-5):** The Ministry of Education (MoE) is responsible for 3 types of formal educational institutions (Independent Ebtedayee Madrasahs, High Madrasah attached Ebtedayee Section which is equivalent to formal primary education and High School attached Primary Section). These account for 15,085 Schools and Madrasahs (11.34%).

- **Kindergarten (KG) schools:** Other relevant authorities administer KG schools. These account for 29,897 schools (22.48%) mainly functioning in urban areas of the country.
- **The NGO schools:** In Bangladesh, many NGOs operate pre-primary and primary education through established full-fledged primary schools and Learning Centres in all over the country especially in disadvantaged areas. BRAC has the lion share of those schools and LCs. NGO full-Fledged schools (4,619) and Other NGOs Learning Centers (9,592) that account for a total 14,211 (10.68%) schools and LCs. In Bangladesh, some NGOs have the full-fledged primary schools (Grade 1 to 5). Similarly, some NGOs have the LCs for managing ECCD programme, PPE, and some operating from Grade 1 to Grade 3.
- **Other establishments including the MoSW:** These are non-aligned institutes/LCs included in 12 different types clustered in 'other' (11) category in above Table 2. These account for 2,872 (2.16%) schools and LCs including MoSW manages special education institutes for differently abled children (disabled). The names of 12 types of schools are mentioned as footnote of above Table 2, page no. 38.

The below Figure 3 presents the primary level institutes by management type as per APSC 2020. The MoPME/DPE is accountable for 49.30% (49.70% including Ananda schools and Shishu Kalyan Trust schools) schools, Private schools 3.64%, MoE/DSHE is accountable for 11.34% schools and madrasahs, 22.48% KG schools, 10.68% NGOs schools and MoSW and others are jointly responsible for 2.16% institutes/LCs respectively.

**Figure 3: Share of primary schools by management in 2020**

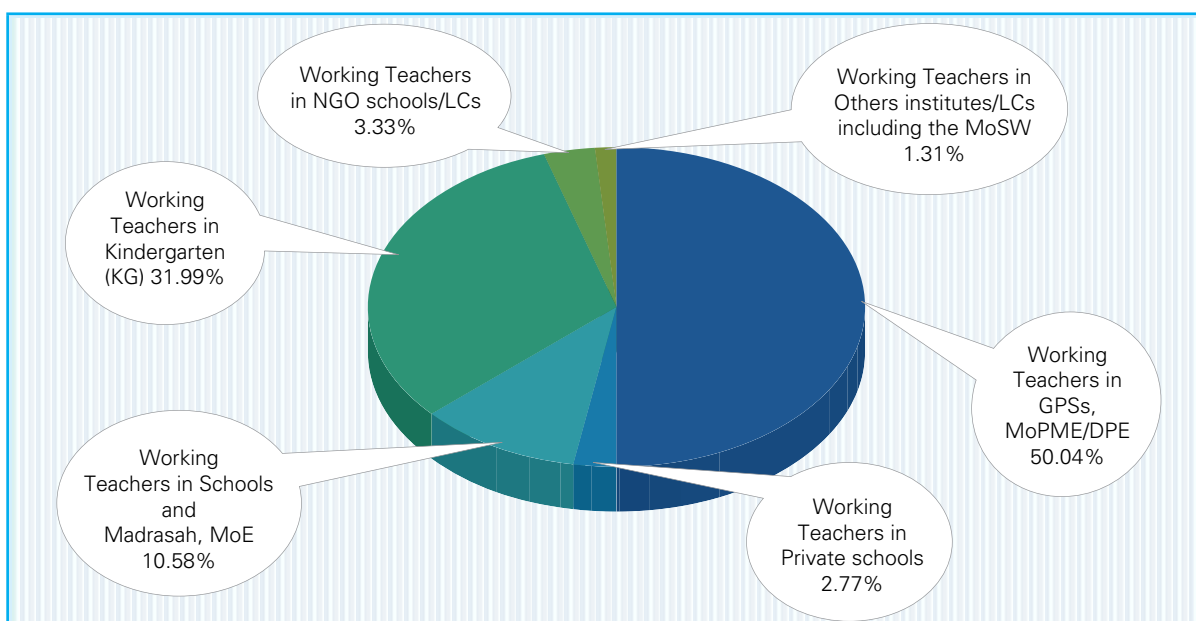


Source: DPE (2020 APSC)

### Share of Teachers by management

The following Figure 4 presents the primary level teachers managed by different organizations as per APSC 2020. Based on the above Table 2, the share of working teachers in the MoPME/DPE managed schools is above 50.04%, about 2.77% working teachers in privately managed schools, about 10.58% working teachers in the MoE/DSHE managed schools and madrasahs, about 31.99% in KG schools; 3.33% in the NGO schools and LCs; and 1.31% in schools are managed by different agencies including MoSW.

**Figure 4: Share of working teachers by management in 2020**

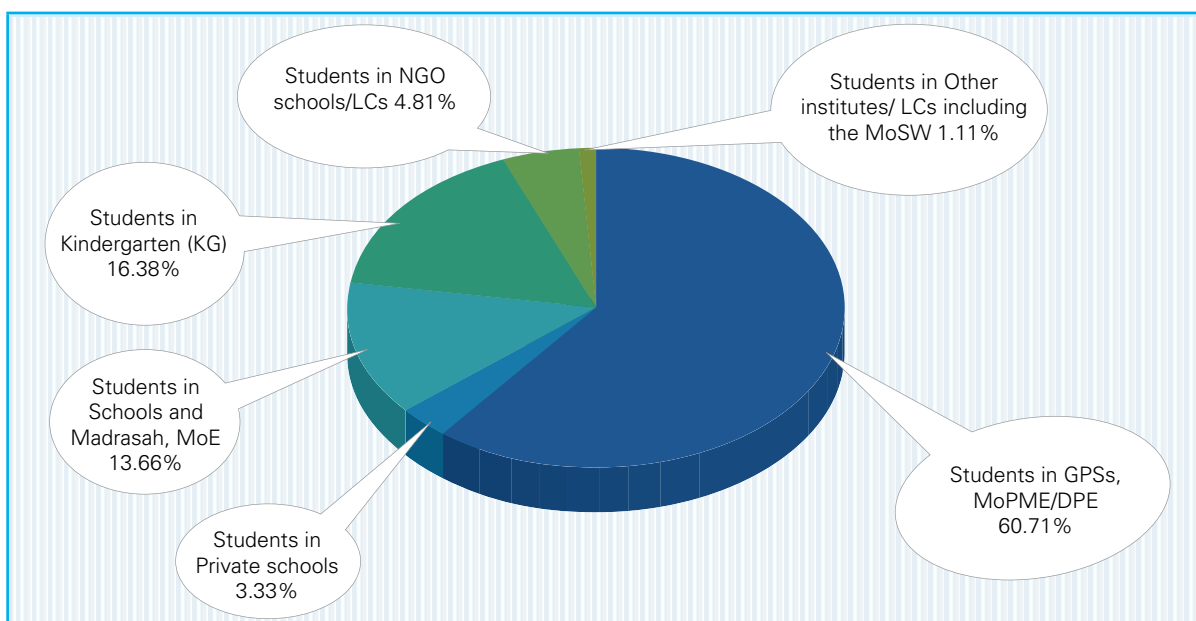


Source: DPE (2020 APSC)

**Share of Students by different management:**

The Figure 5 below presents the primary level enrolled students by management types as per APSC 2020. Considering the above Table 2, the share of students in the MoPME/DPE managed GPSs is about 60.71%, about 3.33% in private schools, about 13.66% in the MoE managed high schools attached primary sections and madrasahs, 16.38% in the KG schools; about 4.81% in the NGOs schools and LCs and 1.11% in other type schools are managed by different agencies including MoSW.

**Figure 5: Share of students by different management in 2020**

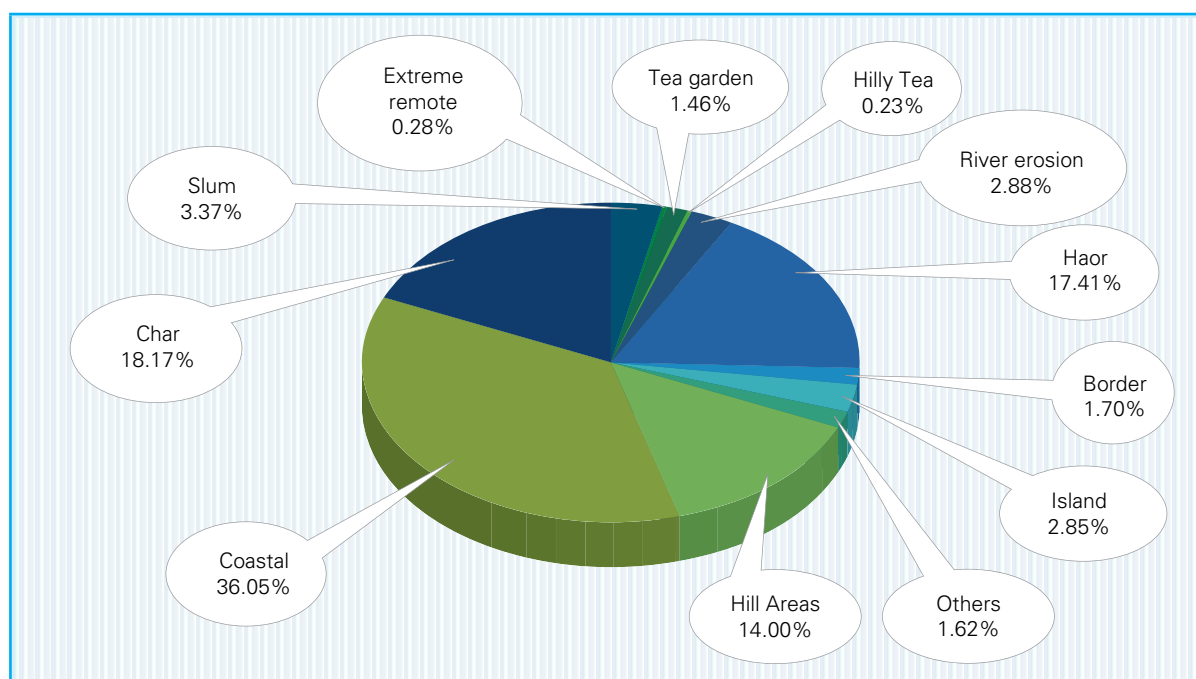


Source: DPE (2020 APSC)

## 1.6 Geographical Location of schools 2020

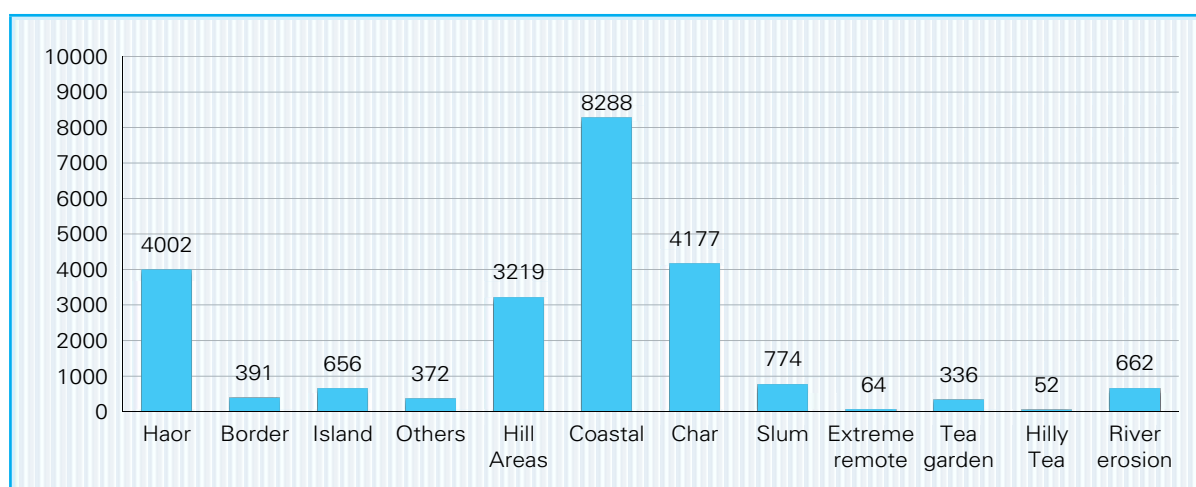
The coverage of the schools located in hard-to-reach areas has been improving since 2014. The average growth was 13.1 percentage points between 2014 and 2020. According to the APSC 2020 report, 132,299 schools, out of 133,002 schools responded and provided data on school locations. In 2020, it was found that 109,306 (82.62%) schools and Learning Centres (LCs) are in the plain land of the country. A total of 22,993 (17.38%) schools are in hard-to-reach areas i.e., Haor (4,002), Char (4,177), Tea Garden (336), Slum (774), Border belt (391), Coastal (8,288), Island (656), River erosion areas (662), Extreme remote (64), Hilly Tea Garden (52), Hill areas (3,219) and other remote areas (372). The following Figure 6 presents data on the location of 24,024 schools located in special regions (see Figures 6 and 7)

**Figure 6: Percentage of schools located in hard-to-reach areas in 2020**



Source: DPE (2020 APSC), it is noted that 723 schools not provided data

**Figure 7: Number of Schools Located in Hard-to-R Reach Areas in 2020**

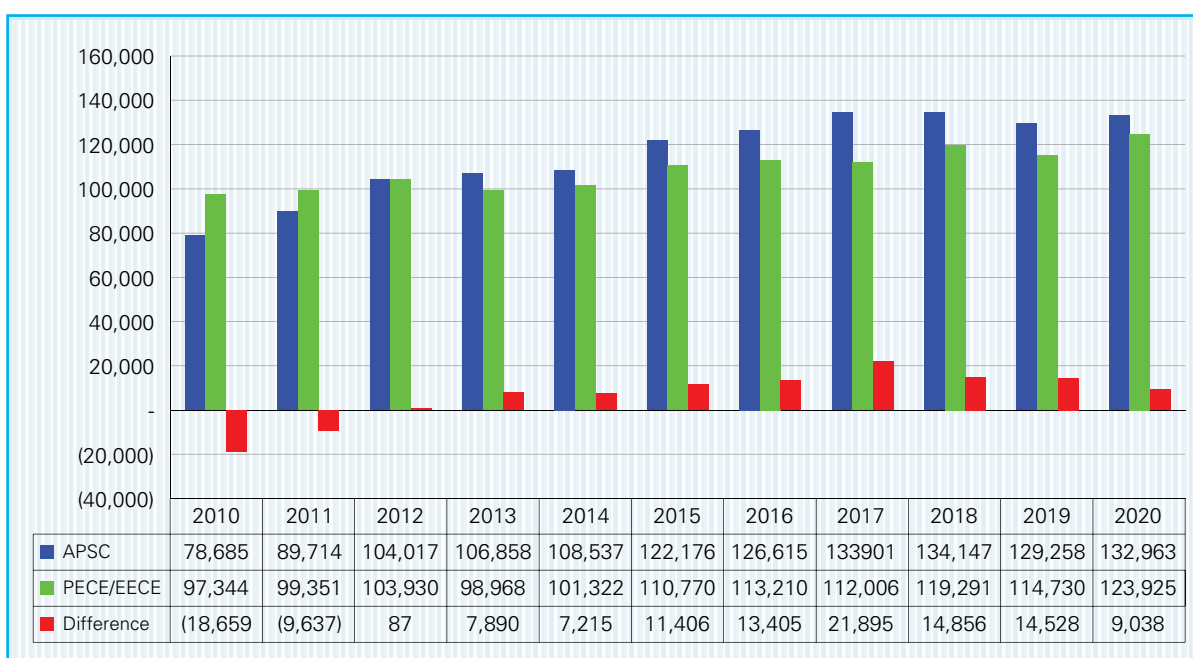


Source: DPE (2020 APSC), it is noted that 723 schools have not provided data

## 1.7 Comparison of coverage between APSC and PECE & EECE

The APSC coverage has been gradually increasing from 2010 to 2020 except in 2019 as a requirement of the PEDPs of blanket coverage. The total number of schools covered in the APSC increased by 69.03% up to 2020 compared to the PEDP3 baseline (2010) though reduced 4,889 schools from the 2018 APSC. In 2011, a total of 11,029 schools (up 14%) compared to 2010; in 2012, a total of 14,303 schools (up 15.9%) compared to 2011; in 2013, a total of 2,841 schools (up 2.7%) compared to 2012; in 2014, increased by 1,679 (up 1.6%) schools compared to 2013; in 2015, the number increased by 13,639 (up 12.6%) compared to 2014; in 2016, the figures increased by 4,439 (up 3.6%) compared to 2015; in 2017, by 7,286 (up 5.8%) schools compared to 2016, in 2018, by 246 (up 0.2%) schools compared to 2017, in 2019 dropped by 4,889 schools (3.6%) compare to 2018 and in 2020 increased by 3,744 schools (2.9%) compare to 2019. The total number of schools and madrasahs covered by the PECE and EECE also increased by 17,386 (up 17.9%) in 2019 compared to the PEDP3 baseline 2010; by 2,007 schools and madrasahs (up 2.1%) in 2011 compared to 2010; by 4,579 (up 4.6%) schools and madrasahs in 2012 compared to 2011; decreased by 4,962 (down 4.6%) schools and madrasahs in 2013 compared to 2012; again increased by 2,354 (up 2.4%) schools and madrasahs in 2014 compared to 2013; by 9,448 (up 9.3%) schools and madrasahs in 2015 compared to 2014; by 2,440 (up 2.2%) schools and madrasahs in 2016 compared to 2015; again decreased by 1,204 (down 1.1%) schools and madrasahs in 2017 compared to 2016; again increased by 7,285 (up 6.55) schools and madrasahs in 2018 compared to 2017 and reduced by 4,561 (dropped 3.8%) schools and madrasahs in 2019 compare to 2018. Here, it should be mentioned that ROSC schools' children were not eligible to take the PECE examination in 2016 due to phasing out of 1<sup>st</sup> phase and starting of the second phase of the Project. ROSCII children again participated in the PECE since 2017. Between 2017 and 2019, the major increase in APSC coverage included GPSs (324), NNPSs (454), RNGPSs, NRNGPSs and Temp. RNGPSs (210), Kindergarten and NGOs (2,217) and madrasahs (905). However, there was also a drop in the coverage on BRAC and ROSC schools reduced (8,262), (see below Figure 8).

**Figure 8: Comparison of APSC and PECE Institutional Coverage 2010-2020**



Source: APSC & PECE 2010-2020.

**Note: in 2020, PECE was not conducted due to COVID-19 pandemic, PECE/EECE figure included based on DR**



In Bangladesh, the total number of institutions offering primary education is unknown because English medium schools, Kindergartens, NGO providers and Qaumi madrasahs have not been fully covered by the APSC (this year APSC captured only 21 Qaumi madrasahs). One way to assess the comprehensiveness of APSC is to compare its coverage with that of the Primary and Ebtedayee Education Completion Examination (PECE/EECE). In 2010, there were nearly 18,660 more schools in the PECE/EECE database than those covered in the APSC 2010 and in the APSC 2011; there were nearly 9,637 more schools in the PECE/EECE. In 2012, both APSC and PECE coverage was nearly identical (87 schools more in APSC). In 2013, APSC had nearly 7,890 more schools/LCs than the numbers participating in the PECE/EECE, due to no ROSC school participating (see above Figure 8 and below Table 3).

There were totaled 7,215 more schools in APSC 2014, nearly 11,406 in 2015, nearly 13,405 more schools in 2016, 14,856 more schools in 2018 and 14,528 more schools included in the APSC databases respectively compare to the PECE and EECE.

**Table 3: Number of schools and madrasahs in APSC and PECE, 2019-2020**

School type	Number of schools and madrasahs		Diff in coverage (2)/(1) (%)	Number of schools and madrasahs		Difference in coverage (4)/(3) (%)	Difference in coverage (3)/(1) (%)	Number of schools and madrasahs		Difference in coverage (6)/(5) (%)	
	2018 APSC	2018 PECE		2019 APSC	2019 PECE			2020 APSC	2020 PECE (DR)		
	(1)	(2)		(3)	(4)			(5)	(6)		
GPS <sup>1</sup>	65,593	64,955	-1.0%	65,620	65,142	-0.7%	0.0%	65,566	65,271	0.80%	
Private	4,704	4,634	-1.5%	4922	3926	-20.2%	4.6%	4841	546	1.60%	
'Other'	NGO, KG, Others	34,231	24,332	-28.9%	36,448	24,958	-31.5%	6.5%	37388	32,757	6.50%
Secondary school-attached	Primary Sections	1,893	1,935	2.2%	1,899	1,947	2.5%	0.3%	2005	7,146	0.30%
ROSC, SK	And BRAC	15,366	8,092	-47.3%	7,104	2838	-60.1%	-53.8%	10,122	1,919	-60.10%
	Ebtedayee	5,164	6,062	17.4%	5,910	6,719	13.7%	14.4%	5,882	7,093	14.40%
Madrasahs	Dakhil, Alim, Fazil & Kamil	7,196	9,281	29.0%	7,355	9,200	25.1%	2.2%	7,198	9,193	2.20%
<b>Total</b>		<b>134,147</b>	<b>119,291</b>	<b>-11.1%</b>	<b>129,258</b>	<b>114,730</b>	<b>-11.2%</b>	<b>-3.6%</b>	<b>133,002</b>	<b>123,925</b>	<b>-3.60%</b>

**Note: (1) The GPSs figures included (former GPSs, NNPS, Model GPSs, 1500 project GPSs and PTI Expt. Schools together)**

Source: APSC reports 2018-20, PECE 2018-19-20 and PECE/EECE DR 2020. It is noted that APSC does not collect information on CHTs managed Para Centres, City Corporation managed schools and LCs and Bangladesh Shishu Academy managed Shishu Bikash Kendra (SBKs)

In the above Table 3, it is evident that the APSC coverage has been greater than the PECE/EECE since 2012. But there was a significant difference in types of schools in the coverage between the APSC and PECE/EECE. These differences were insignificant with regard to the MoPME/DPE managed schools but significant for the non-formal schools managed by other authorities, discrete projects and different NGOs including madrasahs. Why these differences in the coverage of APSC and PECE/EECE are not well known, especially the government schools. According to the 2018 APSC and PECE, a total 638 GPSs did not participate in the PECE;

similarly, 478 GPSs in 2019 and no students were enlisted from 295 GPSs in 2020. It has further merit to investigate why those GPSs did not participate in the exam.

The general perception is that some GPSs (former NNPS) actually have no children. As a result they are unable to participate in the exam. In other types of schools, there were less students in the NGOs managed schools as they reported, and are also not maintaining any student's database by the NGOs, as numbers of students may be varied from year to year as well as implementing NGOs to NGOs.





CHAPTER

02

EXPECTED  
RESULTS OF  
THE PEDP4



## 2. Expected Results of the PEDP4

### 2.1 The PEDP4 expected results

The ASPR presents the achievement of results produced by AOP activities of **FY 2020/21** under the PEDP4. It describes the sequence of events from spending inputs and activities, through the resulting outputs down to actual outcomes patterns and trends. The PEDP4 Programme Framework describes the expected performance of the primary education sub-sector (targets for 2023) agreed during the preparation of the PEDP4 Programme Document (PD). It assumes that the inputs and activities including other factors will lead to a set of outputs to achieve outcomes and finally to contribute to long-term impact of PEDP4 through measures of a set of indicators.

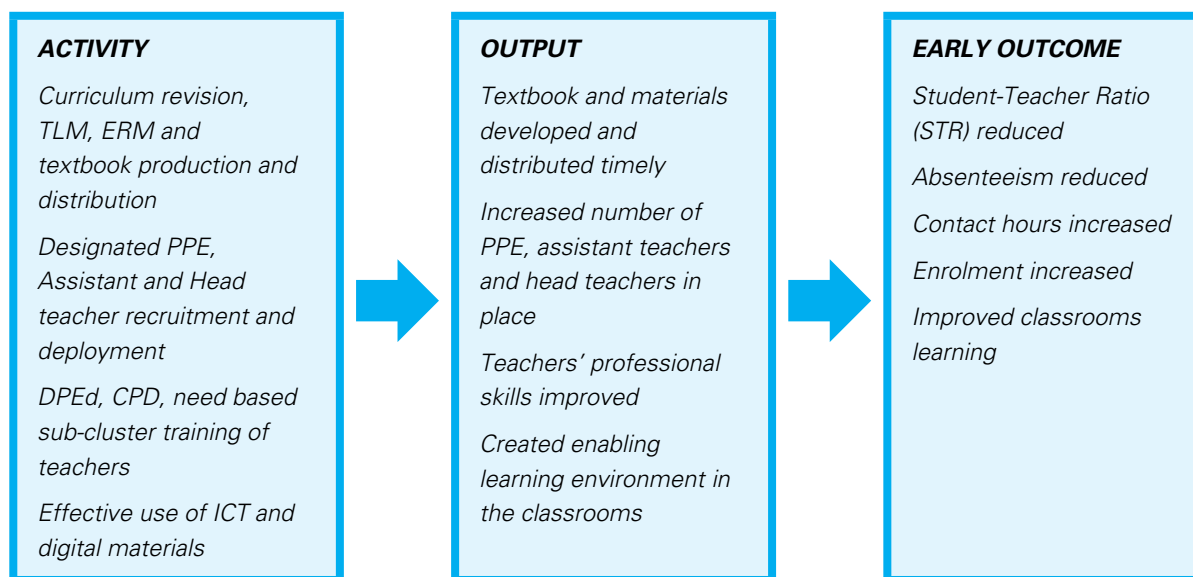
The Program Development Objective (PDO) of the PEDP4 is to provide quality education to all children of Bangladesh from pre-primary up to Grade 6 through an efficient, inclusive and equitable education system. To achieve this, the programme aims to achieve three high-level outcomes pertaining respectively to (1) quality; (2) access and participation; and (3) governance, financing, and management. The programme is using a results chain to review the performance of the PEDP4 programme. The results chain compares the expected results against the programme inputs and activities. The improvements expected under the PEDP4 are shown below in the results chains for each component of PEDP4:

#### The PEDP4 Component-1: Quality

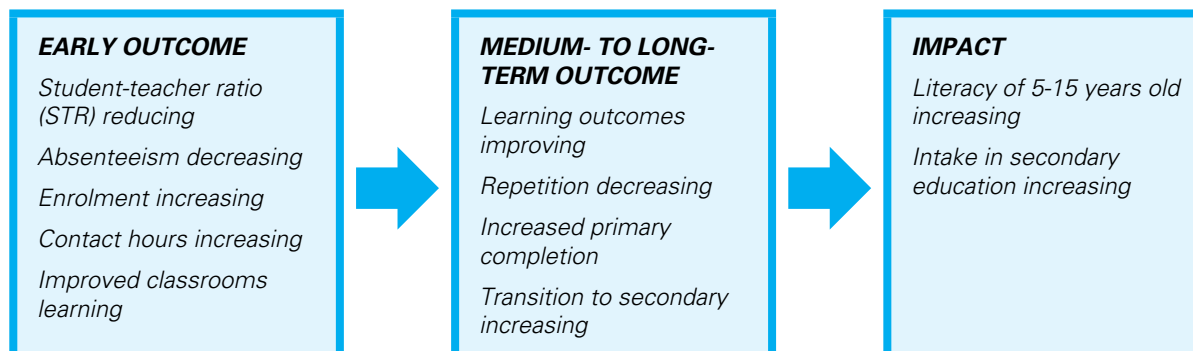
Component 1 aims to achieve the expected results through implementing 8 sub-components. Its emphasis on quality teaching-learning practices being applied in all schools enables children to acquire the essential grades and subjects-wise competencies and learning outcomes specified in the curriculum. The expectations are an improvement in quality classroom teaching learning practices from PPE to grade 5, revision of curriculum, teachers' development including training and materials, supplementary/ Essential reading materials, student assessment tools and conduct the assessment, TLM packages, more teachers to recruit and deploy, ICT equipment, content, etc.

Component 1 is to improve the teaching and learning environment so that all schools meet the Primary School Quality Level (PSQL) criteria. Component 1 is the most complex in terms of its

activities and expected outputs. For this reason, the activities with the expected outputs and outcomes for Component 1 are shown below:



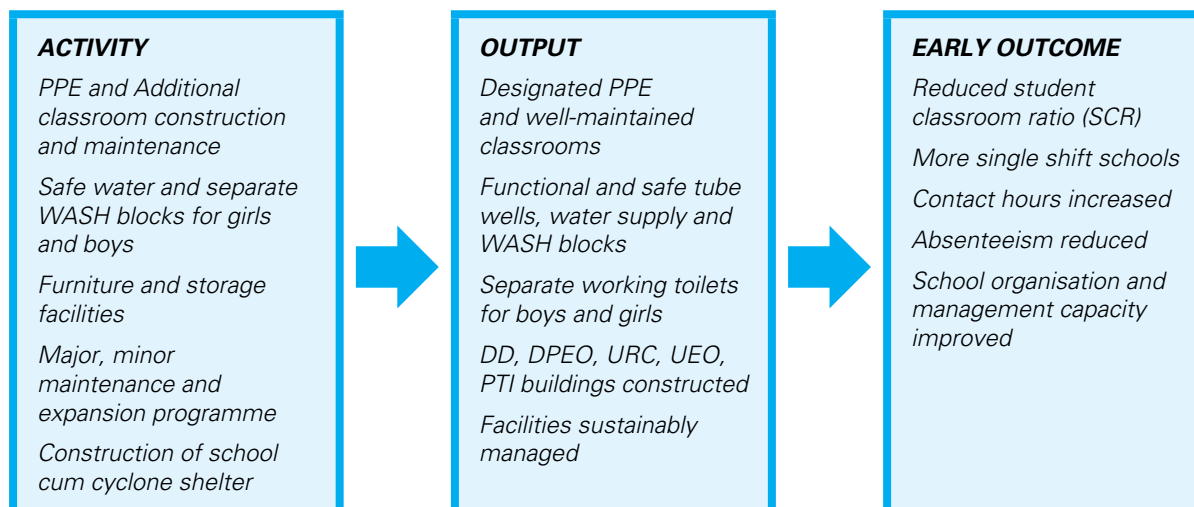
It is expected that early outcomes from Component 1 will have a direct effect on the quality of primary education. Teacher recruitment deployment and training, SLIP/UPEP implementation should result in (i) retention of children in school and encouraging their learning achievement, and (ii) PPE, assistant teachers and head teachers taking greater responsibility for school quality. Component 1 should have a direct effect on the school classroom, students, and parents. It is expected to see early outcomes in the results chain develop in the following way:



## The PEDP4 Component-2: Access and Participation

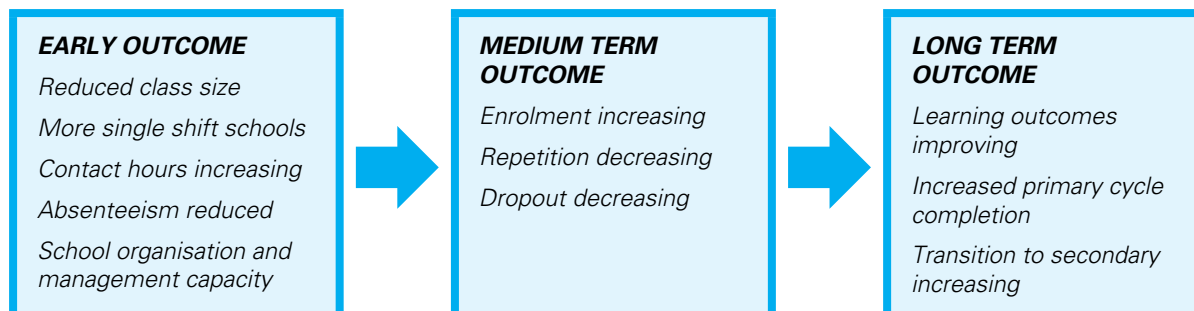
The purpose of Component 2 is to provide all facilities with learning environments that support participation of all children, ensure continuity of education and enable quality. These are planned to be achieved through construction of PPE and additional classrooms, expansion of DD/DPEO/UJO/PTI/URC, maintenance of classrooms, wash block/toilets, supply water/wells and equipment.

Component 2 focuses on the physical infrastructure of the primary education sub-sector. The new classrooms and facilities are needed for the planned increases in teachers and students, leading to smaller class sizes (SCR). In summary, the results-chain of Component 2 expectations has the following shape:



Component 2 output and the basic relationships between output and early outcomes are straightforward and tangible. We expect to see reduced class sizes, schools moving to single shift, reduced absenteeism and increasing enrolment as evidence that these civil works are having an impact on the physical environment of schools.

It is necessary to plan carefully and to involve the community to achieve good targeting (where to build as per actual need). It is also necessary to map the existing infrastructure and decide on the most appropriate building methods etc. The results-chain for civil works in the medium and long-term looks like this:



### The PEDP4 Component-3: Management, Governance and Finance

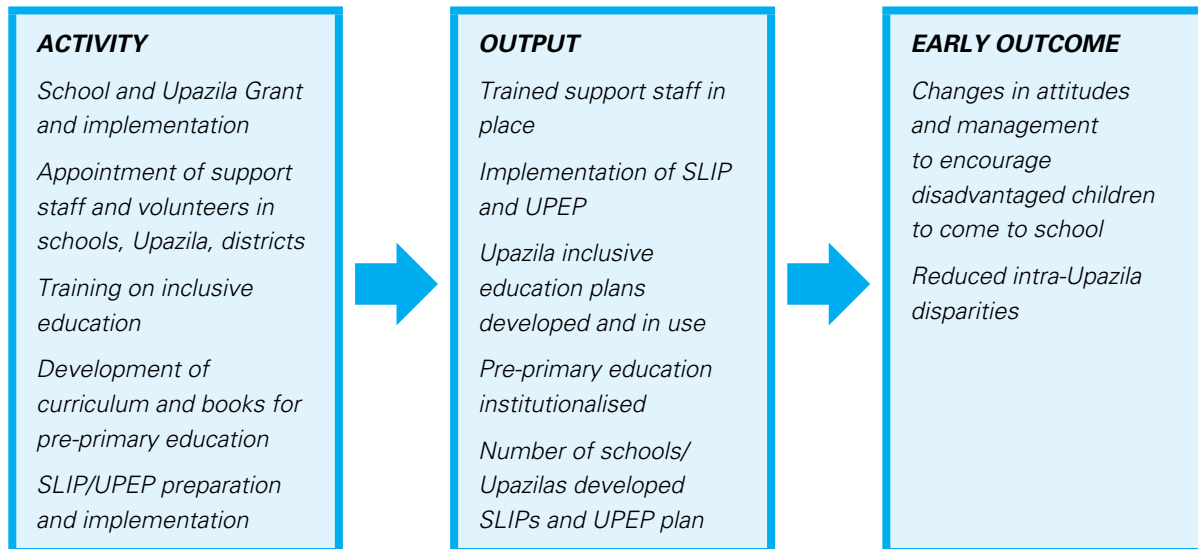
The objective of this component is to ensure strong governance, adequate and equitable financing, and good management capacity of the primary education system to enable the provision of quality education that is efficient, inclusive, and equitable. Equitable access means that all children have the same opportunity to go to school, even if they are poor, disabled or from ethnic minorities. The component plans activities to improve demand and supply (see example).

### **Demand and supply of RBM Approach**

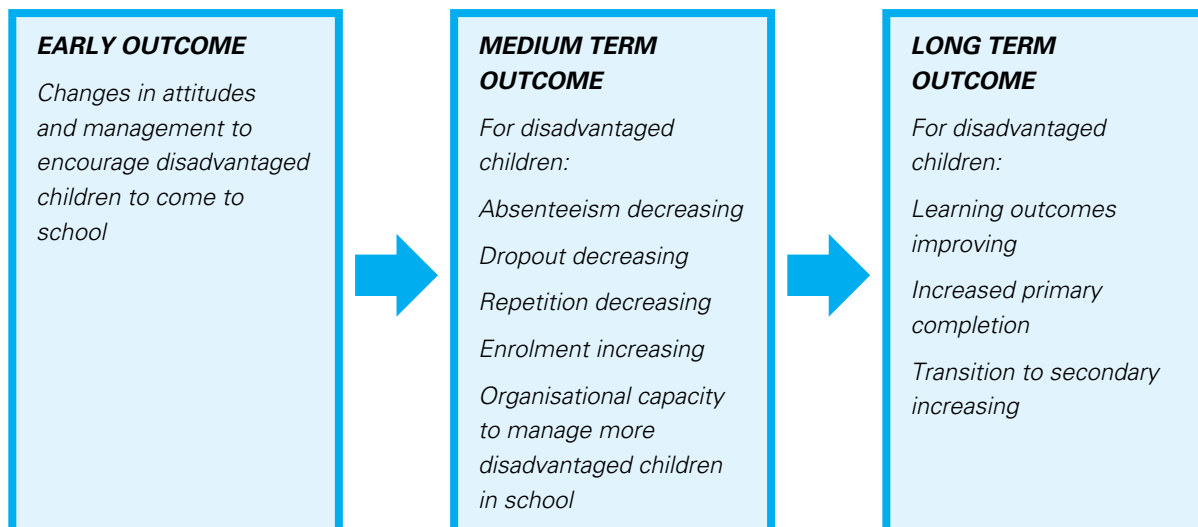
Demand side activities that increase demand for schooling include making the curriculum more relevant, giving incentives like stipends to encourage poor children to stay in school or advertising the importance of school to ensure access. Supply-side activities include functioning schools, deploying teachers as per need, WASH facilities, safe school environment, etc.

DPE is working to increase both and to match supply and demand.

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:





## 2.2 Measurement of primary education sub-sectors performance

Based on the PEDP4 programme document (PD) as well as DPP, the 21 sub-components outlined in the below Table 4, page 55, and the PEDP4 results web outlines in the below Table 5, page 56. There are five sets of indicators selected to measure the performance of the primary education sub-sector under the PEDP4 programme document as Result Framework.

- 1. Key Performance Indicators (KPIs):** These 21 indicators capture overall primary education sub-sector performance at the impact and high-level outcomes, 3 KPIs (as per serial KPI **2, 15 and 22**) under PEDP3 has not been included in the PEDP4 programme documents and DPP). Progress towards the achievement of the KPI against set targets is summarised in below Table 6, page 57.
- 2. Non-Key Performance Indicators (Non-KPIs):** These 5 Non-KPIs indicators were included as requested by the DPs to capture overall primary education sub-sector performance at the high-level outcomes. Progress towards the achievement of the Non-KPI against set targets is summarised in below Table 7, page 60.
- 3. Primary School Quality Level (PSQL) indicators:** These 15 indicators are used to capture sector performance mainly at the outputs level, a school level indicator of quality usually intermediate level, and sometimes to be a composite of other indicators. (9 PSQLs under PEDP3 have not been considered in the PEDP4 programme documents as well as DPP). Progress towards the achievement of the PSQLs against set targets is summarised in below Table 8, page 61.
- 4. Key Sub-Component Indicators:** These 79 sub-component indicators are used to capture sector performance at the outputs

level (SCI number 66 under PEDP3 has not been considered in the PEDP4 documents as well as DPP). Of these, some key sub-component indicators (SCIs) are included based on DPs' requests. Progress towards the achievement of the SCIs against set targets are summarised below in Table 9, page 63.

- 5. Programme indicators:** The PEDP4 key programme indicators present in Table 10, page 65.
- 6. Disbursement Linked indicators (DLIs):** These 9 DLIs (4 DLIs under component-1, 2 DLIs under component-2 and 3 DLIs under component-3) are mainly pre-condition related to development partner fund disbursement modalities which are present in Section 5 of this report below. Progress towards the achievement of the DLI report for year '0' to year '5' including status of achievement of **year-'0', year-'1', year-'2'** and **year-'3'** targets is summarised below in DLIs progress report in Section 5.
- 7. Sustainable Development Goals (SDGs) progress report:** As a requirement of the DPE, Progress towards the achievement of the SDGs against set targets is summarised in separate Section 6.

In addition, the structure of the PEDP4 is organised into 21 sub-components. Several types of indicators mentioned above have been specified in order to track progress in these sub-components. Each of them requires the collection of data from various sources and DPE line divisions in order to measure performance of the primary education sub-sector.

In the PEDP4, there are twenty-one sub-components including the nine DLIs. Specific administrative units within DPE and the other relevant agencies, as shown below, are accountable for reporting the performance. They are required to prepare yearly progress reports based on annual milestones specified in the Results and Programme Matrix of the PEDP4. These



reports will be compiled once a year by the Additional Director General (ADG) Programme as a summary of the performance of the primary education sub-sector under the PEDP4.

### Monitoring, Reporting, and Evaluation following Results-based Management (RBM) Approach:

ASPR is the key monitoring document of the primary education sub-sector. The e-version of the ASPR is made available by the end of December every year and the report needs to be published and distributed (English version) by the end of March next year. The M&E Division, DPE will distribute information dissemination packages including pamphlet summaries of the APSC, ASPR, RBM-At-A Glance, PEDP4 At-A-Glance, and the UEPP through dissemination workshops at divisional and district levels.

**Table 4: List of sub-components and responsible line Divisions of DPE**

SL	Sub-component	Responsible division/agencies	Remarks
<b>Component 1: Quality</b>			
1	1.1. Curriculum	NAPE, NCTB, NCCC, Admin Training	DLI1
2	1.2 Textbooks and Teaching-Learning materials	NCTB, PST, Book dist. cell	DLI1
3	1.3 Teacher Recruitment and Deployment (DLI 2)	Admin/ Policy & Ops/PSC	DLI2
4	1.4 Teacher Education	Training Div.	DLI3
5	1.5 Continuous Professional Development	Training Div.	DLI3
6	1.6 ICT in Education	IMD Div.	
7	1.7 Assessments and Examinations	M&E/ Admin Div.	DLI4
8	1.8 Pre-primary Education (PPE)	Policy & Ops Div.	
<b>Component 2: Equitable Access and Participation</b>			
9	2.1 Needs based infrastructure development	Planning & Dev. Div.	DLI5
10	2.2 Need-based Furniture	Planning & Dev. Div.	
11	2.3 Maintenance	Planning & Dev. Div.	
12	2.4 Water and Sanitary Hygiene	Planning & Dev. Div.	
13	2.5 Out-of-school children (OoSC)	BNFE	DLI6
14	2.6 Special Education Needs and Disability (SEND)	Planning & Dev. Div.	
15	2.7 Education in emergencies	Planning & Dev. Div.	
16	2.8 Communications and social mobilisation	Policy and Ops. Div.	
<b>Component 3: Management, Governance and Financing</b>			
17	3.1 Data Systems for Decision-Making	IMD	DLI8
18	3.2 Institutional Strengthening	Admin Div.	DLI9
19	3.3 Strengthened UPEPs and SLIPs	Policy and Ops. Div.	
20	3.4 Strengthened Budgets	MoF/Fin & Proc. Div.	DLI7
21	3.5. Procurement and financial management	Fin & Proc. Div.	

Source: The PEDP4 DPP

**Table 5: Results WEB of the PEDP4 based on DPP and PD**

Component 1: <i>Quality</i>		Component 2: <i>Equitable access and participation</i>		Component 3: <i>Management, governance and financing</i>
Results Area 1 <b>Learning Outcomes</b> (Imp. Unit)		Results Area 2 <b>Access</b>	Results Area 2 <b>Participation</b>	Results Area 3 <i>Management, governance and financing</i>
<b>Program Sub-Components (21)</b>	1.1. <i>Curriculum</i> : Competency-based curriculum is strengthened (NAPE, NCTB, NCCC, Admin, Trg. Division)	2.2.5 Out-of-school children (OoSC)	2.2.1 Needs based Infrastructure Development (P&D), (P&D division)	3.1 <i>Data systems for decision-making (IMD)</i>
	1.2 <i>Textbooks and teaching-learning materials (NCTB, PST, Book dist. cell)</i>	2.2.6 Special Education Needs and Disability	2.2.2 Needs-based furniture (P&D division)	3.1.2 <i>Institutional strengthening</i>
	1.3 <i>Teacher recruitment, deployment and advancement (Admin, P&amp;O, PSC)</i>		2.2.3 Maintenance (P&D division)	3.1.3 <i>SLIPs/UPEPs</i> : Improved school quality, management and accountability
	1.4 <i>Teacher education (NAPE, Training. Div.)</i>		2.2.4 Water and sanitary hygiene (P&D div.)	3.1.4 <i>Strengthened budgets</i>
	1.5 <i>Continuous professional development (NAPE, Training Div. IMD)</i>		2.7 Education in Emergencies (EiE) (P&D division)	3.1.5 <i>Procurement and financial management</i>
	1.6 <i>ICT in education</i>		2.8 Communications and social mobilisation	
	1.7 <i>Assessments and examinations</i>			
	1.8 <i>Pre-primary education</i>			
<b>Anticipated high level impact and Outcomes:</b> All children acquire expected grade and subject-wise learning outcomes during classroom teaching and learning practices			<b>Anticipated high level impact and Outcomes:</b> All children participate in pre-primary to grade 5 in all types of schools and madrasahs (formal, non-formal)	<b>Anticipated high level impact and Outcomes:</b> To provide all facilities with learning environments that support participation of all children, ensure continuity of education, and enable quality
<b>Reforms:</b> The revision of the pre-primary and primary curricula, textbooks and teaching learning materials, classroom and school-based assessment, continuous professional development as an integrated and standards-based system, including the regular mentoring and monitoring of teachers, Phase-wise increase in contact hours		<b>Reforms:</b> Pre-primary education in all schools; Deepening the use of ICT in education equivalency of formal and non-formal education; broadening the concept and mainstreaming inclusive education; providing education in emergencies and disasters; improving communications	<b>Reforms:</b> Reducing overcrowded classrooms through needs-based infrastructure development; providing sanitation and water to schools on a need's basis, providing school health and school feeding programs; providing stipends to the poorest children, second-chance education to out-of-school children	<b>Reforms:</b> School level leadership development, Decentralisation of functions to Divisions, Districts and Upazilas subject to readiness, mainstreaming school and Upazila grants initiative, strengthening capacity at all levels, automated systems for financial management, partnership with LGED and DPHE, NCTB, NAPE, Primary Education Board, BNFE and IMED
KPIs (4): 3, 4, 5 & 9		KPIs (8): 1, 6, 7, 10, 16, 17, 21 & 24	KPIs (9): 8, 11, 12, 13, 14, 18, 19, 20 & 22	KPIs (0)
PSQLs (11): 1-12 (except 6)		PSQLs (2): 19 and 20	PSQLs (2): 6 and 22	PSQLs (2): 12& 13
Sub-Component indicators: 43, DLIs: 4		Sub-Component indicators: 9, DLI: 2	Sub-Component indicators: 9, DLIs: 3	Sub-Component indicators: 18 DLI: 3

Source: DPP of the PEDP4

**Table 6: Performance measures through KPIs of the PEDP4 (GPSs) 2005, 2010, 2015 – 2020**

SL	KPIs	Type/ Categories	PEDP4 Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	Target, End of the PEDP4 2023	Remarks (DPP, Page 208)
KPI-1	Percentage of children who completed, 1 year of PPE	a. All	n/a	n/a	n/a	86.00	75.40	73.20	86.70	84.51	90	Slightly reduced due to COVID 19 pandemic, <b>MICS 2019: 72.7% (girl 74.2% and boy 71.3%)</b>
		b. Boys	n/a	n/a	n/a	85.10	75.00	72.65	86.90	83.62	90	
		c. Girls	n/a	n/a	n/a	87.03	76.00	74.96	86.60	85.37	90	
KPI-3	Percentage of grade 3 students achieving Band 3 competencies (All; Boys; Girls) (SDG 4.1.1)	Bangla, All	n/a	n/a	65.00	74.00	-	-	-	-	85	Falling trend, next round NSA will be held in 2022
		Bangla, Boy	n/a	n/a	62.00	73.00	-	-	-	-	85	
		Bangla Girl	n/a	n/a	66.00	76.00	-	-	-	-	85	
KPI-4	Percentage of grade 5 students achieving Band 5 competencies (All; Boys; Girls) (SDG 4.1.1, 4.1.2)	Math, All	n/a	n/a	41.00	41.00	-	-	-	-	85	Falling trend, next round NSA will be held in 2021
		Math, Boy	n/a	n/a	37.00	42.00	-	-	-	-	85	
		Math, Girl	n/a	n/a	40.00	41.00	-	-	-	-	85	
KPI-5	Grade 5 Primary Education Completion examination (PECE) pass rate (%)	Bangla, All	n/a	n/a	23.00	23.00	12.00	n/a	n/a	n/a	60	In 2020 PECE/EECE not conducted due to COVID-19 pandemic, pass rate based on assessment
		Bangla, Boy	n/a	n/a	22.00	22.00	11.00	n/a	n/a	n/a	60	
		Bangla Girl	n/a	n/a	24.00	24.00	12.00	n/a	n/a	n/a	60	
KPI-6	Gross Enrolment Rate (GER) [EFA 5]	Math, All	n/a	n/a	10.00	10.00	17.00	n/a	n/a	n/a	50	Target not achieved but improving trend as underage and over age
		Math Boy	n/a	n/a	10.00	10.00	16.00	n/a	n/a	n/a	50	
		Math, Girl	n/a	n/a	11.00	11.00	17.00	n/a	n/a	n/a	50	
KPI-7	Net Enrolment Rate (NER) [EFA 6]	a. All	93.70	107.70	109.20	112.10	111.7	114.23	109.60	104.85	106	Target not achieved but improving trend
		b. Boys	91.20	103.20	105.00	109.30	108.1	110.32	104.49	100.87	105	
		c. Girls	96.20	112.40	113.40	115.00	115.4	118.3	114.93	108.95	108	
KPI-8	Primary cycle completion rate (SDG 4.1.4)	a. All	87.20	94.80	97.94	97.90	97.96	97.85	97.83	97.81	98.5	Target not achieved but improving trend and close to the target
		b. Boys	84.60	92.20	97.09	97.10	97.10	97.55	97.65	97.39	98	
		c. Girls	90.10	97.60	98.79	98.80	98.80	98.16	98.01	98.25	99.5	
KPI-9	Contact hours. Single Shift (hours)	a. All	52.80	60.20	79.60	80.80	81.20	81.40	82.10	82.80	90	Target not achieved but improving trend MICS-2019 – 82.6%
		b. Boys	n/a	59.80	76.10	77.70	78.28	78.56	80.80	81.00	88	
		c. Girls	n/a	60.80	83.00	83.90	84.08	84.31	84.30	84.50	93	
KPI-9	Double Shift (hours)	Grade 1-II	n/a	n/a	n/a	900	882	919	844	844	1,000	Target not achieved as progress is stagnant. Need to transform double shift schools to single shift schools
		Grade III-V	n/a	n/a	n/a	1200	1,477	1,428	1,473	1,473	1,500	
		Grade 1-II Grade III-V	n/a	n/a	n/a	600	714	600	602	602	800	
KPI-9	Double Shift (hours)	Grade 1-II	n/a	n/a	n/a	600	783	789	782	782	800	Target not achieved progress is stagnant
		Grade III-V	n/a	n/a	n/a	780	783	789	782	782	1,000	

SL	KPIs	Type/ Categories	PEDP II Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	Target, End of the PEDP4 2023	Remarks (DPP, Page 208)
KPI-10	Percentage of OoSc aged 8-14 years ( <i>Rephrasing as percentage of instead number of</i> )	a. All	n/a	22.40	14.40	13.90	6.50	n/a	n/a	n/a	6	Sources EHS 2014 & HIES 2010 and 2016. But MICS 2019 report reveals 6.4% (8.1% boys & 4.5% girls)
		b. Boys	n/a	n/a	n/a	16.40	7.10	n/a	n/a	n/a	8	
		c. Girls	n/a	n/a	n/a	11.20	5.80	n/a	n/a	n/a	4	
KPI-11	Coefficient of efficiency (EFA14) Ideal as % of actual	All	61.80	62.20	80.10	80.90	81.90	82.21	82.60	83.20	86	Target not achieved but Improving trend
		Boys	n/a	n/a	77.80	78.70	80.20	80.81	81.90	81.10	84	
		Girls	n/a	n/a	82.30	83.50	83.40	83.62	83.20	84.80	88	
KPI-12	Year inputs per graduate (grade 1 to 5)	Avg.	8.10	8.00	6.20	6.18	6.10	6.08	6.05	6.00	6 years	Target not achieved but Improving trend and close to the target
		Boys	n/a	n/a	6.40	6.30	6.23	6.19	6.10	6.05	6 years	
		Girls	n/a	n/a	6.10	6.00	5.99	5.98	5.95	5.90	6 years	
KPI-13	Gender parity index of GER	All	1.05	1.09	1.08	1.05	1.07	1.07	1.09	1.09	1.04	Disparity exists in favor of boys
		All	1.07	1.06	1.02	1.05	1.01	1.01	1.01	1.01	1.04	
KPI-14	NER – range between Top and bottom 20% of households (HHs) by consumption quintile	All	22	12	n/a	8	7	n/a	n/a	n/a	90	Source of data: HIES and EHS
		Boys	n/a	6	n/a	3	3	n/a	n/a	n/a	n/a	
		Girls	n/a	17	n/a	12	11	n/a	n/a	n/a	n/a	
KPI-15	Upazila composite performance indicator - Top 10%	Top 10%	n/a	2.36	2.00	2.23	2.45	2.77	2.50	2.20	2.5	Improving trend
		Bottom 10%	n/a	1.04	1.04	1.09	1.79	2.21	1.85	1.46	1.5	
KPI-16	GER for PPE, SDG 4.2.3 (%) (GPS and NNPS)	All	n/a	n/a	n/a	145.00	134.70	125.20	130.60	120.30	115	Improving trend, minimize the overage and underage problem
		Boys	n/a	n/a	149.00	133.30	122.90	126.90	117.50	116		
		Girls	n/a	n/a	147.00	134.00	127.60	133.40	123.20	114		
KPI-17	NER for PPE, SDG 4.2.3 (%) (GPSs and NNPSs)	All	n/a	n/a	n/a	86.30	93.80	94.20	94.30	96.50	95	Improving trend
		Boys	n/a	n/a	88.50	96.00	96.20	93.60	93.90	97		
		Girls	n/a	n/a	87.40	92.10	92.20	94.90	99.20	94		
KPI-18	Percentage of school that meet the SCR standard of 40:1 All (GPSs and NNPSs):	GPSs	n/a	20.60	32.70	35.40	32.10	35.00	37.00	46.00	40	Improving trend, with PPE students and teachers
KPI-19	Percentage of school that are Single Shift (desegregated by schools providing 3 grades single shift and providing all 5 grades)	5 grades	n/a	21 (7,680)	21.6 (8,255)	21.6 (9,282)	22.5 ( )	23.7 ( )	14.38 (9,435)	15.04 (9,860)	GPSs 21.6%,	Considered GPSs, NNPSs, 1500 project, model and PTI expt. for calculation in 2020
		3 grades	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	3 grades 20%	

SL	KPIs	Type/ Categories	PEDP11 Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	Target, End of the PEDP4 2023	Remarks (DPP, Page 208)
KPI-20	Percentage of schools (GPSs/NINPSs) that meet three out of four PSOL indicators: (i) Girls' toilets (PSOL 12, separate WASH block); (ii) potable water (PSOL 13); (iii) SCR (KPI 18) and (iv) STR (PSOL3)	All	n/a	17.00	29.30	32.80	32.50	34.00	30.00	40.1	50	Improving trend, in 2020 0, 1%, 17.4% 1, 32.1 2 38%3 as improving the 4 PSOLs meet from 11.5% to 10% in 2019
KPI-21	Percentage of children out of school (SDG 4.1.5), - age 8-10:	a. All	n/a	15	n/a	17.9	6.5	n/a	6.4	n/a	5	PEDP4 baseline based on EHS 2014 MICS 2019 report reveals 6.4% and 13.1%
		b. Boys		17		18.9	7.1	n/a	n/a	n/a	5	
		c. Girls		13		17.4	5.8	n/a	n/a	n/a	5	
Age 11-14	Boys	All	n/a	22	n/a	14.4	15.3	n/a	13.1	n/a	8	Improving trend
		Boys		28		19.4	19.3	n/a	n/a	n/a	9	
		Girls		17		9.1	11.7	n/a	n/a	n/a	5	
KPI-22	Primary Cycle Dropout rate (%)	a. All	47.2	39.8	20.4	19.2	18.8	18.6	17.9	17.20	10	Improving trend
		b. Boys	n/a	40.3	23.9	22.3	21.7	21.44	19.2	19.00	12	
		c. Girls	n/a	39.3	17	16.1	15.9	15.69	15.7	15.50	6	
KPI 24	Percentage of children aged 8-10 years who never attend primary school	All	n/a	n/a	n/a	8.6 (EHS 2014	6.5 EHS 2016	n/a	n/a	n/a	<1%	Source HIES MICS 2019 report reveals 6.4%
		Boys	n/a	n/a	n/a	9.3	7.1	n/a	n/a	n/a	n/a	
		Girls	n/a	n/a	n/a	7.1	5.8	n/a	n/a	n/a	n/a	

Source: Different years APSC and DPE administrative reports 2005, 2010, 2016-2020, NSA reports, HIES reports, PECE and EECE results and MICS reports

**Table 7: Performance measures through Non-KPIs of the PEDP4 (GPSs) 2010, 2015–2020**

SL	Non-KPIs <sup>3</sup>	Type/ Categories	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	Target 2023	Remarks
Non-KPI 1	PECE Participation rate based on Descriptive Role (DR) (%)	All	88.60	96.20	96.40	95.40	95.50	96.05	100	99	PECE 2020 not held due to COVID 19 pandemic, 100% passed based on DR
		Boys	87.40	95.70	95.90	96.70	94.80	95.40	100	99	
		Girls	89.60	96.60	96.90	96.10	96.20	96.61	100	99	
Non-KPI 2	Survival rate (EFA 13), (All; Boys; Girls), [SDG 4.1.3]	All	67.20	81.30	82.10	83.30	83.50	85.20	84.70	83.5	Improving trend up to 2019, slightly reduced in 2020 due to enrolment in all GPSs not completed within 15 March 2020. MICS 2019 reveals 89.5%
		Boys	65.90	77.90	78.60	81.30	80.90	84.10	83.30	80.3	
		Girls	68.60	84.70	85.40	85.40	87.70	86.10	85.90	87.5	
Non-KPI 3	Repetition rate (EFA-12) (%)	All	12.60	6.20	6.10	5.60	5.40	5.10	5.00	5.8	Target already achieved
		Boys	12.80	6.40	6.40	6.20	5.80	5.10	5.10	6	
		Girls	12.40	6.00	5.80	5.10	5.00	4.90	4.80	5.6	
Non-KPI 4	Student attendance rate (%)	All	83.50	86.90	87.50	88.00	88.60	88.60	88.60	90	Improving trend MICS-2019 – 85.9%
		Boys	82.80	86.80	87.20	87.80	88.30	87.00	88.00	90	
		Girls	84.00	87.00	87.70	88.10	89.00	89.10	89.10	90	
Non-KPI 5	Percentage of grade 1 new intakes who completed PPE, [SDG 4.2.2], GPSs	All	52.30	76.00	78.56	75.29	73.10	70.57	76.71	17.85%	17.85% of grade 1 children not completed 1 year of PPE
		Boys	n/a	n/a	78.30	75.69	72.93	69.68	75.82	99	
		Girls	n/a	n/a	78.81	74.90	73.27	71.44	77.57		

Source: Different years APSC and DPE administrative reports 2010, 2015-2020

**Note: description of Non-KPI 5 – No. of children enrolled in grade 1 who have completed one year of pre-primary education, based on this indicator description recalculated the status of achievement of this indicator**

3 12 Non-KPIs included into the PEDP4 document as requested by the DPs

**Table 8: Performance measures through PSQL indicators of the PEDP4 (GPSs) 2010, 2015 – 2020**

SL	PSQL Indicators	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016(%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	Target End of PEDP4	Comment
PSQL 1	Percentage of schools which received all new textbooks as per distribution and replenishment plan by January 31	All	33.00	99.00	99.00	99.50	99.50	99.90	99.95	99	Target already achieved. Source: Book distribution database
PSQL 2	Percentage of schools which received all new textbooks and PPE TLM package										
	- all new textbooks	All	33.00	99.00	99.00	99.50	99.50	99.90	99.95	100	Target already achieved
	- TLM (teachers' edition, teachers' guide, ERM's)	All	99.50	n/a	99.50	n/a	n/a	n/a	n/a	100	APSC not collected data, not yet distributed
	- PPE TLM Packages	All	99.50	n/a	99.50	n/a	n/a	n/a	n/a	100	APSC not collected data
PSQL3	Percentage of schools that meet the STR standard of 40:1	GPSs	44.00	36.70	34.00	30.00	54.30	61.10	78.30 (Excluding PPE)	35	In 2020 achievement calculated based on STR 40:1, under the PEDP3, target was 46:1
PSQL 4	Percentage of double shift schools with capacity to operate one or more grades of 1-4 on a single shift basis	GPSs	HT	n/a	21.00	n/a	10.30	8.93% (4,950)	4.68% (3,068)	Reduction by at 50% from baseline	1,649 (3%) schools in 2019 and 3,068 in 2020 being transformed from doubles to single shifts considered 5 or more teachers and classrooms, STR and SCR less than 30:1 except PPE
PSQL 5	Number of AT vacancies filled SDG 4c (g)	GPSs	31,011	68,028	45,509	n/a	9,767	18,147	n/a	37,500	Another recruitment of newly created PPE, Head and Asst. teachers is on pipeline
	Number of HT vacancies filled SDG 4c (g)	GPSs	1,852	2,049	n/a	898	325	n/a	n/a	12,500	
PSQL 6	Percentage of (assistant and head) teachers with a professional Qualification (C-in-Ed/DPEd, B.Ed., M.Ed.), SDG 4.1.8	Total	83.00	88.70	94.30	95.60	73.60	87.40	76.47	94.3	Due to deployment of new teachers in 2020 achievement reduced
		Male	84.00	92.60	94.80	96.00	79.74	82.80	77.32	94.8	
		Female	83.00	84.90	94.10	95.20	70.18	84.40	75.99	94.1	
PSQL 7	Percentage of Headteachers who have participated in Leadership training	Total	71.00	49.30	49.00	51.30	84.50	84.50	79.90%	100	In 2020 not provided leadership training
		Male	75.00	50.00	51.00	53.80	81.10	81.10	77.23%	100	
		Female	64.00	49.00	48.00	48.90	83.20	83.20	78.19%	100	
PSQL 8	Percentage of teachers recruited since 2010 who receive continuous professional development (subject based) training, SDG 4c (d)	Total	84.70	73.40	88.2	89.20	85.00	85.00	85.00	98	Due to COVID 19 pandemic school closure, online subject based training tryout in 2020 but not scale-up
		Male	86.10	79.10	89.8	89.00	86.00	86.00	86.00	98	
		Female	83.30	69.90	87.3	81.00	84.00	84.00	84.00	98	



SL	PSQL Indicators	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016(%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	Target End of PEDP4	Comment
PSQL 9	Percentage of assistant teachers recruited since 2010 who receive continuous professional development (need based cluster training), SDG 4c (h)	Total Male Female	88.00	89.70 90.00 89.90	88.00 89.00 87.30	90.10 n/a n/a	74.00 77.00 72.00	76.00 80.00 71.00	n/a n/a n/a	100 100 100	Not conducted any sub-cluster training in 2020 due to COVID 19 pandemic school closure
PSQL 10	Number of teachers receiving training on use of ICT materials	GPSs	n/a	n/a	n/a	n/a	67,787	89,988	89,988	215,000	Data is not available in APSC database, Progress based on admin report of IMD, DPE
PSQL 11	Percentage of schools having Multimedia based classrooms, SDG 4a(i) (%)	GPSs	n/a	n/a	508 schools (1.3%)	n/a	50,416 Schools (79%)	58,916 classrooms	58,916 classrooms	90	Data is not available in APSC database, progress based on admin report of IMD, DPE
PSQL 12	Percentage of schools with separate functioning WASH blocks for boys and girls, SDG 4a (b)	GPSs	n/a	n/a	22.00	34.06	76.10	76.28	77.90	100	92.4% schools having toilets for boys and girls
PSQL 13	Percentage of schools that have access to safe water sources: functioning tube wells and other sources, SDG 4a (a)	GPSs	83.00	73.20	97.20	92.90	97.00	100	100	100	Met the target but challenges is arsenic/ e-coli contamination and salinity
PSQL 14	Number of Learning Centres operational for Out of School Children (OoSC)	Total	n/a	n/a	n/a	3,332	3,332	3,332	3,332	33,334	BNFE report
PSQL 15	Number of enrolled children with mild and moderate disabilities in mainstream primary schools), SDG 4.5.1	All Boys Girls	83,023 47,029 35,994	67,793 37,535 30,298	67,022 37,260 29,762	75,021 40,820 34,201	96,385 52,884 43,501	98,310 54,442 43,868	99,223 51,432 47,791	80% 84% 76%	Percentage calculation is not possible as total figure of disable children in the country is unknown.

Source: Different years APSC and DPE administrative reports 2010-2020

**Table 9: Performance of key sub-component indicators of the PEDP4 (GPSs) 2010, 2015 – 2020**

SL	Sub-component Indicators (SCIs)	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	Target 2023	Remarks
SCI 1	Gross Intake rate (%)	All	117.00	109.20	112.20	109.80	112.30	110.50	107.86	105%	Achieved PEDP4 target
		Boys	115.40	109.50	110.70	107.00	109.10	107.60	105.95		
		Girls	118.50	109.00	113.70	112.60	115.60	112.80	109.91		
SCI 2	Net intake rate (%)	All	99.10	97.90	97.94	97.90	96.48	96.56	96.62	98%	Improving trend, MICS 2019 – 61.4%
		Boys	98.80	97.60	97.60	96.60	96.00	96.30	96.43		
		Girls	99.50	98.10	98.30	99.30	97.00	96.83	96.82		
SCI 3	By grade Repetition rate (EFA 12)	All grades	12.60	6.20	6.10	5.60	5.40	5.10	5.00	5%	Reducing trend
		Grade 1	11.40	7.90	7.90	6.80	6.70	6.00	4.70		
		Grade 2	12.10	5.70	5.30	5.30	5.20	5.00	5.10		
		Grade 3	14.10	6.50	6.30	5.60	5.80	4.80	6.50		
		Grade 4	16.50	7.70	7.70	7.10	6.50	6.20	6.50		
		Grade 5	7.10	2.40	2.40	2.50	2.30	2.30	1.60		
SCI 4	Gross Completion Rate (%)	All	n/a	83.90	82.90	87.50	93.90	93.96	94.85	n/a	Used 10 years population from 2011 BBS Census report
		Boys	n/a	75.00	74.00	80.00	88.30	86.59	85.89		
		Girls	n/a	93.30	92.30	96.00	97.10	101.62	100.64		
SCI 5	Transition rate from grade 5 to grade 6 (%)	All	n/a	96.10	95.40	96.16	96.32	94.60	96.22	n/a	Achievement based on BANBEIS data MICS 2019 is 94.6%
SCI 6	Stipend recipients (millions)	All	n/a	n/a	7.80	11.10 million	11.10 million	16.30 million	16.30 million		Admin data from the stipend project
SCI 7	Percentage of schools that receive SLIP grants	GPSs	64.00	74.60	100	100	100	100	99.96/65,540	100%	Source: SLIP Cell administrative data.
SCI 8	Public education expenditure as % of GDP (EFA-7) (%)	MoPME	2.30	2.15	2.50	2.01	2.03	2.02	2.00	n/a	Target not yet set. Progress calculated based on MTBF
SCI 9	Public expenditure on primary education as % of total public expenditure on education	MoPME	n/a	45.00	45.22	48.00	47.43	39.34	37.95	n/a	Target not yet set. Progress calculated based on MTBF
SCI 10	Percentage of standard size classrooms (19''X17'4") and larger constructed	Total	43.00	71.40	75.90	73.90	74	18.97		n/a	The PEDP3 size (19''X17'4") considered for calculation since 2014, only 18.97% is PEDP11 size (26''X19'6''')

SL	Sub-component Indicators (SCIs)	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	Target 2023	Remarks
SCI 11	By grade dropout rate	All grades	39.80	20.40	19.20	18.85	18.60	17.90	17.20		
		Grade 1	8.50	1.60	0.70	1.60	2.20	1.40	1.00		
		Grade 2	3.00	3.20	2.90	3.00	2.90	2.70	1.50		
		Grade 3	7.70	3.40	4.20	4.00	3.50	3.20	4.90		
		Grade 4	12.20	10.10	9.80	7.80	7.60	7.40	7.60		
		Grade 5	9.50	2.10	1.50	2.60	3.20	3.50	2.20		
SCI 12	Student-teacher ratio [EFA 11], on an average in GPSs and NNPSs	All	47	36	34	38	38	35	34	n/a	
SCI 13	Enrolled disadvantaged children in mainstream primary education in GPSs and NNPSs	All	83,023	85,204	81,891	75,021	96,385	56,794	73,710	n/a	Enrolled disadvantaged children in mainstream primary education in GPSs and NNPSs including PPE in 2020 (40,950 boys)
SCI 14	Percentage of schools where the number of teachers is greater than five and STR is below 25:1	GPS	n/a	n/a	n/a	n/a	13.2	27.76	27.9	n/a	SCI 13, total of 1,971 (3%) double shift GPSs to be converted into the single shift
		NNPS	n/a	n/a	n/a	n/a	24.6	33.04 27.85	34 28	n/a	
SCI 15	Percentage of schools with a dedicated PPE classroom size (Min. 250 sq. ft.)		n/a	n/a	n/a	n/a	29.9	30.8	30.9%	n/a	Only GPSs and NNPSs

Source: Different years APSC and DPE administrative reports 2010, 2016-2020

**Table 10: Performance of the PEDP4 programme indicators of the DPP 2020**

SL	Indicators/ Activities	Data sources	Kind	Achievement in 2019-2020		Achievement in 2020-2021		Comments
				Number	Percentage	Number	Percentage	
1.	Percentage of PECE items which are competency based. SCI 39 <b>Page 162 of the PEDP4 program Document</b>	Admin division	PECE and EEECE	All items	100%	n/a as exam not held	n/a as exam not held	DPs have KPIs, which to be reported against financing
2.	PECE pass rate of OoSC enrolled in learning centers. (part of SCI, the PEDP4)	BNIFE	All	219	89%	3,047,328	100%	Auto promotion as exam not held
3	Total OoSC (new) enrolled in learning centers. SCI 81, <b>Page 176 of PEDP4 Program Document</b>		All	Girls	66.7%	93,148	9.3%	
				Boys	33.3%			
				All	All			
3.a	<b>Number of students Back to school</b>		All	11,279	11%	11,279	11%	Source: BNIFE
4.	Number of primary schools that annually receive SLIP funds based on number of students. SCI 134,	SLIP Cell	GFSs and NNPSs	1,614 by UNICEF Total: 65,478	100% GFSs (GFSs and NNPSs)	65,540 (657 by UNICEF)	99.96% GFSs	
5.	Percentage of schools (all school types) which display key school data in a public area of the school. SCI 122, <b>Page 187 of PEDP4 Program Document</b>	School Section of DPE	GFSs and NNPSs	n/a	n/a	n/a	n/a	APSC does not collect this information. Need to include into the APSC questionnaire
6.	Percentage of schools that produce annual social audit reports on time. SCI 136	SLIP Cell as	GFSs and NNPSs	65,478	100%	56,540	99.96%	APSC does not collect this info. Progress based on DPEs' admin report
7.	Approved contracts in DPE processed through e-GP. <b>Page 63 of the PEDP4 Document</b>	IMD, DPE administrative records		n/a	n/a	n/a	n/a	Data not available
8.	Difference in net enrolment rates in grades 1-5 between the weighted average of five lowest performing districts and the national level	APSC 2019	GFSs and NNPSs considered	5 districts	4.8 percentage points	5 districts CXB, Pirojpur, Rangamati, CTG & Feni	4.68 percentage points	This is a key outcome indicator for ADB project performance rating
9.	Number of government schools converted from double-shift to single-shift operations	Policy and Operation division	All	n/a	n/a	n/a	n/a	This is an indicator for ADB project performance rating
10.	Percentage of schools that meet the STR standard of 40:1	APSC 2016-20	Total	41,267	61.10	51,339	78.3%	PSQL 3, improving trend

SL	Indicators/ Activities	Data sources	Kind	Achievement in 2019-2020		Achievement in 2020-2021		Comments
				Number	Percentage	Number	Percentage	
11	Drop out students	APSC 2020	All	232,283	4%	225,540	3.96%	
12	Differently abled dropped out students (from PPE to grade 5)	BNFE	All	2,332,284	17.9	2,332,284	17.9	Need to include into the APSC questionnaire
			Girls	2,045,634	15.7	2,045,634	15.7	
	Boys		2,501,668	19.2	2,501,668	19.2		
13	Students having access and use/participation of ICT in the schools	IMD, DPE	All	n/a	n/a	n/a	n/a	Need to include into the APSC questionnaire
			Girls					
			Boys					
14	Differently abled student having access and use/participation of ICT in the schools		All	n/a	n/a	n/a	n/a	Need to include into the APSC questionnaire
			Girls					
			Boys					
15	Total WASH blocks as of December	APSC 2019	All	n/a	n/a	n/a	n/a	
			Girls					
			Boys					
16	Total WASH blocks built under the PEDP4	APSC 2019	GPS	15,563	39.6%	844	52%	Total 35,064 and Percentage is cumulative achievement
			NNPS	4,252	16.16%			
			Total	19,815	30.20%			
17	Total WASH blocks having separate toilets for boys, girls and differently abled children	APSC 2019	GPS	13,389	34.06%	17,532	27%	
			NNPS	3,567	13.55%			
			Total	16,956	25.8%			
18	Total WASH blocks having separate toilets for male, female and differently abled teachers	APSC 2019	GPS	1,966	5	844	1.3%	
			NNPS	1,376	5.2			
			Total	3,342	5.1			
19	Total WASH blocks built under the PEDP4 have ramps in toilet and entrance	APSC 2019	GPS/ NNPS	44	n/a	844	1.3%	
20	Newly built WASH blocks having menstrual hygiene facility for girls	APSC 2019	GPS/ NNPS	44	n/a	844	1.3%	During the PEDP4
21	Number of newly built additional classrooms under the PEDP4	APSC 2019	GPS/ NNPS	1,040	n/a	1,658	2.5%	
	Number of newly built PPE classrooms under the PEDP4	APSC 2019	5,014	n/a	3,090	4.7%		
	Number of newly built PPE classrooms under the PEDP4	APSC 2019	GPS-35, NNPS-27, Total-62					

SL	Indicators/ Activities	Data sources	Kind	Achievement in 2019-2020		Achievement in 2020-2021		Comments
				Number	Percentage	Number	Percentage	
22	Newly built schools under the PEDP4 have ramps at school-entrance		GPS/ NNPS	610	n/a	844	1.3%	
23	Schools having separate functioning toilets for boys, girls, differently abled children		GPS/ NNPS	n/a	n/a	17,532	27%	Constructed WASH block under the PEDP4
18	Schools having separate toilet for male, female and differently abled teachers		GPS/ NNPS	n/a	n/a	17,532	27%	Constructed WASH block under the PEDP4
19	Total WASH blocks built under the PEDP4 having ramps in toilet and entrance	APSC 2019	GPS/ NNPS	44	n/a	844	1.3%	
20	Newly built WASH blocks having menstrual hygiene facility for girl	APSC 2019	GPS/ NNPS	44	20	844	1.3%	
21	Newly built schools under the PEDP4	APSC 2019	GPS/ NNPS	1,040	n/a	1,658	2.5%	
22	Number of newly built additional classrooms under the PEDP4	APSC 2019	GPS/ NNPS	5,014	n/a	3,090	4.7%	
23	Number of newly built PPE classrooms under the PEDP4	APSC 2019	GPS/ NNPS	GPSs-35, NNPSs-27, Total-62		3,090	4.7%	
24	Newly built schools under the PEDP4 have ramps at school-entrance	LGED	GPS/ NNPS	610	n/a	3,090	4.7%	
25	Schools having separate functioning toilets for boys, girls, differently abled children	LGED/DPHE	GPS/ NNPS	00		3,090	4.7%	Constructed WASH block under the PEDP4
26	Schools having separate toilet for male, female and differently abled teachers	LGED/DPHE	GPS/ NNPS	00		3,090	4.7%	Constructed WASH block under the PEDP4
27	Number of newly built additional classrooms under the PEDP4	APSC 2019	GPS/ NNPS	5,014	n/a	3,090	4.7%	
	New and existing teachers without DPED or C-in-Ed certified through DPED program		Total	n/a	n/a	n/a	n/a	
			Female					
			Male					

SL	Indicators/ Activities	Data sources	Kind	Achievement in 2019-2020		Achievement in 2020-2021		Comments
				Number	Percentage	Number	Percentage	
25	Total untrained teachers (cumulative) received DPEd with training in gender equality and Inclusive Education		Total	n/a	n/a	n/a	n/a	Admin report from Training division of DPE
			Female					
			Male					
26	Number and percentage of CPD training (training of teachers and teacher educators) recipient under the PEDP4		Total	n/a	n/a	n/a	n/a	Dropped this from the APSC 2020
			Female					
			Male					
27	Number and percentage of 'ICT uses training' and 'e-teaching-learning resources through ICT training' recipient		Total	n/a	n/a	n/a	n/a	APSC does not collect this information
			Female					
			Male					
28	Total teachers received overseas training		Total	n/a	n/a	n/a	n/a	Admin report from Training division of DPE
			Female					
			Male					
29	Teachers received overseas training on 'gender and inclusive education'		Total	n/a	n/a	n/a	n/a	Admin report from Training division of DPE
			Female					
			Male					
30	Teachers received PPE training		Total	n/a	n/a	n/a	n/a	No training in 2019-20 and 20-21 due to COVID pandemic
			Female					
			Male					
31	Teachers received gender and SEND sensitive training on EIE and DRR		Total	n/a	n/a	n/a	n/a	No training in 2019-20 and 20-21 due to COVID pandemic
			Female					
			Male					







CHAPTER

03

PERFORMANCE AGAINST  
OUTCOMES INDICATORS  
(KPIs and Non-KPIs)



## 3. Performance against the PEDP4 Outcomes (KPIs and Non-KPIs) Indicators

### 3.1 Overview of the PEDP4 key performance indicators

The ASPR-2021, provides an overview and analysis of 2020 year data through a review of sub-sector activities of MoPME, in particular the PEDP4 and other discrete projects. The report also considers trends in performance over the past five years with a focus on the year under review 2020.

**Table 11: Key and non-key performance indicators of the PEDP4**

Component 1: Quality	Component 2: Access and participation	Component 3: Programme Management, Governance and Financing
Results Area 1	Results Area 2	Results Area 3:
<p><b>KPI 2 missing in the DPP of the PEDP4</b></p> <p><b>KPI 3:</b> Percentage of Grade 3 students achieving Band 3 competencies in Bangla and Math (All; Boys; Girls) [SDG 4.1.1] <b>Target: Bangla 85%, Math 85%</b></p>	<p><b>KPI 1:</b> Percentage of children who completed 1 year of PPE. <b>Target: 90%</b></p> <p><b>KPI 6:</b> Gross Enrolment Rate (GER) [EFA 5], <b>Target: all 106%, girls 105% and boys 105%</b></p> <p><b>KPI 7:</b> Net Enrolment Rate (NER) [EFA 6], <b>Target: all 98.5%, girls 99.5% and boys 98%</b></p> <p><b>KPI 8:</b> Primary cycle completion rate (SDG 4.1.4), <b>Target: 90%, girls 93% and boys 88%</b></p> <p><b>KPI 10:</b> Percentage of OoSC aged 8-14 years <b>Target: 6%</b></p> <p><b>KPI 12:</b> Gender parity index, <b>Target: 1.04 (GER) and 1.04 (NER)</b></p> <p><b>KPI 13:</b> NER – Range between top &amp; bottom 20% of households by consumption quintile <b>Target: all 4, boys 1, girls 5</b></p>	<p><b>KPI 9:</b> Contact hours. <b>Target: Single shift, Gr-1&amp;2 about 1,000 and Gr 3-5 1,500 hours and Double shift, Gr-1&amp;2 about 800 and Gr 3-5 1,000 hours and</b></p> <p><b>KPI 11:</b> Coefficient of efficiency [EFA 14] year input per graduate, <b>Target: all 86%, girls 88% and boys 84%, YIPG: Total 6 years, Boys 6 years and Girls 6.04 years</b></p>
<p><b>KPI 4:</b> Percentage of Grade 5 students achieving Band 5 competencies (All; Boys; Girls) [SDG 4.1.1 and 4.1.2] <b>Target: Bangla 60%, Math 50%</b></p> <p><b>KPI 5:</b> Grade 5 Primary Education Completion examination (PECE) pass rate (%) [SDG 4.1.2], <b>Target: 99.5%</b></p>	<p><b>KPI 14:</b> Upazila composite performance index – top and bottom 10% of Upazilas, <b>Target: 0.8</b></p> <p><b>KPI 15 missing in the DPP of the PEDP4</b></p> <p><b>KPI 16:</b> GER for PPE, SDG 4.2.3, <b>Target: %115%</b></p> <p><b>KPI 17:</b> NER for PPE, SDG 4.2.4, <b>Target:95 %</b></p> <p><b>KPI 18:</b> Percentage of school that meet the SCR standard of 40:1, <b>Target: 46%</b></p> <p><b>KPI 19:</b> Percentage of school that are Single Shift (desegregated by schools providing 3 grades single shift and providing all 5 grades), <b>Target: 21.6%</b></p> <p><b>KPI 20:</b> PSQLs based composite indicator, <b>Target: 50%</b></p> <p><b>KPI 21:</b> Percentage of children out of school (age 8-10), SDG 4.1.5, <b>Target: All: 5%, B: 5%, G: 5%</b></p> <p><b>KPI 22:</b> Primary Cycle dropout rate, <b>Target: 10%</b></p> <p><b>KPI 23 missing in the DPP of the PEDP4</b></p> <p><b>KPI 24:</b> Percentage of children aged 8-10 years who never attend primary school, <b>Target: 10%</b></p>	

Component 1: Quality	Component 2: Access and participation	Component 3: Programme Management, Governance and Financing
<b>Results Area 1</b>	<b>Results Area 2</b>	<b>Results Area 3:</b>
<b>Non-KPI 1:</b> Grade 5 PECE participation rate based on Descriptive Roll (DR) (%), (All; Boys; Girls). <b>Target: 99%</b>	<b>Non-KPI 2:</b> Survival rate (EFA 13), (All; Boys; Girls), [SDG 4.1.3]. <b>Target: 83.5%</b> <b>Non-KPI 3:</b> Repetition rate (EFA-12) (%). <b>Target: 5.8%</b> <b>Non-KPI 4:</b> Student attendance rate, <b>Target: 90%</b> <b>Non-KPI 5:</b> Percentage of Grade 1 new intakes who completed PPE [SDG 4.2.2], <b>Target: 99%</b>	<b>Note: KPI 10, KPI 21 and KPI 24 are more or less same types as require revision</b>
<b>Total SCIs 43</b>	<b>Total SCIs 18</b>	<b>Total SCIs 18</b>

## 3.2 Key Performance Indicators (KPIs) of the PEDP4

There are 21 Key Performance Indicators (KPIs) that capture overall primary education sub-sector performance at the high-level outcomes level, 3 KPIs (as per serial KPI 2, 15, and 22) are missing in the PEDP4 programme documents as well as DPP). Progress towards the achievement of the KPIs against set targets is summarised in this chapter including 5 non-KPIs.

### 3.2.1 KPI 1: Percentage of children who entered PPE at age 5 and who completed 1 year of PPE (Target: 90%):

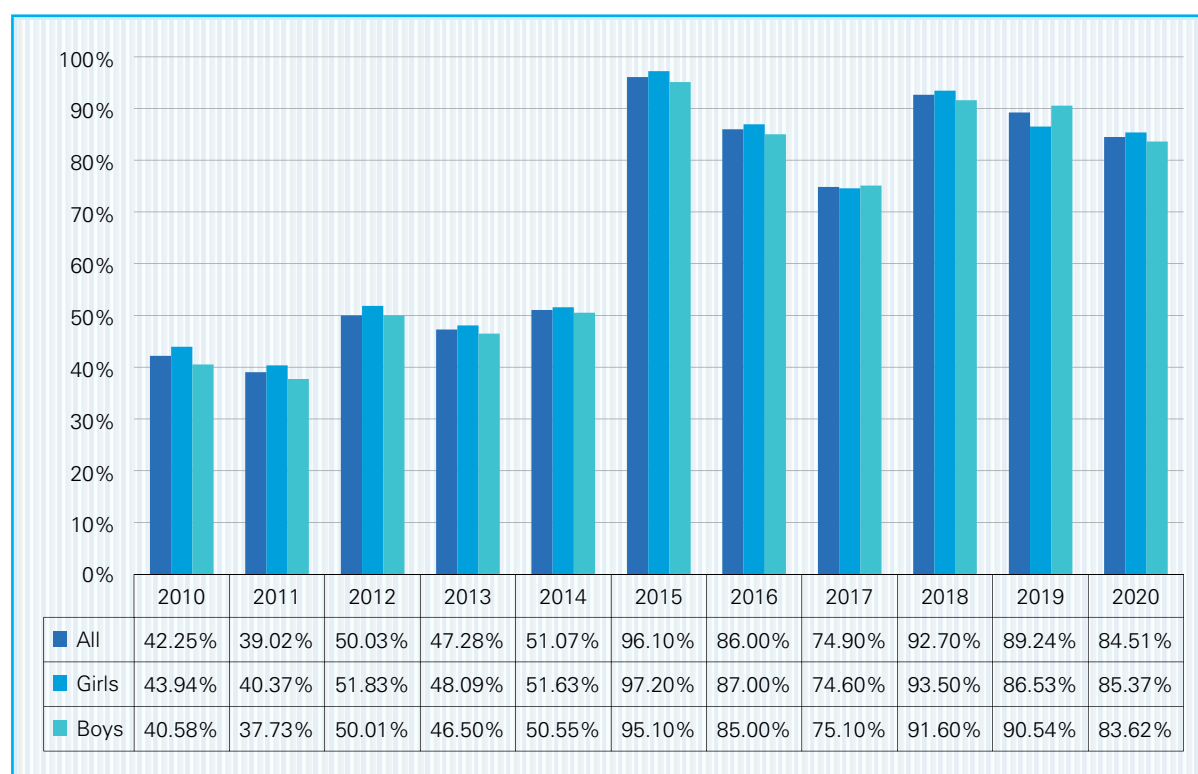
The DPE measures the percentage of children who completed 1 year of pre-primary education (PPE) and enrolled in Grade 1 which is a KPI-1, although it is an output-related indicator (PSQL) rather than outcome indicator. In 2020, around 84.51% (85.37% girls and 83.62% boys) of children at the age of 5 entered PPE and completed 1-year PPE course and enrolled in Grade 1 compared to 86.70% in 2019 and 86% in 2016 of the PEDP4 baseline. In 2020, around 84.51% of children completed PPE from the same schools and were admitted in Grade 1, about 7.8% of children completed PPE from other schools and enrolled in the same school and 17.85% of students (new intakes in Grade 1) enrolled without PPE. It is noted that, based on MICS 2019, a total of 72.7% (74.2% girls and 71.3% boys) attended Grade 1 after attending preschool in the previous year.

**Table 12: Grade 1 students with pre-primary education, 2010-2020**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
<b>All</b>	<b>42.25%</b>	<b>39.02%</b>	<b>50.03%</b>	<b>47.28%</b>	<b>51.07%</b>	<b>96.10%</b>	<b>86.00%</b>	<b>74.90%</b>	<b>92.70%</b>	89.24%	<b>84.51%</b>
Girls	43.94%	40.37%	51.83%	48.09%	51.63%	97.20%	87.00%	74.60%	93.50%	86.53%	<b>85.37%</b>
Boys	40.58%	37.73%	50.01%	46.50%	50.55%	95.10%	85.00%	75.10%	91.60%	90.54%	<b>83.62%</b>

Source: APSC 2010-20 report, repeaters also included in 2020

**Figure 9: Grade 1 students with pre-primary education, 2010-2020**



Source: APSC 2010-2020 reports

### 3.2.2 KPI 3: Percentage of Grade 3 students achieving Band 3 competencies in Bangla and Math (All; Boys; Girls) [SDG 4.1.1], (Target: Both Bangla and Math 85%)

The learning outcomes of the PEDP4 measures through the 3 KPIs and 1 Non-KPI. The 2 KPIs measured through NSA results and the latest round NSA is the 2017 survey, 1 KPI and 1 Non-KPI measures through PECE/EECE results. This subsection 3.2.3 presents the achievement against KPI 3 by NSA surveys.

#### The Band distribution in Bangla and Math tests in Grade 3

The band distribution in Bangla language proficiency and Math tests is presented in the below Table 13 and Figure 10.

- According to NSA 2017 about 74% of students scored at Band 3, 4, and 5 combined in Bangla compared to 81% in NSA 2015, and 41% scored at Band 3, 4, and 5 combined in math in both NSAs 2017 and 2015 respectively.
- Similarly, 31% of Grade 3 students scored at Band 4 in Bangla and 9% in Math, which means they have achieved a score above their grade level i.e., Band 3 in NSA 2017.
- Equally, 4% of Grade 3 students scored at Band 5 in Bangla and 3% in Math, which means they have achieved a score above their grade level i.e., Band 5. They are super talented.
- Only around 26% of students scored below Band 3 i.e., below Grade 3 in Bangla and high proportionately by 59% in Math.

**Table 13: Percentage of students in Bangla and math performance bands on NSA 2017 and 2015 (Grade 3)**

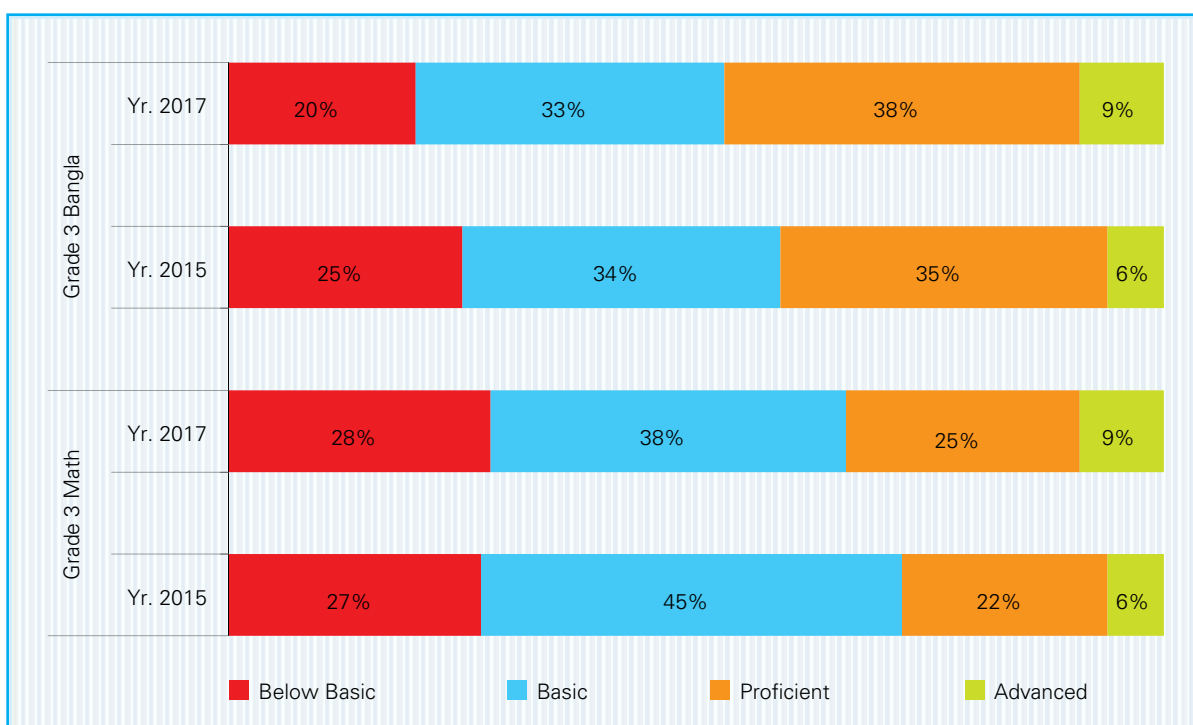
Student attainment	Band 1	Band 2	Band 3	Band 4	Band 5
Overall Grade 3, Bangla 2017	8%	18%	39%	31%	4%
Overall Grade 3, Bangla 2015	2	17	42	29	10
Overall Grade 3, Math 2017	25%	34%	29%	9%	3%
Overall Grade 3, Math 2015	23	36	32	7	2

Source: 2017 NSA, note: The Band range 1-5 describes skills and knowledge measured on Grade 3 test. According to the initial interpretation, Bands 3-5 indicate that students are working at Grade 3, above Grade 3 level, and at Grade 5 level, respectively, while at Bands 1 and 2 students are working below Grade 3 level.

According to the NSA 2017 results presented in the above Table 13, on an average **74%** of Grade 3 students scored at Band 3, 4, and 5 combined means they were reaching or exceeding expectations. These results suggest that the legacy bands may not be suitable for the evaluation of student achievement relative to grade-level expectations. As of 2017, NSA developed grade-specific performance levels (**Below basic, Basic, Proficient, and Advanced**) instead of a legacy band to compare the 2015 and 2017 results (see below Figure 10).

According to the NSA 2017, about 45% (proficient 38% and advanced 9%) Grade 3 students have proficient and advanced levels proficiencies compared to 41% in NSA 2015 in Bangla and 72% (basic 38%, proficient 25% and advanced 9%) in Math compared to 73% in NSA 2015, which would suggest considerable learning progression in Bangla and Math of Grade 3 students (see the below Figure 10).

**Figure 10: Percentage of students in grade specific performance levels for NSAs 2015 and 2017 in Bangla and Math Language in Grade 3**



Source: NSA reports 2015 and 2017



### The performance of Grade 3 students in Bangla language assessment

Based on the evidence presented in the above Table 13 and Figure 10, other highlights for results on the Bangla Language assessment disaggregated by content domains, cognitive levels, school type, and geographical division stand out as the following important highlights:

- According to the NSA 2017 results, around 74% of Grade 3 students are reaching or exceeding expectations for Grade 3 in Bangla. The majority of Grade 3 students were working at the grade 3 level (39%). Similarly, around 31% of grade students have the grade 4 level and 4% have the grade 5 level expectation.
- The vocabulary tasks were the easiest while the reading comprehension tasks were the most challenging.
- Students answered larger proportions of Knowledge and Understanding questions correctly than Application and above questions in Bangla.
- Regarding mean scores by school type, for grade 3 in both 2017 and 2015 NSAs, KG schools had the highest mean scores, about 8 points higher than the lowest performing category of school type in 2017.
- High schools attached primary schools scored in the top three types in both 2017 and 2015.
- Madrasah and ROSC-managed Ananda Schools were the lowest scoring in both years.
- Regarding geographical division, the Rajshahi divisions' mean score was the highest in 2015 but dropped to the 4th position in 2017.
- The lowest scoring division is Sylhet, which was 8 points below Rangpur in 2017, almost one standard deviation in score difference.
- Gender differences in Bangla scores were very small and not statistically significant in 2017 and 2015.

### The performance of Grade 3 students in Mathematics test

The framework for the Math test was written with a consistent focus on collecting information on student performance in four key areas:

1. Number Properties and Operations (including computation and understanding of number concepts)
2. Measurement and Units of Measurement (scale of measurement, principles of measurement, the metric system of measurement, application of processes and concepts of area, differentiate between and carrying out operations)
3. Shape and Space (understand concepts and use instruments) and
4. Data (graphical representations, relationships, and central tendency of data).

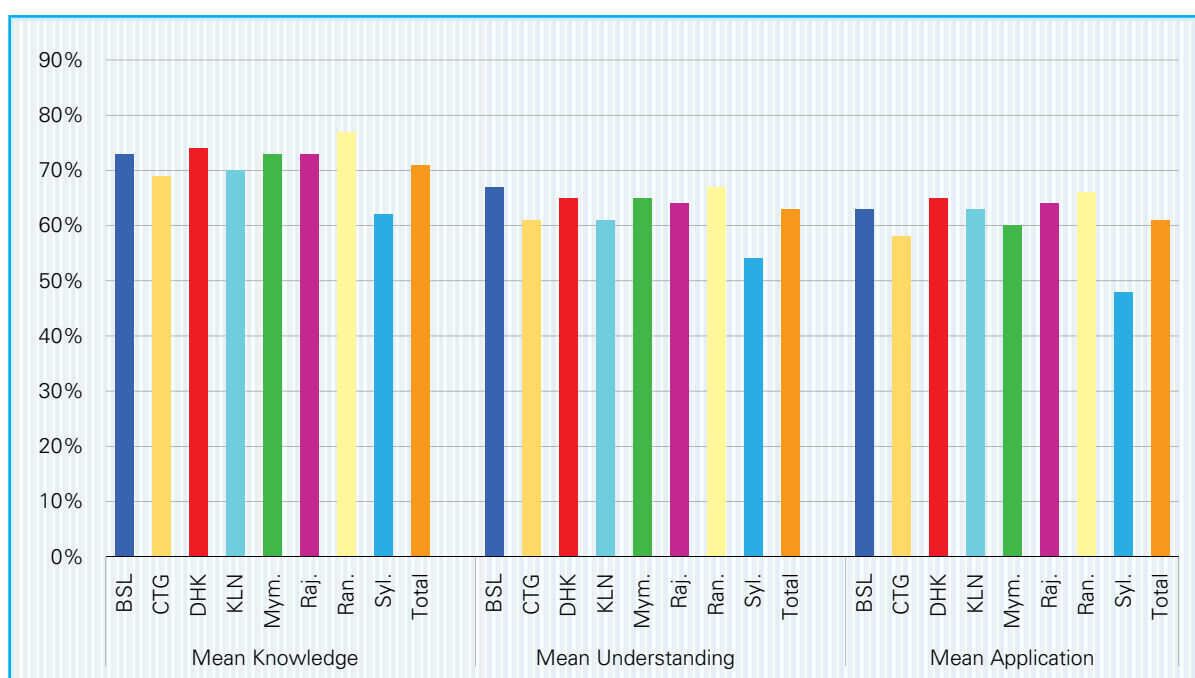
Based on the evidence presented in the above Table 13 and Figure 10, the results of student scores on the Math test including other highlights disaggregated by content domains, cognitive levels, school type, and geographical division stand out as important highlights:

- According to the NSA 2017 result, 41% of students scored at Band 3, 4, and 5 combined i.e., they were reaching or exceeding grade level expectations.

- In addition, about 74% (basic 38%, proficient 25% and advanced 9%) Grade 3 students have basic, proficient, and advanced levels of proficiency in Math.
- Students scored highest on Shape and Space and the lowest on Measurement.
- Students scored higher on items assessing Understanding and Knowledge than Application.
- By school type, KG schools scored the highest, at a statistically significant difference level from most of the other school types. The lowest-scoring school mean in 2017 were Madrasah and ROSC schools, about 5 points less than the top mean score.
- Ebtedayee and High Madrasah attached Ebtedayee sections were the lowest scoring school type in the grade 3 level. ROSC schools were at or near the bottom in both the 2017 and 2015 NSAs.
- The Barishal division scored the highest, at a statistically significant level above the rest of the group in 2017, recovering from a drop in 2015.
- The lowest-scoring division was Sylhet, about 10 points below the Barishal division.
- There were no meaningful changes in overall student achievement in all the NSAs assessments. The overall Mathematics mean scores in Grades 3 were about the same. These mean score differences were statistically insignificant but with moderate effect. The main concern is that nearly 59% of grade 3 students were working below their grade level as shown in Table 13 and 27% below basic as shown in Figure 10.
- Gender differences in Math were small, the equivalent of less than one score point on the tests, hence not likely to be of practical significance.

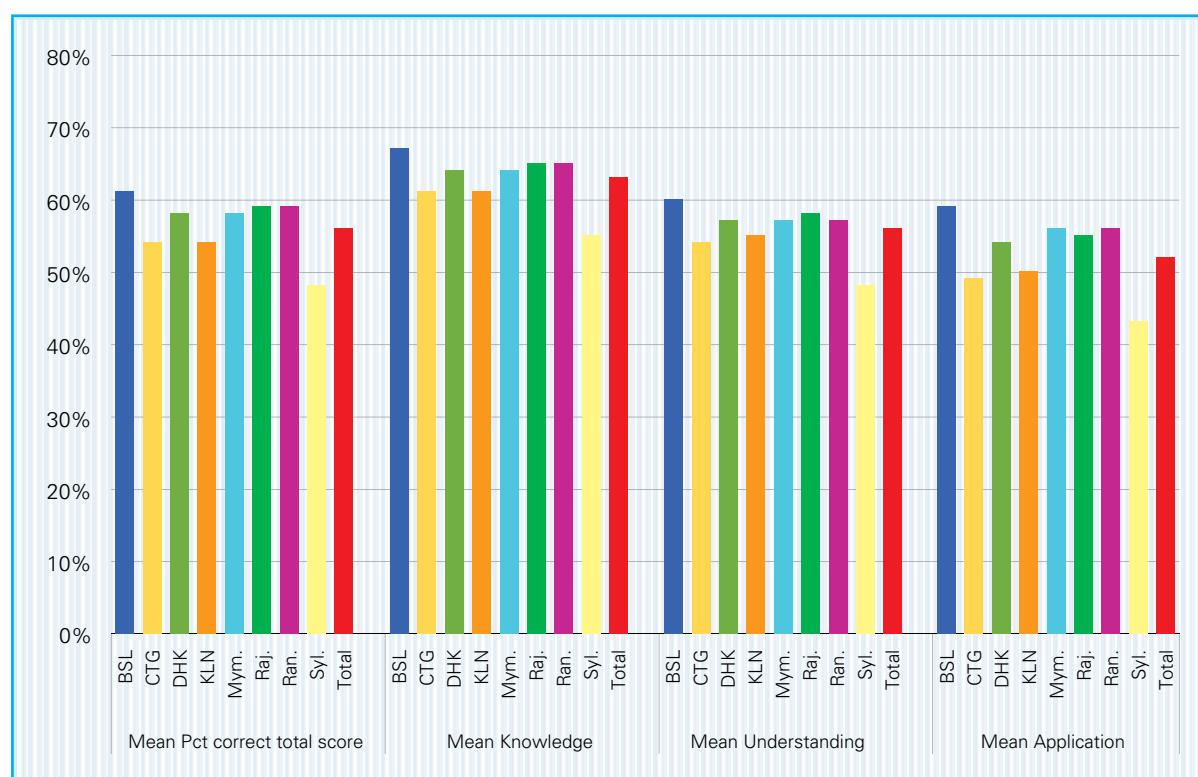
The following Figure 11 and Figure 12 show the students' performance by division and domain in Grade 3 Bangla and Math

**Figure 11: Student's performance by division and domain for Grade 3 Bangla, NSA 2017**



Source: NSA 2017

**Figure 12: Students Performance by division and domain of Grade 3 Math, NSA 2017**



Source: NSA 2017

### 3.2.3 KPI 4: Percentage of Grade 5 students achieving Band 5 competencies of Bangla and Math (All; Boys; Girls) [SDG 4.1.1], (Target: Bangla 60%, Math 50%)

The learning outcomes of Grade 5 in Bangla and Math under the PEDP4 measures through the KPI-4 and this subsection 3.2.4 presents the achievement based on findings from NSA surveys and a comparison of the performance between 2017 and 2015 NSAs.

#### The Band distribution in Bangla and Math tests in Grade 5

The band distribution in Bangla language proficiency and Math test of grade 5 students is presented in below Table 14 and Figure 13.

- By contrast, only 12% of Grade 5 students scored at Band 5 in Bangla and 17% scored at Band 5 in Math in NSA 2017 while 23% of students scored at Band 5 in Bangla and 10% in Math in NSA 2015: This represents no considerable growth across both the subjects (see below).

Similarly, about 43% of Grade 5 students scored at Band 4 in Bangla and 28% in Math, which means that they have some proficiency in Math equivalent to the Grade 4 level. On the other hand, 34% of Grade 5 students scored at Band 3 in Bangla and 35% in Math, which means that they have achieved a score equivalent to Grade 3.

- Similarly, around 11% of students scored below Band 3 i.e., below Grade 3 in Bangla, and by 20% in Math of Grade 5 students in NSA 2017 compared to 9% in Bangla and 19% in Math in 2015 NSA.

**Table 14: Percentage of students in Bangla language performance bands on NSA 2017 and 2015 (Grade 5)**

Student attainment	Band 1	Band 2	Band 3	Band 4	Band 5
Overall Grade 5, Bangla 2017	1%	10%	34%	43%	12%
Overall Grade 5, Bangla 2015	1%	8%	26%	42%	23%
Overall Grade 5, Math 2017	2%	18%	35%	28%	17%
Overall Grade 5, Math 2015	2%	17%	42%	29%	10%

Source: 2017 NSA, note: The Band range 1-5 describes skills and knowledge measured on both Grade 5 tests. According to the initial interpretation, Band 3 indicate that students are working at Grade 3, Band 4 indicate that students are working at Grade 4, and at Band 5 indicate that students are working at Grade 5 respectively, while at Bands 1 and 2 students are working below Grade 3 level.

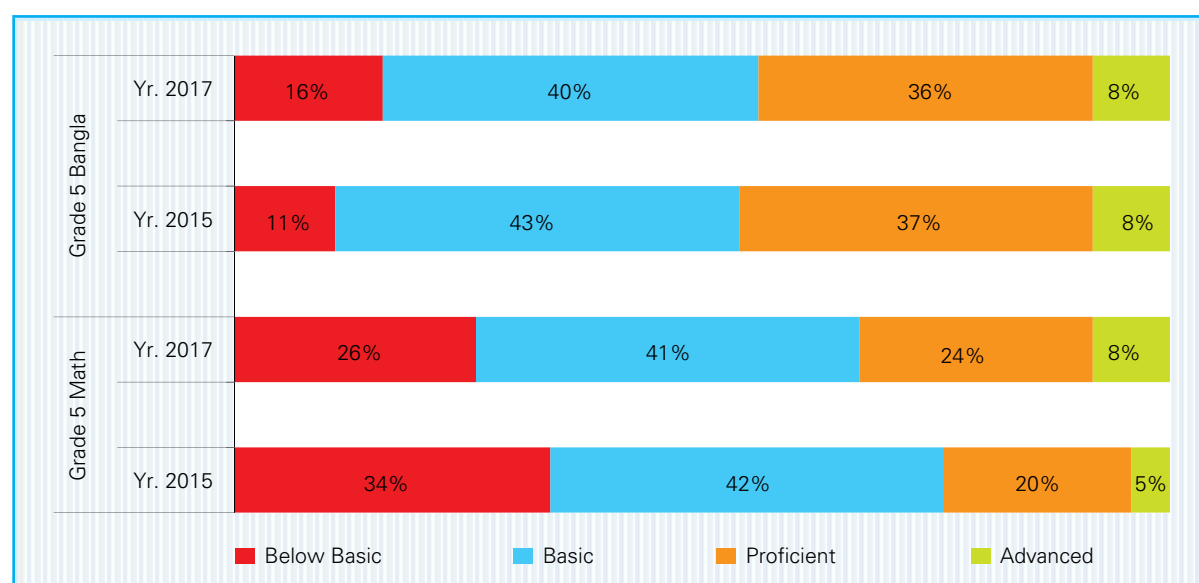
In 2017 NSA developed grade-specific performance levels (**Below basic, Basic, Proficient, and Advanced**) instead of a legacy band to compare the 2015 and 2017 results (see below Figure 13)

According to the findings presented in the below Figure 13 based on NSA 2017 and 2015, about 44% (proficient 36% and advanced 8%) of grade 5 students have proficient and advanced levels proficiencies in 2017 compared to 45% (proficient 37% and advanced 8%) in 2015.

Similarly, 32% of students (proficient 24% and advance 8%) achieved proficient and advanced levels in Math in NSA 2017 compared to 25% in 2015, which would suggest more interventions is required in the classroom teaching and learning for learning progression i.e., achieved more competencies in both Bangla and Math of Grade 5 students.

Due to the COVID-19 pandemic, schools have been closed since March 2020. In the absence of physical classroom teaching and learning, students are facing huge challenges for learning losses. Special measures are required for improving the learning progression.

**Figure 13: Percentage of students in grade specific performance levels for NSAs 2017 and 2015 in Bangla Language and Math in grade 5**



Source: NSA 2015 and 2017

### The performance of Grade 5 students in Bangla language assessment:

Based on the evidence from the NSA 2017 and 2015 presented in the above Table 14 and Figure 13, the following results in student scores on the Bangla Language assessment disaggregated by content domains, cognitive levels, school type, and geographical division stand out as important highlights:

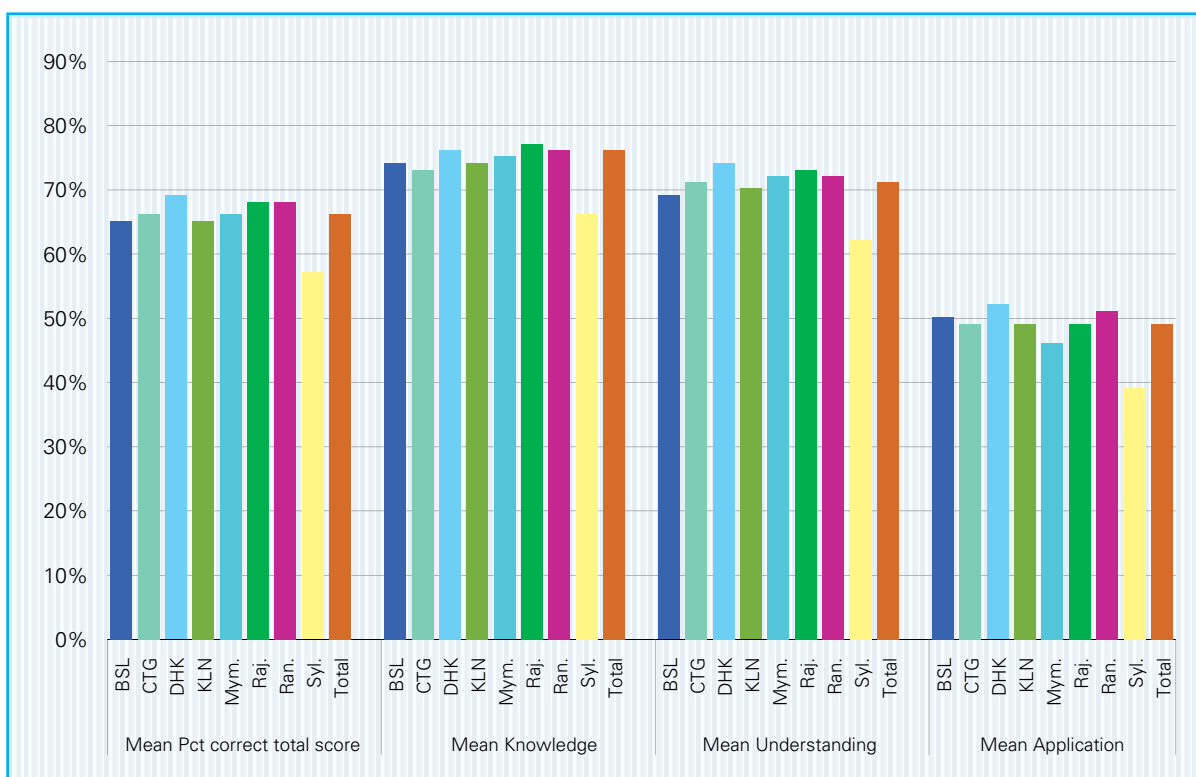
- The majority of grade 5 students were working at grade 4 level, around **43%** in 2017 and **42%** in 2015), nearly 11% in 2017 and 9% in 2015 were working well below their grade level i.e., Band 1 and 2.
- 89% of Grade 5 students scored in the same band combination, which would suggest considerable growth across Grades 3 – 5.
- Students answered larger proportions of Knowledge and Understanding questions correctly than Application.
- There is more differentiation by school type for grade 5 than for Grade 3.
- Regarding geographical division, for Grade 3, the Rajshahi mean score was the highest in 2015 but dropped to the 4<sup>th</sup> in 2017.
- The lowest scoring division, Sylhet, was 8 points below Rangpur in 2017, with almost one standard deviation in score difference.
- Gender differences in Bangla scores were very small and not statistically significant, though girls tended to outperform boys by around one point in Bangla language, these differences were either not statistically significant, or statistically significant with a small effect in most cases. This indicated relative gender parity in terms of achievement and was consistent across grades and subjects and between the years 2015 and 2017.

### The performance of Grade 5 students in Mathematics test

- Students scored highest on Shape and Space and the lowest on Measurement.
- Students scored higher on items assessing Understanding and Knowledge than Application and above.
- For Grade 5, the same two school types (KG schools and GPSs) were the top performers in three recent cycles.
- In 2017, Madrasahs were the lowest-scoring school type. ROSC schools were at or near the bottom in both 2015 and 2017.
- The Barishal division scored the highest, at a statistically significant level above the rest of the group in 2017, recovering from the drop in 2015.
- On average, the lowest scoring division was Sylhet and was 7 points below the Barishal division.
- There were no meaningful changes in overall student achievement in all the NSAs assessments. The overall average Mathematics mean scores in grades 5 were about the same. These mean score differences were statistically insignificant but with moderate effect. The main concern is that nearly 83% of grade 5 students are working below their grade level as shown in Table 14 and also Figure 13 above.
- Gender differences in Mathematics were small, the equivalent of less than one score point on the tests, hence not likely to be of practical significance.

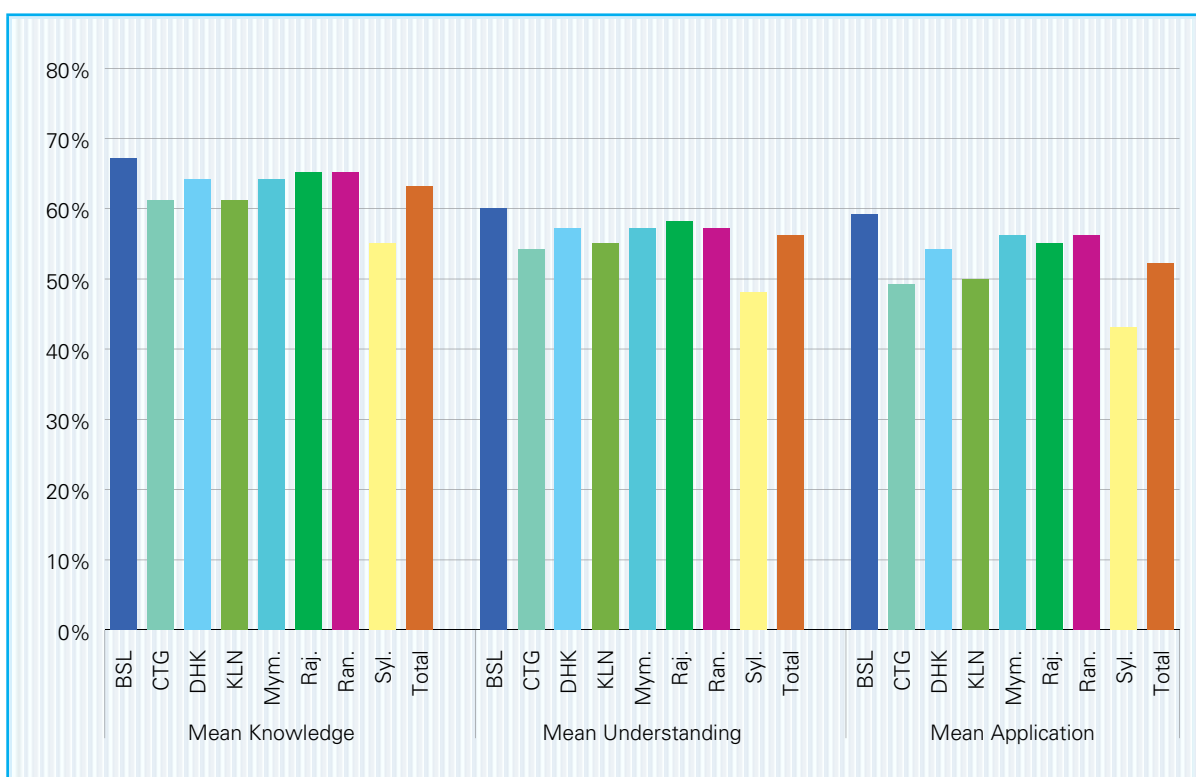
The following Figure 14 and Figure 15 show the students' performance by division and domain in Grade 5 Bangla and Math.

**Figure 14: Students performance by division and domain for Grade 5 Bangla, NSA 2017**



Source: NSA 2017

**Figure 15: Students Performance by division and domain of Grade 5 Math, NSA 2017**



Source: NSA 2017

## NSA 2017 Results by district

Since the NSA 2017 sampling design is providing a representative selection of schools for each district, it enables evaluation of the performance at the district level. New scale scores were used to compute the average performance of students as below basic, basic, proficient, and advanced within each district. The districts are divided into three categories: (1) performing around the national mean, (2) substantially above the national mean, and (3) substantially below the national mean.

The following Figure 16 and Table 15 present the results by district. It can be observed that the **three highest-performing districts are Madaripur, Nilphamari, and Pirojpur, whereas the three lowest-performing districts are Sylhet, Cox's Bazar, and Khagrachhari**. As it can be seen from below Table 15, a variation of performance among districts is substantial, the difference between the lowest and highest performing district being 108 scale score points, which is over two standard deviations, implying extremely high practical significance, the results by district and division are presented in a map (see Figure 16).

**Table 15: NSA 2017 Results by districts based on mean score**

Below the national mean		Around the national mean		Above the national mean	
Districts (19)	Combined Mean	Districts (28)	Combined Mean	Districts (17)	Combined Mean
Sylhet	224	Rajshahi	260	Brahmanbaria	289
Cox's Bazar	233	Faridpur	261	Bandarban	290
Khagrachhari	234	Meherpur	262	Gaibandha	291
Joypurhat	236	Noakhali	263	Dhaka	292
Rangamati	246	Sherpur	264	Magura	294
Feni	248	Kishoreganj	264	Shariatpur	294
Kushtia	248	Tangail	264	Mymensingh	295
Habiganj	248	Barguna	266	Nawabganj	298
Bogura	250	Sunamganj	266	Lalmonirhat	298
Netrokona	252	Rangpur	267	Pabna	302
Moulvibazar	253	Patuakhali	269	Naogaon	316
Chattogram	253	Narial	271	Jhalokathi	317
Bhola	256	Thakurgaon	271	Chandpur	318
Rajbari	256	Dinajpur	273	Barishal	318
Chuadanga	257	Comilla	274	Pirojpur	319
Narsingdi	257	<b>National Mean</b>	<b>274</b>	Nilphamari	320
Khulna	258	Panchagarh	278	Madaripur	332
Bagerhat	258	Lakshmipur	278		
Jashore	259	Sirajganj	281		



Below the national mean		Around the national mean		Above the national mean	
Districts (19)	Combined Mean	Districts (28)	Combined Mean	Districts (17)	Combined Mean
		Munshiganj	282		
		Narayangonj	283		
		Manikganj	283		
		Jhenaidah	284		
		Jamalpur	284		
		Gazipur	285		
		Natore	286		
		Satkhira	287		
		Gopalganj	288		
		Kurigram	288		

Source: NSA 2017

The following Table 16 presents the learning achievement of students under the 'mean scores' approach, the mean score, standard deviation, and median were examined for each subject of Grade 3 and Grade 5 in 2011, 2013, 2015, and 2017 NSAs and by district presents in below Table 17.

**Table 16: Overall scale score means for the NSA 2011, 2013, 2015, and 2017**

Test	2011	2013	2015	2017
Bangla Grade 5	116.2	115.2	114.1	108.6
Bangla Grade 3	100.2	104.2	100.8	102.7
Mathematics Grade 5	118.6	115.8	110.2	111.5
Mathematics Grade 3	100.8	103.7	98.4	98.4

Source: Different years NSA reports

In the below map presents (1) performing around the national mean (color coded green), (2) substantially above the national mean (Blue), and (3) substantially below the national mean (Orange).

Due to COVID-19 outbreak all the school were closed since 17 March 2020. Therefore, students have been facing huge challenges, especially for the learning losses. It is crucial to create provision for remedial learning measures for the most deprived children.



**Table 17: By Upazila performance based on NSA 2017**

District	Bangla 3			Bangla 5			Math 3			Math 5			Combined Mean
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	
Madaripur	336.9	227	68.9	318.5	221	74.8	345.4	234	84.1	326.8	220	95.6	331.9
Nilphamari	321.8	351	64.5	310.8	238	64.8	338.2	332	81	307.7	243	60.4	319.6
Pirojpur	326.7	132	78.3	291.8	112	68.8	334.9	127	99.6	321.9	115	77.6	318.8
Chandpur	319.2	435	82.8	314.5	495	71.4	327.6	451	86.1	311.7	490	82.6	318.3
Barishal	320.1	378	74.3	296.4	355	65.7	338.9	371	91.4	317.3	376	80.5	318.2
Jhalokathi	328.6	76	83.2	302.8	78	80.7	335.5	79	94.5	299	83	89.6	316.5
Naogaon	313.2	330	64.7	311.7	280	60.7	316.9	320	76.2	320.5	270	73.6	315.6
Pabna	305.3	488	64.2	310.6	365	54.2	284.6	488	71.9	306	364	79.7	301.6
Nawabganj	296.2	245	72.9	286.1	199	67.1	301.4	250	79.6	307.7	205	84	297.9
Lalmonirhat	306.3	227	63.5	291.4	186	58.7	302.9	225	79.5	290.2	184	75.1	297.7
Mymensingh	292.1	1183	72.3	291	979	64.3	302	1208	88.1	293.2	930	72.4	294.6
Magura	290.4	235	75.8	318.3	237	69.7	283.1	235	91	282.6	196	66.8	293.6
Shariatpur	285.9	218	68.9	293.7	220	61.3	301.3	216	83.1	293.5	231	68.9	293.6
Dhaka	313.5	1525	65.7	299.8	1386	64.1	278.5	1558	75.8	274.9	1312	81.2	291.7
Gaibandha	310.1	567	68.7	294.4	330	69.5	291.3	569	77.4	268.3	348	64.8	291
Bandarban	277.8	109	66.7	282	74	59.7	284.7	113	73.5	316.1	80	63.9	290.2
Brahmanbaria	292.1	946	70.9	292.9	757	69.8	282.1	971	77.1	288.3	770	79.9	288.9
Gopalganj	290.4	208	69.7	293	189	61.6	279	209	84	288.9	197	85.5	287.8
Kurigram	286.1	393	67.5	289.4	323	69.5	299.6	403	88.7	275.6	324	64.6	287.7
Satkhira	288.5	336	61.6	289.3	315	59.6	272.3	340	69.9	298.9	323	83.7	287.2
Natore	302	245	72	289.9	245	64.1	281.7	275	89.3	271.5	242	83.4	286.3
Gazipur	297.1	755	71.1	305.5	770	65.6	273.5	768	65.8	264.6	751	59.8	285.2
Jhenaidah	288.2	293	68.6	295.8	271	72.3	277.6	287	82.6	275	256	76.9	284.1
Jamalpur	291.9	643	75.9	289.2	349	70	286.7	635	84.8	268.2	355	70.2	284
Narayanganj	290.1	682	68.2	298.7	672	62.7	259.5	710	64.5	284.4	670	68.9	283.2
Manikganj	282.1	323	63.2	291	242	66.9	267.8	329	74.4	289.6	247	79.5	282.6
Munshiganj	301.2	270	78.9	287.1	273	69.7	276.6	269	84.6	261.1	268	67.8	281.5
Sirajganj	282.6	616	63.5	290.8	407	68	263.9	619	73.7	288.1	401	81.7	281.3
Panchagarh	283.3	179	66.2	266.1	147	56.4	286.8	181	79.6	275.9	147	70.2	278.1
Lakshmipur	287.8	507	77.6	283.5	477	64.6	282.7	499	86.8	256.6	457	81	277.7
Cumilla	278.9	1306	70.2	281.1	1245	61.8	270.1	1340	76.4	266.6	1262	62.7	274.2
Dinajpur	275.8	449	65.7	284.8	365	66.2	259.2	457	77.7	270.5	377	71.2	272.6
Narial	279.2	160	79.6	271.2	127	61.9	273.2	160	80.3	261	127	78.3	271.2
Thakurgaon	286.2	217	63.3	282.3	170	71.4	260.2	217	68.2	255	168	70.2	270.9
Patuakhali	257.5	204	59.7	278.4	183	72.8	262.6	209	73.4	278.8	190	78.6	269.3
Rangpur	277.1	430	66.4	276.9	328	72	261.2	427	77.8	252.4	333	73.4	266.9
Barguna	279.6	145	74.4	263.3	154	65.9	270.5	149	79.8	249.6	148	62.3	265.8
Sunamganj	265.2	481	68	265.7	336	57.1	253.3	500	80.3	278	337	78.8	265.5
Sherpur	269.3	277	72.1	268.1	228	67.6	259	303	69.2	258.7	225	65.4	263.8
Kishoreganj	256.5	698	66.6	261.6	547	58	261.8	709	73.3	274.9	519	77.9	263.7
Tangail	260.7	767	70.2	273	663	69.5	256.9	756	87.8	263.1	675	90.1	263.5
Noakhali	269.8	758	75.8	262.4	818	71.3	269.4	761	73.8	250.3	808	70.7	263
Meherpur	258.4	109	64.3	270.8	91	53.7	245.5	106	60	272.7	88	62	261.9
Faridpur	265.8	488	65.7	278.7	418	66.5	247.8	501	69.2	250	437	64.6	260.6
Rajshahi	272.1	415	70.9	269.9	397	68.1	253.6	431	72.3	242.9	399	73.5	259.6
Jashore	267.7	492	70.7	265.4	458	63.4	251.3	501	78.1	252.8	459	70.9	259.3
Khulna	264.3	532	67.7	264	426	58.5	249.1	544	70.2	256.3	456	80.1	258.4
Bagerhat	263	240	64.9	273	187	63.3	245.4	243	63.1	248.5	186	59.3	257.5

District	Bangla 3			Bangla 5			Math 3			Math 5			Combined Mean
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	
Chuadanga	268	232	72.2	266.7	160	61.7	252.5	235	69.6	242.5	160	71.3	257.4
Narsingdi	266	536	64.8	277	423	59.1	234.7	542	59.4	248.7	408	60.7	256.6
Bhola	261.8	314	66.9	252.5	219	63.2	256.3	363	62.2	254.1	260	80	256.2
Rajbari	270	243	70.9	267.9	168	62.2	246.3	246	72.2	239.6	172	68.5	256
Moulvibazar	269.9	395	69.8	241.1	271	57.9	260.3	385	79.7	240.3	265	57	252.9
Chattogram	264.5	1627	64.3	277	1486	61.1	226.6	1675	57.2	243	1496	66.2	252.8
Netrokona	264.7	483	71.6	252	397	59.4	249	474	68.8	242	406	69.9	251.9
Bogura	248.5	417	68.5	267.1	399	62.6	243.1	431	76.7	242.9	406	60.7	250.4
Feni	257.5	292	68.4	257	343	57.1	243.6	296	62.6	233.8	352	54.8	248
Kushtia	257.5	292	68.4	258.3	298	59.1	243.6	296	63.4	237.1	301	56.2	247.5
Habiganj	246.9	609	62.7	246.8	384	52.4	240.9	629	63.8	255.5	379	74.7	247.5
Rangamati	254.8	90	57.9	256.2	74	55.6	228.1	88	61.7	243.9	79	57.6	245.7
Joypurhat	246.2	107	64	242.9	91	57.3	227.3	112	58.7	228.4	91	53.5	236.2
Khagrachhari	247.8	129	56.2	255.4	99	58.1	217.5	124	56.9	215.6	100	38.1	234.1
Cox's Bazar	232.5	747	60.9	252.4	437	55.9	218.9	779	55.8	227.5	453	49.7	232.8
Sylhet	229.7	592	61.6	236.5	527	52.5	216.4	634	62.5	212.6	522	46.2	223.8
National	279.9	28099	72.2	280.8	24109	66.6	267.5	28597	79.8	267.2	24099	75.7	273.8

Source: NSA 2017 report

### 3.2.3.1 The NSA: Which factors make a difference in student achievement?

In order to improve learning in Bangladesh, policymakers need information on which interventions (school factors) have 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 correlations between these factors and learning outcomes. It is essential to carry out an assessment by carefully examining correlation between the test scores of students. These factors also include but may not be limited to pedagogical approaches of teachers, school support activities by headteachers or other education officers, teachers' and principals' characteristics, school environment factors, and student home environment.

Regarding teacher training, a positive correlation was found only in subject-based training. There was very little impact on student achievement by Certificate-in-Education (C-in-Ed) teachers. Hence, during the early phase of its national implementation, it is worth closely monitoring the impact of the new Diploma-in-Education (DPEd) programme, which will replace the C-in-Ed.

Lastly, "Time on Task" affects student achievement. There was a strong correlation between the number of days of student absence and their poor performance on 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.

There is a common perception that classroom learning and teaching are not up to the expected level. The students are not able to acquire the learning outcomes. It would be useful to conduct a study for identifying the existing root causes for these challenges. The study could provide another insight into other factors, such as the relevance of the curriculum-linked with textbooks content, teachers' motivational level to conduct effective classroom teaching etc. It would be worthwhile for the DPE assessment team to discuss with national or international experts on the use of the Broad-Based

Open Technique to correlate the curriculum, textbooks, learning outcomes, the aims, and objectives of primary education, and Basic Niche Technique for focusing the specific areas to identify the bottlenecks hindering the achievement of learning outcomes by the students. Emphasis needs to be provided in classroom teaching and learning and continuously assess the children whether they achieved the Learning Outcomes (LOs) or not, and if not take remedial measures during or after classroom teaching for the lagging behind learners.

### Factors correlated to student learning achievement

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

The World Bank’s 2014 Education Sector Review Report conducted a detailed analysis of the NSA 2011 data to identify key factors that can impact positively or negatively on student learning outcomes. The summary table of the findings is presented below Table 18.

**Table 18: Regression analysis on factors correlated with students’ learning**

	Grade 3		Grade 5	
	Bangla	Math	Bangla	Math
<b>School-related factors</b>				
■ Divisions	+	+	+	+
■ Rural	+	+	-	+
■ GPS	+	+	+	+
■ PECE pass rate	+	+	+	+
■ Class size	-	-	+	
■ Primary Education Stipend				
■ Program (PESP) school	-	-	-	-
<b>Teacher-related factors</b>				
■ Teacher experience		-		
■ Subject training	+	+	+	+
■ Teacher qualification: HSC	+			
■ Teacher qualification: Bachelor	+	-	+	-
■ Teacher qualification: Master+	+			
■ Use teaching and learning materials (TLMs)	+	-		+
<b>Student and household factors</b>				
■ 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.**

### 3.2.4 KPI 5: Grade 5 primary education completion examination (PECE) pass rate (%) [SDG 4.1.2], (Target: 99.5%)

**The 2020 PECE and EECE was not held due to COVID-19 pandemic. DPE assesses all the children of all grades and auto-promoted to the following grades including the transition to grade-6 based on enlisted students in Descriptive Role (DR).** During this period (2009-2020), the number of institutes rose by 32.25%; the number of students included in the DR increased by 48.5%; the number of students appearing in the examination also increased by 34.6% (in 2019); and the number of students who passed the examination rose by 44.7% in 2019. In the 2013 PECE, the number of institutes dropped because ROSC Ananda schools did not participate in the exam as it was the completion of ROSC 1<sup>st</sup> phase projects and the beginning of the 2<sup>nd</sup> phase of the ROSC II project. Similarly, in 2019 reduced the number of institutes from 103,948 in 2018 to 98,811 in 2019 and 107,639 based on 2020 DR.

The PECE for 2019 was held between 17–21 and 24 November 2019 (2020 EECE not held due to COVID-19 Pandemic, a school-based assessment conducted based on DR). The total marks for the 2019 exam were 600, comprising 100 marks in each subject of Bangla, English, Maths, Bangladesh and Global Studies, Environmental Science and Religion and Moral Education. The exam was held at 7,410 exam centres (an increase of 60 centres in 2019) covering the seven divisions and including 12 centres abroad (8 countries). A summary of the PECE and EECE results is shown in below Table 19 and Table 20, distribution of GPA grade points in below Figure 17, by type of institute pass rate presented in Table 21, pass rate against DR presented in below Figure 18 and by Upazila pass rate of eligible students in below Figure 19. The former Grade 5 terminal examination was based on memory recall of textbook content. As a requirement of the PEDP3, the DPE was to reform the test items by progressively introducing competency-based test items. In 2012, 10% of the test items were competency-based, 25% in 2013, 65% in 2014 and accordingly 100% competency-based in 2018. As the examination system moved towards being fully competency-based, as strengthened markers having discretion over grading exam papers, the management of test administration, marking, and scoring also strengthened to enable PECE a viable instrument for assessing student learning achievements during the PEDP4 period.

**Table 19: Results of primary education completion exam (PECE) 2009-2020**

Year	No. of Inst.	Descriptive Roll (DR)			Appeared in the Exam			Passed in the Exam		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	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	1,595,468	2,950,764	1,297,265	1,541,973	2,839,238	1,277,146	1,520,128	2,797,274
2016	101,150	1,344,855	1,589,232	2,934,087	1,290,295	1,540,439	2,830,734	1,270,222	1,518,210	2,788,432
2017	98,651	1,298,778	1,507,318	2,806,096	1,239,181	1,457,035	2,696,216	1,176,330	1,389,941	2,566,271
2018	103,948	1,277,896	1,498,986	2,776,882	1,211,600 (45.67%)	1,441,296 (54.33%)	2,652,896 (95.54%)	1,181,019 (45.62%)	1,407,885 (54.38%)	2,588,904 (97.59%)
2019	98,811	1,178,146 (46.11%)	1,376,918 (53.89%)	2,555,064	1,124,225 (95.42%)	1,329,926 (96.59%)	2,454,151 (96.05%)	1,072,154 (95.4%)	1,271,589 (95.6%)	2,343,743 (95.5%)
2020	107,639	1,393,077 (47.38%)	1,547,288 (52.62%)	2,940,365 (100%)	1,393,077 (47.38%)	1,547,288 (52.62%)	2,940,365 (100%)	1,393,077 (47.38%)	1,547,288 (52.62%)	2,940,365 (-%)

Source: PECE results, 2009-2019 and PECE DR 2020.

**Note: in 2020, public exam of PECE was not held due to COVID-19 pandemic, progress based on school-based assessment on DR list of students, all students promoted in Grade 6, no repeater and failed students in 2020.**

**Table 20: Results of Ebtedayee education completion exam (EECE) 2010-2020**

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	145,553	306,196	135,058	129,076	264,134	128,425	122,841	251,266
2016	12,060	157,589	143,082	300,671	130,873	126,627	257,500	125,160	121,658	246,818
2017	13,355	154,440	139,941	294,381	129,703	124,696	254,399	119,944	116,500	236,444
2018	15,343	167,957 (52.59%)	151,431 (47.41%)	319,388	140,525 (51.12%)	134,382 (49.18%)	274,907 (86.07%)	136,988 (51.01%)	131,569 (48.99%)	268,557 (97.69%)
<b>2019</b>	15,919	187,390 (53.22%)	164,686 (46.78%)	352,076	157,936 (84.3%)	146,242 (88.8%)	304,178 (86.4%)	150,835 (95.5%)	141,040 (96.44%)	291,875 (95.96%)
<b>2020</b>	<b>16,286</b>	<b>203,438</b> <b>(53.59%)</b>	<b>176,182</b> <b>(46.41%)</b>	<b>379,620</b> <b>(100%)</b>	<b>203,438</b> <b>(53.59%)</b>	<b>176,182</b> <b>(46.41%)</b>	<b>379,620</b> <b>(100%)</b>	<b>203,438</b> <b>(53.59%)</b>	<b>176,182</b> <b>(46.41%)</b>	<b>379,620</b> <b>(100%)</b>

Source: EECE results, 2010-2019 and DR 2020

**Note: in 2020, public exam of EECE was not held due to COVID 19 pandemic, progress based on school-based assessment on DR list of students, all students promoted in grade 6, no repeater and fail students in 2020.**

The PECE and EECE provide valuable insights to understand the level of performance in the following two respects:

- **By type of School:** By type of school (including non-formal schools and madrasahs whose performance had not been compared with formal schools before): The 2019 results show Government High School attached primary sections (99.55%) has the highest pass rate among all types of schools. Similarly, Ananda school managed by the ROSC II project has the lowest pass rate (74.37%) by type of school and performance compared to all types of schools (below Table 21).
- **By Upazila:** the 2019 results show that schools at Daulatkhan Upazila under Bhola district in the Barishal division have the best performance (100% pass rate), while schools in Dakshin Sunamganj Upazila under Sunamganj district have the lowest performance (61.87%).
- **By district:** the 2019 results show that the Gazipur district (99.14%) in the Dhaka division has the best performance (99.14% pass rate), while the Faridpur district in the Dhaka division has the lowest performance (85.96%).
- **By Division:** the 2019 results show that the Barishal division has the best performance (96.93% pass rate), while the Sylhet division has consistently the lowest performance (91.94%).
- The above Tables 19 and 20 present information on the results of the PECE and EECE from 2009/2010 to 2020. During this period in PECE, the number of institutes rose by 32.25% (up to 2020); the number of students included in the Descriptive Roll (DR) increased by 48.51% (up to 2020); the number of students appearing in the examination increased by 34.6% (up to 2019); and the number of students who passed the examination rose by 44.7% (up to 2019). In the 2013 PECE, the number of institutes dropped because the ROSC schools did not participate in the exam as it was the completion of ROSC's first phase and the beginning of the second phase of the project. In the 2019 PECE number of institutes dropped (4,561) compared to 2018 PECE mainly dropped NGO (524), BRAC (3,147) and Ananda schools (3,026), although Kindergartens increased (1,065).



The PEDP4 (**Non-KPI 1**) – ‘Grade 5 PECE participation rate based on DR’, the following Table 21 measures the performance. In 2019, a total of 2,454,151 students from 98,811 schools took part in the exam compared to 2,776,882 students from 103,948 schools in 2018. About 96.05% of eligible students (in the DR) appeared in the exam based on eligible students (in the ‘Descriptive Roll’ or DR). Overall, 95.5% passed the PECE 2019 based on appearing in the exam, and about 91.7% passed based on eligible students (in the ‘Descriptive Roll’ or DR).

**Table 21: Results of PECE and EECE (participation and pass based on DR and appeared) 2019/20**

Type of schools	Schools in 2019/ 2020	Average student in each Institutes. 2019	Eligible students (DR) 2020	Eligible students (DR) 2019	Present students 2019	Participation rate 2019	Students passed 2019	Pass rate, as % of present students	Pass rate, as % of eligible students
			(1)	(2)	(3)	= (3) / (2)	(4)	= (4)/(3)	= (4)/(2)
01. GPSs (former GPSs, Model, NNPSs, 1500 project and PTI Expt.)	65,142/ 65,271	29	1,818,941	1,888,364	1,822,052	96.49%	1,734,990	95.22%	91.88%
02. Private Schools	3,926/ 3,871	8	32996	32058	27,482	85.73%	24,768	90.12%	77.26%
03. Ebtedayee Madrasah (Indi.)	6,719/ 7,093	14	106,963	93,951	78,031	83.05%	74,567	95.56%	79.37%
04. High Madrasah attached Primary Sections	9,200/ 9,193	28	272,657	258,125	226,147	87.61%	217,308	96.09%	84.19%
05. High Schools attached Primary Sections	1,947/ 9,030	73	248,244	142,958	138,393	96.81%	136,028	98.29%	95.15%
06. Kindergarten	23,26/ 23,938	17	422,812	403,622	386,843	95.84%	379,331	98.06%	93.98%
07. NGO Schools (grades 1-5)	2,276/ 4,861	21	117,935	47,934	45,613	95.16%	43,040	94.36%	89.79%
09. ROSC II. Ananda Schools	1,966/ 274	18	21,449	36,354	30,353	83.49%	22,575	74.37%	62.10%
10. Shishu Kalyan Schools	202/ 226	15	3587	3,080	2,806	91.10%	2,455	87.49%	79.71%
11. Others	85/ 168	8	1744	694	609	87.75%	556	91.30%	80.12%
<b>Grand Total</b>	<b>114,730</b>	<b>25</b>	<b>3,047,328</b>	<b>2,907,140</b>	<b>2,758,329</b>	<b>94.88%</b>	<b>2,635,618</b>	<b>95.55%</b>	<b>90.66%</b>

Source: PECE and EECE results 2019

**Note: in 2020, public exam of PECE/EECE was not held due to COVID-19 pandemic, progress based on school-based assessment on DR list of 3,047,328 students, all 3,047,328 students passed and promoted to Grade 6, no repeater and failed students in 2020.**

Based on above Table 20, It is mentioned that all the GPSs did not participate in the PECE. In 2019, out of a total of 65,556 GPSs participated 65,142 GPSs i.e., 414 GPSs did not participate that means 414 schools did not have the Grade 5 students which has a merit to investigate the real situation whether the schools exist or not. Similarly, a total of 265 GPSs did not enlist any eligible students of the DR in PECE 2020. Equally, it is noteworthy to mention that there were 1,947 High Schools attached Primary Sections that participated in the PECE 2019 compared to 9,030 schools enlisted eligible students in the DR in 2020, that means APSC did not collect information from all the high school attached primary sections.

**The main findings of the 2019 PECE result are as follows:**

- A total of 2,555,064 Grade 5 students, Girls 1,376,978 (53.89%) and Boys 1,178,146 (46.11%) is included in the Descriptive Role (DR) from the 98,811 formal and non-formal primary education institutes in 2019. This total was lower by 221,818 (Girls 122,068 and Boys 99,750) students in the DR and 5,137 formal and non-formal primary education institutes compared to the 2018 PECE. In 2019, the number of students as well as institutes reduced due to reduced 524 NGO schools, 3,147 BRAC schools, and 3,026 ROSC II Ananda schools. It is noted that there were 198,772 more girls than boys in the DR in 2019.
- A total of 2,454,151 students, Girls 1,329,926 (54.19%) and Boys 1,124,225 (45.81%) sat for the exam. As per the DR, the participation rate was 96.05%. The participation rate for girls was 96.59% and that of boys was 95.42%.
- The students are required to score at least 33% in all six subjects to pass the examination. The overall pass rate for students from formal and non-formal institutes was 95.5% (a total of 2,343,743 students passed). The gender difference is negligible although girls are slightly ahead of boys, girls 1,271,589 (95.6%) and boys 1,072,154 (95.4%).
- There was virtually no variation in the pass rates by DPE-managed school type in PECE. The pass rate for almost all formal schools was nearer to 90% and the non-formal pass rate was nearer to or above 85%.
- Barishal Division had the highest pass rate of 96.93%. Sylhet division had the lowest pass rate of 91.94%.
- Out of 64 districts, Gazipur district ranked first with a pass rate of 99.14%. on the other hand, Faridpur district had the lowest pass rate of 85.96%.

- Out of 510 Upazilas/Thanas, the vast majority of Upazilas achieved pass rates near or above 90%. The Daulatkhan Upazila under Bhola district had the highest pass rate (100%) and Dakshin Sunamganj Upazila under Sunamganj district had the lowest pass rate of 61.87%.
- A total of 4,471 disabled/ differently abled children (2,041 girls and 2,430 boys) were included in the DR list of PECE; of these, 4,179 students (1,910 girls and 2,269 boys) appeared in the examination and 3,757 students passed (1,910 girls and 2,269 boys). The participation and pass rates were 93.47% and 89.9% respectively.
- A total of 7,386 repeaters from the 2018 PECE were listed in the 2019 DR, 6,743 appeared in the examination and 6,026 passed. The pass rate was 89.37%.

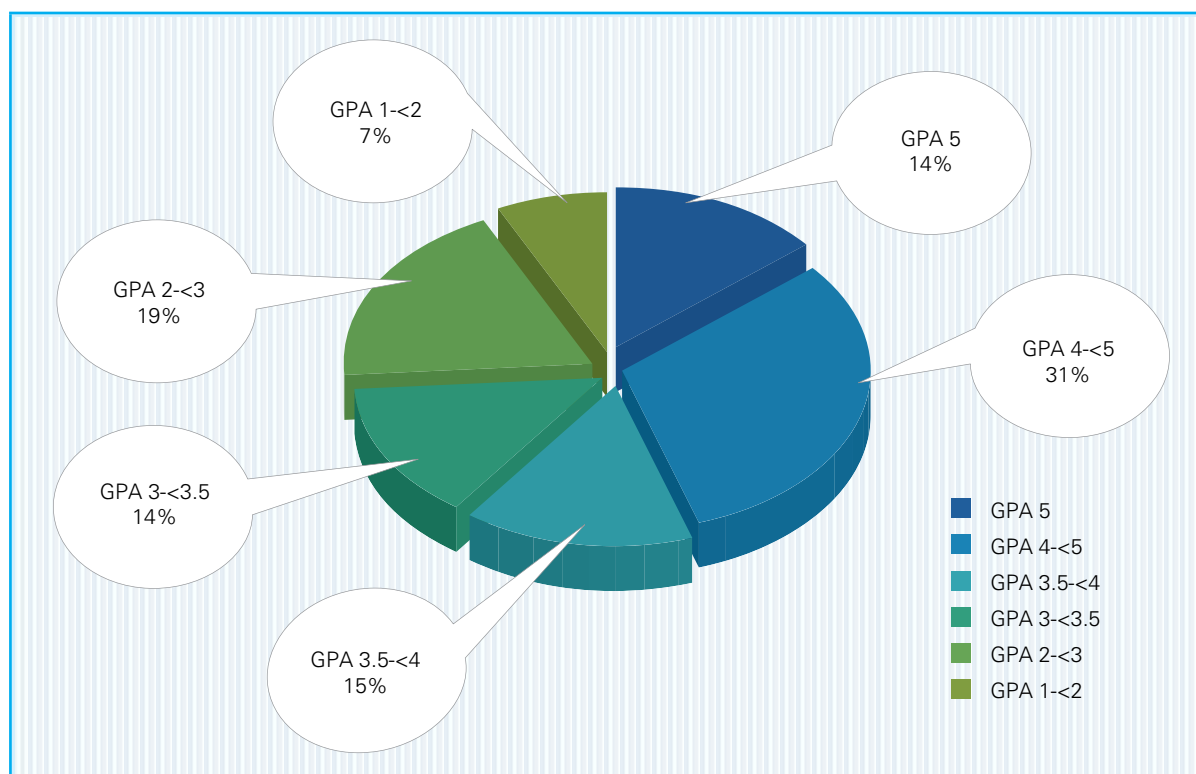
*In 2020, a total of 295 GPSs did not enlist any students in the DR, similarly, in 2019, total 10 GPSs (GPS 3 and NNPS 7), did not participate in the 2019 PECE though students enlisted in the DR. Equally, no students passed from the 42 GPS (GPS 5, NNPS 35 and 1500 project GPSs 2). Equally, in the 2018 PECE, no students participated in the exam from 8 GPSs and no students passed from 20 GPSs, and in 2017 PECE, no students participated in the exam from 8 GPSs and no students passed from 79 GPSs. It has further merit to investigate why students from GPSs were not enlisted in the DR as well as zero passed.*

- **Good performing schools:** Government high school attached primary sections had the highest pass rate 99.55%, PTI Experimental schools 99.16%, Model GPSs 97.67%, GPSs 96.01%, 1500 project government primary schools 94.94%, NNPS 93.1%, Temporary RNGPSs 92.23%, RNGPSs 90.64%, NRRNGPSs 90.04%, BRAC schools 98.63%, High school attached primary section 98.22%,

Kindergartens 98.06%, NGO manages schools 92.12%, Shishu Kalyan trust schools 87.49%, Community Schools 85.64%, and Ananda Schools 74.37% respectively.

- **Students' achievement:** A total of 326,088 (13.91%) students were awarded GPA 5 (184,637 girls and 141,451 boys); a total of 737,507 (31.46%) awarded GPA between 4 to below 5, (410,025 girls and 327,482 boys); a total of 354,740 (15.14%) were awarded GPA between 3.5 to below 4, (193,156 girls and 161,584 boys); a total of 323,648 (13.81%) were awarded GPA between 3 to below 3.5, (172,709 girls and 150,939 boys); a total of 443,112 (18.91%) were awarded GPA between 2 to below 3, (231,493 girls and 211,619 boys); and a total of 158,648 (6.77%) were awarded GPA between 1 to below 2, (79,569 girls and 79,079 boys).
- There were a total of 1,804 students at 397 schools (GPSs 3, RNGPSs 1, Temp. RNGPSs 18, KGs 83, NGOs schools 16, Community schools 4, NRNGPSs 231, High school attached primary section 6, others 3, NNPSs 7 and ROSC Ananda schools 25) listed in the DR but no one could appear in the PECE 2019.
- There were a total of 2,395 students at 341 schools (GPSs 5, RNGPSs 2, Temp. RNGPSs 8, Kindergartens 72, NGOs schools 28, Community schools 1, NRNGPSs 107, High school attached primary sections 6, Shishu Kalyan schools 1, others 4, 1500 project GPSs 2, NNPSs 35 and ROSC Ananda schools 70) participated but no one could pass in the PECE 2019.

**Figure 17: Distribution of grade points of students in the PECE by all type of schools 2019**



Source: PECE 2019

**The major findings of the EECE 2019 results are as follows:**

- In 2019 EECE, a total of 352,076 Grade 5 students [Girls 164,686 (46.78%) and Boys 187,390 (53.22%)] was included in the Descriptive Role (DR) from the 15,919 Ebtedayee Madrasahs and High Madrasahs attached Ebtedayee sections compared to 319,388 Grade 5 students [Girls 167,957 (47.41%) and Boys 167,957 (52.59%)] was included in the Descriptive Role (DR) from the 15,343 Ebtedayee Madrasahs and High Madrasahs attached Ebtedayee sections in 2018 PECE. In 2017, a total of 294,381 students [Girls 139,941 (47.54%) and Boys 154,440 (52.46%)] was included in the DR from the 13,355 Ebtedayee Madrasahs and High Madrasahs attached Ebtedayee sections.
- In the 2019 EECE, a total of 304,118 (86.39%) students [girls 146,242 (48.08%) and Boys 157,936 (51.92%)] participated in the EECE based on DR. The participation rate was 86.39% (girls 88.8% and boys 86.4%) in 2019.
- The students are required to score at least 33% in all 8 subjects to pass the examination. The overall pass rate for students from Ebtedayee and attached Ebtedayee was 95.96% (a total of 291,875 students, girls: 141,040 and boys: 150,835 passed the EECE 2019). The gender difference is negligible, although girls are slightly ahead of boys, with girls 96.44% and boys 95.5% respectively.
- The pass rate of EECE is 95.96% (girls 96.44% and boys 95.5%) which is a little bit higher than that of PECE 95.5% (boys 95.4% and girls 95.6%) based on students who appeared. Considering the DR EECE pass rate is (82.9%) which is lower than PECE (91.7%).
- There was virtually no variation of pass rates by type in EECE. The pass rate of

both Ebtedayee Madrasahs was 95.56% and High Madrasahs attached Ebtedayee sections were 96.09%.

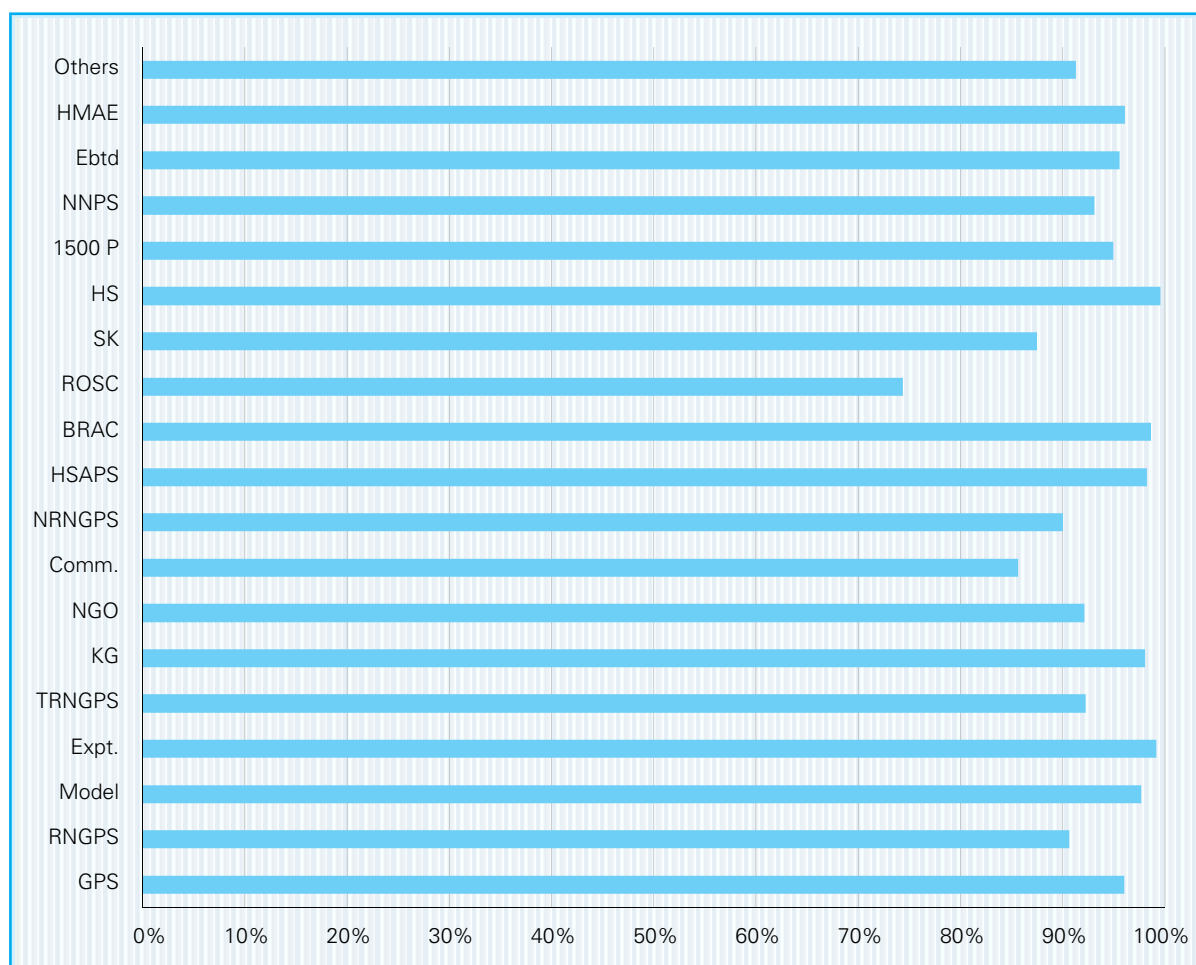
- Rajshahi Division had the highest pass rate of 97.81%. On the contrary, the Sylhet division had the lowest pass rate of 91%.
- District-wise Naogaon district ranked top with a pass rate of 99.84%. Sunamganj district had the lowest pass rate at 86.3%. Ali Kadam Upazila in Bandarban district ranked the lowest at a 64.8% pass rate. It is noted that 83 Upazilas have the 100% pass rate out of 510 Upazilas.

*There are debates on both the positive and negative aspects of PECE exam whether it will be continued or not. The positive thing is the PECE has been playing a vital role to ensuring the more children in the system who completing primary education cycle. In addition, the introduction of PECE has created positive impact on increased contact hours of Grade 5 student as all schools operating single shift of Grade 5. The negative impact is the test items are not fully competency based as per requirement of curriculum. PECE need to be continued with some reforms specially to develop competency-based test item from the next exam.*

- There were 240 disabled children (99 girls and 141 boys) included in the DR list; of them, 214 students (92 girls and 122 boys) sat for the examination and 197 students passed. The participation and pass rates were 89.17% and 92.06% respectively.
- A total of 2,738 students from the 338 (Ebtedayee 289 and attached Ebtedayee 49) madrasahs did not participate in the examination.

- No one passed from 40 madrasahs (Ebtedayee 29 and High Madrasahs attached Ebtedayee 11).
- A total of 11,877 (4.07%) students were awarded GPA 5; a total of 146,381 (50.15%) awarded from GPA 3.5 to below 5 and a total of 133,617 (45.78%) awarded from GPA 1 to below 3.5.

**Figure 18: PECE and EECE pass rate based on DR by type of schools 2019**



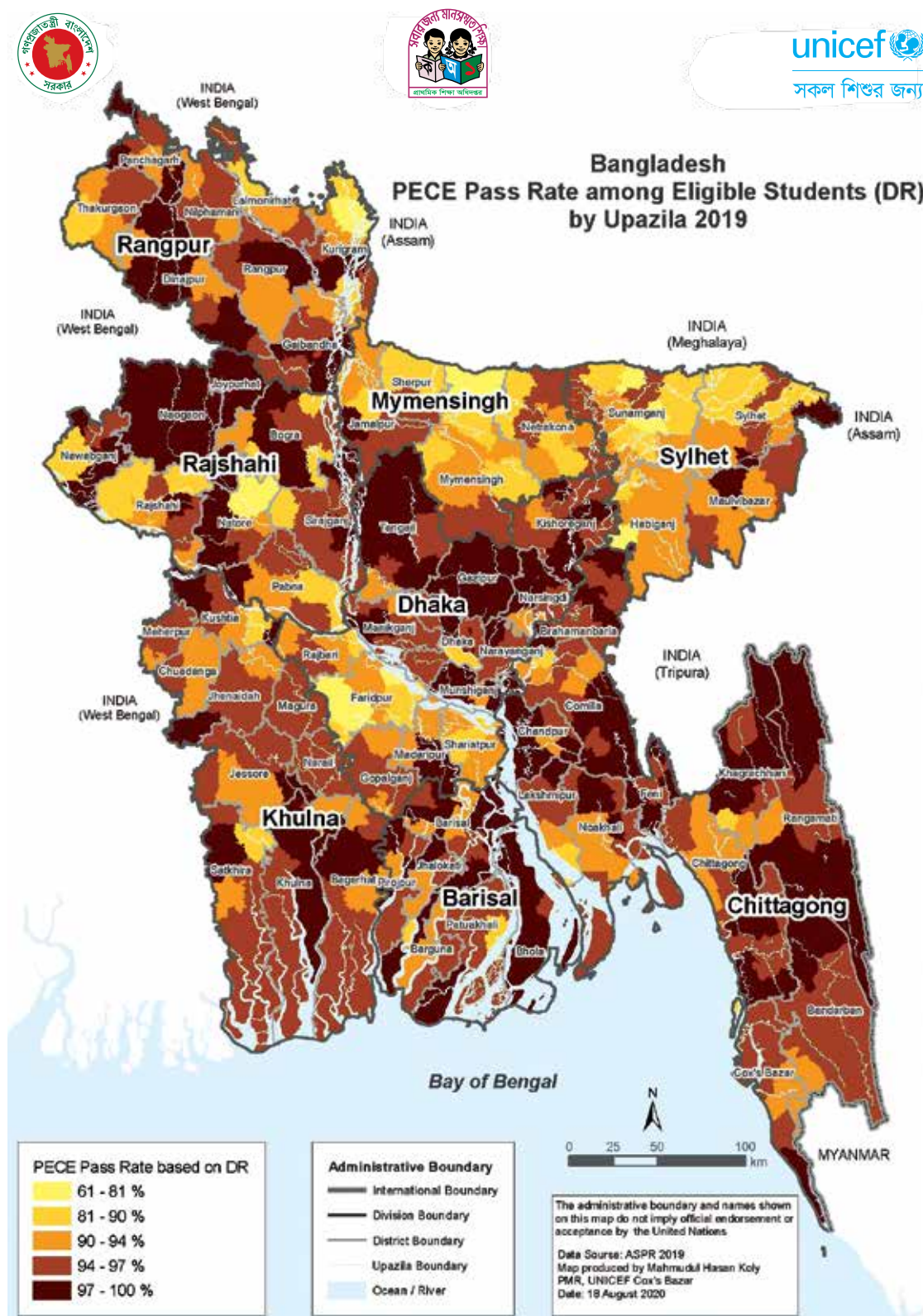
Source: PECE and EECE 2019.

**Note: The PECE and EECE 2020 not conducted due to COVID 19 pandemic. 100% students were passed in 2020 PECE based on the 2020 DR list. Here, we included the 2019**

The PECE pass rate is extremely high due to the total pass marks in the exam being only 33% as almost all the children have passed. In addition, the test item was not fully competency based. The former Grade 5 terminal examination was based on memory recall of textbook content. As a requirement of the PEDP3, the DPE is gradually reforming the test items by progressively introducing competency-based test items. In 2012, 10% of the test items were competency-based, 25% in 2013 and 65% were competency-based in 2016. As the examination system moves towards being fully competency-based, with markers having discretion over grading exam papers, the management of test administration, marking, and scoring also will require strengthening to enable PECE and EECE to become a viable instruments for assessing student learning achievements during the period of PEDP4.



Figure 19: Pass rate among eligible students of PECE by Upazila 2019



Source: 2019 PECE: it is noted that figure not changed as 100% auto passed in 2020 based on assessment of DR enlisted student

### 3.2.5 KPI 6: Gross Enrolment Rate (GER), [EFA 5], (Target: Total 106%, girls 105% and boys 105%)

The **KPI 6** of the PEDP4 measures Gross Enrolment Rate (GER) in the primary education sub-sector. The main findings of APSC 2020 on participation rates are as follows:

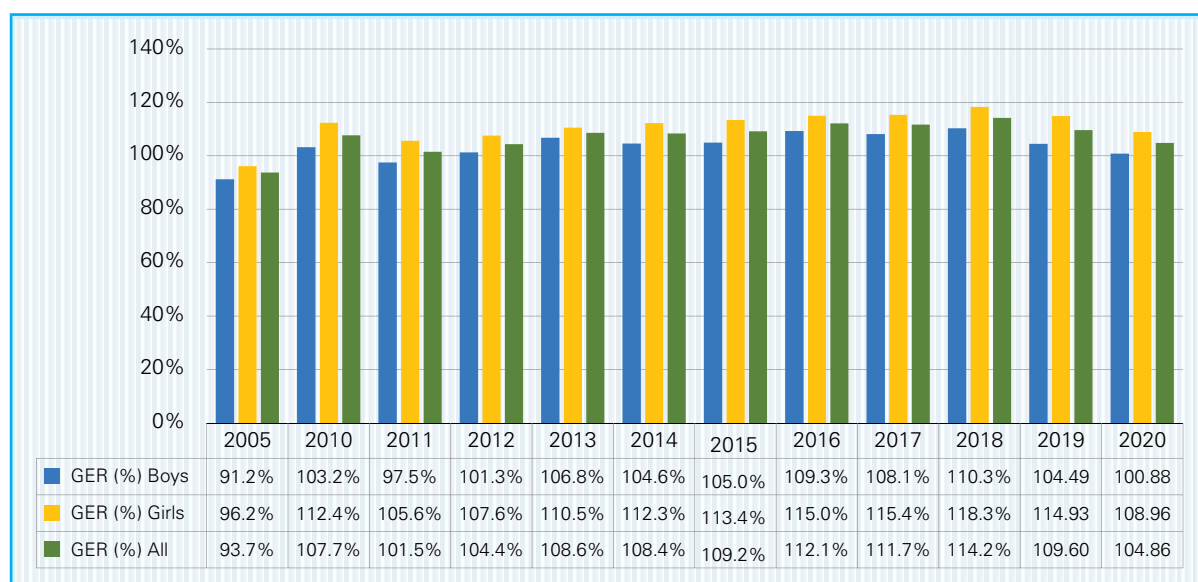
- GER is the number of children, regardless of age, enrolled in Grades 1–5 relative to the total population of children aged 6–10 years (official primary school). GER was 104.86% in 2020 (girls 108.96% and boys 100.88%) compared to the PEDP4 baseline of 112.1% (girls 115% and boys 109.3%). It is worth mentioning that GER has declined, which is a good sign for reducing overage and underage children in the system. GER are presented below Table 22 and Figure 20.
- Cox’s Bazar district (99.34%) has the Lowest GER of all districts followed by Shariatpur and Chattogram districts. By district, GER is presented in Below Table 24 and Figure 22 (**Map**) for the ratio of male to female as Upazila GER and NER was not calculated due to inaccessibility of Upazila wise 6-10 years population. It is noted that divisional and district HQs’ performance is comparatively low.

**Table 22: Primary education: Gross Enrolment Rate by sex in 2005, 2010-2020**

Year	GER (%)			Year	GER (%)		
	Boys	Girls	Total		Boys	Girls	Total
2005	91.20	96.20	93.70	2016	109.30	115.00	112.10
2010	103.20	112.40	107.70	2017	108.10	115.40	111.70
2011	97.50	105.60	101.50	2018	110.32	118.30	114.23
2012	101.30	107.60	104.40	2019	104.49	114.93	109.60
2013	106.80	110.50	108.60	<b>2020</b>	<b>100.87</b>	<b>108.95</b>	<b>104.86</b>
2014	104.60	112.30	108.40				
2015	105.00	113.40	109.20				

Source: Different years APSC report

**Figure 20: Primary education: Gross Enrolment Rate by sex in 2005, 2010-2020**



Source: Different years APSC reports



### 3.2.6 KPI 7: Net Enrolment Rate (NER), [EFA 6], (Target: Total 98.5%, girls 99.5% and boys 98%)

The **KPI 7** of the PEDP4 measures Net Enrolment Rate (NER) in the primary education-sub-sector. The main findings of NER based on APSC 2020 are as follows:

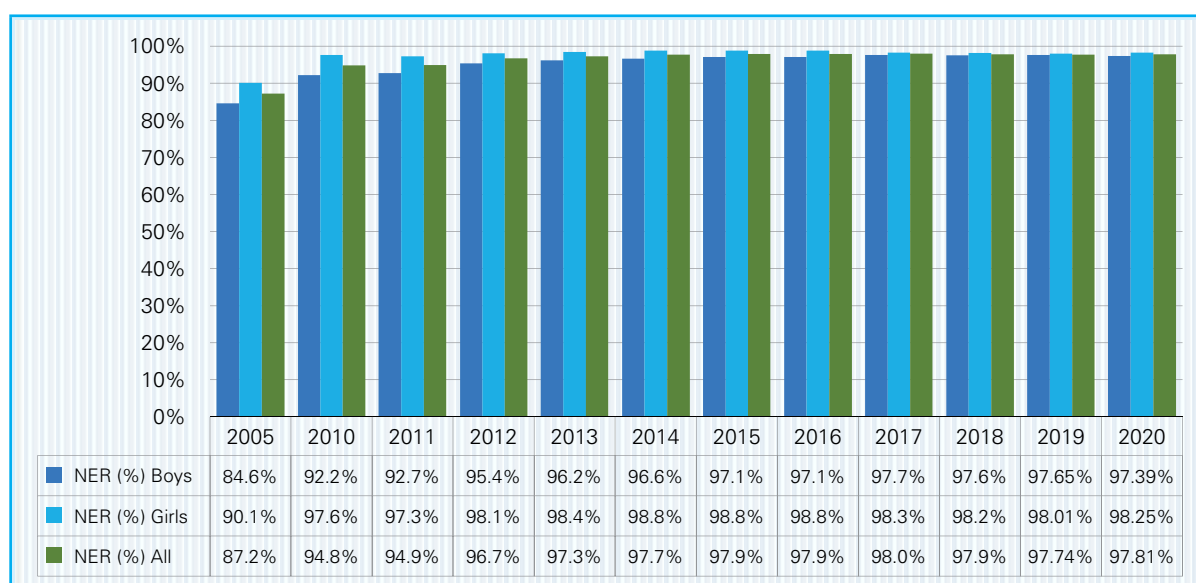
- NER (KPI 7) is the number of children of the official primary school age (6–10 years) enrolled in grades 1–5 relative to the total population of children aged 6–10 years. This was calculated to be 97.81% in 2020 (girls 98.25% and boys 97.39%) compared to the PEDP4 baseline of 97.96% in 2016 (girls 98.80% and boys 97.01%). NER are presented below Table 23 and Figure 21.
- In 2020 NER has slightly declined, due to COVID-19 pandemic schools have been shut down since 17 March 2020 as some schools have not yet completed the admission of all students, another insight is NNPS add in the GPSs as overall NER slightly declined.
- Cox’s Bazar district (91.39%) has the lowest NER of all districts, followed by Pirojpur (92.99%), Chattogram (93.4%), Habiganj, Sylhet, Moulvibazar, Sunamganj and Narayanganj districts.
- Barguna district (99.34%) has the highest NER of all districts followed by Gazipur (99.44%) and Gopalganj (99.34%). By district, NER is presented in Below Table 24.

**Table 23: Primary education: Net Enrolment Rate by sex 2005, 2010-2020**

Year	NER (%)			Year	NER (%)		
	Boys	Girls	Total		Boys	Girls	Total
2005	84.60	90.10	87.20	97.01	98.80	97.96	97.01
2010	92.20	97.60	94.80	97.66	98.29	97.97	97.66
2011	92.70	97.30	94.90	97.55	98.16	97.85	97.55
2012	95.40	98.10	96.70	97.65	98.01	97.74	97.65
2013	96.20	98.40	97.30	<b>97.39</b>	<b>98.25</b>	<b>97.81</b>	<b>97.39</b>
2014	96.60	98.80	97.70				
2015	97.09	98.79	97.94				

Source: Different years APSC report

**Figure 21: Primary education: Net Enrolment Rate by sex in 2005, 2010-2020**



Source: different years APSC reports

**Table 24: By district, gross and net enrolment rate (GER & NER) in 2020**

Division	District	Gross Enrolment Rate (GER) 2020 (%)			Net Enrolment Rate (NER) 2020 (%)		
		Boys	Girls	All	Boys	Girls	All
Barishal	Barguna	97.38	108.00	101.90	96.57	99.13	97.66
	Barishal	97.38	108.00	101.90	96.57	99.13	97.66
	Bhola	97.38	108.00	101.90	96.57	99.13	97.66
	Jhalokathi	97.38	108.00	101.90	96.57	99.13	97.66
	Patuakhali	97.38	108.00	101.90	96.57	99.13	97.66
	Pirojpur	97.38	108.00	101.90	96.57	99.13	97.66
Chattogram	Bandarban	97.38	108.00	101.90	96.57	99.13	97.66
	Brahmanbaria	97.38	108.00	101.90	96.57	99.13	97.66
	Chandpur	97.38	108.00	101.90	96.57	99.13	97.66
	Chattogram	97.38	108.00	101.90	96.57	99.13	97.66
	Cumilla	97.38	108.00	101.90	96.57	99.13	97.66
	Cox's Bazar	97.38	108.00	101.90	96.57	99.13	97.66
	Feni	97.38	108.00	101.90	96.57	99.13	97.66
	Khagrachhari	97.38	108.00	101.90	96.57	99.13	97.66
	Lakshmipur	97.38	108.00	101.90	96.57	99.13	97.66
	Noakhali	97.38	108.00	101.90	96.57	99.13	97.66
	Rangamati	97.38	108.00	101.90	96.57	99.13	97.66
Dhaka	Dhaka	97.38	108.00	101.90	96.57	99.13	97.66
	Faridpur	97.38	108.00	101.90	96.57	99.13	97.66
	Gazipur	97.38	108.00	101.90	96.57	99.13	97.66
	Gopalganj	97.38	108.00	101.90	96.57	99.13	97.66
	Kishoreganj	97.38	108.00	101.90	96.57	99.13	97.66
	Madaripur	97.38	108.00	101.90	96.57	99.13	97.66
	Manikganj	97.38	108.00	101.90	96.57	99.13	97.66
	Munshiganj	97.38	108.00	101.90	96.57	99.13	97.66
	Narayanganj	97.38	108.00	101.90	96.57	99.13	97.66
	Narsingdi	97.38	108.00	101.90	96.57	99.13	97.66
	Rajbari	97.38	108.00	101.90	96.57	99.13	97.66
	Shariatpur	97.38	108.00	101.90	96.57	99.13	97.66
	Tangail	97.38	108.00	101.90	96.57	99.13	97.66
Khulna	Bagerhat	97.38	108.00	101.90	96.57	99.13	97.66
	Chuadanga	97.38	108.00	101.90	96.57	99.13	97.66
	Jashore	97.38	108.00	101.90	96.57	99.13	97.66
	Jhenaidah	97.38	108.00	101.90	96.57	99.13	97.66
	Khulna	97.38	108.00	101.90	96.57	99.13	97.66
	Kushtia	97.38	108.00	101.90	96.57	99.13	97.66
	Magura	97.38	108.00	101.90	96.57	99.13	97.66
	Meherpur	97.38	108.00	101.90	96.57	99.13	97.66
	Narial	97.38	108.00	101.90	96.57	99.13	97.66
	Satkhira	97.38	108.00	101.90	96.57	99.13	97.66
Mymensingh	Jamalpur	97.38	108.00	101.90	96.57	99.13	97.66
	Mymensingh	97.38	108.00	101.90	96.57	99.13	97.66
	Netrokona	97.38	108.00	101.90	96.57	99.13	97.66
	Sherpur	97.38	108.00	101.90	96.57	99.13	97.66

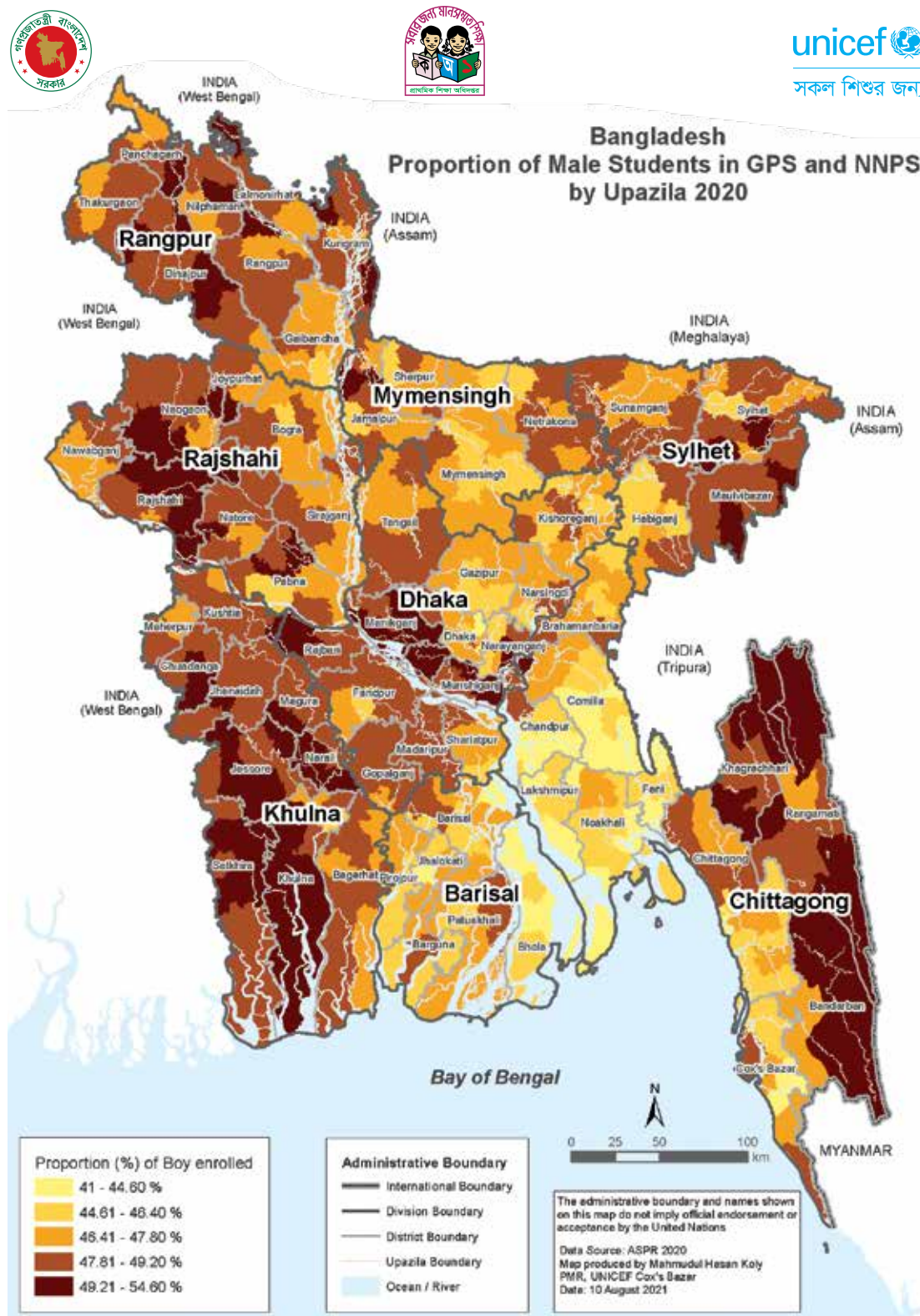
Division	District	Gross Enrolment Rate (GER) 2020 (%)			Net Enrolment Rate (NER) 2020 (%)		
		Boys	Girls	All	Boys	Girls	All
Rajshahi	Bogura	97.38	108.00	101.90	96.57	99.13	97.66
	Joypurhat	97.38	108.00	101.90	96.57	99.13	97.66
	Naogaon	97.38	108.00	101.90	96.57	99.13	97.66
	Natore	97.38	108.00	101.90	96.57	99.13	97.66
	Nawabganj	97.38	108.00	101.90	96.57	99.13	97.66
	Pabna	97.38	108.00	101.90	96.57	99.13	97.66
	Rajshahi	97.38	108.00	101.90	96.57	99.13	97.66
	Sirajganj	97.38	108.00	101.90	96.57	99.13	97.66
Rangpur	Dinajpur	97.38	108.00	101.90	96.57	99.13	97.66
	Gaibandha	97.38	108.00	101.90	96.57	99.13	97.66
	Kurigram	97.38	108.00	101.90	96.57	99.13	97.66
	Lalmonirhat	97.38	108.00	101.90	96.57	99.13	97.66
	Nilphamari	97.38	108.00	101.90	96.57	99.13	97.66
	Panchagarh	97.38	108.00	101.90	96.57	99.13	97.66
	Rangpur	97.38	108.00	101.90	96.57	99.13	97.66
	Thakurgaon	97.38	108.00	101.90	96.57	99.13	97.66
Sylhet	Habiganj	97.38	108.00	101.90	96.57	99.13	97.66
	Moulvibazar	97.38	108.00	101.90	96.57	99.13	97.66
	Sunamganj	97.38	108.00	101.90	96.57	99.13	97.66
	Sylhet	97.38	108.00	101.90	96.57	99.13	97.66
<b>National</b>		<b>100.88</b>	<b>108.96</b>	<b>104.86</b>	<b>97.39</b>	<b>98.25</b>	<b>97.81</b>

Source: Different years APSC reports, it is noted that the performance is extremely low in Sylhet divisions. It is required to investigate as consistently lowest NER observed in past years

It is noted that GER and NER calculation depends on the denominator of the projected population, especially the 6-10 years projected population (official primary school-going age of Bangladesh). It is noteworthy to mention the following 4 sub-sections related to the accuracy of the GER and NER and the comparison of GER and NER between APSC and other credible sources of information

- 3.2.7.1 Enrolment and population cohort
- 3.2.7.2 By year school-age population cohort (BBS estimate for DPE)
- 3.2.7.3 Age of Students and Cohort Population Data (underage and overage enrolment)
- 3.2.7.4 Comparison of net enrolment with the MICS, EHS and HIES surveys data

Figure 22: By Upazila proportion of male students in GPSs 2020



Source: 2020 APSC

### 3.2.6.1 Enrolment and population cohort

The enrolment data covered children in formal and non-formal schools and madrasahs. It is supposed to be an under-estimate of the total number of children receiving primary education in Bangladesh. This under-estimate could be attributed to one or more of the following: First, not all formal and non-formal schools are included. As mentioned in the 1<sup>st</sup> Chapter, the APSC has not fully covered information from (1) NGOs full-fledged schools and LCs, (2) KGs, and (3) English Medium and Version Schools although Ebtedayee madrasahs are not covered fully). The PECE, except for English Medium and Version Schools, includes all schools that participated in the PECE and EECE which provides a credible benchmark. One drawback is that the school type's classification used in the PECE and EECE is not the same as that used in the APSC. In addition, English medium and version and Qaumi Madrasah (partial) are also excluded in the APSC 2020. Based on HIES 2017 report, about 1.49% children enrolled in Qaumi madrasahs), which APSC has only been trying to cover partially since 2015 (in 2020 only 16 Qaumi madrasahs covered). As a result, there might be a caveat to over or underestimate the relevant indicators related to the corresponding primary school-age children covered by APSC.

The estimate of the primary GIR, GER, NIR, and NER including GER/NIR and NER/NIR of PPE is based on administrative sources of data on enrolment, school records as reported in the APSC (numerator), and BBS estimate of the primary school-age population (5 years, 6 years, 6-10 years and 10 years old children) as the denominator. A similar indicator of age-appropriate school participation can be estimated using data from household surveys that ask parents/guardians whether their child attended school on any day since the beginning of the school year. The one main advantage of the household survey over APSC is that the age of students is more likely to be accurate from

parents and guardians than from school records (see the below Table 25).

*Based on the above table, the projected population gradually decreased from 2005 to 2010 but dramatically increased in 2011, after that, again reducing from 2012 to 2019 and again increasing in 2020. It is noted that the population cohort of any country may be reduced if growth rate declining, but it should be consistent, the concern is that the estimated population figures are not consistent between year to year, e.g., one year was may be increased thousands of eligible children and consecutive year was increased above 1 million.*

The below Table 25 and Table 26 for the DPE population estimate show that the figures related to computing the access and participation indicators are not consistent, total enrolment in formal primary education of children regardless of age has increased by 3,327,321 students or 25.5% altogether between 2005-2015, but decreased by 3,218,579 students or 16.5% between the PEDP4 baseline (2016) and 2019 and intensely increased in 2020 (1,268,741 students) nevertheless aged 6-10 years children varied up to 2010 and jumped in 2011 (around 16.2%), after that gradually increased up to 2014 than progressively decreased again up to 2019 (14.91 million) and brightly increased in 2020 (1.26 million) compare to the 2019 without any valid reason. At the same time, the cohort of children aged 6-10 years has declined by 9% up to 2010 and by 3,263,788 (18.8%) from 2011 to 2020, according to the projection of the BBS used in the APSC reports and there is a caveat to consider this population projection. Considering these facts, the gap between the numbers of children aged 6-10 years and the number of those children enrolled in school has gradually



closed quite a lot. A similar estimate happened in an earlier BBS conducted population census in 2011, the gap between the numbers of children aged 6-10 years and the numbers of those children enrolled in school has steadily closed (see below Table 26 for DPE population estimate). It is noted that between 2019 and 2020 total enrolment increased (7.77%) and also increased BBS estimated 6-10 years population cohort (12.64%) without any valid reason. It is worth further investigating why these enormous increases occurred within 1 year although it has an impact on the population related to the PEDP4 indicators (e.g., GIR and NIR, GER and NER of PPE, GER and NER of primary education etc. In addition, enrolment in other types of schools is not considered the calculation of the mentioned indicators which is a great challenge. If considering all the students, then it is assumed GER and NER to exceed 100 percentage points.

**Table 25: Gross and net enrolment rates in 2005, 2010-2020**

	2005	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Students in Grades 1-5, GPSs	13,056,577	13,554,878	14,526,281	14,860,746	14,890,225	14,671,914	13,793,653	13,389,052	12,781,249	12,958,865	12,318,356	12,421,782
<b>Total students in Grades 1-5 all schools</b>	<b>16,225,658</b>	<b>16,957,894</b>	<b>18,432,499</b>	<b>19,003,210</b>	<b>19,584,972</b>	<b>19,552,979</b>	<b>19,067,761</b>	<b>18,602,988</b>	<b>17,251,350</b>	<b>17,338,100</b>	<b>16,336,096</b>	<b>17,604,837</b>
Students in Grades 1-5 aged 6-10, All schools	15,114,102	14,937,517	17,239,810	17,609,096	17,551,060	17,622,293	17,111,114	16,252,904	15,136,005	14,851,401	14,581,025	16,422,682
<b>Population aged 6-10</b>	<b>17,315,296</b>	<b>15,751,788</b>	<b>18,168,788</b>	<b>18,209,967</b>	<b>18,033,491</b>	<b>18,039,661</b>	<b>17,473,903</b>	<b>16,592,016</b>	<b>15,450,000</b>	<b>1,5178,000</b>	<b>14,905,000</b>	<b>16,789,577</b>
GER (%) All	93.7	107.7	101.5	104.4	108.6	108.4	109.2	112.2	111.7	114.2	109.6	104.86
Boy	91.2	103.2	97.5	101.3	106.8	104.6	105	109.32	108.1	110.3	104.49	100.88
Girl	96.2	112.4	105.6	107.6	110.5	112.3	113.4	115.02	115.4	118.3	114.93	108.96
<b>GPI (GER)</b>	<b>1.05</b>	<b>1.09</b>	<b>1.08</b>	<b>1.06</b>	<b>1.03</b>	<b>1.03</b>	<b>1.08</b>	<b>1.05</b>	<b>1.07</b>	<b>1.07</b>	<b>1.09</b>	<b>1.09</b>
NER (%) All	87.2	94.8	94.9	96.7	97.3	97.7	97.94	97.96	97.97	97.85	97.74	97.81
Boy	84.6	92.2	92.7	95.4	96.2	96.6	97.09	97.10	97.66	97.55	97.65	97.39
Girl	90.1	97.6	97.3	98.1	98.4	98.8	98.79	98.82	98.29	98.16	98.01	98.25
<b>GPI (NER)</b>	<b>1.07</b>	<b>1.06</b>	<b>1.06</b>	<b>1.04</b>	<b>1.02</b>	<b>1.02</b>	<b>1.02</b>	<b>1.02</b>	<b>1.01</b>	<b>1.01</b>	<b>1.00</b>	<b>1.01</b>

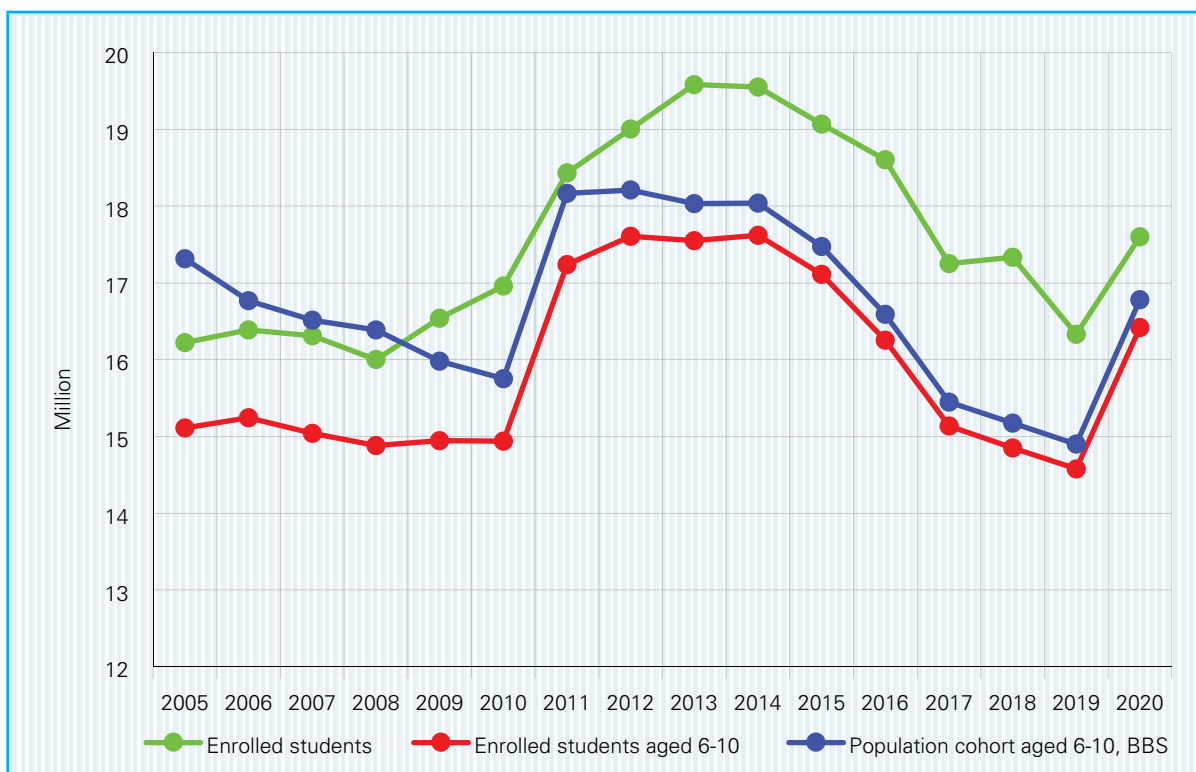
Source: Different years APSC reports

**Note: Between 2019 and 2020 increased enrolment (7.77%) and also increased estimated population (12.64%) without any valid reason.**

The following Figure 23 shows that total enrolment was steady between 2005 and 2010 (around 17 million each year) but increased sharply between 2010 - 2011 (by 3.1 million students or 18%). This is a positive development. At the same time, the cohort of children aged 6-10 years declined by 9.1%, not a surprise given the population projections of the BBS between 2005 and 2010. The cohort of children aged 6-10 years radically increased by 15.3% in 2011 due to the population census and again declined in 2013. This trend continued up to 2019 (around 17.4%) and sharply increased both projected population and enrolment in 2020 (see below Figure 23).

*Note: The PEDP4 program document as well as the DPP should not include the single age projected population of 5-15 years old (PPE 5 years, primary school going age 6-10 years, and OoSC 11-14 years). It is recommended to include the by year and by Upazila single age projected population (age 5 to 15 years) in the PEDP4 program document for easy reference to calculate access and participation related indicators which are required as denominator. Otherwise, there may be caveats for those indicators.*

**Figure 23: Enrolment and population cohort, 2005-2020 (in million)**



Sources: Enrolment data: APSC 2005 to 2019, BANBEIS 2005 to 2010; Population data: BBS estimates for 2005–2010 based on 2001 population census, BBS estimate for 2011-2020 based on 2011 population census. Note-the 2005-2010 enrolment rate estimates are not comparable with 2011- 2019 because the estimates of the population aged 6–10 years for the denominators are different



### 3.2.6.2 Age of Students and Cohort Population Data (underage and overage enrolment)

**Age of students in administrative data (APSC):** An ongoing quality concern in APSC reporting is over the accuracy of the student age information provided by 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 and in those cases, they may have an ignorance or incentive to under-report the number of overage children. Therefore, school census-based net enrolment rates should be treated with caution. The following Tables 27 and 28 compare the percentage of children enrolled in each age group by grade according to the APSC and the MICS (MICS relies on parents to provide information on children's ages). Assuming that parental estimates of child age are more accurate, it appears that the APSC underestimates the percentage of children who are over-age for their grade, especially overage by 1 year. Hence, some of the aged-reference indicators (e.g., GIR, NIR, GER, NER,) might also be overestimated.

*Only 40% of children submitted birth registration certificates. It is strongly recommended to ensure submission of a Birth Registration Certificate during school admission. If possible, to ensure 100% birth registration then minimise the overage and underage complications of enrolment in the right age of schools.*

**Table 26: Percentage of children by age for grades in the APSC (2010-14) and MICS (2009)**

Grade	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	2009 MICS	2010 APSC	2011 APSC	2012 APSC	2013 APSC	2014 APSC	2009 MICS	2010 APSC	2011 APSC	2012 APSC	2013 APSC	2014 APSC
Grade-1	59.4	87.9	81.8	84.6	85.8	89.2	21.6	10.3	12.6	11.8	10.3	9.2	18.9	1.9	3.4	3.6	3.9	1.6
Grade-2	52.7	85.7	81.7	80.2	84.2	87.2	25.3	11.2	12.4	13	12.1	11.1	22.0	3.0	3.6	6.8	3.7	1.7
Grade-3	45.3	83.7	79.1	80.7	83.1	85.4	22.3	13.5	14.3	15.7	12.8	12.8	32.4	2.9	4.0	4.1	4.2	1.8
Grade-4	40.6	83.0	77.4	80.5	84.1	85.9	28.6	13.7	14.6	14.4	11.7	11.3	30.8	3.3	4.9	5.1	4.2	1.9
Grade-5	42.1	87.5	78.7	79.8	85.3	88.3	20.4	8.9	12.0	13.4	10.1	10	37.6	3.6	5.1	6.8	4.6	1.7

Source: Different years APSC and MICS reports

According to the different years APSC and MICS 2019 reports enrolment of right age and overage as follows:

- Based on the 2020 APSC report, around 88.3% of children were enrolled in Grade 1 at the right age (6 years), 9.4% by 1 year over age, and 2.3% by 2 or more years compared to the 2019 MICS report, by right age 79.9%, by 1 year <1% and by 2 or more years <1%
- Similarly, around 86.1% of children were enrolled in grade 2 at the right age (7 years), 10.6% by 1 year over age, and 3.3% by 2 or more years compared to the 2019 MICS report, by right age 93.8%, by 1 year 2.5% and by 2 or more years 2.1%
- Equally, around 84% of children were enrolled in grade 3 at the right age (8 years), 11.6% by 1 year over age, and 4.4% by 2 or more years compared to the 2019 MICS report, by right age 86.1%, by 1 year 8.0% and by 2 or more years 15.9%

- Also, around 81.5% of children were enrolled in grade 4 at the right age (9 years), 11.1% by 1 year over age, and 7.5% by 2 or more years compared to the 2019 MICS report, by right age 70.7%, by 1 year 15.9% and by 2 or more years 13.4%
- And around 79.4% of children were enrolled in grade 5 at the right age (10 years), 11.9% by 1 year over age, and 8.7% by 2 or more years compared to the 2019 MICS report, by right age 47.8%, by 1 year 26.1% and by 2 or more years 26.1% (see below Table 27).

**Table 27: Percentage of children by age for grades in the APSC (2015-2020) and MICS (2019)**

Grade/Class	Under-age and Right age for grade					Over age by one year					Over age by two years or more									
	2015 APSC	2016 APSC	2017 APSC	2018 APSC	2019 APSC	2020 APSC	2015 APSC	2016 APSC	2017 APSC	2018 APSC	2019 APSC	2020 APSC	2015 APSC	2016 APSC	2017 APSC	2018 APSC	2019 APSC	2020 APSC		
Grade-1	91.3	89.1	89.2	86.1	76.0	79.9	88.3	5.6	8.7	5.9	11.2	14.1	0.8	3.1	2.2	5.1	2.7	9.9	0.5	2.3
Grade-2	79.3	84	85.5	82.8	70.2	93.8	86.1	11.6	12.8	9.1	12.5	16.3	2.5	9.1	3.2	5.4	4.7	13.5	2.1	3.3
Grade-3	77.6	77.6	77.1	80.2	70.4	86.1	84.0	13.4	12.9	9	13.6	16.0	8.0	9	9.5	13.9	6.2	13.6	5.9	4.4
Grade-4	78	77.6	75.2	78.2	69.6	70.7	81.5	17.2	7.5	7.5	12.0	15.3	15.9	4.8	14.9	17.3	9.8	15.1	13.4	7.5
Grade-5	70.9	65.1	71.2	81.6	75.4	47.8	79.4	17.7	18.2	16.1	11.1	11	26.1	11.4	16.7	12.7	7.4	13.6	26.1	8.7

Note: According to the above Table 27 and Table 28, it reveals that the enrollment of overage (all grades, primary) and underage (PPE) gradually decreased due to the submission of birth certificates being mandatory during admission, although all parents were not able to submit in due time. However, in the APSC 2020, the total number of enrolled children regardless of age was 17,603,839 (9,007,559 girls and 8,596,280 boys). Of these, the 6 to 10 year old estimated population cohort is 16,789,577 (8,267,644 girls and 8,521,933 boys). That means that 816,262 (4.85%) in 2020 were over-age children in primary schools. In grade 1, total enrollment regardless of age was 3,709,050 and 6 years-old enrollment was 3,307,779. In grade 1, around 401,271 (12.13%) children were admitted whether under or over age. At the school admission time, the respective Head Teachers should request all parents or guardians to submit the birth registration certificates of their children so that accurate dates of birth are recorded. Unfortunately, all parents and guardians of the children may not be able to submit birth certificates during admission time. (See the above Table 29)

### 3.2.6.3 Comparison of net enrolment with the MICS, EHS and HIES surveys data:

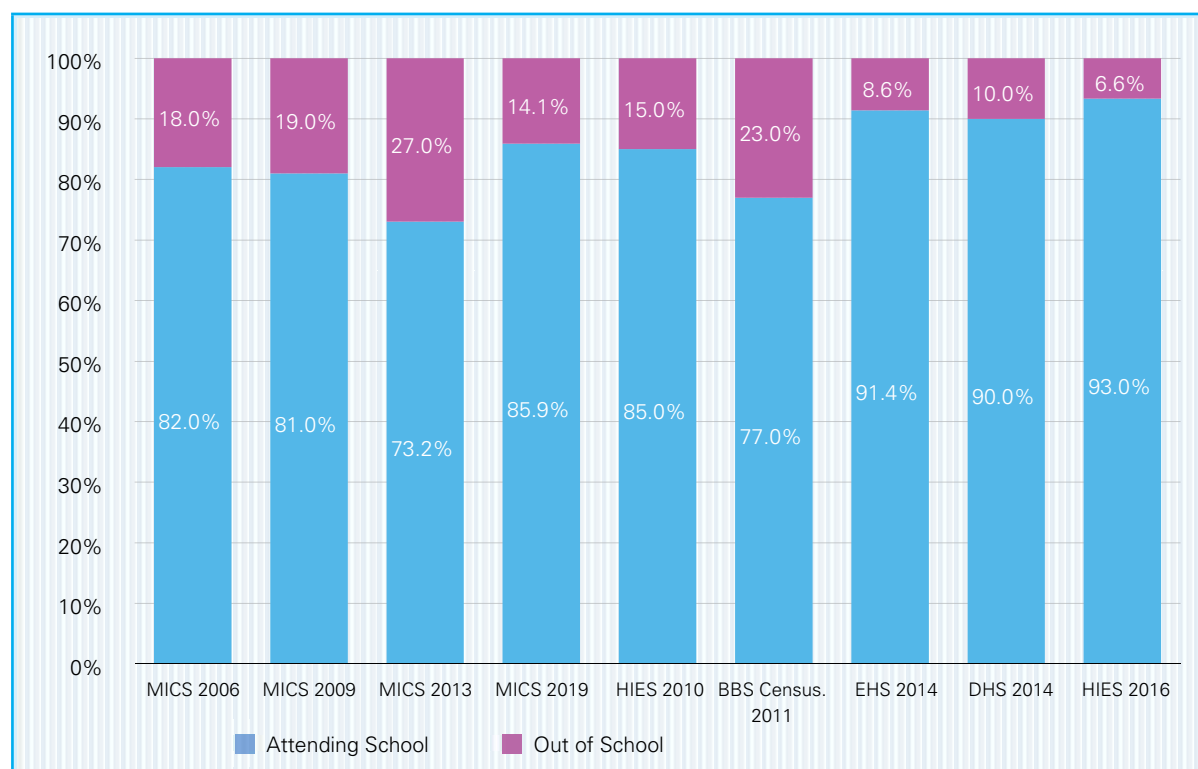
In the household (HH) survey, enumerators visit a random sampling of HHs and ask the parents or guardians whether their children attended school on any day since the beginning of the school year (since January 2020). This approach has two advantages:

- It is possible to capture enrolment in all types of primary education level institutions, whether formal or non-formal (including non-formal madrasahs), which may not be covered in the APSC and the Post Enumeration Check (PEC) of APSC data by BANBEIS.
- As shown above, the information on the age of students comes from parents and guardians and should be of better quality than the information possessed by head teachers.

In this way, it is also possible to estimate the percentage of children of primary school age who are out of school. Four surveys provided information on enrolment levels: the BBS/UNICEF Multiple Cluster Indicator Survey (MICS; 2006, 2009, 2013, 2019), the BBS conducted 2011 census, the BBS/DPE Education Household Survey (EHS) 2014 and BBS conducted Household Income and Expenditure Survey (HIES 2005, 2010 and 2016).

The following Figure 24 presents the Net Attending Rate by four MICSs (2006, 2009, 2013, and 2019) surveys, one EHS survey (2014), and two HIES surveys (2010 and 2016). The number of children who are attending school (NAR) has increased considerably since 1998 from 77% to 93.4% in 2018 compared to APSC 2019 to 97.74%. The number of children who are not attending school has fallen considerably since 1998 from 23% to 6.6% in 2016 (as per EHS 2014 at 8.6%, as per DHS 2014 at 10%, as per HIES 15% in 2010 to 6.6% in 2016).

**Figure 24: Children aged 6-10 years by education status, EHS, HIES, DHS, MICS household surveys**



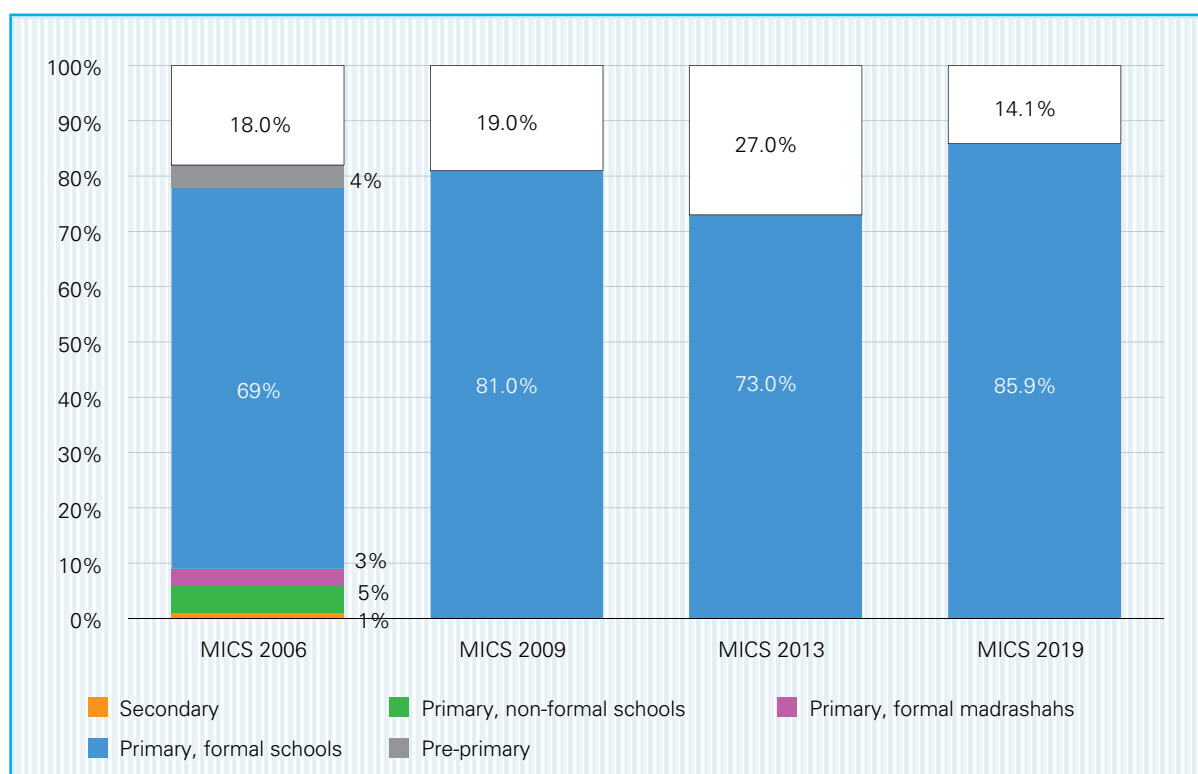
Source: Different years' MICS reports, EHS report, HIES report and BBS census report

The above Figure 24 takes a closer look at four of these surveys, the 2019 MICS, the 2010 and 2016 HIES survey and the 2014 EHS, which allow for a detailed breakdown by type of school attended. The MICS surveys suggest the following which presents in the below Figure 25:

- The Net Attendance Rate (NAR) is like NER for formal schools and madrasahs which captured the different rounds of MICS households' surveys. It is clearly evident that the NER or NAR gradually improved through wider gaps existing between APSC (97.76% in 2019) and MICS 2019 (85.9%) but consistent with HIES 2017 report (93.4%).
- Both surveys estimate that the percentage of children who attend formal madrasahs among those attending formal schools and madrasahs is no more than 8%. This is lower than what was suggested in the APSC (12%). As the data are currently collected directly from Ebtedayee madrasahs, it is possible that the enrolment in Ebtedayee madrasahs may be overestimated.
- The attendance rate for formal schools and madrasahs, when expanded to also include children of primary school age who attend not only primary but also pre-primary or secondary education, was about 78% in the 2006 MICS and 93.6% in the 2019 MICS).
- About 6% of children were attending non-formal primary schools (5% in the 2006 MICS).

The remaining 14% of children were out of school. This also includes children who are attending non-formal madrasahs (2-3%) or non-formal schools that may not follow the NCTB curriculum or English medium, English version schools, and high school attached primary section. So out of school children may be less than reported here.

**Figure 25: Children aged 6-10 years by education status from different years' the data of MICS reports**



Source: Different years MICS reports

The above Figure 25 provides a breakdown on the three types of out-of-school children based on 2006, 2009, 2013, and 2019 MICS reports, which have improving trends:

- Children that have never been to school are the larger of the two groups. About 20% of children aged 6 years are not in school. This is consistent with the evidence presented earlier on regarding the large number of children who are older than what would be expected given the grade they attend. The proportion of children who have never attended school falls rapidly between the ages of 5 and 10 years. However, about 7-9% of children aged 9-10 still have never been to school.
- Children that have dropped out of school are the smaller of the two groups. About 6% of children aged 10 years were reported by their parents to have dropped out. This is a smaller number than implied by the dropout estimates, as discussed in the above Sub-section 3.2.22 (dropout subsection).

### 3.2.7 KPI 8: Primary cycle completion rate (SDG 4.1.4), (Target: 90%, girl 93% and boy 88%)

The **KPI 8** of the PEDP4 is '**Primary cycle completion rate (SDG 4.1.4)**' which is the percentage of a cohort of students, enrolled in grade 1 in a given school year, who have successfully completed grade 5 in Bangladesh. The measure of 'cycle completion' or 'primary graduation' from primary school is success in passing the Primary and Ebtedayee Education Completion Examination (PECE/EECE). The DPE calculates the primary cycle completion rate, taking into consideration the reverse of the primary cycle dropout rate computed through the UNESCO reconstructed cohort model.

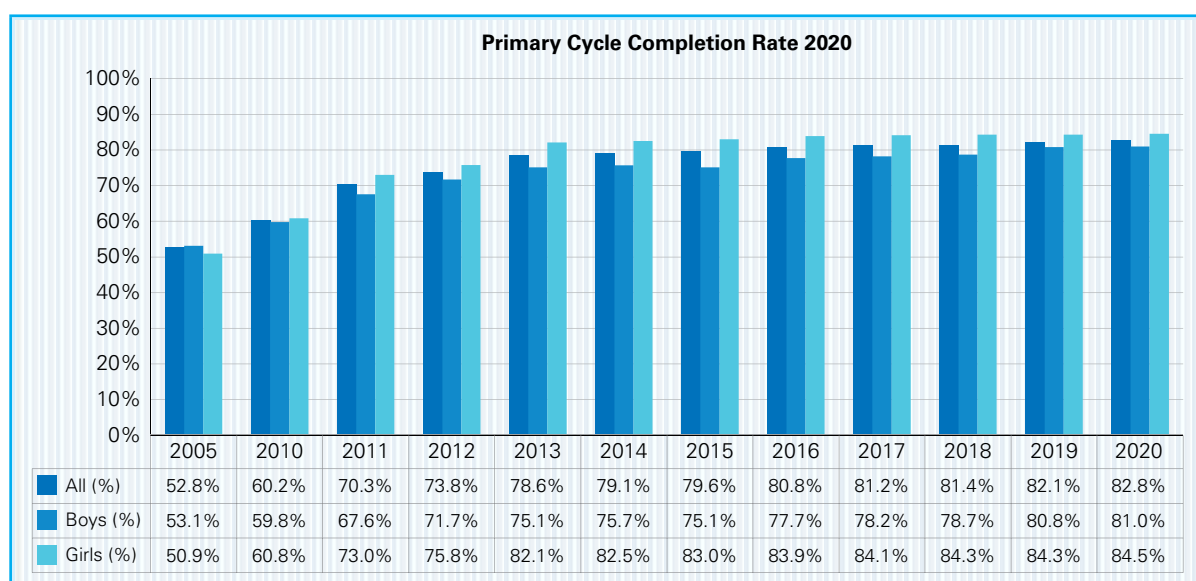
The following Table 28 shows the trend in cycle completion rates between 2005, 2010-2020. Since the PEDPII baseline year of 2005, the primary cycle completion rate has risen from 52.8% in 2005 to 60.2% in 2010 (the PEDP3 baseline), to 80.8% in 2016 (the PEDP4 baseline) and 82.8% (84.5% girls and 81.0% boys) in 2020 compared to 82.1% (84.3% girls and 80.8% boys) in 2019. There was a significant gain of above 20 percentage points between 2010 and 2020 which presents in the below Table 29 and below Figure 26.

**Table 28: Primary cycle completion rate 2005, 2010–2020**

Cycle completion rate (%)	2005	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
<b>Total</b>	52.8	60.2	70.3	73.8	78.6	79.1	79.6	80.8	81.2	81.4	82.1	<b>82.8</b>
<b>Girls</b>	n/a	60.8	73	75.8	82.1	82.5	83	83.9	84.1	84.3	84.3	<b>81.0</b>
<b>Boys</b>	n/a	59.8	67.6	71.7	75.1	75.7	75.1	77.7	78.2	78.7	80.8	<b>84.5</b>

Source: APSC reports 2005, 2010-2020

**Figure 26: Primary cycle completion rate by gender 2005, 2010–2020**



Source: APSC reports 2005, 2010-2020

**Alternate approach to calculate completion rate:** There are two ways to look at the primary completion and cycle completion. The **first definition** is a simple extension of the survival rate and is the method currently used in DPE and is reported in Table 53 below (survival rate). It is the percentage of a cohort of students enrolled in Grade 1 who complete Grade 5 (and is the opposite of the dropout rate as shown in above Table 29). It is calculated using the reconstructed cohort approach. This is known as **cycle completion rate** or **primary cohort completion rate** (as in the EFA Global Monitoring Report). While the definition of a child ‘surviving’ to Grade 5 is simple (i.e., the child simply enrolls in grade 5), the definition of a child ‘completing’ grade 5 is less so:

- Until 2008 a child was considered to have completed Grade 5 if the child had taken part in the school-based final examinations, information that was recorded earlier in the APSC.
- However, after the introduction of PECE in 2009 and EECE in 2010, there is a direct measure of completion through the PECE/EEC database. A child is considered to have completed Grade 5 if the child has taken part in the PECE and EECE.

**The Second definition** is very different. It is the total number of students who have completed Grade 5 in a given year expressed as a percentage of the total number of children aged 10 years (which is the official primary graduation age). This is the definition of the **primary completion rate** used for the monitoring of the MDGs and the EFA Fast Track Initiative. As this indicator is a SDGs indicator, it will be measured using this approach.

There is a clear difference between the two methods. The primary cohort completion rate is based only on students who enroll in the three types of schools monitored by DPE: GPSs, NNPSs, 1500 Project established GPSs, and experimental schools. It is therefore a measure of the efficiency of these four types of schools only. The primary completion rate is based on all children, irrespective of whether they ever enrolled or what type of school they attended. While the numerator is the same (number of children who completed primary education), the denominator is different: in the case of the primary cohort completion rate, it is the number of children who were enrolled in grade 1, whereas in the case of the primary completion rate it is the population of all children who should graduate in Grade 5.

There are two methods for the calculation of the primary completion rate. The first method is based on administrative data. It is the number of children who have completed primary education (in other words, who have passed the PECE/EECE) as a percentage of children of primary school graduation age (in other words, the number of children aged 10 years)

$$\text{Primary completion rate} = \frac{\text{Number of children who passed Grade 5 exam from formal schools and madrasahs (GPSs, model GPSs, 1500 Project GPSs, PTI Experimental, Community, 'others', Ebtedayee, Dakhil and Higher)}}{\text{Number of children aged 10 years}} \quad (1)$$

The following Table 29 shows the breakdown for the number of graduates according to the results of the 2019 PECE and EECE as the 2020 PECE and EECE were not conducted due to COVID-19 pandemic and the pass rate is 100% as per the DR list. The completion rate is 91.2% for formal schools and madrasahs based on the 2019 DR, to 88.5% based on participation, and to 86.4% based on passing of the 2019 exam. Considering the formal school and madrasahs completion rate is 85.1% (based on passed) and if non-formal schools are also included then the rate is 86.4%.

It is noted that the following approach is more authentic to calculate the primary completion rate. The below Table 30 shows the primary cycle completion rate which is 86.7% in 2019. Therefore, it is clearly evident that primary education is moving forward to produce more primary graduates in the year 2020.

**Table 29: Primary completion rate based on PECE and EECE results 2019**

Population			
(1) Population of children aged 10 years in 2019 (United Nations Population Division)	3,186,478	3,186,478	3,186,478
Number of children who passed the 2019 PECE and EECE	DR	Appeared	Passed
(2) Formal schools (DPE managed)	<b>2,499,481</b>	<b>2,405,272</b>	<b>2,303,209</b>
GPS	1,285,532	1,244,736	1,195,027
Model	45,664	44,557	43,518
NNPS	535,156	511,687	476,359
1500 project	20,077	19,171	18,201
PTI Expt.	1,935	1,901	1,885
Community	633	557	477
'Other' (RNGPSs, Temp. RNGPSs, NRNGPSs, high school-attached, KGs, Govt. high Attached, Others)	610,484	582,663	567,742
(3) Formal madrasahs	<u>352,076</u>	<u>304,178</u>	<u>291,875</u>
Ebtedayee	93,951	78,031	74,567
Dakhil, Alim, Fazil, Kamil	258,125	226,147	217,308
(4) Total, formal schools and madrasahs [= (2) +(3)]	<u>2,851,557</u>	<u>2,770,140</u>	<u>2,712,198</u>
<b>Completion rate, formal schools and madrasahs [= (4)/ (1)]</b>	<b>89.49%</b>	<b>86.93%</b>	<b>85.12%</b>
(5) Non-formal schools	<u>55,583</u>	<u>48,879</u>	<u>40,534</u>
ROSC (Ananda school)	36,354	30,353	22,575
Shishu Kalyan	3,080	2,806	2,455
BRAC	16,149	15,720	15,504
(6) Total, formal and non-formal schools and madrasahs [= (2) +(3) +(5)]	<u>2,907,140</u>	<u>2,819,019</u>	<u>2,752,732</u>
<b>Completion rate, formal and non-formal schools and madrasahs [= (6)/ (1)]</b>	<b>91.23%</b>	<b>88.47%</b>	<b>86.39%</b>

Source: PECE and EECE results 2019. This is based on 2019 PECE data as 2020 PECE not conducted due to COVID-19



The second method is based on *household survey data*. For example, as part of the 2019 MICS, parents were asked to report whether their child at the time was in school at what level and what grade – and if they were no longer in school what was the highest-level, that they had attained.

$$\text{Primary completion rate} = \frac{\text{Number of children who have completed primary education}}{\text{Number of children aged x years}} \quad (2)$$

As shown below Table 31, separately the primary completion rate calculated on the basis of the children who were passed in the 2019 PECE/EECE (86.7%) which is close to the estimate of the primary completion rate based on the household survey MICS 2019 data (82.6%), If consider DR then completion rate was 93%, if consider exam appearance then the rate was 88.8% means that primary completion rate has been gradually improving since the last decade.

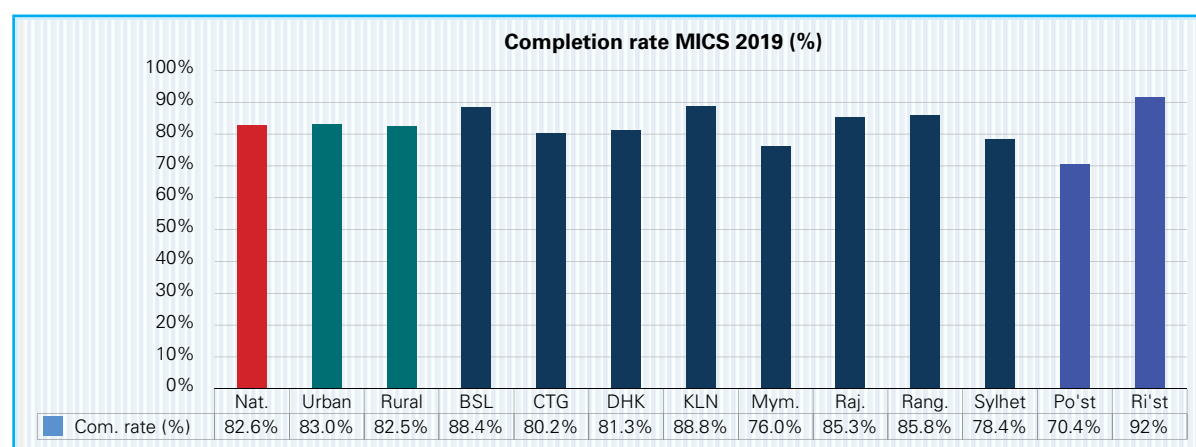
**Table 30: Primary completion rate by age 2019**

Population (according to the United Nations Population Division)	
Population (1) Population of children aged 10 years in 2019	3,296,021
(2) No. of Children who passed the 2019 PECE and EECE	2,857,461
<b>Completion rate [= (2)/ (1)]</b>	<b>86.7%</b>
(3) Children who took part in the 2019 PECE and EECE	2,927,803
<b>Completion rate [= (3)/ (1)]</b>	<b>88.8%</b>
(4) Children who were eligible to take part in the 2019 PECE and EECE (on the DR)	3,096,270
<b>Completion rate, formal school and madrasahs [= (4)/ (1)]</b>	<b>93.9%</b>

Source: PECE and EECE results

The latest MICS 2019 report reveals that the primary cycle completion rate is 82.6% (89.1% girls and 76.3% boys) which is slightly higher than APSC 2019 report of 82.1%. The following Figure 27 shows the division-wise primary completion rate including urban, rural as well as poorest and richest quintiles. Khulna division has the highest rate (88.8%) and Sylhet division has the lowest rate (78.4%) which is consistent with APSC 2019 report. More children from wealthy families (92%) completed primary education compared to the poor family's children (70.4%). The gap is wider, as special measures are required for children in ultra-poor areas for completion of primary education.

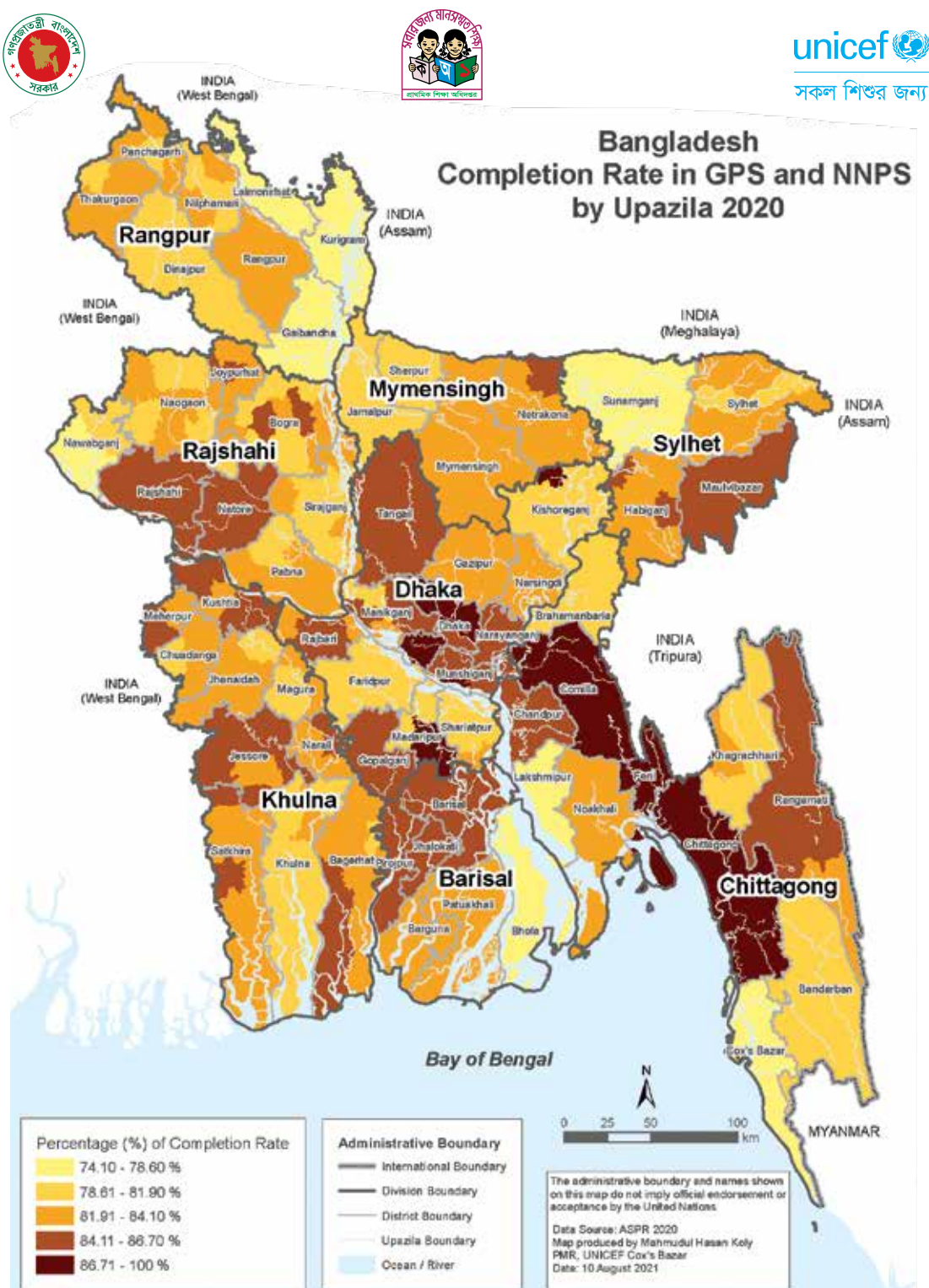
**Figure 27: Completion rate by division, urban, rural and wealth quintile based on MICS 2019**



Source: MICS 2019

The following Figure 28 (Map) shows the geographical differences in the primary completion rate based on the 2020 APSC. All districts lagging behind are situated in areas of the country with specific disadvantages: coastal belt Cox’s Bazar, Bhola, haor areas (districts of Sylhet division), char areas (in Gaibandha, Kurigram and Lalmonirhat districts), the drought zone (Nawabganj district).

**Figure 28: By district primary cycle completion rate in GPSs 2020**



Source: APSC 2020

### 3.2.8 KPI 9: Contact hours (single and double shifts). (Target: 1,000 and 1,500 hours)

The PEDP4 aims to transform double-shift schools to single-shift schools as an instrument to increase the contact hours of schools. But there is no systematic approach to monitoring contact hours in Bangladesh. However, it is possible to distinguish the following four components.

#### 1. School shifts

The main factor expected to lead to an increase in the number of contact hours is the move from double-shift schools to single-shift schools. The proportion of single-shift schools has targeted to rise to 21.6% for 5 grades and 20% for 3 grades by the end of the PEDP4. There was considerable progress towards the target, as the proportion of GPSs operating on a single shift has increased from 12% in 2005 to 22.82% for 5 grades in 2020 GPSs only (All GPSs 15.04%, former GPSs, 22.82% and NNPSs, 3.46%). ***It is noted that school shifts for 3 grades were newly included in the PEDP4 PD and DPP as APSC 2020 did not collect this information. This question needs to be included in the APSC questionnaire to compute this indicator in the future.***

#### 2. Number of days that the school is open

The school census does not collect relevant information on the number of days the school remains open. A special study would be required to examine all the issues. For example, SSPS (2006) found that:

- On average, primary schools were open for 228 days compared to the officially sanctioned 242 or 241 days.
- While the average timetable in double shift schools is 3 hours, in practice Grades 1-2 only receive 2 hours of lessons, while Grades 3-5 receive 3.5 hours of lessons daily.

These factors would serve to reduce the actual number of contact hours well below the PEDP target of 900 hours per year: children in Grades 1-2 in double-shift schools would only attend 520 hours.

#### 3. Teacher absenteeism

With respect to teacher absenteeism, there is updated information from two surveys, which used a methodology of unannounced visits and tell a similar story:

- SSPS (2006) found out that 16% of GPSs (11% of RNGPSs) teachers were absent on any given day in 2005. Of these:
- 7% of GPSs (5% of RNGPSs) teachers were authorised for long-term absence (for example, on C-in-Ed or B.Ed. courses, in-service training, maternity, or sick leave).
- 7% of GPSs (4% of RNGPSs) teachers were authorised for short-term absence (such as casual leave, official duties, or in-service training).
- 2% of GPSs and RNGPSs teachers were not authorised to be absent.
- The 2008 EW survey found that 14% of GPSs (10% of RNGPSs) teachers were absent on the day of the visit in 2008.

The surveys agree that teacher absenteeism is not a significant problem; only 1-2% of teachers are absent without permission, but the concern is lateness.

#### 4. Teacher lateness

However, the surveys mentioned above also collected information on the timeliness of teachers which is more of a reason for concern.

- SSPS (2006) found that 15% of teachers were late by at least 30 minutes, particularly if they lived relatively far from school.

- The 2008 EW survey found that 47% of GPSs (50% of RNGPSs) teachers arrived late and the average delay of these teachers was 30 for GPSs and 35 minutes for RNGPSs respectively.

*Note: Combining these four factors into a measure of contact hours would show the complexity for calculating properly and of course challenges for the PEDP4. As a result, it will be good if a fresh study is conducted to determine the contact hours under the PEDP4.*

### Contact Hour based on DPE Academic Calendar:

Considering the above points, it is not possible to compute the contact hours. The DPE school academic calendar is another source of information for calculating this indicator roughly. Based on DPE published academic calendar hence computing the contact hours considering only the no. of school open and findings are presented below Table 31.

According to the 2019 academic school calendar, the number of days schools were open as follows:

**Table 31: Number of working days based on DPE academic calendar 2020**

Month	No. days Schools' open	No. of days Weekend	No. of govt. Holidays	No of Thursday	Remarks
1	2	3	4	5	6
1. January	26	4	1	5	A total of 35 (28 days for exam, 4 days for Sub-cluster training and 3 days (restriction leave reserved for HTs) when classroom teaching is not conducted
2. February	23	4	1	4	
3. March	21	5	5	4 (H1)	
4. April	16	4	10	4 (H1, Exam1)	
5. May	2	5	24	5 (H5)	
6. June	21	4	5	4 (H1)	
7. July	26	4	1	4	
8. August	17	5	9	5 (Exam1)	
9. September	24	4	2	4 (H1)	
10. October	21	4	6	5 (H2)	
11. November	24	5	1	4 (Exam2)	
12. December	20	4	7	4 (1H, Exam1)	
<b>Total</b>	<b>241</b>	<b>52</b>	<b>72</b>	<b>52 (H12, Exam 5)</b>	

Source: DPE Academic Calendar 2019, 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 (Exam 2) means exams are held on 2 Thursdays, so no class teaching is conducted. Contact hours calculated based on no. of days conducted classroom teaching and learning.

### School Timing

#### 1. School hours for double-shift schools are:

- Grades 1 and 2: 9.15 a.m. – 12.15 p.m. (180 minutes – 30 minutes = 150 minutes daily)
- Grades 3 to 5: 12.15 p.m. – 4.15 p.m. including 30 minutes interval for lunch (240 minutes – 30 minutes = 210 minutes daily)
- School hours for Thursday for Grade 3 to 5: 12.15 a.m. – 2.30 p.m. (135 minutes daily).

## 2. School hours for single shift schools are:

- Grades 1 and 2: 9.15 a.m. – 1.15 p.m. (240 minutes – 30 minutes = 210 minutes daily)
- Grade 3, 4 and 5: 9.15 a.m. – 4.15 p.m. including 30 minutes interval for lunch (420 minutes – 30 minutes = 390 minutes daily) and
- Grade 3, 4 and 5: 9.15 a.m. – 4.15 p.m. including 30 minutes interval for lunch (420 minutes – 30 minutes = 390 minutes daily) and
- School hours for Thursday in Grades 3 to 5: 9.15 a.m. – 2.30 p.m. including 30 minutes interval for lunch (315 minutes - 30 minutes = 285 minutes daily)
- Pre-primary: 9:15 a.m. – 11:15 a.m.

*It is noted that school shifts for 3 grades newly included in the PEDP4s' PD and DPP and this indicator did not include into the APSC questionnaire as APSC 2020 was not able to collect this information. This question needs to be included into the APSC questionnaire order to collect information, so that upcoming ASPR may be able to calculate this indicator.*

**Based on the above information, contact hours estimated and presented in the following Table 32:**

**Table 32: Working days and hours in an academic year (Contact Hours) 2020**

Grade	Contact Hours for Classroom Teaching			
	Double Shift School		Single shift school	
I and II	150 m X 241 days	602 hours	210 m X 241 days	844 Hours
III, IV and V	210 m X 201 days 135 m X 35 days (1/2)	782 Hours	390 X 201 days 285 m X 35 days	1,473 Hours

**Note: Contact hours of single shift schools for grades 1 and 2 are 40% and grades 3 to 5 are 80% - more than double shift schools. DPE is keen to increase the number of single shift schools. The above calculation does not consider restricted leave and examination schedule dates. Reserved day off 2 days not considered in the calculation.**

### 3.2.9 KPI 10: Percentage of OoSC aged 8-14 years Target: 6%

The source of data for computing this indicator is Household Income and Expenditure Survey (HIES) and Education Household Survey (EHS). The BBS was not able to conduct the 2015 HIES in time as DPE had taken the initiative and conducted EHS 2014 using HIES survey materials for the PEDP3 requirement. The BBS conducted HIES 2005, 2010 and 2016 and DPE conducted EHS 2014 by BBS. The HIES and EHS survey findings were used for measuring the performance of this indicator. These surveys considered OoSC, who never enrolled in any formal or non-formal schools and those who dropped out of any grades in any type of schools in any academic year before completing the primary cycle. The 2014 EHS survey provides the baseline of the PEDP4. **It is noted that 8-14 years information is not available in the survey as not able to report in this indicator. In addition, the below KPI 21 reported 6-10 years old and 11-14 years old OoSC of the country.**

According to the HIES 2017 report 6.5% (7.1% boys and 5.8% girls) 6-10 years old children were not attending primary school, 2014 EHS report (published in June 2015) around 17.9% of 6–10-year-old children (boys 18.8% and girls 17.5%) and 14.4% of 11–14-year-old children (boys 19.4% and girls 9%) were out of school in comparison with 15% and 22% respectively in the PEDP3 baseline (HIES



2010). About 9.4% of the 6-10 years old children were never enrolled in school, and 8.5% enrolled but dropped out before completing grade 5. The primary cycle dropout rate estimated in the APSC 2014 was 20.9%, which is higher than that of EHS. The reason might be that the BBS collected data through sample surveys whereas the APSC 2014 collected data from each individual school through the regular census. Another reason might be that APSC calculates dropout numbers based on a 5-year cycle completion. On the other hand, EHS calculates on a single-year completion and considers the internal migration factor, HIES 2017 report did not mention the dropout or never enrolled separately. More analysis on HIES 2017 survey is not possible as HIES 2017 database is not available.

### 3.2.10 KPI 11: Coefficient of efficiency [EFA 14] ideal as % of actual and year inputs per graduate, [Target: all 86%, girls 88% and boys 84% and YIPG: 6 years]

Coefficient of efficiency is the ideal (optimal) number of student 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 student years spent to produce the same number of graduates. DPE uses the UNESCO reconstruction cohort model for calculating the Coefficient of efficiency. This is an indicator of the internal efficiency of an educational system. It summarises the consequences of repetition and dropout on the efficiency of the educational process in producing graduates.

Two common summary indicators of internal efficiency are used in Bangladesh (coefficient of efficiency and years input per graduate):

- The ideal number of student-years necessary to produce the graduates (if there were no repetition and no dropouts)

equals the number of graduates multiplied by the number of grades. The ratio between the actual number of pupil-years used by the reconstructed cohort and the ideal number of student-years gives the *coefficient of efficiency*. This worsened between 2005 and 2008 but by 2010 it has been improving significantly up to 2020. The PEDP4 target is to improve to 86 percent in 2023 from 80.8% in 2016 (the PEDP4 baseline).

- The total number of student-years divided by the total number of graduates gives the *years input per graduate*. The target of the PEDP4 is for this indicator to fall from 6.18 years (the PEDP4 baseline) to 6 years in 2023. There was a slight rise over the period 2005-2008 but by 2010 it had dropped below the 2005 level and almost achieved the target in 2020 (6.05 years).

#### 3.2.10.1 Coefficient of efficiency

In the PEDP4, the **KPI-11** intends to measure the coefficient of efficiency and the number of input years per graduate. The calculation of these indicators again relies on the UNESCO reconstructed cohort method. The trend of the coefficient of efficiency presents in below Table 33 up to PEDP3 and achievement under the PEDP4 in Table 34. By district and sex presents in the following Table 36.

According to the APSC 2020, the coefficient of efficiency stands at 83.2% (84.8% girls and 81.1% boys) compared to 82.2% (83.2% girls and 81.9% boys) in 2019. The Coefficient of Efficiency was 61.8% in 2005 (PEDPII baseline) compared to 62.2% in 2010 (PEDP3 baseline), and 80.9% in 2016 (PEDP4 baseline). The coefficient of efficiency has been improving since 2008, girls are a little bit ahead of their counterparts of boys. The following Figure 29 presents the year-wise coefficient of efficiency compared to the PEDPII of 2005, PEDP3 of 2010, and PEDP4 baselines of 2016.

Education Watch conducted on Educational Institutes Survey in 2014, based on this survey, the Coefficient of Efficiency improved considerably since 2008.

**Table 33: Internal efficiency indicators (coefficient of efficiency), 2005-2009-2020**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Coefficient of efficiency (%) Total	<b>61.8%</b>	<b>59.0%</b>	<b>58.8%</b>	<b>58.3%</b>	<b>61.0%</b>	<b>62.2%</b>	<b>69.1%</b>	<b>77.4%</b>	<b>79.7%</b>	<b>80.0%</b>	<b>80.1%</b>
Girls	58.0%	56.6%	56.5%	57.5%	59.1%	62.8%	67.7%	75.6%	77.3%	77.3%	77.8%
Boys	63.2%	61.3%	61.1%	59.1%	62.8%	61.8%	70.5%	79.2%	82.0%	82.7%	82.3%

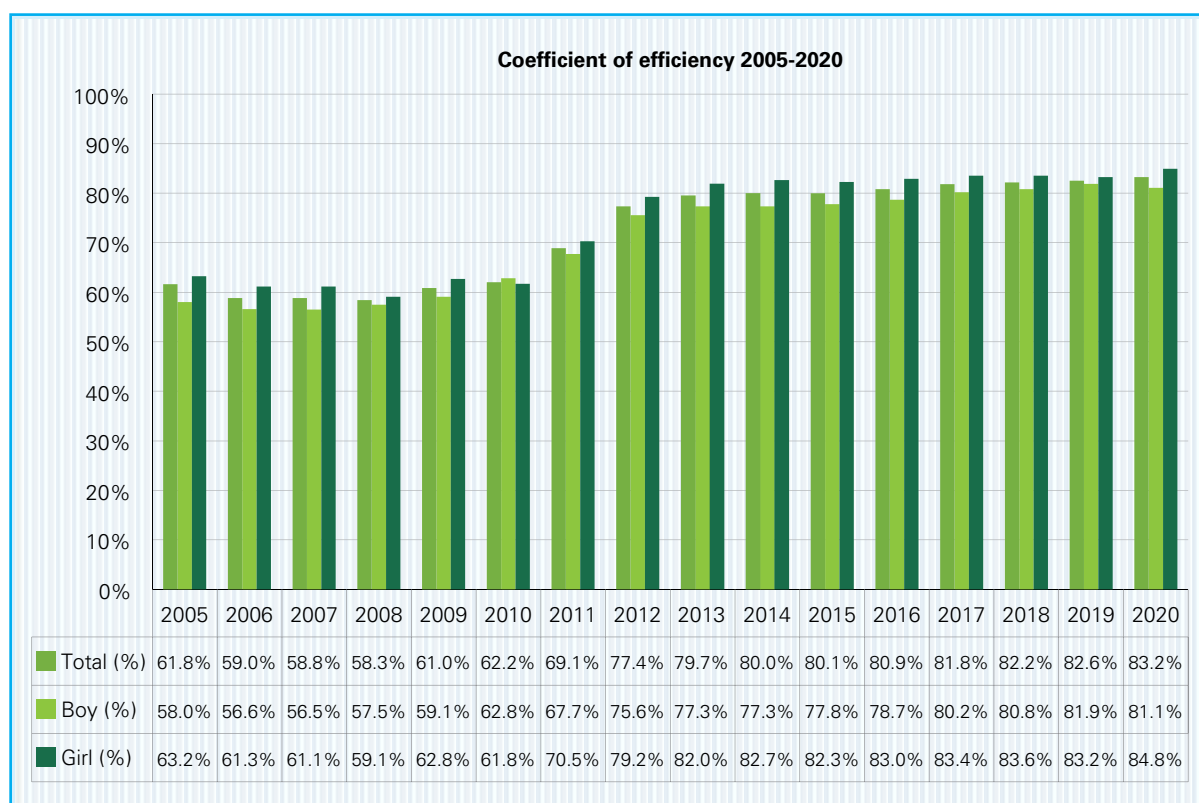
Source: Different years APSC reports

**Table 34: Internal efficiency indicators (coefficient of efficiency), 2005-2009-2020**

		2016	2017	2018	2019	2020	2021
Coefficient of efficiency (%),	All	<b>80.9%</b>	<b>81.8%</b>	<b>82.2%</b>	<b>82.6%</b>	<b>83.2%</b>	
	Girls	78.7%	80.2%	80.8%	81.9%	<b>84.8%</b>	
	Boys	83.0%	83.4%	83.6%	83.2%	<b>81.1%</b>	

Source: Different years APSC reports

**Figure 29: By gender coefficient of efficiency 2005–2020**



Source: Different years APSC reports

On the other hand, there is significant geographic variation in the achievement of the coefficient of efficiency, with the best-performing districts in southern parts of the country (Barishal, Patuakhali, Jhalokathi, Barguna, eastern parts (Cumilla, Chandpur and Feni). The worst performing in the northern part of the country. In particular, the haor areas Sunamganj, Sylhet, Habiganj, Kishoreganj, and char areas along the northern part like Gaibandha, Kurigram, Lalmonirhat and Southern parts like Cox's Bazar, Bhola districts. By district coefficient of efficiency presents below Table 36 and the Upazila-wise coefficient of efficiency is presented in the Figure 30 (Map)



Figure 30: By Upazila coefficient of efficiency in GPSs 2020



Source: APSC 2020

### 3.2.10.2 Years' input per graduate

The estimated average number of student years spent by students from a given cohort who graduate from primary education, considering the student years wasted due to dropout and repetition. One school year spent in a grade by a student is equal to one student year. DPE uses the UNESCO reconstruction cohort model for calculating years' inputs per graduate. 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 primary graduate.

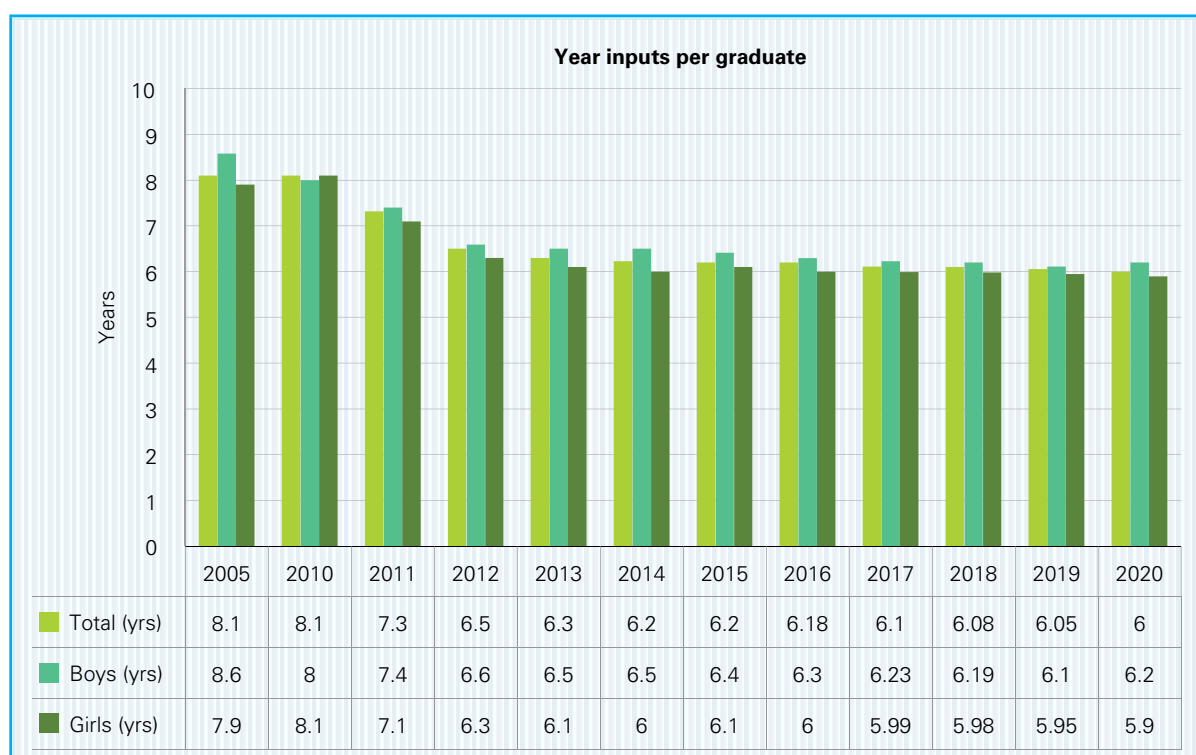
The years input per graduate is calculated as the total number of student years divided by the total number of graduates. In the case of neither repetition nor dropouts, the figure would be five years for Bangladesh (excluding the 1 year of pre-primary education). The target of the PEDP4 for this indicator is the reduction to 6 years in 2023 from 6.2 years in 2016 (the PEDP4 baseline). The target is already achieved in 2020 (6.0 years). This indicator improved considerably between 2010 and 2020, from 8.1 years in 2010 (the PEDP3 baseline) to 6.18 years in 2016 (the PEDP4 baseline) and to produce a primary graduate, it required 6.2 years for boys and 5.9 years for girls in 2020; girls' performance was better than boys since 2005 (See below Table 35 and Figure 31).

**Table 35: Years' input per graduate by gender and by year 2005 - 2020**

	2005	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Coefficient of efficiency (%) All	8.1	8.2	8.1	7.3	6.5	6.3	6.2	6.2	6.18	6.1	6.08	6.05	6.0
Girls	7.9	8	8.1	7.1	6.3	6.1	6	6.1	6	5.99	5.98	5.95	5.9
Boys	8.6	8.5	8	7.4	6.6	6.5	6.5	6.4	6.3	6.23	6.19	6.1	6.2

Source: Different years APSC reports

**Figure 31: Year input per graduate by gender and by year 2005 - 2020**



Source: Different years APSC reports

The following Table 36 presents the district-wise coefficient of efficiency and years' input per graduate based on 2020 APSC report and the following Figure 32 (Map) presents the by Upazila years input per graduate based on the 2020 APSC. Sunamganj district has the highest years' inputs per graduate (6.7 years) and lowest in Barguna district (5.6 years). Similarly, the coefficient of efficiency is the highest in the Barguna district (89) followed by Jhalokathi district (88.6) and lowest in Sunamganj (76.7) followed by Kishoreganj district (79.3)

**Table 36: By district coefficient of efficiency and years input per graduate 2020**

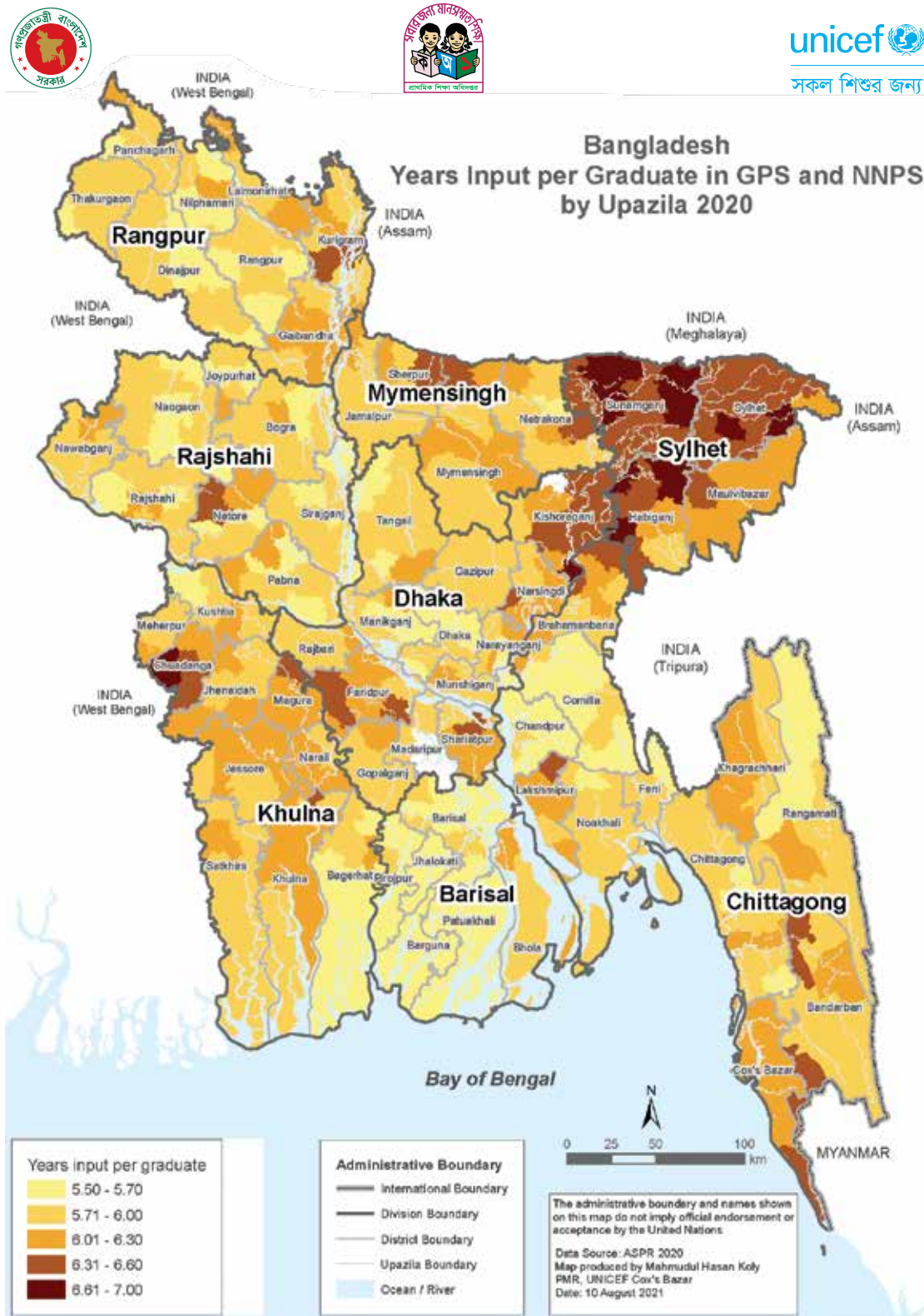
Division	District	Coefficient of efficiency (%)			Years Input per graduate (Years)		
		Boys	Girls	Total	Boys	Girls	Total
Barishal	Barguna	86.2	90.9	88.7	5.8	5.5	5.6
	Barishal	85.6	90.5	88.3	5.8	5.5	5.7
	Bhola	83.3	83.9	83.6	6.0	6.0	6.0
	Jhalokathi	88.1	91.3	89.8	5.7	5.5	5.6
	Patuakhali	86.8	89.7	88.3	5.8	5.6	5.7
	Pirojpur	86.1	89.6	88.0	5.8	5.6	5.7
Chattogram	Bandarban	79.7	81.7	80.7	6.3	6.1	6.2
	Brahmanbaria	79.0	83.7	81.6	6.3	6.0	6.1
	Chandpur	84.9	88.6	87.0	5.9	5.6	5.7
	Chattogram	82.4	87.1	84.9	6.1	5.7	5.9
	Cumilla	86.1	90.2	88.4	5.8	5.5	5.7
	Cox's Bazar	75.4	83.3	79.8	6.6	6.0	6.3
	Feni	84.8	88.4	86.8	5.9	5.7	5.8
	Khagrachhari	81.7	83.1	82.4	6.1	6.0	6.1
	Lakshmipur	80.7	81.9	81.5	6.2	6.1	6.1
	Noakhali	82.3	88.2	85.6	6.1	5.7	5.8
	Rangamati	84.6	86.2	85.4	5.9	5.8	5.9
Dhaka	Dhaka	84.2	89.5	87.1	5.9	5.6	5.7
	Faridpur	76.2	82.7	79.7	6.6	6.0	6.3
	Gazipur	82.2	87.4	85.0	6.1	5.7	5.9
	Gopalganj	80.5	87.6	84.2	6.2	5.7	5.9
	Kishoreganj	77.1	80.2	78.8	6.5	6.2	6.3
	Madaripur	84.6	88.7	86.8	5.9	5.6	5.8
	Manikganj	84.7	87.4	86.1	5.9	5.7	5.8
	Munshiganj	80.7	87.4	84.2	6.2	5.7	5.9
	Narayanganj	82.5	86.5	84.7	6.1	5.8	5.9
	Narsingdi	79.7	84.2	82.1	6.3	5.9	6.1
	Rajbari	82.3	86.6	84.6	6.1	5.8	5.9
	Shariatpur	78.6	85.0	82.0	6.4	5.9	6.1
	Tangail	82.0	89.1	85.7	6.1	5.6	5.8

Division	District	Coefficient of efficiency (%)			Years Input per graduate (Years)		
		Boys	Girls	Total	Boys	Girls	Total
Khulna	Bagerhat	83.5	88.6	86.1	6.0	5.6	5.8
	Chuadanga	75.0	80.3	77.7	6.7	6.2	6.4
	Jashore	78.3	85.9	82.2	6.4	5.8	6.1
	Jhenaidah	80.2	84.9	82.6	6.2	5.9	6.1
	Khulna	79.1	83.9	81.6	6.3	6.0	6.1
	Kushtia	83.3	86.7	85.0	6.0	5.8	5.9
	Magura	77.0	81.6	79.4	6.5	6.1	6.3
	Meherpur	80.5	85.6	83.2	6.2	5.8	6.0
	Narial	77.1	85.5	81.4	6.5	5.8	6.1
	Satkhira	81.6	87.8	84.8	6.1	5.7	5.9
Mymensingh	Jamalpur	82.6	84.7	83.7	6.1	5.9	6.0
	Mymensingh	79.9	84.3	82.3	6.3	5.9	6.1
	Netrokona	81.7	85.3	83.6	6.1	5.9	6.0
	Sherpur	82.1	83.2	82.7	6.1	6.0	6.0
Rajshahi	Bogura	83.0	87.3	85.3	6.0	5.7	5.9
	Joypurhat	82.4	87.4	85.0	6.1	5.7	5.9
	Naogaon	85.1	87.1	86.1	5.9	5.7	5.8
	Natore	81.1	86.7	84.0	6.2	5.8	6.0
	Nawabganj	82.9	83.8	83.4	6.0	6.0	6.0
	Pabna	82.9	87.4	85.3	6.0	5.7	5.9
	Rajshahi	82.6	87.8	85.2	6.1	5.7	5.9
	Sirajganj	83.9	87.7	85.9	6.0	5.7	5.8
Rangpur	Dinajpur	85.1	87.0	86.1	5.9	5.7	5.8
	Gaibandha	84.5	78.9	81.4	5.9	6.3	6.1
	Kurigram	83.5	80.0	81.6	6.0	6.3	6.1
	Lalmonirhat	83.3	80.9	82.0	6.0	6.2	6.1
	Nilphamari	84.9	85.9	85.4	5.9	5.8	5.9
	Panchagarh	83.2	86.0	84.7	6.0	5.8	5.9
	Rangpur	84.0	88.8	86.5	6.0	5.6	5.8
	Thakurgaon	84.6	88.3	86.5	5.9	5.7	5.8
Sylhet	Habiganj	75.7	80.4	78.3	6.6	6.2	6.4
	Moulvibazar	76.2	83.8	80.2	6.6	6.0	6.2
	Sunamganj	70.9	78.2	74.8	7.1	6.4	6.7
	Sylhet	74.5	78.9	76.9	6.7	6.3	6.5
	<b>National</b>	<b>81.1</b>	<b>84.8</b>	<b>83.2</b>	<b>6.2</b>	<b>5.9</b>	<b>6.0</b>

Source: APSC 2020



Figure 32: By Upazila year inputs per graduate GPSs, 2020



Source: APSC 2020

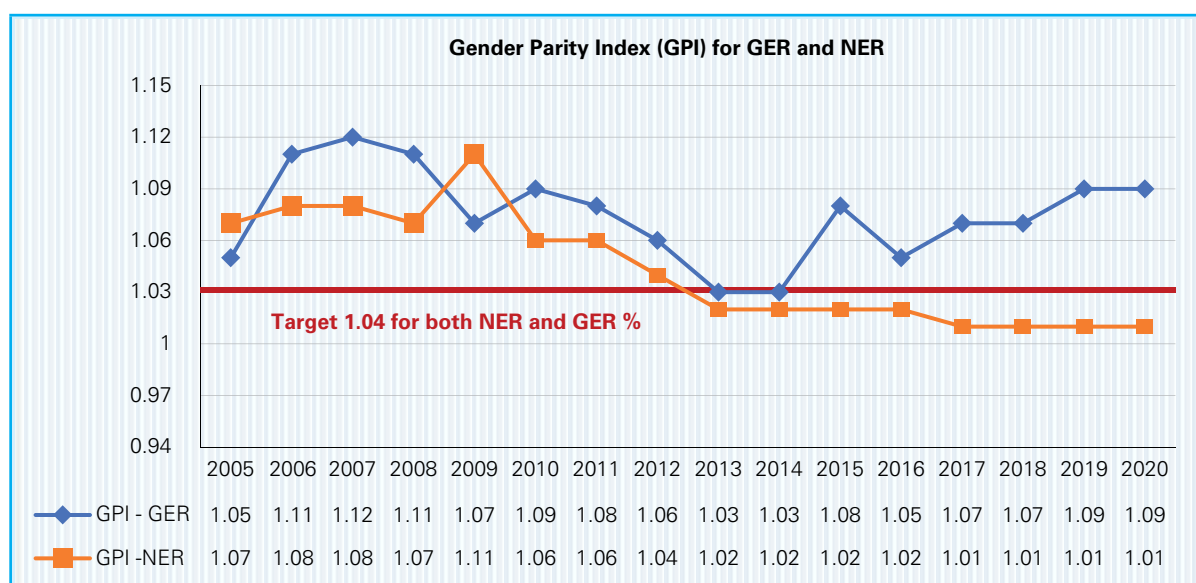
### 3.2.11 KPI 12: Gender Parity Index [Target: 1.04 (GER) and 1.04 (NER)]

Under the PEDP4, there is a **KPI-12** to measure gender parity in primary education using the Gender Parity Index (GPI). The GPI is the standard measure of assessing gender inequality. In primary education, GPI is a Ratio of girls' enrolment to boys' enrolment. GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of boys, GPI above 1.03 indicates a disparity in favour of girls (Source: UNESCO). Based on gross and net enrolment, the gender parity index is measured and presented in the below Figure 33. Based on APSC 2020, GPI for GER is 1.09 and NER for 1.01, which means that Bangladesh is approaching gender parity in primary education. In terms of net enrolment achieved gender parity but in terms of gross enrolment disparity found in favour of girls means more girls are enrolled than boys in primary education of Bangladesh.

The lowest proportion of enrolled boys was observed mainly in the south-east parts as well as in northern districts of the country, particularly in all the districts of Barishal Division which started from Barguna, Cox's Bazar, Bandarban, Chattogram Feni, Chandpur, Cumilla, Brahmanbaria, Kishoreganj, Dhaka, Gazipur, Manikganj, Narsingdi, Munshiganj, Narayanganj. The fact that there were fewer enrolled boys than girls in most Upazilas and districts is consistent with the gender parity index since 2010, which indicated gender disparity in favour of boys. This was because the proportion of boys in the population aged 6-10 years was 50.9% (based on DPE estimates of 6-10 years population for 2016) i.e. there were more boys than girls but there were fewer boys enrolled in schools compared to girls.

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 in Dhaka and neighboring districts). 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 Qaumi madrasahs and KG of English medium schools. Both types of institutes are not spread evenly throughout the country, Qaumi madrasahs being more prevalent in Sylhet, Kishoreganj and Chattogram than elsewhere, and KG of English medium schools only in the urban areas. Due to ultra-poor areas in northern districts, boys are engaged in income-generating work. It would be useful to investigate further how Sylhet Division improved so much within one year, going from a lower to a higher position in terms of boys' enrolment.

**Figure 33: Gender parity index: GER & NER 2005-2020**



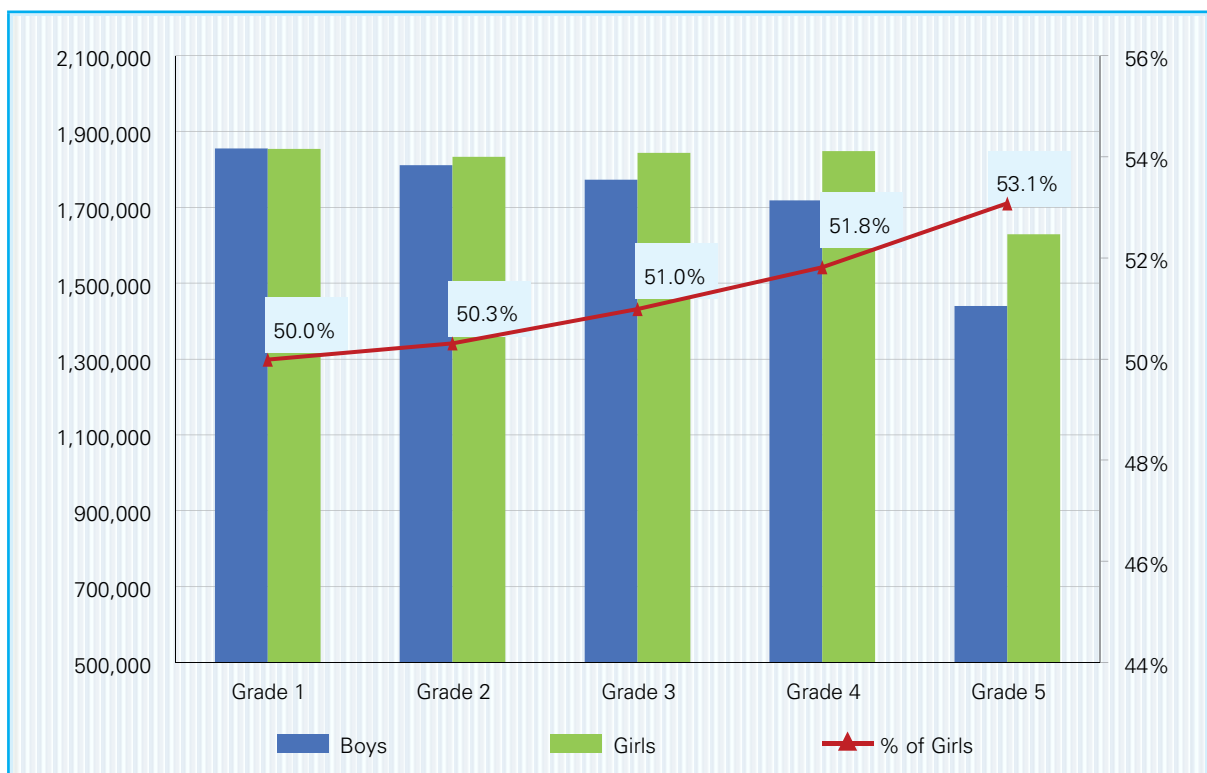
Source: APSC 2005-2020

### 3.2.11.1 Gender balance in enrolment of primary education

In Bangladesh, enrolment disparities continue between boys and girls. A standard measure of inequality is the gender parity index, in other words, the ratio between the female and male enrolment rates. When the index falls below 1 there is the disparity in favour of boys; while when it exceeds 1 there is the disparity in favour of girls. The following Figure 34 shows the proportion of male students in total enrolment in GPSs by Upazila in 2020. **The proportion of boys in the DPE 2020 projected population aged 6-10 years is 50.8% compared to the enrolment figure based on APSC 2020 at 48.8%.** There is no major reason for this proportion to vary including across different parts of the country. If there were gender parity, then the proportion of male students in total enrolment should also be 50.8%. The lowest shares of male students are observed in the eastern parts of the country along a coastal belt that begins in Cox’s Bazar to Chattogram and continues through Feni, Noakhali, Cumilla to Sylhet including small parts of Barishal district (see below Figure 34).

*It is noted that, each and every year boy’s enrolment is less than girl’s enrolment in the eastern part of the country starting from Cox’s Bazar and to continue through Chattogram, Feni, Chandpur, Noakhali, Cumilla, Brahmanbaria to Sylhet including small parts of Barishal district. It has merit to investigate why boys are less interested to admit in the schools in those districts.*

**Figure 34: Primary education enrolment by sex 2020**



Source: APSC report 2020



### 3.2.12 KPI 13: NER – Range between top & bottom 20% of households by consumption quintile [Target: Total 4, Boy 1, Girl 5]

Under the PEDP4, **KPI-13** measures socio-economic parity based on HIES and EHS data. Access and participation in primary school vary by poverty status. This indicator was designed to capture the range between the primary NER for the richest 20% and the poorest 20% of households (based on households' consumption quintile). The latest source of data for this calculation is the HIES 2010, 2016, and the EHS 2014. Based on these surveys, the primary NER was 83% (HIES 2010) and 84.73% (EHS 2014), but for the poorest 20% of households, the NER 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 NER 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 NER 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.***

The following Table 37 presents the baseline, achievement, and targets for this KPI of the PEDP4 program document and survey data. The range/gap in the 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. PEDP4's target is to reduce this gap by 2017. In EHS (2014), the range/gap in NER between the richest and poorest quintiles was 8 percentage points.

The HIES 2017 report calculated NER by poor and non-poor households based on the upper and lower poverty line as not comparable with 2010 HIES. At the national level, using the upper poverty line NAR of 6-10 year children from poor households stands at 90.2% (91.5% girls and boys 89%). On the other hand, for the non-poor households, this stands at 95% (95.4% girls and 94.6% boys). In rural areas, poor households were 91.3% (93.2% girls and 89.5% boys) compared to 95.1% (girls 95.4% and boys 94.9%) for non-poor households. In urban areas, poor households 85.8% (girls 85% and boys 86.6%) compared to 94.4% (girls 95.2% and boys 93.6%) for non-poor households.

HIES 2017 report also revealed that enrolment from poor households is the highest in Khulna division as 93.9% followed Rangpur and Rajshahi division (92.5%) and lowest for Chattogram division (85.3%). For non-poor households, the highest enrolment is also observed in the Khulna division at 98.6% followed by Rajshahi division at 97.6% and Mymensingh division at 96.9%. The lowest enrolment for non-poor households using the upper poverty line was observed for the Chattogram division. The enrolment using the lower poverty line for poor and non-poor households also follows the same pattern as the upper poverty line with slightly lower enrolment for poor and non-poor households. It is praiseworthy that both poor and non-poor households enrolled their children in the schools. Poverty is not a major barrier to school enrolment. This is happening due to government interventions such as free textbooks distribution, stipend programmes, scaling up PPE, construction of additional classrooms, designated PPE classrooms, nationalised all NGPSs and Community schools, teachers training, etc.

**Table 37: NER range between the top and bottom 20% of households by consumption quintiles**

	HIES 2010			EHS 2014			HIES 2016 (upper & lower poverty line)			Target 2023
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Top 20% Households	88%	87%	88%	88%	88%	88%	94.6%	95.4%	95%	96%
Bottom 20% Households	73%	82%	77%	77%	85%	80%	89%	91.5%	90.2%	99%
Range/gap	15%	5%	11%	12%	3%	8%	5.6%	3.9%	4.8%	95%

Source: PEDP4 Program Document, HIES 2010, 2016 and EHS 2014

### 3.2.13 KPI 14: Upazila composite performance index – top and bottom 10% of Upazilas, [Target: 0.8]

One of the PEDP4's key objectives is equity in access, participation, completion and achievement of learning outcomes. To monitor the progress in narrowing geographical disparities, an *Upazila* composite performance index was constructed based on the following three performance or component indicators and designed **KPI 14 'Upazila Composite Performance Indicator'** for measuring the performance of each Upazilas using this composite indicator.

The following are three performance indicators:

- **Gender participation indicator:** Absolute difference between (i) the ratios 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 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 1 and 2.

KPI 14 uses this composite index to compare Upazila performance in the following two ways:

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

In 2020 the average value of the index for the top 10% of Upazilas is 1.3 compared to 2.5 in 2019, while the average value for the bottom 10% of Upazilas is 0.5 in 2020 compared to 1.5 in 2019; the range between the top and bottom groups is 0.82 in 2020 compared to 0.99 in 2019. The range gap is narrowing; this means a reduction in the performance gap between top and bottom Upazilas. The average value for the bottom 20% of Upazilas is 0.5 in 2020 compared to 1.6 in 2019 (see below Table 38). Annex 3 and 4 contains a list of the top and bottom 10% of Upazilas with the lowest and highest score based on the Upazila composite indicator in 2020.

*Note: Instead, this composite indicator as an alternative approach could be considered for the PEDP4 to track the progress of this indicator, such as the newly published as Global initiative 'Education Development Index' (EDI) funded by EDI, which is a more comprehensive league table ranking system*

It is noted that this year's performance is better because this indicator was computed considering the 2 performance indicators instead of 3 performance indicators. In 2020, PECE was not held as the COVID-19 pandemic school closure as this indicator was not considered for calculation as 100% passed based on DR list of 2020.

**Table 38: Upazila composite index value 2010-2020**

Upazila	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Target 2023
<b>Top 10%</b>	2.36	2.23	2.27	2.38	2.34	2.00	2.23	2.45	2.77	2.5	1.3	2.50
<b>Bottom 10%</b>	1.04	1.15	1.17	1.24	1.44	1.04	1.09	1.79	2.21	1.5	0.5	1.50
<b>Range</b>	0.99	1.10	1.10	1.14	0.90	0.96	1.14	0.66	0.56	0.99	0.82	1.0
<b>Bottom 20%</b>	1.33/1.26	1.31	1.30	1.38	1.54	1.17	1.22	2.11	2.33	1.6	0.5	1.70

Source: APSC reports 2010-2020

### 3.2.14 KPI 16: GER for PPE, SDG 4.2.3 [Target: 115%]

#### 3.2.14.1 Pre-primary education (PPE)

DPE supported by the MoPME has taken initiatives for the expansion of PPE since 2010. The main objective of PPE is to create an atmosphere fostering the physical and mental readiness of children before they enter Grade 1 in formal schools. The Development Partners (DPs) and local NGOs provide technical assistance and materials to the government. Accordingly, the government conducted a mapping of the PPE services delivery and developed an operational framework of PPE, which envisages the formalisation of the system through the development of curriculum and learning materials. Under the PEDP3, PPE Minimum Quality Standards, Expansion Plan and Go-NGO collaboration were developed including the provision of block allocation to the schools for scaling up the PPE. Under the PEDP3 newly created 37,672 PPE assistant teachers posts to cover one teacher in all former GPSs. For blanket coverage of all GPSs including newly nationalized GPSs under the PEDP4, recruited 33,974 PPE teachers, deployed, and trained for professional development of specialised PPE skills. The PEDP4 also included a plan to create 25,800 PPE assistant teachers posts, and recruit and deploy 25,800 pre-primary teachers to cover all the newly nationalised schools. The performance of Pre-Primary Education (PPE) under the PEDP4 measures through below 3 KPIs and 1 Non-KPI:

**KPI 1** - Percentage of children who completed 1 year 1 year of PPE

**KPI 16** - GER of PPE, SDG 4.2 and **KPI 17** - NER of PPE, SDG 4.2.3

**Non-KPI 1** - Percentage of grade 1 new intakes who completed PPE

In 2020, 1,767,265 children were enrolled in PPE classes of GPSs compared to 1,782,079 in 2019 which is slightly reduced, and identical with the same age projected population cohort as reduced. Total Enrolment in GPSs and all types of schools is more than double compared with the PEDP3 baseline year 2010 (up 97.34% in GPSs and 222.91% in all types of schools). **Almost 99.82% of the GPSs are currently offering PPE through 50.33% designated PPE teachers and 37.44% designated PPE classrooms.** Even though the official age for pre-primary education is 5 years, The MICS 2019 report reveals that children belonging to a wide range from 3 to 10 years were found to be enrolled in pre-primary classes. Year-wise enrolment in the PPE classes presents in the following Table 39 and enrolment of PPE learners by types of schools in Table 40.

**Table 39: Enrolment in pre-primary education (GPSs and Others) 2010-2020**

Year	GPSs <sup>4</sup>			Other types			Total GPS and Other types		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
2010	895,524	451,643	443,881	327,073	175,877	151,196	1,222,597	627,520	595,077
2011	1,545,828	783,497	762,331	830,318	444,524	385,794	2,376,146	1,228,021	1,148,125
2012	1,680,104	841,892	838,212	919,457	485,472	433,985	2,599,561	1,327,364	1,272,197
2013	1,827,950	917,208	910,742	1,134,113	594,394	539,719	2,962,063	1,511,602	1,450,461
2014	1,950,366	980,001	970,365	1,132,812	592,420	540,392	3,083,178	1,572,421	1,510,757
2015	1,621,247	809,005	812,242	1,243,630	641,541	602,089	2,864,877	1,450,546	1,414,331
2016	1,766,387	873,584	892,803	1,363,148	696,353	666,795	3,129,535	1,569,937	1,559,598
<b>2017</b>	<b>1,817,739</b>	<b>903,791</b>	<b>913,948</b>	<b>1,850,112</b>	<b>937,451</b>	<b>912,661</b>	<b>3,667,851</b>	<b>1,841,242</b>	<b>1,826,609</b>
<b>2018</b>	<b>1,683,192</b>	<b>833,797</b>	<b>849,395</b>	<b>1,895,192</b>	<b>958,762</b>	<b>936,430</b>	<b>3,578,384</b>	<b>1,792,559</b>	<b>1,785,825</b>
<b>2019</b>	<b>1,782,079</b>	<b>880,726</b>	<b>901,353</b>	<b>2,004,162</b>	<b>1,013,008</b>	<b>991,154</b>	<b>3,786,241</b>	<b>1,893,734</b>	<b>1,892,507</b>
<b>2020</b>	<b>1,767,265</b>	<b>868,573</b>	<b>898,692</b>	<b>2,180,587</b>	<b>1,095,387</b>	<b>1,085,200</b>	<b>3,947,852</b>	<b>1,963,960</b>	<b>1,983,892</b>

Source: APSC 2010-2020 reports.

**Note: The enrolment of PPE has increased due to enrolment of underage and over age children in PPE and this is identical with the 2020 population cohort (4-6 years). In addition, share of PPE students also increased in other type institutes**

**Table 40: Enrolment in pre-primary education by school types 2020**

SL.	Type of School	No. of school	Pre-Primary Student Enrolment			
			Total	Boys	Girls	% of Girls
1	Government Primary Schools (GPSs)	65,447	1,767,265	868,573	898,692	50.85%
2	Private Primary Schools	3,688	98,121	48,961	49,160	50.10%
3	Ebtedayee Madrasahs (EbM)	2,671	83,338	43,138	40,200	48.24%
4	Kindergarten (KG)	26,380	1,191,635	613,320	578,315	48.53%
5	NGO Schools (Grade 1-5)	3,042	176,843	85,710	91,133	51.53%
6	High Madrasa attached Primary Section	2,157	67,629	34,651	32,978	48.76%
7	High Schools attached Primary Section	1321	84,761	41,633	43,128	50.88%
8	NGO Learning Centers <sup>5</sup> (LCs)	6,787	401,248	189,037	212,211	52.89%
9	Shishu Kalyan Primary School	120	3,419	1,749	1,670	48.84%
<b>10</b>	<b>Others<sup>6</sup></b>	<b>1,806</b>	<b>73,593</b>	<b>37,188</b>	<b>36,405</b>	<b>49.47%</b>
	<b>Grand Total</b>	<b>113,419</b>	<b>3,947,852</b>	<b>1,963,960</b>	<b>1,983,892</b>	<b>50.25%</b>

Source: APSC 2020 report;

**Note 1: About 2.18 million children receive pre-primary education in other types of institutions including NGO-run schools and kindergartens (see the above Table 40);**

4 GPSs includes former GPSs, NNPSs, 1500 project established government primary schools and PTI Experimental schools including Model government primary schools

5 NGO Learning Centers (LCs) includes mainly BRAC LCs including other NGOs manages LCs.

6 Other categories (Sl. 10 in the above table 22) includes 3,197 LCs: 12 different types of tiny Learning Centre's (LCs) e.g. (i) Mosque-based LCs, (ii) Temple-based, (iii) Social welfare-based LCs, (iv) Schools for the Deaf and Dumb, (v) Schools for Blind, (vi) Tea garden schools, (vii) Jail schools, (viii) NGO LCs, (ix) CHTs Council managed schools, (x) Quami Madrasahs, (xi) ROSCII schools, (xii) Second chance school, and (xiii) School for Physically Challenge children

### 3.2.14.2 Gross Enrolment Rate (GER) of PPE, SDG 4.2.3 [Target: 115%]

The PEDP4 also prioritised the PPE and supported the recruitment and deployment of additional PPE teachers to cover all the nationalized schools (former RNGPSs and Community schools) and need-based construction of additional PPE classrooms in the newly nationalized government primary schools (NNPSs). For this reason, the PEDP4 included the KPI 16 and KPI 17 for measuring the PPE performance. The PEDP3 constructed the designated PPE classrooms in GPSs and recruited and deployed designated PPE teachers. The following Table 41 shows the level of GER of the PPE classes in GPSs (former GPSs, NNPSs, PTI Expt. and 1500 project established GPSs).

GER of PPE - the gross enrolment rate, in other words, the number of children enrolled in PPE classes relative to the total population of children aged 5 years (official PPE school age). The Gross Enrolment Rate (GER) in Pre-Primary Education (PPE) is 120.3% (girls 123.20% and boys 117.5%) in APSC 2020 compared to 130.6% (girls 133.4% and boys 126.9%) in APSC 2019 and at 145% (Boys 149% and Girls 147%) in 2016 of the PEDP4 baseline (see below Table 41 for different years GER and Figure 35).

**Table 41: GER of PPE 2016-2020**

	GER of PPE		
	Total	Boys	Girls
<b>2016 (PEDP4 Baseline)</b>	145.0%	149.0%	147.0%
<b>2017</b>	134.0%	134.7%	133.3%
<b>2018</b>	125.2%	122.9%	127.6%
<b>2019</b>	130.6%	126.9%	133.4%
<b>2020</b>	<b>120.3%</b>	<b>117.5%</b>	<b>123.2%</b>

Source: APSC 2016-20 reports, in 2019 PPE - GER reported based on APSC database and PPE-NER adjusted

### 3.2.15 KPI 17: NER for PPE, SDG 4.2.4 [Target: 95 %]

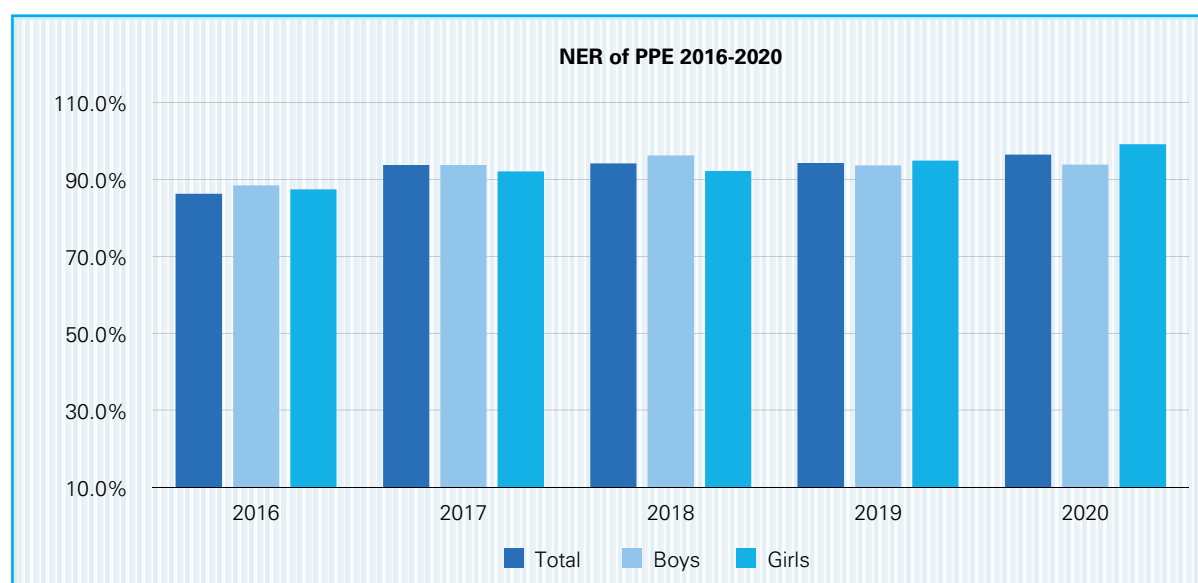
Similarly, the Net Enrolment Rate in PPE classes (NER of PPE) in other words the number of children in the PPE classes (official age in Bangladesh at 5 years) enrolled in PPE classes relative to the total population of children aged 5 years. The Net Enrolment Rate (NER) in PPE is 96.50% (girls 99.20% and boys 93.90%) in APSC 2020 compared to 94.3% (girls 94.6% and boys 93.6%) in APSC 2019 and 86.3% (Boys 88.5% and Girls 87.4%) in 2016 of the PEDP4 baseline. The achievement presented below Table 42 for different years NER and Figure 35.

**Table 42: NER of PPE 2016-2020**

	NER of PPE		
	Total	Boys	Girls
<b>2016 (PEDP4 Baseline)</b>	86.3%	88.5%	87.4%
<b>2017</b>	93.8%	93.8%	92.1%
<b>2018</b>	94.2%	96.2%	92.2%
<b>2019</b>	94.3%	93.6%	94.9%
<b>2020</b>	<b>96.50%</b>	<b>93.90%</b>	<b>99.20%</b>

Source: APSC 2016-20 reports, in 2019 PPE - GER reported based on APSC database and PPE-NER adjusted

**Figure 35: NER of PPE 2016-2020**



### 3.2.16 KPI 18: Percentage of schools that meet the SCR standard of 40:1 [Target: 46%]

The standard of this KPI under the PEDP4 is the percentage of schools that meet the standard 40 students per classroom. Unfortunately, not clearly mentioned the criteria for calculation of this indicator e.g., should consider the PPE classroom and PPE teachers. In addition, for double shift schools as the same classrooms are used for both sections (in the 1<sup>st</sup> shift for Grade 1 and 2 and in the 2<sup>nd</sup> shift for Grade 3 to 5), what will be the mechanism for calculation of this indicator, etc. However, to calculate how many governments primary schools (GPSs) achieved this standard, two different approaches were used to calculate the students per classroom ratio:

- **In the first approach**, the total number of enrolled students was divided by the total number of classrooms for each GPS in 2020, earlier for GPSs and NNPSs together. (Note that only usable 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 only. This takes account of double-shift schools. If the school is a 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.

When the Students-Per-Classroom ratio does not take shifts into account (first approach), then it exaggerates the problem of congestion. The second approach captures what a visitor to a school would witness: as most schools run two shifts ('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 congestion would become more obvious.

Given that the school census 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 5 where the level of enrolment is comparatively 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.

The following Table 43 shows that there is an acute shortage of classrooms in both GPSs based on this PSQL indicator:

- According to the first approach, to 46% of government schools (41% GPSs and 52% NNPSs) met the average standard of 40 students per classroom in 2020 compared to 37% of government schools (36% GPSs and 39% NNPSs) met the average standard of 39 students per classroom in 2019. There has been improvement in this ratio for GPSs since 2006 to construct additional classrooms, despite the addition of more than 83,899 classrooms to the GPSs classroom stock since the PEDPII to date, enrolment levels have also grown as well as.
- According to the second approach, 89% of schools (85% GPSs and 93% NNPSs) met the average standard of 40 students per 'effective' classroom in 2020 compared to 82% of schools that met the average standard of 40 students per 'effective' classroom in 2019; more NNPSs than GPSs meet the standard during the PEDP4 period.

**Table 43: Government primary schools which meet the students-per-classroom standard**

	Year	GPS	NNPS	Total
Percentage of schools which meet the standard: 40 students per classroom	2005	20.2	16.7	19.0
	2010	21.8	18.5	20.6
	2011	20.2	16.7	19.0
	2012	20	22	213
	2013	20	22	21
	2014	28	31	24
	2015	28	27	29
	2016	24	16	23
	2017	31	37	34
	2018	32	39	35
	2019	36	39	37
	<b>2020</b>	<b>41</b>	<b>52</b>	<b>46</b>
Percentage of schools which meet the standard: 40 students per 'effective' classroom (double shift only)	2005	62.6	76.6	67.4
	2010	60.0	75.7	65.3
	2011	62.6	76.6	67.4
	2012	56	73	62
	2013	56	73	62
	2014	62	75	65
	2015	80	74	77
	2016	69	73	71
	2017	73	79	76
	2018	84	85	84
	2019	81	84	82
	<b>2020</b>	<b>85</b>	<b>93</b>	<b>89</b>

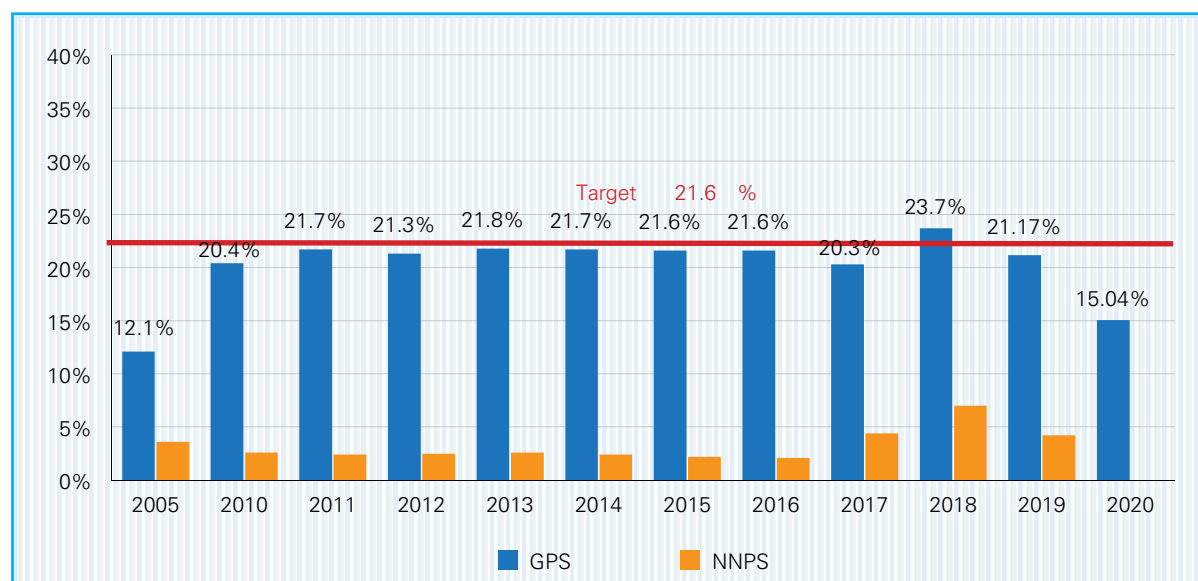
Source: Different years APSC reports. Note, in this calculation not considered the PPE students only



### 3.2.17 KPI 19: Percentage of schools that are Single Shift (desegregated by schools providing 3 grades single shift and providing all 5 grades) [Target: 21.6%]

In the PEDP4, revise this KPI-19 as 'Percentage of schools that are Single Shift (desegregated by schools providing 3 grades single shift and providing all 5 grades single shift). The following Figure 36 presents the single shift measures based on APSC data on the number of schools operating 5 grades in a single shift. The detailed description is presented in the above subsection 3.2.9 (contact hours).

**Figure 36: Single shift schools (5 grades) 2020**



Source: APSC 2020

**Note:** in 2020, unified all GPSs together (e.g. GPS, NNPSs, Model, PTI Expt. Schools and 1500 project schools) as instructed by DPE. As progress declined in 2020, up to 2019 presents for GPSs and NNPS separately.

### 3.2.18 KPI 20: Percentage of schools (GPSs/NNPSs) that meet three out of four PSQL indicators: (i) Girls' toilets (PSQL 12, separate WASH block); (ii) Potable water (PSQL 13); (iii) SCR (KPI 18) and (iv) STR (PSQL 3)

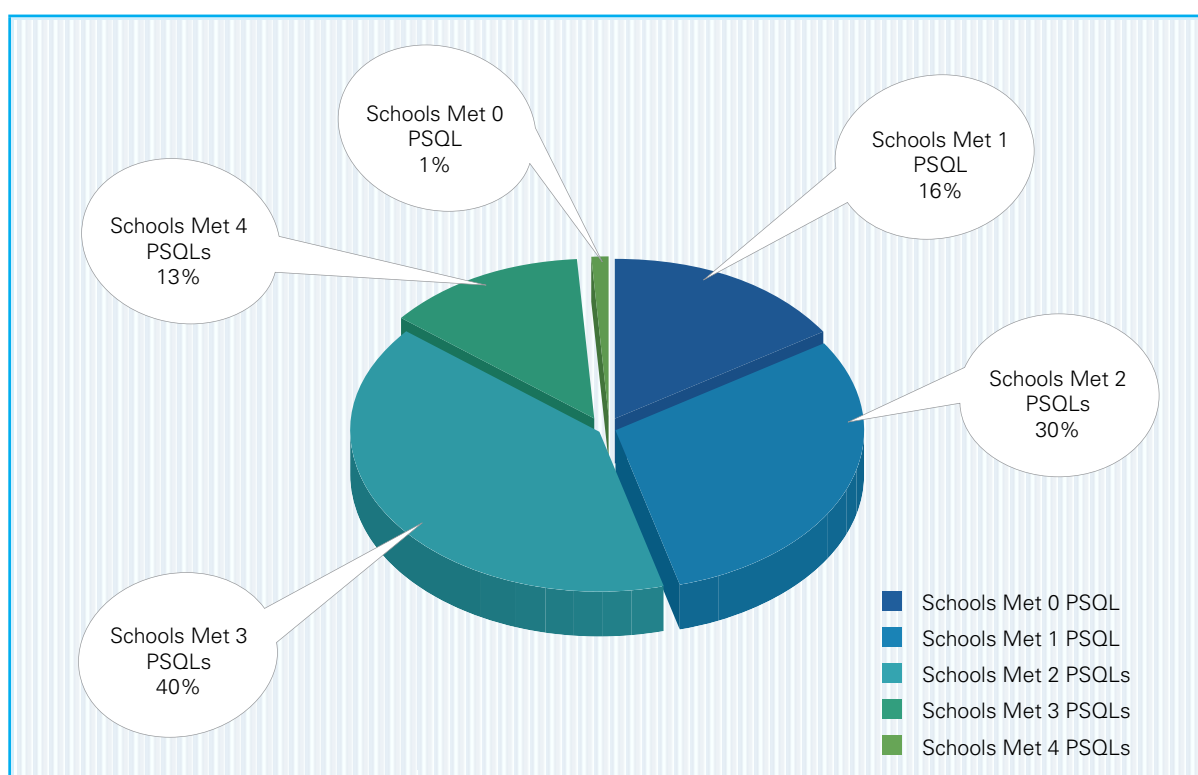
The **KPI 20** under the PEDP4 is a PSQL-based composite indicator intended to measure the percentage of schools that meet three out of four PSQL indicators (see below Figure 37): The following 4 PSQLs calculated for this composite indicator based on data collected from 59,134 government primary schools through APSC 2019:

- Separate Girls' toilets/WASH Block (PSQL previous as per DPP 5/ revised in ASPR 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).

*Based on the composite indicators, there were variances between the performances of Upazilas. So far, no corrective measures have been taken to reduce the disparity in accordance with the findings of the differences in performance. It is strongly recommended that more resources need to be mobilised to the low performing Upazilas for achieving national standards based on the composite indicators. In addition, if resources were to be mobilized for implementing the UPEP/SLIP, then help to reduce regional disparities at schools and Upazilas*

In 2020, more than 40.1% GPSs nationwide met three out of the four PSQLs, up from 24% in 2013, 28% in 2014, slightly reduced to 31.6% in 2016, 32.5% in 2017, 34% in 2018, and 30% in 2019. The value of this KPI on average increased by 23 percentage points in 2020 compared to the PEDP3 baseline 2010 (17%). As Figure 37 below shows, 29.7% schools met 2 PSQLs out of the 4 PSQLs. Only 13.2% of the schools met all 4 PSQLs, whereas 16.3% of the schools met 1 PSQL and 1% of the schools did not meet any of the four PSQLs standards. This indicator is gradually moving forward but not as fast as expected.

**Figure 37: Achievement of GPSs on PSQL composite index 2020**



Source: APSC 2020

The following Table 44 disaggregates this KPI for school types. The percentage of GPSs and NNPSs meeting 3 out of 4 PSQLs is low at 36.8% (GPSs) and 45% (NNPSs) in 2020 respectively. On the other hand, Kindergarten, ROSC, BRAC, and NGO schools and primary sections attached to high madrasahs scored well on this indicator. The reasons for the shortfall of GPSs and NNPSs may be the high student/classroom and student/teacher ratio.

**Table 44: Percentage of schools that met 3 out of 4 PSQLs by school type, 2020**

SL. No.	School Type	% of Schools
01	Government Primary Schools (GPSs)	36.8%
02	Newly Nationalised Primary Schools (NNPSs), (former RNGPSs)	45.0%
03	PTI Experimental schools	32.8%
<b>Total GPSs</b>		<b>40.1%</b>

Source: APSC 2020, Note: The list of low performing Upazila is given in Annex D.

### 3.2.19 KPI 21: Percentage of children out of school (age 8-10), SDG 4.1.5, [Target: All: 5%, Boys: 5%, Girls: 5%]

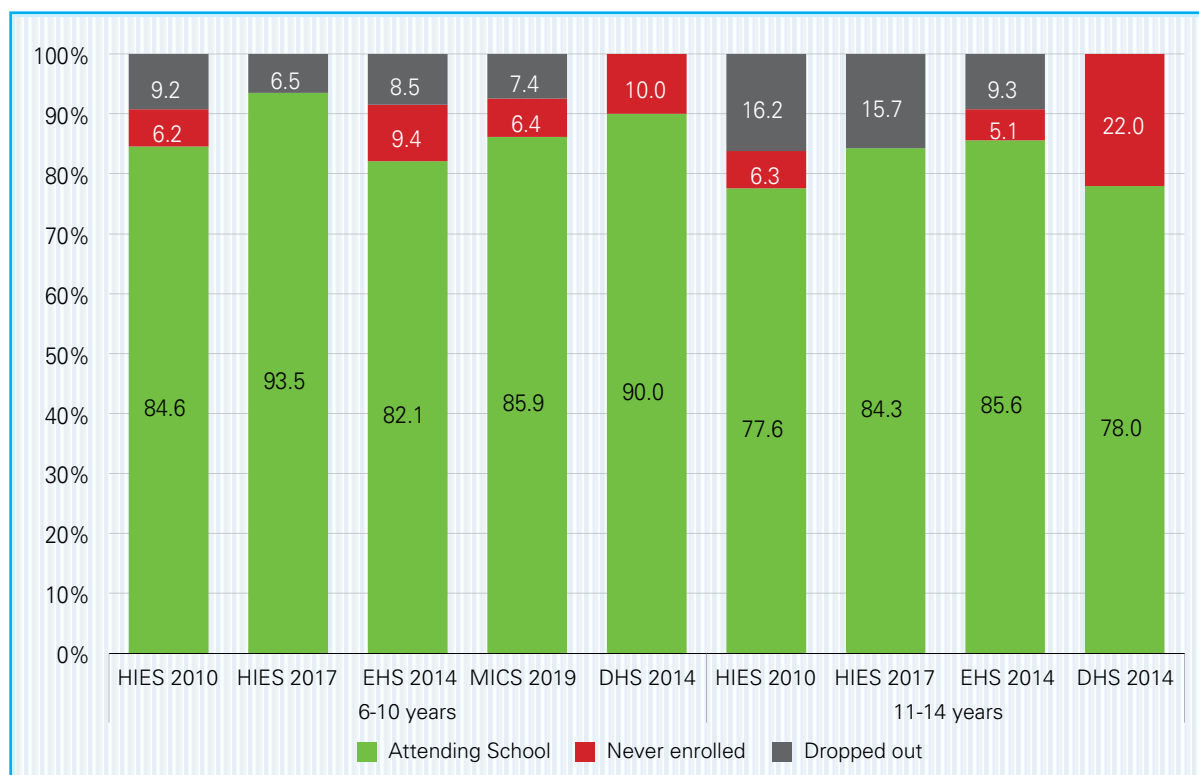
In the PEDP4, there are 3 KPIs (KPI 10, KPI 21 and KPI 24) that are of the same nature. In the PEDP4, out of 21 subcomponents of the PEDP4 '**out-of-school children**' (OoSC) is the important sub-component aiming to reduce the number of children aged 8-10 and 11-14 years who have never enrolled or dropped out from the formal or non-formal schools generally called out of school children (OoSC). The PEDP4 has set an ambitious target to enrol around 1,000,000 OoSC in the Learning Centres (LCs) managed by Bangladesh Bureau of Non-Formal Education (BNFE). The **KPI 10 and 21** was designed to accumulate the status of achievement in this sub-component. There is no database or authentic source of information to know the updated information on the total number of OoSC in the country. Under the PEDP3, DPE has taken the initiative to provide them a second chance or continuing education provision and created a separate division under the DPE namely '**Second Chance Division**' (SCE). In the PEDP3 period, the progress was limited, as under the PEDP4, responsibilities shifted from DPE to BNFE for implementing this subcomponent through a partnership with different NGOs. BNFE has an acute shortage of manpower, inadequate capacities, and even no administrative structure at the Upazila level. However, authorities of the PEDP4 will find the proper direction for implementing this sub-component through BNFE including the development of their capacities as well deployment of designated staff for achieving the expected results of the PEDP4 outlined in DPP.

BBS conducted HIES 2005, 2010, 2016 and EHS 2014 and DHS 2014 surveys, and DPE considers HIES and EHS findings as the basis for measuring the performance of OoSC. These surveys considered OoSC, who never enrolled in any formal or non-formal schools, and those who dropped out of any grades in any type of school in any academic year. The 2010 HIES provides a baseline for this KPI of the PEDP3 and the 2014 EHS survey provides the baseline of the PEDP4. The previous section-3.2.7.1 (Enrolment and population cohort) and below Figure 38 summarised the evidence from six household surveys conducted between 1998 and 2019 on the school Net Attending Rates (NAR) of children aged 6–10 years. The latest data captured the same indicator from the HIES 2017, EHS 2014, Education WWatch 2015, and MICS 2019. The HIES 2017 and EHS 2014 data are comparable because the same methodology is used for conducting both surveys and findings shown below Figure 38.

According to the HIES 2017 report 6.5% (7.1% boys and 5.8% girls) 6-10 years old children were not attending primary school, 2014 EHS report (published in June 2015) around 17.9% of 6–10-year-old children (boys 18.8% and girls 17.5%) and 14.4% of 11–14-year-old children (boys 19.4% and girls 9%) were out of school in comparison with 15% and 22% respectively in the PEDP3 baseline (HIES 2010). About 9.4% of the 6-10 years old children were never enrolled in school, and 8.5% enrolled

but dropped out before completing grade 5. The primary cycle dropout rate estimated in the APSC 2014 was 20.9%, which is higher than that of EHS. The reason might be that the BBS collected data through sample surveys whereas the APSC 2014 collected data from each individual school through the regular census. Another reason might be that APSC calculates dropout numbers based on a 5-year cycle completion: on the other hand, EHS calculates on a single-year completion and considers the internal migration factor, HIES 2017 report did not mention the dropout or never enrolled separately. More analysis on the HIES 2017 survey is not possible as the HIES 2017 database is not available.

**Figure 38: Out-of-school children (aged 6-10 and aged 11-14) years 2010 – 2019**



Source: HIES 2010, 2017, EHS & DHS 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 6.5% and 16%. 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 attending 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.

Within the group of out-of-school children of primary school age, there are two distinct categories:

- (i) Children and adolescents who were never enrolled in school; and
- (ii) Children and adolescents who dropped out from school before completing the 5 years primary cycle.

It is useful to distinguish between these two groups above to feed into the design of interventions to reduce school exclusion. According to the 2006, 2009, and 2013 MICS, children who had never been to school were the larger of the two groups. As many as 30% of children aged 6 years were

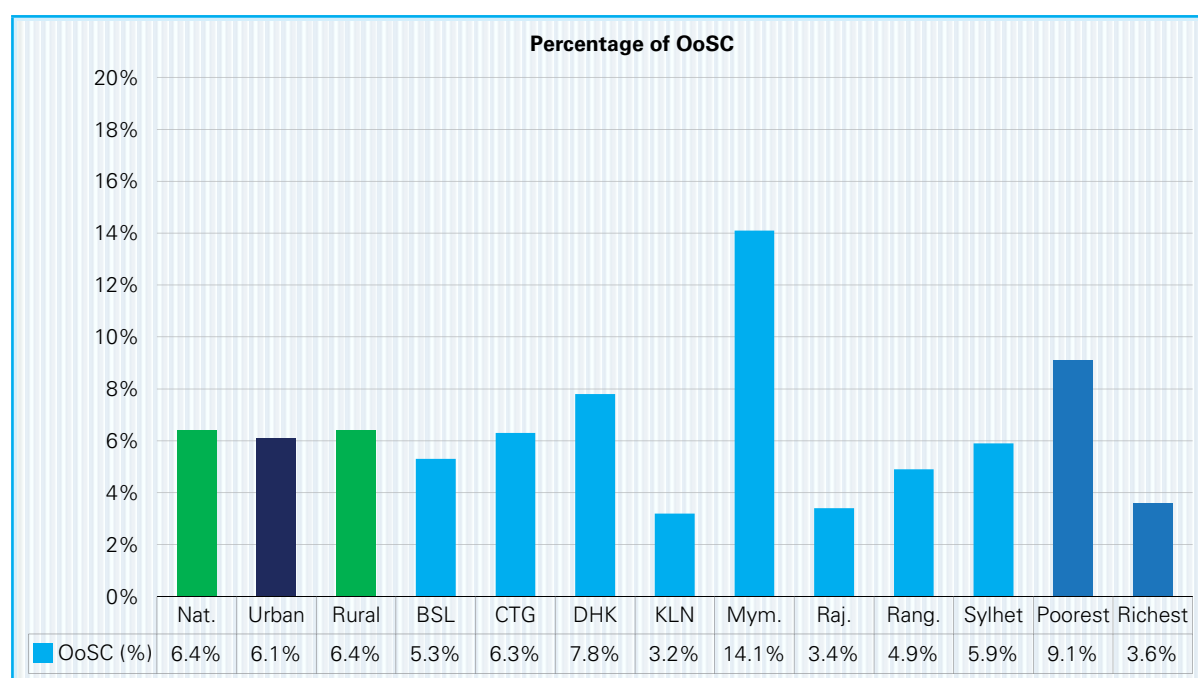
not in school due to late entry. The percentage of children who had never attended school fell rapidly between the ages of 6 and 8 years. However, about 7-10% of children aged 9-10 had still never been to school. Parents reported about 7% of children aged 10 as having dropped out of school.

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% of the total population of that same age group, and the poor represented 54% of the out-of-school children. Most out-of-school children aged 6 to 14 had either never been 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 a 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%). It is evident that the boys are behind their female counterparts. So, it is recommended that special measures be taken to keep boys in school to complete the 5-year primary cycle.
- The MICS 2019 data reveals that among 6-10 years olds, 6.4% (4.5% girls and 8.1% boys) children are out of school. More children from poorest families (9.1%) are out of school compared to the richest family's children (3.6%). Mymensingh division Has the highest out-of-school children at 14.1%.

The following Figure 39 shows the division and gender-wise out of school children based on findings of the MICS 2019 report.

**Figure 39: Percentage of out-of-school children (OoSC) by division, rural, urban, poorest and richest quantile based on MICS 2019**



Source: MICS 2019

### 3.2.20 KPI 22: Primary cycle dropout rate [Target: 10%]

The proportion of students from a cohort enrolled in a given grade in a given school year no longer enrolled in the following school year is considered a dropout. Dropout measures the phenomenon of students 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 analysing and projecting student flows from grade to grade within the educational cycle. The primary cycle dropout rate is calculated using the UNESCO reconstructed cohort model and DPE has been using this model for calculating primary cycle dropout. The estimates on primary cycle dropout rates by year from 2005, 2010-2020 are presented in below Table 45 and Figure 40, by grade and gender in Table 46. The primary cycle dropout rate has fallen a great deal since 2008 (when it was at 50%) to 17.2% in 2020. This is an outstanding achievement but remains an ongoing challenge for DPE as for every 100 children who enter primary school, only 82.8% are likely to complete grade 5. The overall conclusion is that the decline of the cycle dropout rate has been contributing to the overall improvement of the internal efficiency of the primary education sub-sector, which is measured using **KPI 22:** (primary cycle dropout rate).

**Table 45: Primary cycle dropout rate by year and by gender, 2010 – 2020**

		2005	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
	<b>All</b>	<b>47.2</b>	<b>39.8</b>	<b>29.7</b>	<b>26.2</b>	<b>21.4</b>	<b>20.9</b>	<b>20.4</b>	<b>19.2</b>	<b>18.85</b>	<b>18.6</b>	<b>17.9</b>	<b>17.2</b>
Cycle dropout rate (%)	Boys	n/a	40.3	32.4	28.3	24.9	24.3	23.9	22.3	21.72	21.44	19.2	<b>19.1</b>
	Girls	n/a	39.3	27	24.2	17.9	17.5	17	16.1	15.92	15.69	15.7	<b>15.5</b>

Source: APSC 2005, 2010 to 2020

Cycle dropout rate has fallen rapidly in Grades 1-4, while it has increased in Grade 5 (see below Table 46). The key findings of grade-wise dropout as follows:

- In grade 1, the cycle dropout rate falls sharply from 8.5% in 2010 to 1.0% in 2020 and 1.4% in 2019, 1.9% in 2018 except in 2016 only 0.7%. This could be attributed to the impact of PPE in all the GPSs and NNPSs but requires further investigation to confirm the hypothesis (see below Table 46)
- In grade 2, cycle dropout rate is consistent at 1.5% in 2020, lower than 2.7% in 2019, also rate lower than 2.9% in 2016 of the PEDP4 baseline.
- Similarly, in grade 3, it decreased from 7.7% in 2010, 4.2% in 2016 of the PEDP4 baseline to 3.2% in 2019, at 3.4% in 2018, and increased in 2020 to 4.9%.
- In grade 4, the rate remained the highest among all 5 Grades. However, it decreased from 12.2% in 2010, 9.8% in 2016 of the PEDP4 baseline to 7.4% in 2019 and 7.6% in 2020. It was 8.4% in 2018.
- In Grade 5, it drops radically from 11.1% in 2011 to 2.2% in 2020. In 2016 of the PEDP4 baseline it was 1.5% to 2.5% in 2018 and 3.5% in 2019.
- The cycle dropout rate declined faster for girls than boys, resulting in a widening of the gender gap. In 2010, the gap between boys and girls was only 1 percentage point in favor of girls. By 2019, girls' dropout rate was about 3.5 percentage points lower than that of boys (see the below Table 46).

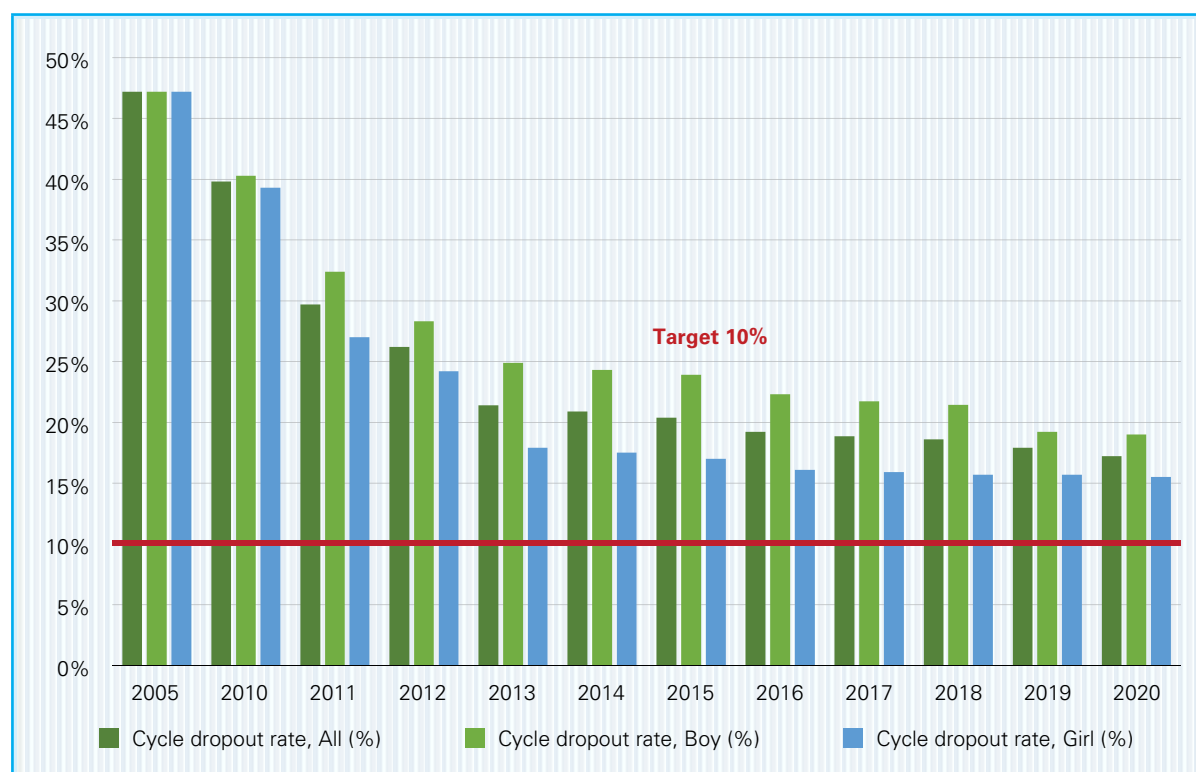
**Table 46: Primary cycle dropout rate by grade and gender 2010-2020**

Dropout rate (%) <sup>1</sup>	Grade					Gender		
	1	2	3	4	5	Boys	Girls	Total
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	1.9	28.3	24.2	26.2
2013	1.5	5.1	5	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	17.0	20.4
2016	0.7	2.9	4.2	9.8	1.5	22.3	16.1	19.2
2017	1.5	3.0	3.9	8.0	2.5	21.72	15.92	18.85
2018	1.9	2.7	3.4	8.4	2.5	21.44	15.69	18.6
<b>2019</b>	<b>1.4</b>	<b>2.7</b>	<b>3.2</b>	<b>7.4</b>	<b>3.5</b>	<b>19.2</b>	<b>15.7</b>	<b>17.9</b>
<b>2020</b>	<b>1.0</b>	<b>1.5</b>	<b>4.9</b>	<b>7.6</b>	<b>2.2</b>	<b>19.0</b>	<b>15.5</b>	<b>17.2</b>

Source: APSC 2010 to 2020 reports

The following Figure 40 shows the trend of primary cycle dropout rate from 2005, 2010 to 2020

**Figure 40: Trend of primary education cycle dropout rate 2005, 2010 - 2020**



Source: Various APSC reports



According to the APSC 2020, there is a high cycle dropout risk in the Northern parts of the country e.g. Gaibandha, Kurigram, Lalmonirhat districts and Sunamganj districts, the Eastern part of the country e.g. Cox's Bazar, Bandarban and Brahmanbaria, Southern part of the country e.g. Bhola. Barishal district has the lowest cycle dropout rate including Chattogram, Cumilla and Feni districts. The cycle dropout rate by Upazila is presented in the below Figure 41 and by district in below Table 48.

The 2013 MICS report found that the dropout rate in primary education was 14%, which is 7 percentage points lower than the APSC 2013 (21%). Similarly, MICS 2019 reported 17.4% children not attending schools compared to APSC 2019 (17.9%). This trend is also evident from other sources information, which indicates that the primary cycle dropout rate decreasing gradually considerably since the PEDP3 period and continued during the PEDP4

### Comparison of dropout rates with the survey like MICS

The dropout rate estimated by the MICS, Education Watch and APSC are very different, comparison between APSC and ED, and MICS findings are as follows:

- Dropout rates were only 1% in Grades 1-4 and 2.8% in Grade 5. This is consistent with the other finding from the 2009 MICS, which was reported in section, that no more than 6% of children had dropped out of school by the age of 10 years.

This discrepancy between the APSC and the MICS is large, and research is needed to reconcile the two sets of estimates. The following point can be a basis for broader discussion:

- The 2009/2013 MICS may be under-estimating dropout. In the MICS, parents were asked to report whether at the time their child was in school at what level and what grade – and also 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 from 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 is consistently lower for all grades by at least 10% and the discrepancy is 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 went for a few weeks early in the year).
- On the other hand, the APSC may have been overestimating dropout. If, as discussed in section 3, 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.
- As reported in last year's 2016 ASPR, the dropout rate, estimated by the 2013 MICS and Education Watch Educational Statistics Survey 2014, were very different compared to the APSC data (see the following Table 47).

**Table 47: Comparisons between APSC, MICS and Education Watch data**

Source	Dropout rate by grade (%)				
	Gr-1	Gr-2	Gr-3	Gr-4	Gr-5
APSC 2013	1.2	4.6	4.8	8.1	2.3
MICS 2013	1.0	1.0	1.0	1.0	2.8
APSC 2014	1.5	5.1	5.0	7.8	2.3
EW 2014	0.8	0.9	1.3	1.3	1.2

Source: APSC, MICS and EW reports

This discrepancy between the APSC, the MICS, and the Education Watch was large. Between APSC and Education Watch, the discrepancy was found in the dropout rate (see above Table 47). Under the PEDP4 research is needed to reconcile the three sets of estimates. To date, there are no plans to conduct such type of researches.

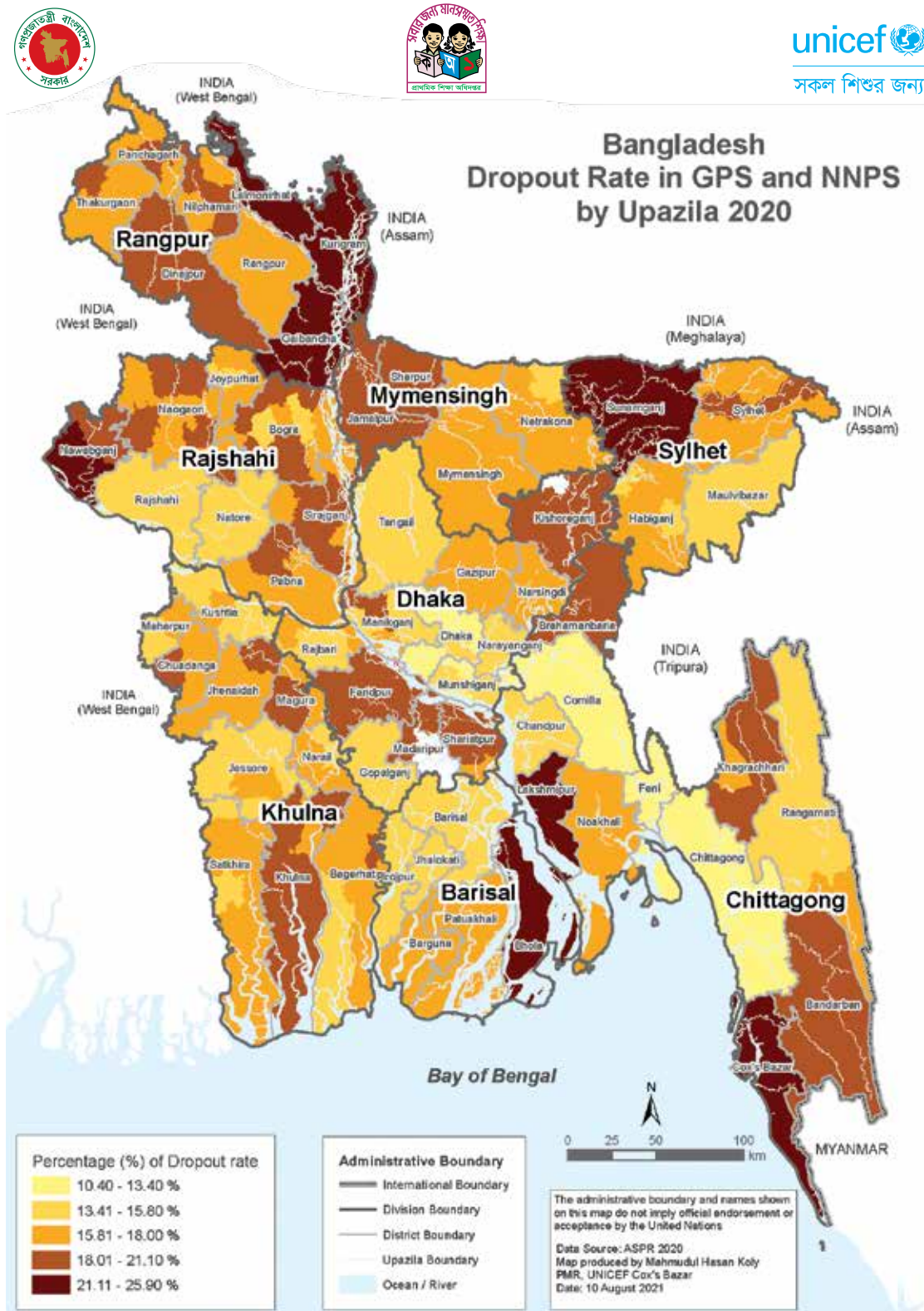
- Overall, the primary education sector is moving forward in achieving the expected results set for the PEDP4 in terms of access, participation, completion, and equity but the concern is to achieve quality education in terms of students learning achievement and reducing the dropout rate.
- The lowest dropout rate is found in Feni district (11.8%), followed by Chattogram district (12%) highest in Gaibandha (27.2%), followed by Kurigram and Lalmonirhat districts (24.2%).

**Table 48: By district primary cycle dropout rate 2020**

Division	District	Cycle dropout rate			Remarks
		Boys (%)	Girls (%)	Total (%)	
Barishal	Barguna	19.5	13.5	16.3	
	Barishal	17.2	11.2	14.0	
	Bhola	24.0	23.6	23.8	
	Jhalokathi	15.7	12.3	13.9	
	Patuakhali	17.6	15.4	16.4	
	Pirojpur	16.4	13.4	14.7	
Chattogram	Bandarban	20.9	19.0	19.9	
	Brahmanbaria	22.4	19.1	20.5	
	Chandpur	15.6	13.6	14.4	
	Chattogram	13.6	10.0	11.6	
	Cumilla	14.3	10.3	12.1	
	Cox's Bazar	27.6	18.2	22.5	
	Feni	12.8	10.6	11.5	
	Khagrachhari	18.6	18.3	18.5	
	Lakshmipur	21.2	23.6	22.4	
	Noakhali	19.7	13.6	16.3	
	Rangamati	15.2	14.6	14.9	
Dhaka	Dhaka	15.8	10.3	12.8	
	Faridpur	23.8	16.4	19.9	
	Gazipur	20.0	14.2	16.9	
	Gopalganj	18.6	10.3	14.3	
	Kishoreganj	19.4	19.4	19.3	
	Madaripur	21.2	15.9	18.5	
	Manikganj	15.3	14.0	14.6	
	Munshiganj	16.2	11.1	13.5	
	Narayangonj	16.2	14.4	15.2	
	Narsingdi	19.0	15.3	17.0	
	Rajbari	17.5	14.3	15.8	
	Shariatpur	21.8	16.2	18.8	
	Tangail	20.0	10.9	15.4	

Division	District	Cycle dropout rate			Remarks
		Boys (%)	Girls (%)	Total (%)	
Khulna	Bagerhat	19.6	14.5	16.9	
	Chuadanga	19.0	15.5	17.1	
	Jashore	19.9	11.0	15.4	
	Jhenaidah	20.2	15.0	17.5	
	Khulna	20.8	16.2	18.4	
	Kushtia	17.1	13.7	15.3	
	Magura	20.8	15.2	17.9	
	Meherpur	17.9	13.7	15.7	
	Narial	20.3	12.2	16.1	
	Satkhira	20.8	12.7	16.8	
Mymensingh	Jamalpur	20.3	17.1	18.6	
	Mymensingh	18.2	15.3	16.5	
	Netrokona	18.6	14.4	16.4	
	Sherpur	20.7	21.1	20.9	
Rajshahi	Bogura	20.5	14.9	17.6	
	Joypurhat	18.9	13.5	16.1	
	Naogaon	19.2	16.1	17.7	
	Natore	17.5	11.1	14.2	
	Nawabganj	21.0	21.4	21.2	
	Pabna	20.3	15.3	17.6	
	Rajshahi	17.9	12.0	14.9	
	Sirajganj	20.7	15.8	18.1	
Rangpur	Dinajpur	19.2	18.4	18.8	
	Gaibandha	19.9	29.9	25.4	
	Kurigram	20.5	26.3	23.6	
	Lalmonirhat	20.5	25.5	23.2	
	Nilphamari	18.9	17.7	18.3	
	Panchagarh	18.8	17.2	17.9	
	Rangpur	19.8	13.1	16.3	
	Thakurgaon	19.5	15.5	17.4	
Sylhet	Habiganj	18.2	15.0	16.4	
	Moulvibazar	18.3	11.0	14.4	
	Sunamganj	27.2	18.1	22.4	
	Sylhet	19.2	16.5	17.7	
	<b>National</b>	<b>19.1</b>	<b>15.5</b>	<b>17.2</b>	

Figure 41: By Upazila primary cycle dropout rate in GPSs 2020



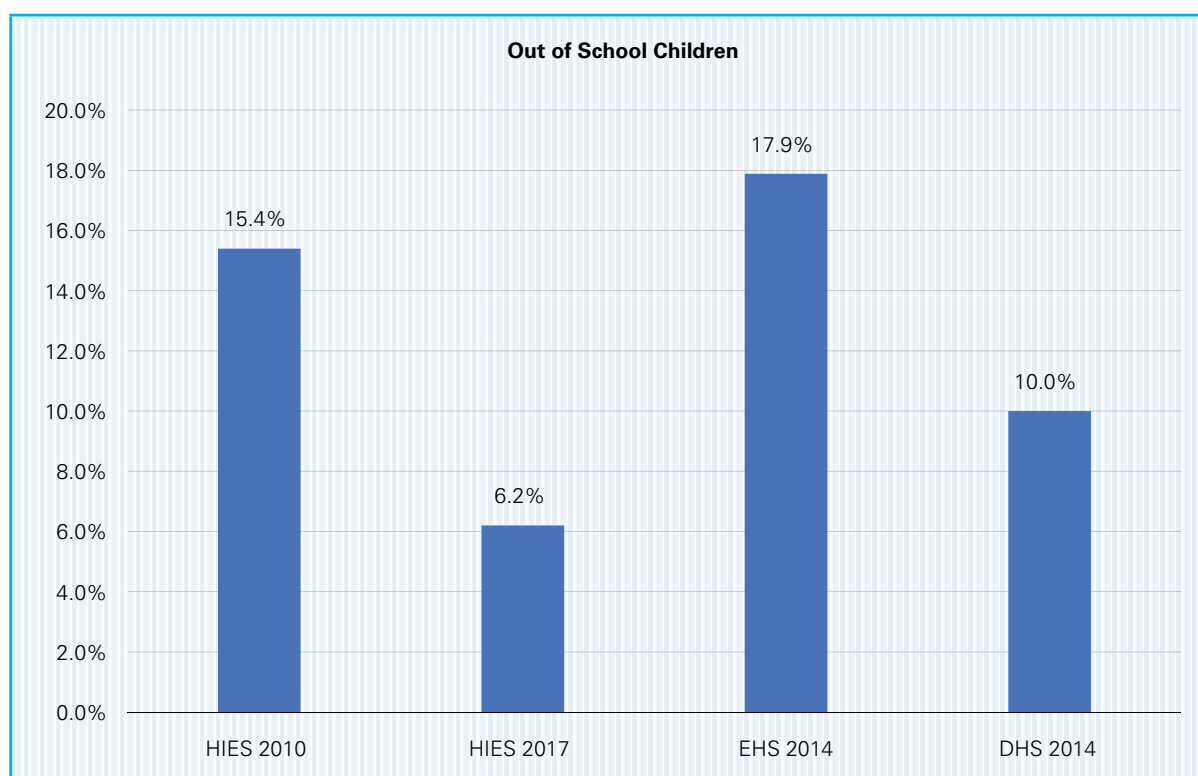
Source: APSC 2020

### 3.2.21 KPI 24: Percentage of children aged 8-10 years who never attend primary school, [Target: 10%]

The data for this indicator, especially 8-10 years old, is not available. The source for this indicator is HIES. HIES collected and reported age groups 6-10 years instead 8-10 years as following Figure 42 presents the status for 6-10 years olds OoSC, though the progress of this indicator has already been presented in the KPI 10 (subsection 3.2.10) and KPI 21 (subsection 3.2.21).

According to the HIES 2017 report 6.2% (7.1% boys and 5.8% girls) 6-10 years old children were out of school compared to 15.4% in 2010. Based on the 2014 EHS report (published in June 2015) around 17.9% of 6-10 years old children (boys 18.8% and girls 17.5%) were out of school and based on Demographic Health Survey (DHS) 2014, around 10.1% of children (boys 10.4% and girls 9%) were out of school. The primary cycle dropout rate estimated in the APSC 2014 was 20.9%, which is higher than that of EHS. HIES 2017 report did not mention the dropout or never enrolled separately. More analysis on HIES 2017 survey is not possible as HIES 2017 database is not available (see below Figure 42).

**Figure 42: Percentage of children aged 8-10 years who never attend primary school**



Source: different years HIES, EHS and DHS surveys reports

### 3.3 Non-key performance indicators (Non-KPIs)

The DPP of the PEDP4 considered 5 Non-KPIs for measuring the primary education-sub-sector performance along with 24 KPIs. These 5 Non-KPIs indicators were included as requested by the DPs to capture overall primary education sub-sector performance at the outcomes level. Progress towards the achievement of the Non-KPI against set targets is summarised in this chapter.

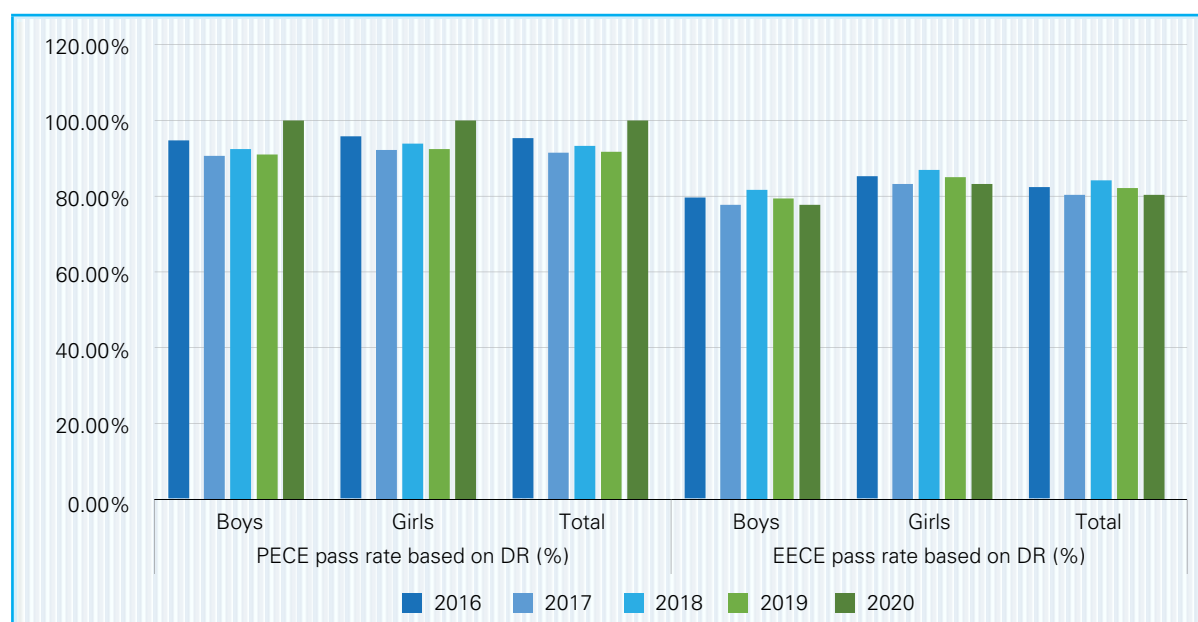
#### 3.3.1 Non-KPI 1: PECE Participation rate (based on Descriptive Roll) (%)

The following Table 49 and Figure 43 presented the PECE and EECE pass rate based on descriptive role (DR) since the inception of the exams (PECE in 2009 and EECE 2010). The DPE calculates the pass rate based on the number of students who sat/appeared in the PECE and EECE. As a result, the pass rate is extremely high. Absent students should not consider this calculation. As the PEDP4 wants to know the pass rate based on grade 5 eligible students who enlisted in the DR. In the 2020, The 2020 PECE and EECE were not held due to the COVID-19 pandemic. DPE assesses all the students enlisted in Descriptive Role (DR).

**Table 49: PECE and EECE pass rate based on DR 2016-2020**

SL.	Indicator	Type	Different Years				
			2016	2017	2018	2019	2020
1	PECE pass rate based on descriptive role (DR)(who are enlisted for the exam) (%)	Boys	94.5%	90.6%	92.4%	91.0%	100%
		Girls	95.5%	92.2%	93.9%	92.4%	100%
		<b>Total</b>	<b>95.0%</b>	<b>91.5%</b>	<b>93.2%</b>	<b>91.7%</b>	<b>100%</b>
2	Ebtedayee education completion examination (EECE) pass rate based on DR (%)	Boys	79.4%	77.7%	81.6%	79.4%	77.7%
		Girls	85.0%	83.2%	86.9%	85.0%	83.2%
		<b>Total</b>	<b>82.1%</b>	<b>80.3%</b>	<b>84.1%</b>	<b>82.1%</b>	<b>80.3%</b>

**Figure 43: PECE pass rate based on DR 2009-2020**



Source: PECE and EECE reports

### 3.3.2 Non-KPI 2: Survival rate (EFA 13), (All; Boys; Girls), [SDG 4.1.3]

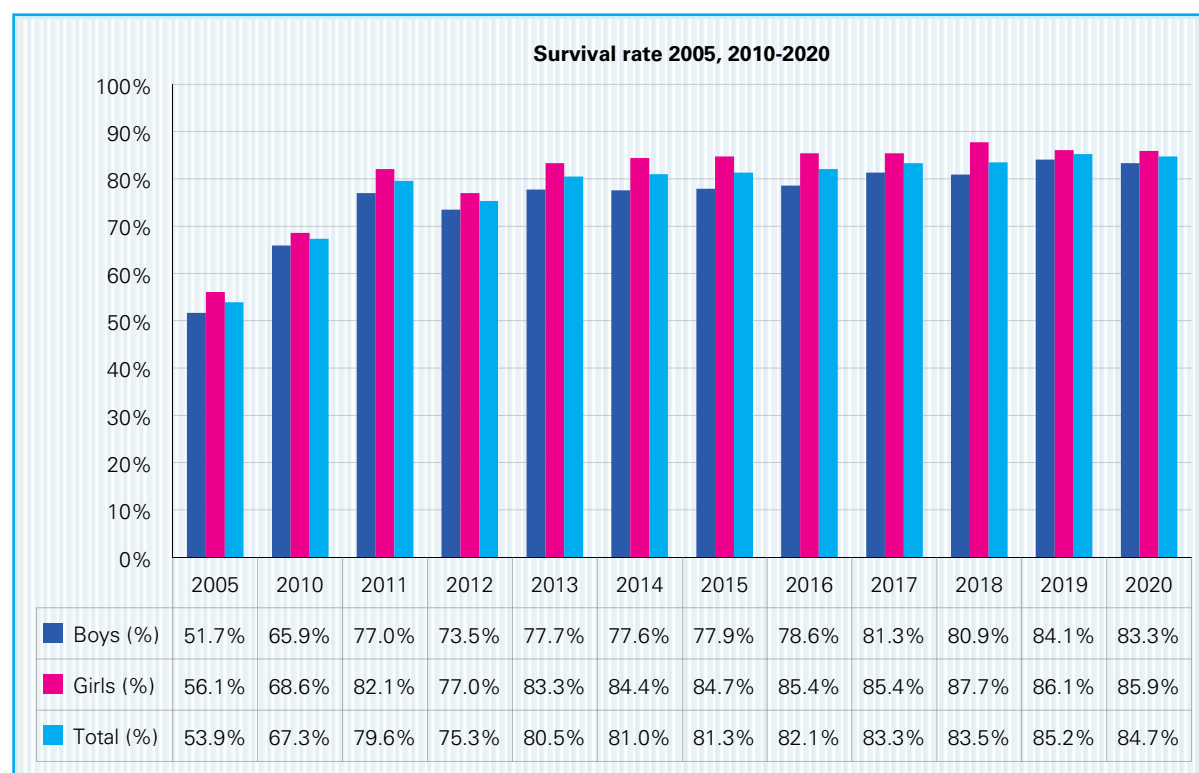
The **Non-KPI 2** of the PEDP4 is intended to monitor the survival rate to grade 5. The survival rate is the percentage of a cohort of students enrolled in grade 1 who reach up to grade 5 in Bangladesh regardless of repetition. It is calculated using the UNESCO reconstructed cohort approach. The following Table 50 and Figure 44 show the trend of survival rate to Grade 5 which increases rapidly from 53.9% in 2005 to 67.3% in 2010 of the PEDP3 baseline, 82.1% in 2016 (PEDP4 baseline), 84.7% (girl's 85.9% and boys 83.3%) in 2020 compared to 85.2% in 2019, to 83.5% in 2018. In 2020, slightly reduced due to the COVID-19 pandemic, girls were a little bit ahead than boys' survival rate in 2020.

**Table 50: Survival rate, 2005, 2010 - 2020**

Survival rate (%)	2005	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total	<b>53.9%</b>	<b>67.3%</b>	<b>79.6%</b>	<b>75.3%</b>	<b>80.5%</b>	<b>81.0%</b>	<b>81.3%</b>	<b>82.1%</b>	<b>83.3%</b>	<b>83.5%</b>	<b>85.2%</b>	<b>84.7%</b>
Girls	56.1%	68.6%	82.1%	77.0%	83.3%	84.4%	84.7%	85.4%	85.4%	87.7%	86.1%	85.9%
Boys	51.7%	65.9%	77.0%	73.5%	77.7%	77.6%	77.9%	78.6%	81.3%	80.9%	84.1%	83.3%

Source: APSC 2005, 2010-2020

**Figure 44: Trends in survival rate to Grade 5 by gender 2005, 2010 – 2020**

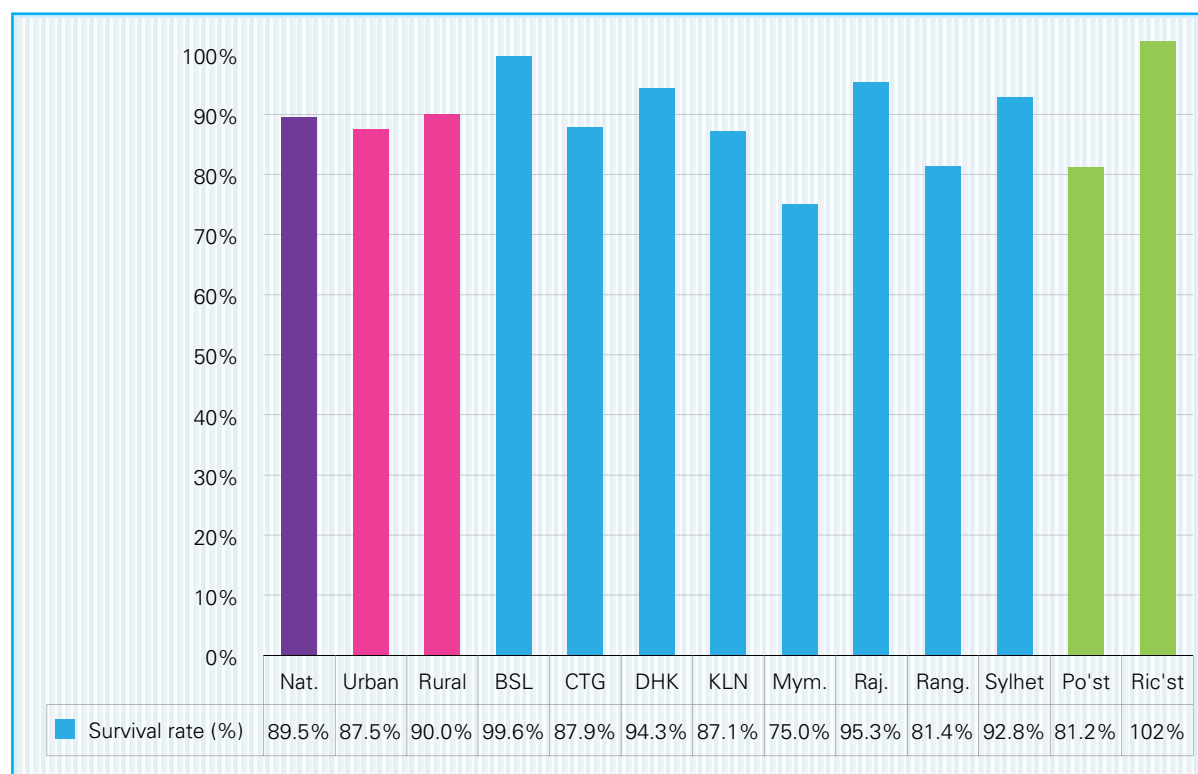


Source: Different years APSC reports



According to the MICS 2019 report, the survival to grade 5 is 85.9% (96% girls and 83.1% boys) compared to 96.4% (boys 96% and girls 97%) in 2018; though the survival rate is higher compared to 2013 report indicating a remarkable growth in student survival rates. The interesting thing is that the rural survival rate is high at 90% compared to the urban at 87.5% in the 2019 report. According to the 2019 report, the Barishal division has the highest rate at 99.6%; in the 2013 report, the Rajshahi division was the highest at 96.9% (in 2019 the rate is slightly lower at 95.3%). Mymensingh division had the lowest rate (75%) in 2019, in the 2013 report, the Sylhet division had the lowest (93.4%). The following Figure 45 presents the division-wise survival rate based on the MICS 2019 report. The difference is wider between the poorest and richest quantile (81.2% poorest compared to more than 100% richest quantile). Another source of information on the survival rate is the different years of Education Watch Survey reports. 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%). The survival rate has been improving during the PEDP3 period and continued in the PEDP4. The survival rate for the 2 main categories of schools was 88.4% for GPSs and 70.3% for NNPSs respectively.

**Figure 45: Survival rate by division, rural, urban, poorest, and richest quantiles MICS 2019**



Source: MICS 2019

On the other hand, there is significant geographic variation in the number of students who make it to Grade 5, with the best performing Upazila in parts of Chattogram divisions (Feni, Chattogram, Cumilla) and the worst performing in the northern part of the country. In particular, the survival rates in the haor and char areas along the northern part like Gaibandha, Kurigram, Lalmonirhat and Southern part like Cox's Bazar, Bhola districts have on average seven percentage points lower than the national average. About 14% of schools are located in haor and char areas. By district, the survival rate presents in the following Table 51 and by Upazila in Figure 46.

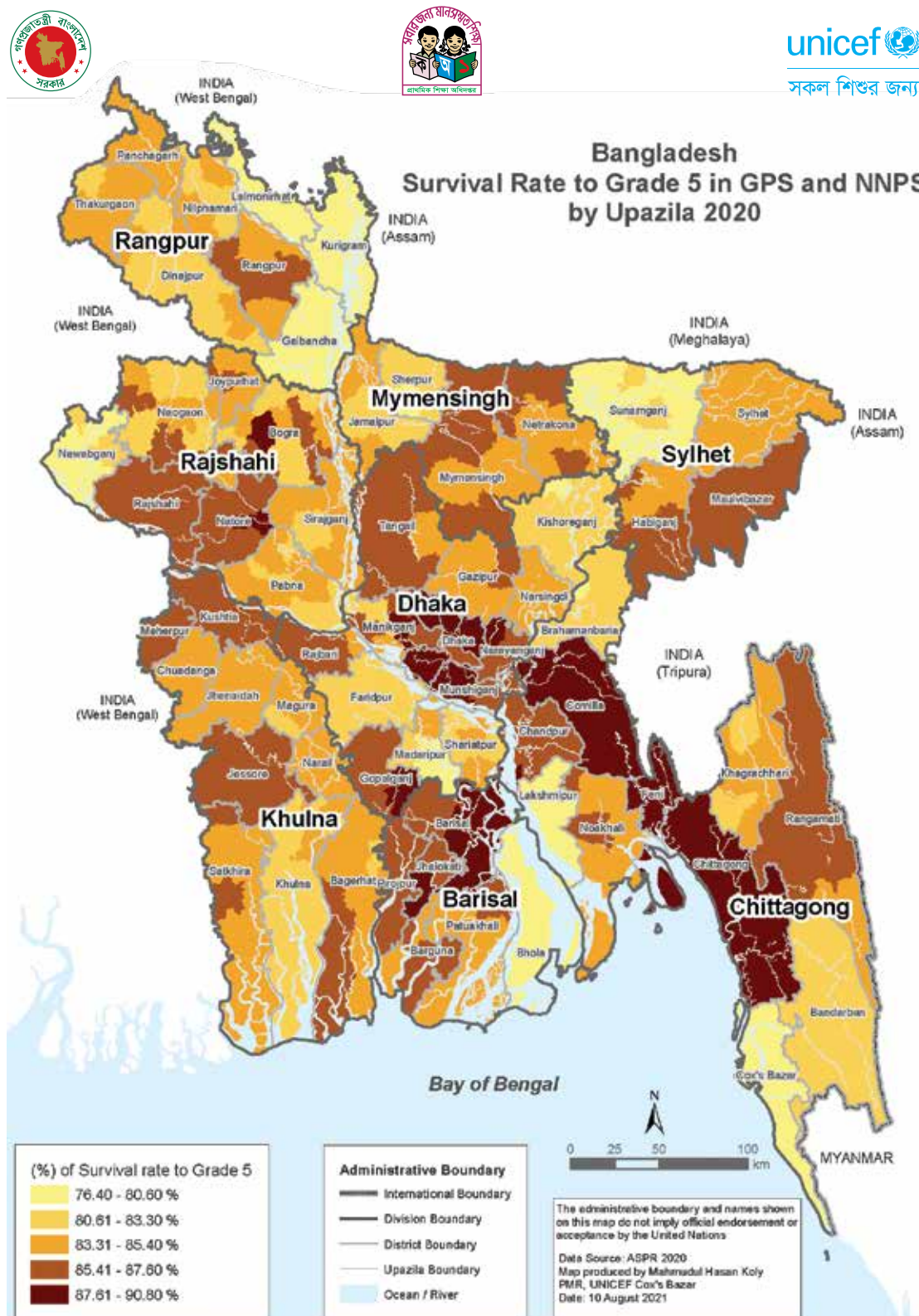
**Table 51: By district survival rate 2020**

Division	District	Survival Rate (%)		
		Boys	Girls	Total
Barishal	Barguna	82.3	88.2	85.4
	Barishal	84.6	90.6	87.8
	Bhola	77.8	78.8	78.4
	Jhalokathi	85.7	89.3	87.6
	Patuakhali	84.4	86.0	85.3
	Pirojpur	85.2	88.0	86.8
Chattogram	Bandarban	80.5	83.3	82.0
	Brahmanbaria	79.2	82.5	81.1
	Chandpur	85.9	87.5	86.9
	Chattogram	87.8	91.2	89.7
	Cumilla	87.1	91.2	89.4
	Cox's Bazar	74.6	83.6	79.5
	Feni	88.6	90.8	89.9
	Khagrachhari	83.2	84.0	83.6
	Lakshmipur	80.5	78.1	79.3
	Noakhali	81.8	88.3	85.5
	Rangamati	85.8	87.0	86.4
Dhaka	Dhaka	85.4	91.2	88.5
	Faridpur	78.1	85.7	82.1
	Gazipur	81.7	88.0	85.1
	Gopalganj	82.7	91.7	87.3
	Kishoreganj	82.1	82.5	82.4
	Madaripur	80.4	86.1	83.4
	Manikganj	86.0	87.7	86.9
	Munshiganj	85.2	90.3	87.9
	Narayanganj	85.5	87.2	86.5
	Narsingdi	82.7	86.6	84.9
	Rajbari	84.0	87.4	85.8
	Shariatpur	80.4	85.6	83.2
	Tangail	81.2	90.4	85.9

Division	District	Survival Rate (%)		
		Boys	Girls	Total
Khulna	Bagerhat	81.8	87.5	84.8
	Chuadanga	82.1	86.5	84.5
	Jashore	81.6	90.5	86.1
	Jhenaidah	81.0	87.0	84.1
	Khulna	80.4	85.6	83.1
	Kushtia	84.4	87.9	86.2
	Magura	80.8	86.9	83.9
	Meherpur	83.6	88.2	86.0
	Narial	80.8	88.8	84.9
	Satkhira	81.0	89.1	85.1
Mymensingh	Jamalpur	81.7	85.3	83.6
	Mymensingh	83.6	86.8	85.5
	Netrokona	83.0	87.5	85.4
	Sherpur	81.1	80.9	81.0
Rajshahi	Bogura	81.6	86.9	84.3
	Joypurhat	82.2	87.7	85.0
	Naogaon	82.2	85.6	83.9
	Natore	84.2	90.4	87.4
	Nawabganj	80.9	80.0	80.4
	Pabna	81.1	86.0	83.7
	Rajshahi	83.5	89.4	86.5
	Sirajganj	81.1	86.1	83.7
Rangpur	Dinajpur	82.6	83.4	83.0
	Gaibandha	83.0	73.5	77.7
	Kurigram	81.4	76.6	78.9
	Lalmonirhat	81.6	77.3	79.3
	Nilphamari	83.2	84.4	83.8
	Panchagarh	83.2	84.2	83.7
	Rangpur	82.1	89.1	85.7
	Thakurgaon	82.3	86.1	84.3
Sylhet	Habiganj	84.0	87.2	85.8
	Moulvibazar	83.9	89.9	87.1
	Sunamganj	75.1	84.4	80.0
	Sylhet	83.1	85.6	84.5
	<b>National Estimates</b>	<b>83.3</b>	<b>85.9</b>	<b>84.7</b>

Source: APSC 2020, lowest survival rate is found in Gaibandha and highest is found in Chattogram district

Figure 46: Survival rate to Grade 5 in GPSs by Upazila, 2020



Source: APSC 2020

### 3.3.3 Repetition rate (EFA-12) (%)

In the PEDP4, there is a *Non-KPI 3 'Student repetition rate'* that is intended to measure one of the most important determinants of learning outcomes. The proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year is called repetition. It measures 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. The student repetition rate has been a declining trend over the past years among both boys and girls; the rate is **5% (4.8% girls and 5.1% boys) in 2020** compared to 5.1% (4.9% girls and 5.1% boys) in 2019, compared to 5.4% (5.8% boys and 5% girls) in 2018 down from 5.6% (girls 5.1% and boys 6.2%) in 2017 and 6.1% (girls 5.8% and boys 6.4%) in 2016 (PEDP4 baseline), also down from 6.2% (girls 6% and boys 6.4%) in 2015 (see below Figure 47). The following Table 52 presents the year-wise repetition rate including by grade and gender and below Table 53 presents the by district and gender and Figure 48 presents by Upazila repetition rate in 2020.

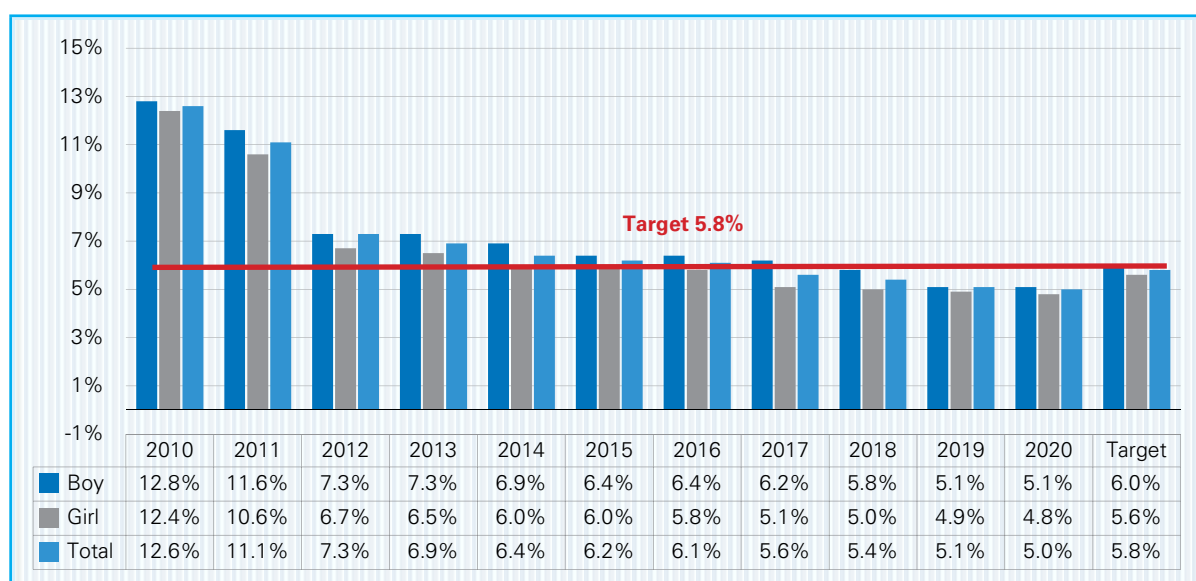
**Table 52: Repetition rate by grade and gender 2010-2020**

Repetition rate (%)	By grade (%)					By gender (%)		
	Gr-1	Gr-2	Gr-3	Gr-4	Gr-5	Boy	Girl	Total
<b>2010 (PEDP3 Baseline)</b>	11.4	12.1	14.1	16.5	7.1	12.8	12.4	<b>12.6</b>
2011	10.7	10.3	14.2	13.5	3.5	11.6	10.6	<b>11.1</b>
2012	7.6	7.3	9.4	8.4	2.1	7.3	6.7	<b>7.30</b>
2013	7.9	6.9	8.8	7.4	1.7	7.3	6.5	<b>6.90</b>
2014	6.9	4.4	6.9	10.2	2.8	6.9	6.0	<b>6.40</b>
2015	1.6	3.2	3.4	10.1	2.1	6.4	6.0	<b>6.20</b>
<b>2016 (PEDP4 Baseline)</b>	7.9	5.3	6.3	7.7	2.4	6.4	5.8	<b>6.10</b>
2017	6.8	5.3	5.6	7.1	2.5	6.2	5.1	<b>5.60</b>
2018	6.7	5.2	5.8	6.5	2.3	5.8	5.0	<b>5.40</b>
2019	6.0	5.0	4.8	6.2	2.3	5.1	4.9	<b>5.10</b>
2020	<b>4.7</b>	<b>5.1</b>	<b>6.5</b>	<b>6.5</b>	<b>1.6</b>	<b>5.1</b>	<b>4.8</b>	<b>5.00</b>

Source: Different years APSC reports

The repetition rate has been stable in grades 1-3 with an exception in 2015, but constantly and remarkably high in grade 4 since 2010 (after the introduction of PECE), and a low in grade 5 (see the above Table 53). It is assumed that each school filters the students in grade 4, who are allowed to pass from grade 4 to grade 5 based on their prospect of passing the upcoming PECE for maintaining the schools' 100% pass rate record.

**Figure 47: Repetition rate by year and gender in GPSs 2010–2020**



Source: Different years APSC reports

The following Table 53 presents district-wise repeaters and repetition rate. According to the APSC 2020, Barguna, Bhola, Patuakhali, and Jhalokathi districts under the Barishal division has the lowest repetition rate and all districts (Moulvibazar, Sylhet, Sunamganj and Habiganj districts) under the Sylhet division and Jashore, Magura, Narial and Kishoreganj districts has the highest repetition rate, similar trend to the year 2019. Barguna district has the lowest repetition rate (0.8%) and Chuadanga district has the highest repetition rate (9.9%) in 2020.

In addition, the Education Watch 2015 report reveals that the repetition rate is 6.8% in 2014, which is very close to the APSC 2014 report of 6.4%. So, it is clearly evident that the repetition rate has been declining since 2010. But the repetition rates, which are consistently high in grade 4, raise some issues that will require further investigation and analysis to know the ongoing real cause or causes so that remedial actions can be taken. The following Table 53 presents the repetition rate by district.

**Table 53: By District repetition rate and number of repeaters in 2020**

Division	District	Repetition Rate (%)			No. of Repeaters (all type of school)		
		Boys	Girls	Total	Boys	Girls	Total
Barishal	Barguna	0.9	0.7	0.8	464	336	800
	Barishal	3.5	2.6	3.0	3,714	3,069	6,783
	Bhola	1.1	0.9	1.0	1,819	2,009	3,828
	Jhalokathi	1.7	1.1	1.4	777	505	1,282
	Patuakhali	1.9	1.4	1.6	2,772	2,437	5,209
	Pirojpur	3.6	2.3	2.9	1,755	1,378	3,133
Chattogram	Bandarban	8.0	7.2	7.6	1,936	1,882	3,818
	Brahmanbaria	7.7	5.3	6.4	11,903	9,916	21,819
	Chandpur	5.5	4.0	4.6	5,678	5,044	10,722
	Chattogram	9.7	7.4	8.5	28,192	24,458	52,650
	Cumilla	5.1	3.8	4.4	10,908	9,906	20,814
	Cox's Bazar	7.5	6.1	6.8	8,081	7,658	15,739
	Feni	7.3	5.4	6.3	3,883	3,428	7,311
	Khagrachhari	7.3	5.6	6.4	2,323	1,871	4,194
	Lakshmipur	5.7	4.7	5.1	4,284	4,433	8,717
	Noakhali	4.9	3.5	4.1	6,368	5,575	11,943
Rangamati	6.5	4.9	5.7	1,790	1,390	3,180	

Division	District	Repetition Rate (%)			No. of Repeaters (all type of school)		
		Boys	Girls	Total	Boys	Girls	Total
Dhaka	Dhaka	5.9	4.4	5.1	14,046	14,013	28,059
	Faridpur	9.6	7.6	8.6	7,492	6,550	14,042
	Gazipur	5.7	4.1	4.8	10,984	10,829	21,813
	Gopalganj	8.2	6.1	7.1	4,306	3,395	7,701
	Kishoreganj	11.6	8.9	10.1	14,349	13,045	27,394
	Madaripur	1.8	1.5	1.6	994	874	1,868
	Manikganj	6.6	4.9	5.7	3,935	2,996	6,931
	Munshiganj	9.5	6.0	7.7	5,750	3,721	9,471
	Narayanganj	7.4	5.0	6.1	6,247	5,053	11,300
	Narsingdi	9.3	6.7	7.9	7,935	6,418	14,353
	Rajbari	6.3	4.7	5.5	4,346	3,640	7,986
	Shariatpur	7.6	5.8	6.7	4,122	3,494	7,616
Tangail	6.2	4.6	5.4	8,942	7,132	16,074	
Khulna	Bagerhat	4.6	3.0	3.8	2,262	1,776	4,038
	Chuadanga	15.3	11.0	13.1	7,142	5,395	12,537
	Jashore	10.0	7.8	8.9	10,131	8,034	18,165
	Jhenaidah	8.1	6.0	7.0	5,460	4,295	9,755
	Khulna	8.6	6.2	7.4	6,308	4,776	11,084
	Kushtia	7.0	5.4	6.2	5,600	4,604	10,204
	Magura	11.4	9.3	10.3	4,118	3,508	7,626
	Meherpur	9.9	6.7	8.2	2,406	1,717	4,123
	Narial	11.1	7.8	9.4	3,416	2,488	5,904
Satkhira	5.6	4.3	5.0	5,339	4,291	9,630	
Mymensingh	Jamalpur	4.9	4.7	4.8	4,914	4,559	9,473
	Mymensingh	8.9	6.7	7.7	19,501	18,478	37,979
	Netrokona	7.3	5.9	6.6	8,741	7,794	16,535
	Sherpur	5.2	4.0	4.6	5,330	5,112	10,442
Rajshahi	Bogura	4.7	3.6	4.1	6,944	5,865	12,809
	Joypurhat	6.5	0.7	5.6	2,251	1,815	4,066
	Naogaon	3.4	2.4	2.9	3,487	2,594	6,081
	Natore	9.2	6.9	8.0	6,374	5,829	12,203
	Nawabganj	4.4	2.9	3.6	3,432	2,755	6,187
	Pabna	4.6	3.5	4.0	7,298	6,887	14,185
	Rajshahi	7.0	5.0	6.0	7,594	5,671	13,265
	Sirajganj	3.1	2.4	2.8	4,550	3,994	8,544
Rangpur	Dinajpur	2.6	1.9	2.2	3,594	2,784	6,378
	Gaibandha	2.3	1.7	2.0	4,156	4,335	8,491
	Kurigram	3.6	3.0	3.3	4,823	4,777	9,600
	Lalmonirhat	3.9	3.1	3.5	2,502	2,192	4,694
	Nilphamari	3.8	3.2	3.5	9,638	8,907	18,545
	Panchagarh	5.0	3.7	4.3	2,904	2,355	5,259
	Rangpur	3.3	2.7	3.0	7,245	6,497	13,742
Thakurgaon	3.0	2.4	2.7	2,218	1,799	4,017	
Sylhet	Habiganj	13.9	10.6	12.1	14,126	12,827	26,953
	Moulvibazar	13.3	9.7	11.5	12,575	9,866	22,441
	Sunamganj	12.8	11.1	11.9	21,300	18,531	39,831
	Sylhet	14.7	11.2	12.9	26,391	23,339	49,730
<b>National</b>		<b>5.1</b>	<b>4.8</b>	<b>5.0</b>	<b>434,165</b>	<b>376,901</b>	<b>811,066</b>

Source: APSC 2020



Figure 48: Repetition rate in GPSs only by district in 2020



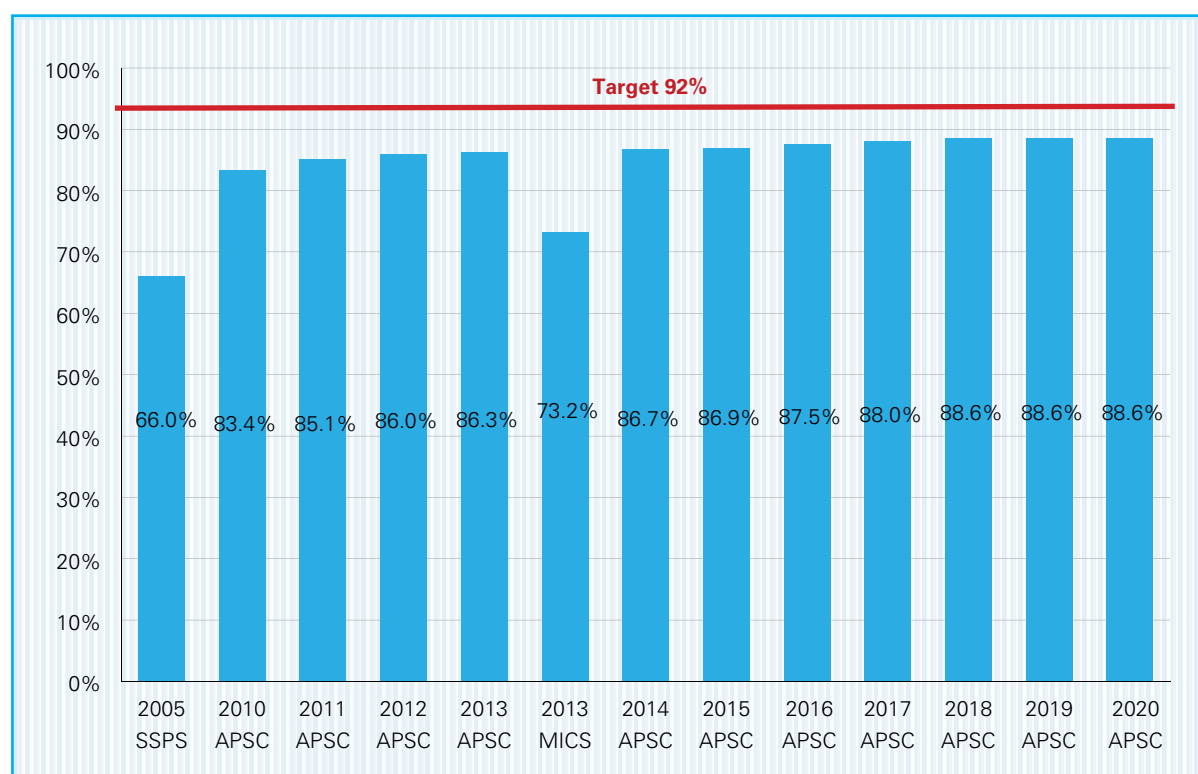
Source: APSC 2020

### 3.3.4 Student attendance rate (%)

According to the APSC, Non-KPI 4 of the PEDP4 measures the attendance rate of students and it has been following an improving trend since 2005 among both boys and girls – and was standing **at 88.6% (Boys 87% and Girls 89.1%)** in 2020 (only up to 16 March 2020). However, reporting based on registers may not be entirely reliable because schools have incentives to over-report attendance, especially to help poor students who may otherwise lose their eligibility for getting a stipend. Several surveys in recent years have visited random sample schools and physically counted the students present/ attendance. The following Figure 49 compared the evidence between register-and headcount-based attendance rates:

- The headcount-based attendance rate is at least ten percentage points lower than the register-based attendance rate.
- However, headcount-based accounts of attendance also agree that the attendance rate has been improving significantly (from 66% in 2005 to 88.6% in 2020).

**Figure 49: Student attendance rate, 2000-2020**



Source: APSC (various years for register-based estimates; FMRP 2005 (SSPS) and MICS 2012-13).

**Note: In below Table 54 ESR compares only students' attendance rate between stipend and non-stipend areas schools**

Key factors for improving the student attendance may be attributable to the School Feeding and Stipend Programmes. The World Bank Education Sector Review (ESR) 2014 report reveals that 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 below Table 54). 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 54: Student attendance rate, stipend, and non-stipend PESP (ESR 2014)**

	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

**Note: There is no latest survey report in this regard**

### 3.3.5 Percentage of Grade 1 new intakes who completed PPE in GPSs, [SDG 4.2.2]

In the PEDP4, the Percentage of children who completed 1 year of Pre-Primary Education (PPE) is a KPI 1, although it is an output-related indicator (PSQL) rather than outcomes indicators. Similarly, the percentage of grade 1 new intakes who completed PPE was selected as **Non-KPI 5** in the PEDP4. The objective of this indicator is to know how many children newly enrolled in grade 1 who completed the PPE.

The following Table 55 shows that around 76.71% (77.57% girls and 75.82% boys) of grade 1 students completed PPE from their own schools and 17.85% of new entrants had completed PPE from other schools and enrolled in Grade 1 of the reported schools.

**Table 55: Percentage of Grade 1 students and new entrants who completed PPE in 2020**

As percentage (%) of:	Type	2019			2020		
		Total	Girls	Boys	Total	Girls	Boys
Grade 1 students with PPE from own schools	GPSs	70.6%	73.2%	71.7%	76.71%	77.57%	75.82%
Grade 1 students, new entrants with PPE (other school)	GPSs	18.6%	18.8%	19.4%	17.85%	17.67%	18.04%

Source: APSC 2019 and 2020 report



CHAPTER

04

PEDP4  
OUTPUTS  
(PSQLs)





## 4. Performance against the PEDP4 Outputs (PSQLs) indicators

### 4.1 Overview

The PSQL indicators are the proxy indicators and define a set of minimum standards for government primary schools (GPSs). The MoPME/DPE has committed itself to achieving those standards in all the primary schools managed by them during the PEDP4. Data on PSQL indicators are collected through APSC and report only for GPSs (former GPSs, Model GPSs, PTI Experimental and 1500 projects' established new GPSs) and NNPSs (former RNGPSs and Community Schools) in 2020 and earlier reported GPSs and RNGPSs/NNPSs from 2005 to 2019. All the PSQL indicators describe output level results. The below Table 56 lists the PSQL indicators of the PEDP4.

**Table 56: List of PSQL indicators of the PEDP4**

SL	PSQL indicator	Standard (end of PEDP4)	Thematic area
1	Percentage of schools which received all new textbooks as per distribution and replenishment plan by January 31	99% schools are provided all subjects textbooks and ensure available from the first day of the new school year	Teaching and Learning
2	Percentage of schools which received all new textbooks and PPE TLM package	99% school are provided textbooks	Teaching and Learning
	All new textbooks		
	TLM (teachers' edition, teachers' guide, ERMs)	For each class and subject taught, all teachers receive: (i) texts; (ii) teacher guides, edition and (iii) basic package of teaching aids / ERMs	
	PPE TLM Packages	All school are provided PPE TLM Packages	
3	Percentage of schools that meet the STR standard of 40:1, SDG 4c (b)	33.5% GPSs and 36.5% NNPSs met the 40:1 standard	Teaching and Learning
4	Percentage of double shift schools with capacity to operate one or more grades of 1- 4 on a single shift basis	Reduction by at least 50% from the PEDP4 baseline	Equitable Access
5	Number of AT vacancies filled SDG 4c (g)	Recruited 37,500 assistant teachers	Teaching and Learning
	Number of HT vacancies filled SDG 4c (g)	Recruited 12,500 headteachers	
6	Percentage of (assistant and head) teachers with a professional Qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.), SDG 4.1.8	94.3% (Male: 94.8% Female: 94.1%) teachers possessed professional qualification and teachers trained to at least Certificate in Education or DPED standard	Equity
7	Percentage of Headteachers who have participated in Leadership training	100% headteachers are provided leadership training	Equity
8	Percentage of teachers recruited since 2010 who receive continuous professional development (subject based) training, SDG 4c (d)	98% teachers are provided subject based training	Teaching and Learning
9	Percentage of assistant teachers recruited since 2010 who receive continuous professional development (need based cluster training), SDG 4c (h)	100% teachers are received sub-cluster training each year	Teaching and Learning
10	Number of teachers receiving training on use of ICT materials	215,000 teachers are provided the ICT training	Teaching and Learning
11	Percentage of schools having Multimedia based classrooms, SDG 4a (l)	90% schools are provided multimedia	Equitable Access
12	Percentage of schools with separate functioning WASH blocks for boys and girls, SDG 4a (b)	100% schools are provided WASH block for girls and boys	Water and Sanitation

SL	PSQL indicator	Standard (end of PEDP4)	Thematic area
13	Percentage of schools that have access to safe water sources: functioning tube wells and other sources, SDG 4a (a)	100% of schools have safe water sources; functioning tube wells and other sources	Water and Sanitation
14	Number of Learning Centres operational (OoSC)	33,334 LCs are established and functioning (3,332 LCs piloting + 30,002 LCs)	Equitable Access
15	Percentage of Head and Assistant teachers and DPE HQ and Field level officials participate in curriculum dissemination training	All teachers and officials are provided curriculum dissemination training	Teaching and Learning
16	Number of enrolled children with mild and moderate disabilities in mainstream primary schools), SDG 4.5.1	80% mild and moderate disable children enrolled in mainstream primary schools	Equitable Access

Source: The PEDP4 DPP

## 4.2 Review of PSQLs' performance

The following sub-section presents the performance of the PSQL indicators of the PEDP4 compared to the PEDP II, the PEDP3 and the PEDP4 baselines. It is noted that the progress of some PSQLs is satisfactory, some are stagnant, and some are lagging from the PEDP4 target.

### 4.2.1 PSQL-1: Percentage of schools which received all new textbooks as per distribution and replenishment plan by January 31

According to this **PSQL1** standard, all schools receive quality textbooks on a timely basis as per the PEDP4 guideline. The delivery of textbooks to schools should be completed by 31<sup>st</sup> January). Up to 2011, the ASPR reported this indicator based on the APSC question that asked Headteachers to report the number of textbooks received by schools and delivered among students by grades and by subjects. A new textbook distribution database was set up in 2012 with the technical assistance of the World Bank (WB), managed by the IMD of DPE and guided by the Administration Division of DPE; this system allows Upazilas to update information on the textbooks they received from NCTB and distributed to the schools. It has created a positive impact on monitoring the distribution of textbooks though APSC also collects this information each year. The following Table 57 shows the year by year printed and distributed the total textbooks. It is noted that for the academic year 2020, the textbooks will be printed and distributed at the end of the academic year 2019.

**Table 57: No. of textbooks printed and distributed 2010 – 2020**

Sl.	Year	NCTB printed and distributed Textbooks by year				Remarks
		PPE	Primary	Ethnic	Total	
1	2009	-	48,531,749	-	48,531,749	
2	2010	-	78,010,907	-	78,010,907	
3	2011	-	104,806,475	-	104,806,475	
4	2012	-	80,914,225	-	80,914,225	
5	2013	-	107,862,714	-	107,862,714	1 book & 1 Exercise Book
6	2014	8,243,170	116,017,347	-	124,260,517	
7	2015	6,703,952	114,313,663	-	121,017,615	



Sl.	Year	NCTB printed and distributed Textbooks by year				Remarks
		PPE	Primary	Ethnic	Total	
8	2016	6,576,106	108,719,997	-	115,296,103	3 books of grade 1 for ethnic children Grade PPE, 1,2 and 3 for ethnic children
9	2017	7,252,332	105,328,956	49,292	112,630,580	
10	2018	6,823,066	103,625,480	149,276	110,597,822	
11	2019	6,856,020	98,899,824	277,068	106,032,912	
<b>12</b>	<b>2020</b>	<b>3,337,638</b>	<b>98,496,171</b>	<b>230,103</b>	<b>105,401,550</b>	

Source: Textbook related administrative data, 2020

**Note: 3,337,638 PPE exercise books also included in the total figure**

Under the PEDP3, the government has taken the initiative for printing textbooks for ethnic children in their mother tongue including teaching and learning materials (total 8 types) in 2017. Consequently, a total of 28,735 Amar Boi and the same number of exercise books for PPE children, a total of 74,847 for grade 1 children, a total of 73,635 for grade 2 children, and a total of 24,151 for grade 3 children printed in 5 ethnic languages (Chakma, Marma, Garo, Tripura and Sadri) for the 2020 academic year and distributed in 25 districts<sup>7</sup> in late 2019 for the 2020 academic year. A total of 230,108 textbooks from PPE to grade 3 for the 2020 academic year were printed and distributed which is presented in below Table 58.

**Table 58: No. of subject wise textbooks printed and distributed for 2018, 2019 and 2020 academic year for ethnic students in their mother tongue**

SL	Subject	NCTB printed and distributed Textbooks by subjects for ethnic children for 2018 - 2020			Remarks
		PPE	Ethnic Mother tongue	Total	
2018	Amar boi (My book)	3,411,533	34,642	3,446,175	In 2018 covered 24 districts and grade from PPE to grade 1
	Exercise Book	3,411,533	34,642	3,446,175	
	Grade 1	n/a	79,992	79,992	
2019	Amar boi (My book)	3,428,010	34,622	3,462,632	In 2019 covered 25 districts and grades from PPE to grade 2
	Exercise Book	3,428,010	34,622	3,462,632	
	Grade 1	n/a	118,935	118,935	
	Grade 2	n/a	88,605	88,605	
2020	Amar boi (My book) Mother tongue	28,735	n/a	28,735	In 2020 covered 25 districts and grade 3
	Exercise Book	28,735	n/a	28,735	
	Grade 1	n/a	74,847	74,847	
	Grade 2	n/a	73,635	73,635	
	Grade 3	n/a	24,151	24,151	

Source: Textbook Database, 2020,

7 Name of 25 districts: 1. Bandarban, 2. Rangamati, 3. Khagrachhari, 4. Chattogram, 5. Habiganj, 6. Moulvibazar, 7. Jamalpur, 8. Sherpur, 9. Netrokona, 10. Mymensingh, 11. Tangail, 12. Naogaon, 13. Natore, 14. Sirajganj, 15. Dinajpur, 16. Joypurhat, 17. Rajshahi, 18. Narayanganj, 19. Chandpur, 20. Feni, 21. Cox's Bazar, 22. Sunamganj, 23. Chapai Nawabganj, 24. Panchagarh and 25, Thakurgaon

In 2010, only one-third of the schools received their textbooks within the first month of the school year, and more than 99.5% of the schools received their textbooks on time for the 2020 academic year. Textbook distribution appears to be a year-round process, but the bulk of the activities take place between September and December of the previous academic year. This positive trend has been continuing from 2012 to 2020. Textbook delivery for the academic year 2020 started in September 2019 and was mostly completed by 31 December 2019.

- By December 2010, about 50% of schools had started receiving textbooks (compared to 37% in 2005) for the 2011 academic year.
- By mid-January 96% of schools had been reached (compared to 79% in 2010).

However, the textbook distribution process remains protracted:

- By 31 December 2019, the process was completed in 99.5% of schools (compared to 37% in 2005).
- By 31 January 2020, distribution had been completed for 100% of schools for the 2020 academic year compared to 76% in 2010.

The following Table 59 presents the printing, demand, and distribution of grade-wise textbooks (both Bangla and English version) for the 2020 academic year. A total of 95,818,550 Bangla version books from grade 1 to 5 distributed at 510 Upazilas of 64 districts and 746,736 English version textbooks distributed in 54 districts including selected Bangladesh mission abroad. About 2% (1,916,371) buffer stock of Bangla version textbooks is preserved in the 8 divisional warehouses and 14,514 English version textbooks in DPE central store. In addition, a total of 3,337,638 PPE textbooks (see above Table 58) and the same quantities of PPE Exercise books were printed and distributed among PPE students for the 2020 academic year.

In the 2020 academic year, a total of 98,505,480 primary textbooks, a total of 3,337,638 PPE textbooks and a total of 3,337,638 PPE exercise books and a total of 230,103 textbooks for indigenous students (PPE, grade 1 to 3) were distributed among 23,555,629 students from PPE to grade 5 compared to 98,899,824 textbooks for 2019 and 107,037,304 textbooks in 2018 academic year. For the 2020 academic year, 761,250 English version textbooks were also printed and distributed in 54 districts, 21,000 in foreign missions and 14,514 as buffer stock in DPE central stores compared to 690,918 for the 2019 academic year.

**Table 59: Textbooks distribution by grade and subjects against demand 2020**

Grade	No. of Subjects	Printing including buffer stock (2%), 2020					By grade Demand	No. of books Delivered (div./ Dist./ Upazilas.	% of Delivered
		Bangla Version (BV)	Buffer stock of BV	English Version (EV)	Buffer stock of EV	Total			
Gr-1	3	13161753	262,381	119,017	2,325	13,543,743	13,280,770	13,280,770	100
Gr-2	3	12718111	254,508	106,049	2,065	13,077,814	12,824,160	12,824,160	100
Gr-3	9	24602755	492,337	193,309	3,759	25,294,042	24,796,064	24,796,064	100
Gr-4	9	23856693	477,281	172,663	3,352	24,511,992	24,029,356	24,029,356	100
Gr-5	9	21479238	429,864	155,698	3,013	22,068,580	21,634,936	21,634,936	100
<b>Total</b>	<b>33</b>	<b>95,818,550</b>	<b>1,916,371</b>	<b>746,736</b>	<b>14,514</b>	<b>98,496,171</b>	<b>96,565,286</b>	<b>96,565,286</b>	<b>100</b>

Source: Textbook Database 2019.

**Note: In the percentage calculation did not consider the English version and buffer stock**

To ensure the availability of textbooks, NCTB introduced e-books, and everyone can download their required textbooks from the NCTB e-book Website. The distribution of the English version of the textbooks is managed by the Bangladesh mission abroad (Abu Dhabi and Dubai of UAE, Oman, Bahrain, Qatar, Jeddah, Modena, and Riyadh of KSA, Kuwait, Italy, Spain, and the USA). The Government also took steps to produce textbooks for the ethnic minority groups in their mother tongue (Chakma, Marma, Tripura, Garo, Sadri) since 2017 (PPE in 2017, Grade 1 in 2018, grade 2 in 2019 and grade 3 in 2020) and distributed among indigenous students.

#### 4.2.2 PSQL 2: Percentage of schools which received all new textbooks, TLM (teachers' edition, teachers' guide, ERMs and PPE TLM package

Under the PEDP4, the standard of this **PSQL2** is, all schools receive quality textbooks and TLMs in a timely manner, developed based on a strengthened competency-based curriculum and an effective, efficient, and child-friendly pedagogy. This PSQL has 4 components: (i) every student should have access to free (new) textbooks for each subject, (ii) Every school receives a teachers' edition and teachers' guide for all teachers, (iii) Every school receives ERMs/ TLMs and (iv) Every school received PPE TLM Packages for each student. This information is also collected by the APSC. According to the APSC 2020, the achievement as follows:

**(i) Textbook availability:** As per the book distribution database 2020, more than 99.5% of students received textbooks from 100% government primary schools by 31<sup>st</sup> January 2020, but the target has partially been achieved as the other 3 components indicators were not yet met because data is not available for computing this indicator as APSC does not collect information for

remaining 3 components indicators of the PSQL 2 of the PEDP4.

**(ii) Availability of teacher editions and guides:** The school census 2020 did not collect this information on the distribution of teachers' edition and teacher's guides as a result, this information should not be reported in this ASPR. As per DPE administrative records, teachers' editions and guides have not been distributed since 2017. Under the PEDP4, teachers' editions and teachers' guides will be developed based on the revised curriculum. The revised curriculum is not yet finalised as materials are not yet developed.

**(iii) ERMs/SRMs:** According to this PSQL standard, all schools receive Essential Reading Materials (ERMs) or Supplementary Reading Materials (SRMs). It was Supplementary Reading Materials (SRMs) under the PEDP3 and the PEDP4 stated ERMs. The APSC is only the source to collect the information on ERMs/ SRMs (e.g., reading materials, flip charts, maps, education kits, etc.). The APSC questionnaire was developed under the PEDP3 as this information was not included in the APSC questionnaire. As the school census does not collect this information, progress should not report on the distribution of ERMs or SRMs in this ASPR. There is also no administrative records or evidence on the distribution and uses of ERMs which highlights that the list of RMs or SRMs not yet finalised has not been distributed.

**(iv) PPE TLM package:** According to this PSQL standard, all schools must receive the PPE Teaching Learning Materials (TLMs) package. DPE managed all the schools that received 8 types of PPE teaching learning materials up to 2016. From 2017 to 2020 distributed Amar Boi (Bangla Books) and Exercise Books as per the number of PPE students enrolled in schools. For academic year 2020, NCTB/DPE distributed

3,337,638 Amar boi and PPE exercise books among enrolled students compared to 3.4 million in 2018 and 2019 about 3.62 million in 2017 and 3.28 million in.

**As teaching aids:** All the schools received 3 sets of PPE story books (10 storybooks in one set), PPE Teachers Guide, Alphabets Chart (consonants), Alphabet Charts (vowel), Flip Charts, 4 sets of Flashcards (70 cards in one set) etc. up to 2016. A total of 10,257,741 copies were printed and distributed in 2016. All the materials are kept in the PPE classrooms and children use them during school hours (no one can bring materials at their home).

- The school census does not collect this information, so the progress is not reported on the distribution of PPE TLM packages. It is required to be include in the APSC questionnaire for future reporting through APSC.

The book distribution database has only this information, the total number of Amar Boi and Exercise books printed and distributed to the schools for students each year and reported but information of the total number or percentage of students received textbooks is not updated as it is required to update the book distribution database regularly for mentioning distribution start date, end date, etc.

### 4.2.3 PSQL 3: Percentage of schools that meet the STR standard of 40:1, SDG 4c (b)

The standard of this **PSQL3** under the PEDP4 is 40 students per teacher (it was 46:1 in the PEDP3 period). In order to calculate how many schools, achieve this standard, two different approaches are used for ASPR reporting:

- The total number of enrolled students was divided by the total number of working teachers (head and assistant teachers) for each GPSs. DPE calculated in this way and reporting into the APSC and ASPR. The PEDP4 status is not comparable with previous years (beyond 2016) as the targets were different, it was 46:1 under the PEDP3 and 40:1 under the PEDP4.
- The total number of enrolled students was divided by the 'effective' number of working teachers (head and assistant teachers) for each GPSs: to calculate the number of 'effective' teachers the number of teachers was multiplied by two in double shift schools, which assumes that all teachers teach in both shifts.

The following Table 60 shows the proportion of schools where students per teacher ratio is below 40:

- According to the first approach, 78.3% (73.5% GPSs and 85.5% NNPSs) in 2020 compared to 61.1% (58.4% GPSs and 65.1% NNPSs) in 2019 which were meeting the minimum standard of 40 students per teacher (up from 42% in 2010 and to 72% in 2016). It is improved due to recruiting and deploying more teachers since the PEDP3, earlier the standard of this indicator was 46 students per teacher under the PEDP3 now 40 students per teacher under the PEDP4.
- According to the second approach, a much larger share of schools (97.9%) was effectively meeting the minimum standard in 2020; but it is important to note that there is truly a need for an equilibrium in the distribution of teachers in all schools as per need.

**Table 60: Schools that meet the students-per-teacher standard 2005, 2010-2020**

	Year	GPS	NNPS	Total	Remarks
Percentage of schools (%) which meet the standard: 40 students per teacher	2005	35.0	59.0	43.0	in 2019, target is 40:1 instead 46:1
	2010	40.0	52.0	44.0	
	2011	45.0	47.0	45.0	
	2012	50.0	47.0	49.0	
	2013	51.0	46.0	51.0	
	2014	61.0	62.0	62.0	
	2015	76.3	52.1	74.3	
	2016	74.3	50.3	61.8	
	2017	52.8	55.7	54.6	
	2018	53.0	56.1	55.6	
	2019	58.4	65.1	61.1	
	<b>2020</b>	<b>73.5</b>	<b>85.4</b>	<b>78.3</b>	
Percentage of schools (%) which meet the standard: 40 students per 'effective' teacher	2005	81.0	93.0	85.0	in 2019, target is 40:1 instead 46:1
	2010	82.0	93.0	86.0	
	2011	82.0	90.0	85.0	
	2012	85.0	93.0	88.0	
	2013	82.0	93.0	86.0	
	2014	81.0	92.0	85.0	
	2015	95.0	94.0	94.0	
	2016	94.5	90.1	92.8	
	2017	90.2	92.9	92.0	
	2018	91.3	94.8	92.8	
	2019	91.3	94.6	93.3	
	<b>2020</b>	<b>97.2</b>	<b>98.7</b>	<b>97.9</b>	

Source: Book distribution database 2020

#### 4.2.3.1 Average Number of teachers of GPSs in 2020

GPS shows a discrepancy in both the number of students and deployed teachers. In 2020, schools ranged from having 1 to above 42 teachers (more teachers deployed in urban and good communication areas' schools). In 2020, there were on average 5.6 teachers in the government primary schools (6.37 in GPSs and 4.5 teachers in NNPSs) compared to 6.17 teachers in GPSs and 4.4 teachers in NNPSs in 2019; more teachers were deployed in GPSs of urban areas than hard-to-reach areas. Over the years, the number of GPS teachers has increased from 4.8 teachers per school in 2009 to 5.9 teachers in 2015 and 6.3 teachers in 2016, 6.1 teachers in 2018 and 6.17 teachers in 2019. The following Table 61 shows the average number of teachers in GPSs and NNPSs.

**Table 61: Trend of average existing teachers in GPSs 2005, 2008 - 2020**

	2005	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
GPSs	4.2	4.7	4.8	5.6	5.3	5.5	5.7	5.9	5.9	6.4	6.1	6.1	6.17	6.37
NNPSs	3.8	3.7	3.8	3.6	3.6	3.7	3.9	3.9	3.8	3.8	4.2	4.2	4.4	4.50

Source: APSC reports 2005, 2010-2020

**Working teachers by school:** The following Table 62 presents the no. of working teachers in each school. It is noted that a total of 414 government primary schools (273 GPSs and 141 NNPSs) have been running/functioning by only one teacher during the collection of the APSC 2020 data.

**Table 62: No. of GPSs and NNPSs by working teacher in 2020**

GPS			NNPS			Total (GPS & NNPS)		
No. of School functioning	% of schools	By no. of Teachers	No. of School functioning (%)	% of schools	By no. of Teachers	No. of School functioning	% of schools	By no. of Teachers
273	0.70%	1	141	0.54%	1	414	0.63%	1
377	0.96%	2	202	0.77%	2	579	0.88%	2
1,467	3.74%	3	1,491	5.66%	3	2,958	4.51%	3
5,504	14.04%	4	9,541	36.24%	4	15,045	22.96%	4
8,481	21.64%	5	14,615	55.22%	5	23,096	35.25%	5
6,414	16.36%	6	246	0.93%	6	6,660	10.16%	6
7,008	17.88%	7	37	0.14%	7	7,045	10.75%	7
3,990	10.18%	8	19	0.07%	8	4,009	6.12%	8
2,274	5.80%	9	12	0.05%	9	2,286	3.49%	9
1,422	3.63%	10	17	0.06%	10	1,439	2.20%	10
747	1.91%	11	1	0.004%	11	748	1.142%	11
493	1.26%	12				493	0.752%	12
319	0.81%	13				319	0.487%	13
141	0.36%	14				141	0.215%	14
85	0.22%	15	1	0.004%	15	86	0.131%	15
68	0.17%	16				68	0.104%	16
35	0.96%	17				35	0.53%	17
27	0.07%	18				27	0.041%	18
22	0.056%	19	2	0.008%	19	24	0.037%	19
14	0.036%	20				14	0.021%	20
11	0.028%	21				11	0.017%	21
8	0.02%	22				8	0.012%	22
3	0.008%	23				3	0.005%	23
3	0.01%	24				3	0.005%	24
5	0.013%	25				5	0.008%	25
1	0.003%	26				1	0.002%	26
1	0.003%	29	1	0.004%	29	2	0.003%	29
1	0.003%	32				1	0.002%	32
1	0.003%	42				1	0.002%	42
<b>39,195</b>	<b>100%</b>		<b>26,326</b>	<b>100%</b>		<b>65,521</b>	<b>100%</b>	

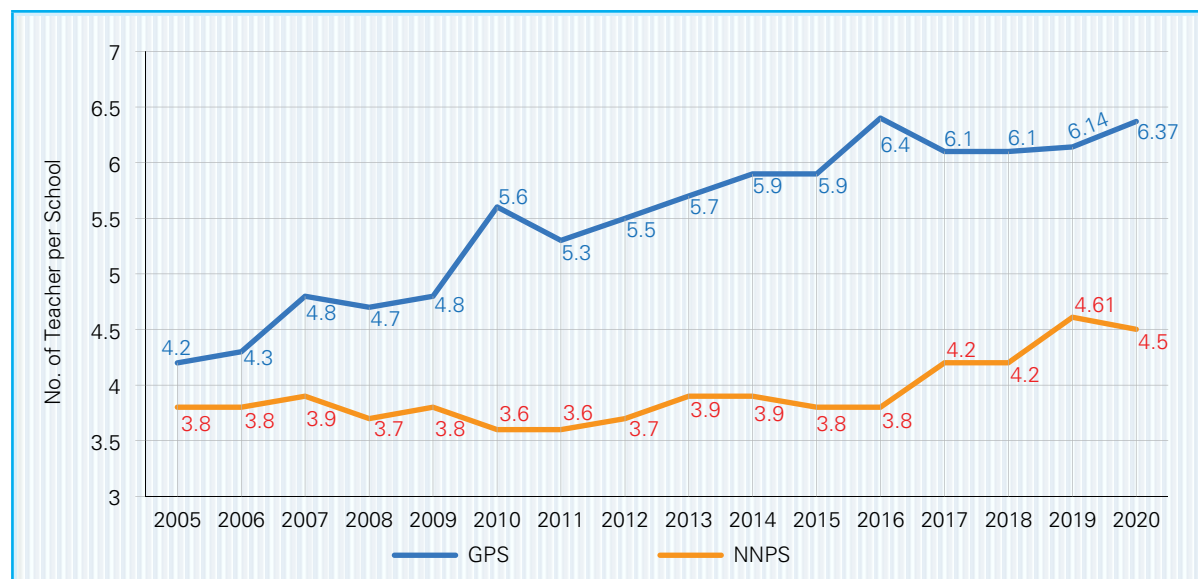
Source: APSC 2020

**Note: 45 GPSs not responded**

The above Table 62 reveals that in total, 65,521 government primary schools (39,195 GPSs and 26,326 NNPSs) are run by the number of working teachers based on the 2020 APSC report. It is also noted that about 414 (0.63%) schools (273 GPSs and 141 NNPSs) have been run by only 1 teacher. Furthermore, there were 579 (0.88%) schools (377 GPSs and 202 NNPSs) with just 2 teachers; 2,958 (4.51%) schools (1,467 GPSs and 1,491 NNPSs) with 3 teachers; 15,045 (22.96%) schools (5,504 GPSs and 9,541 NNPSs) with 4 teachers; 23,096 (35.25%) schools (8,481 GPSs and 14,615 NNPSs) with 5 teachers; 6,660 (10.16%) schools (GPSs 6,414 and 246 NNPSs) with 6 teachers; 7,045 (10.75%) schools (7,008 GPSs and 37 NNPSs) with 7 teachers; 4,009 (6.12%) schools (3,990 GPSs and 19 NNPSs) with 8 teachers; 2,286 (3.49%) schools (2,274 GPSs and 12 NNPS) with 9 teachers; 1,439 (2.2%) schools (1,422 GPSs and 17 NNPSs) with 10 teachers and; 748 (1.15%) schools (747 GPSs and 1 NNPSs) with 11 working teachers in each school respectively. It is noted that the maximum number of teachers found in 1 GPS is 42 teachers.

Figure 50 below shows that the improvement has been driven by increases in the average number of teachers per GPS and NNPS. Only schools with observations in each year have been compared. Since 2009, recruitment and deployment of teachers greatly increased, and the number of teachers recruited by year presents in the below sub-section 4.2.5

**Figure 50: Average number of teachers per school, 2005-2020**



Source: APSC 2020

The previous estimates do not consider the fact that a 'working' teacher may in fact be away from school on C-in-Education/DPED training for one and a half years. The school census does not collect information on the number of teachers who were attending the courses at the time. However, it is known that in any given year at least 15,000 teachers attend the C-in-Education/DPED course. This means that the previous estimates would need to be adjusted slightly downwards in addition to vacancies due to earn leave, maternity leave, casual leave, etc.

*It is strongly recommended to adjust the working teachers based on the number of actual students enrolled in the schools. On average in urban and good communication areas, some schools have STR less than 7:1. It is noted that a total of 22 GPSs had no students in the 2020 academic year; 414 schools have only one teacher; 579 schools have only two teachers and 2,958 schools have only three teachers during APSC data collection time. Need to deploy more teachers in the NNPSs average no. of teachers is 4.61 instead government policy 5 teachers in each school.*

#### 4.2.3.2 Average Number of students in GPSs in 2020

Based on APSC 2020 data, considering the total number of schools (65,565 GPSs and NNPSs), there are 34 GPSs have basically no students, 2,677 schools have less than 50 students, 19,192 schools have less than 100 students, 36,893 schools have less than 150 students, 49,035 schools have less than 200 students, 55,971 schools have less than 250 students, 5,622 schools have 300 or more than 300 students, 1,006 schools have 500 or more than 500 students and 204 schools have more than 780 students. Minimum students were found 0 in 22 GPSs and maximum students were found at 2,485 in one school (see below Table 63).



**Table 63: No. of enrolled students in GPSs 2020**

GPSs		NNPSs		Total (GPSs and NNPSs)	
Range of total enrolled students from grades 1 to 5	No. of schools	Range of total enrolled students from grades 1 to 5	No. of schools	Range of total enrolled students from grade 1 to 5	No. of schools
0-9	18	0-9	16	0-9	34
10-19	68	10-19	58	10-19	126
20-29	127	20-29	173	20-29	300
30-39	267	30-39	367	30-39	634
40-49	597	40-49	1,020	40-49	1,617
50-59	908	50-59	1,539	50-59	2,447
60-69	1,069	60-69	1,826	60-69	2,895
70-79	1,298	70-79	1,955	70-79	3,253
80-89	1,563	80-89	2,268	80-89	3,831
90-99	1,761	90-99	2,328	90-99	4,089
100-109	1,865	100-109	2,096	100-109	3,961
110-119	1,799	110-119	1,845	110-119	3,644
120-129	1,951	120-129	1,777	120-129	3,728
130-139	1,883	130-139	1,510	130-139	3,393
140-149	1,716	140-149	1,259	140-149	2,975
150-159	1,594	150-159	1,026	150-159	2,620
160-169	1,596	160-169	848	160-169	2,444
170-179	1,833	170-179	836	170-179	2,669
180-189	1,711	180-189	654	180-189	2,365
190-199	1,518	190-199	526	190-199	2,044
200-209	1,359	200-209	400	200-209	1,759
210-219	1,194	210-219	332	210-219	1,526
220-229	1,089	220-229	287	220-229	1,376
230-239	992	230-239	192	230-239	1,184
240-249	897	240-249	194	240-249	1,091
250-259	794	250-259	150	250-259	944
260-269	777	260-269	130	260-269	907
270-279	707	270-279	105	270-279	812
280-289	609	280-289	82	280-289	691
290-299	506	290-299	78	290-299	584
300-309	487	300-309	69	300-309	556
310-319	424	310-319	55	310-319	479
320-329	387	320-329	34	320-329	421
330-339	359	330-339	32	330-339	391
340-349	331	340-349	29	340-349	360
350-359	284	350-359	29	350-359	313
360-369	250	360-369	19	360-369	269
370-379	221	370-379	19	370-379	240
380-389	200	380-389	12	380-389	212
390-399	166	390-399	22	390-399	188
400-409	147	400-409	16	400-409	163

GPSs		NNPSs		Total (GPSs and NNPSs)	
Range of total enrolled students from grades 1 to 5	No. of schools	Range of total enrolled students from grades 1 to 5	No. of schools	Range of total enrolled students from grade 1 to 5	No. of schools
410-419	128	410-419	10	410-419	138
420-429	122	420-429	10	420-429	132
430-439	121	430-439	8	430-439	129
440-449	113	440-449	8	440-449	121
450-459	111	450-459	7	450-459	118
460-469	112	460-469	6	460-469	118
470-479	96	470-479	8	470-479	104
480-489	78	480-489	6	480-489	84
490-499	73	490-499	7	490-499	80
500-509	58	500-509	4	500-509	62
510-519	57	510-519	7	510-519	64
520-529	67	520-529	4	520-529	71
530-539	53	530-539	2	530-539	55
540-549	31	540-549	7	540-549	38
550-559	47	550-559	5	550-559	52
560-569	50	560-569	5	560-569	55
570-579	40	570-579	3	570-579	43
580-589	32	580-589	1	580-589	33
590-599	33	590-599	2	590-599	35
600-609	27			600-609	27
610-619	28	610-619	1	610-619	29
620-629	20	620-629	3	620-629	23
630-639	19			630-639	19
640-649	29	640-649	2	640-649	31
650-659	24	650-659	1	650-659	25
660-669	21			660-669	21
670-679	15	670-679	1	670-679	16
680-689	14	680-689	1	680-689	15
690-699	14	690-699	1	690-699	15
700-709	8			700-709	8
710-719	15	710-719	2	710-719	17
720-729	9			720-729	9
730-739	7			730-739	7
740-749	9	740-749	1	740-749	10
750-759	6			750-759	6
760-769	7	760-769	1	760-769	8
770-779	7	770-779	1	770-779	8
780 & above	199		5		204
<b>Total</b>	<b>39,222</b>		<b>26,343</b>		<b>65,565</b>

#### 4.2.4 PSQL 4: Percentage of double shift schools with capacity to operate one or more grades of 1- 4 on a single shift basis

The standard of this **PSQL4** is defined to be reduced 50% from the PEDP4 baseline 79% of double shift schools with the capacity to operate one or more grades of 1-4 on a single shift basis. But criteria for computing this are not clearly mentioned in the DPP of the PEDP4 as different approaches are used for the calculation of this indicator and presented below Table 64.

**Table 64: No. of double-shift GPSs convert to single-shift schools**

Approaches	No. of GPSs transform to Single shift from Double Shift (Data source APSC 2020)
<p><b>Approach 1:</b> Double-shift GPSs transform to single shift considering the following 4 criteria:</p> <ul style="list-style-type: none"> <li>■ GPSs having 5 or more classrooms</li> <li>■ GPSs having 5 or More existing teachers</li> <li>■ GPSs having STR less than 30:1</li> <li>■ Teachers SCR less than 30:1</li> </ul>	<p>A total of 3,068 (4.2%) double shift GPSs to be converted into the single shift and total single GPSs will Increase by 39% compared to the PEDP4 Baseline 2016.</p>
<p><b>Approach 2:</b> Double-shift GPSs transform to single shift considering the following 4 criteria:</p> <ul style="list-style-type: none"> <li>■ GPSs having 5 or more classrooms</li> <li>■ GPSs having 5 or More existing teachers</li> <li>■ GPSs having STR less than 25:1</li> <li>■ Teachers SCR less than 25:1</li> </ul>	<p>A total of 1,971 (3%) double shift GPSs to be converted into the single shift and total single GPSs will increase by 27% compared to the PEDP4 Baseline 2016.</p>
<p><b>Approach 3:</b> Double-shift GPSs transform to single shift considering the following 4 criteria:</p> <ul style="list-style-type: none"> <li>■ GPSs having 5 or more classrooms</li> <li>■ GPSs having 5 or More existing teachers</li> <li>■ GPSs having STR less than 20:1</li> <li>■ Teachers SCR less than 20:1</li> </ul>	<p>A total of 1,097 (1.7%) double shift GPSs to be converted into the single shift and total single GPSs will Increase by 17% compared to the PEDP4 Baseline 2016.</p>

Based on data presented above Table 64, around 3,068 double-shift GPSs to be converted into a single shift as per 1<sup>st</sup> approach applied out of 55,424 double-shift GPSs in Bangladesh. Similarly, as per the 2<sup>nd</sup> approach 1,971 GPSs and the 3<sup>rd</sup> approach 1,097 GPSs respectively. DPE can easily transform from double-shift to one or more grades of 1-4 on a single shift basis without any reforms. It is noted that DPE needs to identify the criteria to calculate this indicator.

## 4.2.5 PSQL 5: Number of Assistant Teachers (ATs)/Head Teachers (HTs) vacancies filled SDG 4c (g)

The standard of this **PSQL5** is to fill in the vacant positions of Assistant Teachers (ATs) of 37,500 and Head Teachers (HTs) positions of 12,500 in each year until to reach the target. This information was not collected through APSC. The Policy and Operation Division, DPEs' administrative record is the source of information to report this indicator. As of 30 June 2020, there are huge vacant posts of Head and Assistant Teachers (Head Teacher 7,281, Assistant Teacher 6,947, and newly created PPE teachers 25,630). Although under the PEDP3, teachers' recruitment and deployment were the DLIs and accelerated the teacher recruitment process. In 2009, recruited and deployed 20,278 assistant teachers and 1,852 headteachers; similarly, in 2010, a total of 31,011 assistant teachers; in 2011, a total of 5,414 Assistant Teachers; in 2012, a total of 12,701 Assistant Teachers and 15,018 Assistant Teachers from the poll; in 2013 recruited 2,049 Head teachers and 13,988 PPE Assistant Teachers; in 2014, total 6,933 PPE Assistant Teachers; in 2015, total 13,974 PPE Assistant Teachers; in 2017, total 42,595 Assistant Teachers from the panel on 30.03.17, and 2,914 PPE teachers from freedom fighter quota on 10.04.2017. In 2018, a total of 898 non-cadre Head Teachers; in 2019, a total of 9,767 Assistant Teachers and 325 non-cadre Head Teachers on 01.09.2018 and in 2020, a total of 18,147 Assistant teachers on 16 February 2020 respectively. Since 2009, total recruited 197,864 (70.5% Female) Head and Assistant Teachers. The following Table 65 presents the vacant post filled up to February 2020. It is noted that the vacant post was filled after the completion of recruitment between 10 September 2009 to 16 February 2020.

It is noted that last recruitment was conducted on 24 December 2019 and recruited 18,147 assistant teachers. The latest recruitment vacancy bulletin was published on 18 October 2020 and the recruitment process is ongoing.

**Table 65: Assistant and Headteachers vacancies filled since 2009-2020**

Fin/ Year	Type of Teachers							Remarks
	ATs	ATs Pol	ATs Panel	HTs	HTs-NC	PPE	PPE, FF	
2008-2009	20,278			1,852				24 Dec'19
2009-2010	31,011							
2010-2011	5,414							
2011-2012	12,701	15,018						
2012-2013				2,049		13,988		
2013-2014						6,933		
2014-2015						13,974		
2016-2017			42,595				2,914	
2017-2018					898			
2018-2019	9,767				325			
2019-2020	18,147							
<b>2020-21</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	
<b>Total</b>	<b>97,318</b>	<b>15,018</b>	<b>42,595</b>	<b>3,901</b>	<b>1,223</b>	<b>34,895</b>	<b>2,914</b>	

Source: DPE Administrative report

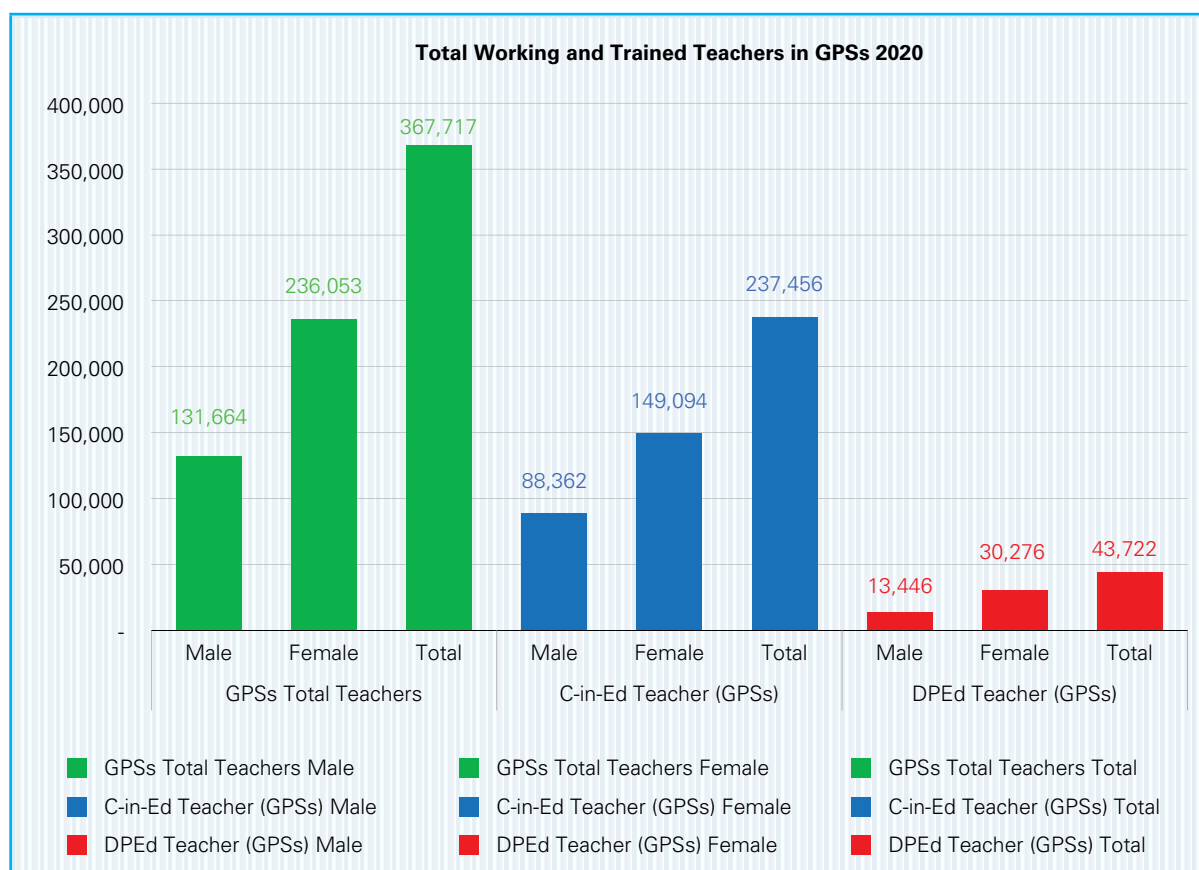
## 4.2.6 PSQL 6: Percentage of (assistant and head) teachers with a professional qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.), SDG 4.1.8

The PEDP4s' **PSQL6** standard is that a minimum of 95% of teachers have to have at least C-in-Ed, Dip-in-Ed, B.Ed., M. Ed level professional qualification. As of 2020, 76.5% of teachers have been trained on C-in-Ed and DPED courses (64.58% in C-in-ED and 11.89% in DPED) which means 24.5% of teachers are still untrained. The following Figure 51 shows the professional qualification in 2020, which leads to the following conclusions:

- The proportion of teachers trained to at least C-in-Ed/DPED level has slightly dropped due to the COVID-19 pandemic PTI closure in 2020 (Total 76.5%, Female 76% and Male 77.3%) compared to 2019 (Total 87.4%, Female 82.8%, and Male 87.4%). The group with the smallest increase in professional qualification is GPSs Headteachers due to vacant positions (7,281 positions).
- Among the various groups of teachers receiving DPED, male assistant teachers are the group furthest from achieving the target (10.21%) compared to their female counterparts (12.83%) due to newly deployed more female teachers.

The difference between male and female (head and assistant) teachers receiving professional qualifications decreased in GPSs for both head teachers and assistant teachers but slightly increased in the NNPSs.

**Figure 51: No. teachers have the professional qualification compare to total teachers 2020**



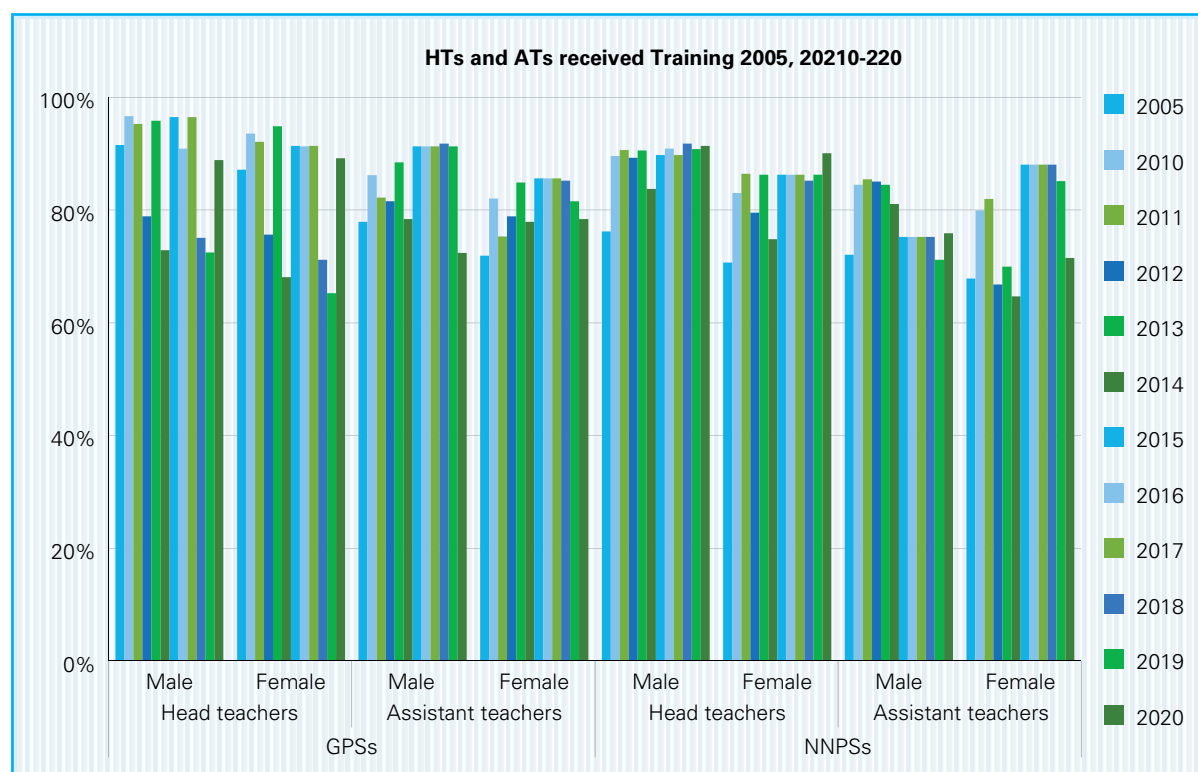
Source: APSC 2020, Note – reported cumulative achievement

The following Figure 52 shows the changes in the proportion of teachers (of different categories, by gender) with at least C-in-Ed qualification 2005, and between 2010 and 2020. The key points are as follows:

- The percentage of teachers, who meet the professional qualification of at least the C-in-Ed or DPED levels, has remained constant at nearer to 80% since 2005. There was an increase in 2012 by 89%, by 90% in 2013, by 88.7% in 2015, and by 94.3% in 2016. In 2020, it stands at 76.5% (female 76% and male 77.3%) compared to 84.4% (87.4% male and 82.8% female) in 2019 and 83.3% in 2018.
- One implication of the Newly Nationalized Primary Schools (NNPSs) was an increase in the number of underqualified teachers, especially male assistant teachers. In 2020, only 75.9% of male teachers in NNPSs had the minimum qualification compared to 72.4% of their male counterparts in GPSs compared to only 71.2% of male teachers in NNPSs had the minimum qualification compared to 91.3% of their male counterparts in GPSs in 2019. Similarly, in 2020, only 71.5% of female teachers in NNPSs had the minimum qualification compared to 78.5% of their male counterparts in GPSs compared to 85.1% of female teachers in NNPSs had the minimum qualification compared to 81.6% of their male counterparts in GPSs in 2019. Among the various groups of teachers, the female and male assistant teacher is in the group furthest away from achieving the PEDP4 target of 95% by the end of the PEDP4 in June 2023.

Another insight of this year 2020 is that NNPSs teachers were ahead to receiving the professional qualification C-in-Ed and DPED compared to GPSs teachers both female and male and Head and assistant teachers (the only exception in NNPSs female teachers). It is because of more teachers recruited and deployed in the GPSs since 2016 who have not yet got the chance to complete the C-in-Ed or DPED courses. The following Figure 52 presents the trend of achievement since 2005.

**Figure 52: Proportion of GPSs teachers with at least C-in-Ed/DPED. 2005, 2010-2020**



Source: APSC 2010 and 2020

The proportion of teachers with at least a C-in-Ed for both categories of Head Teachers, and Assistant Teachers, both male and female - was disaggregated by GPSs and NNPSs. The above Figure 52 clearly shows that the proportion of teachers with at least a C-in-Ed slightly dropped in 2020 compared to the PEDP4 baseline in 2016 as well as 2019. In 2020, over 88.8% of male Head Teachers had the required qualification compared to their female counterparts with 91.4% in GPSs. It was 72.5% of male and 65.3% of female Head Teachers in GPSs in 2019. In 2016, over 90.9% of male Head Teachers had the required qualification compared to their female counterparts with 91.3% in GPSs; and over 93.8% of male HTs had the required qualification compared to 92.7% of their female counterparts in NNPSs.

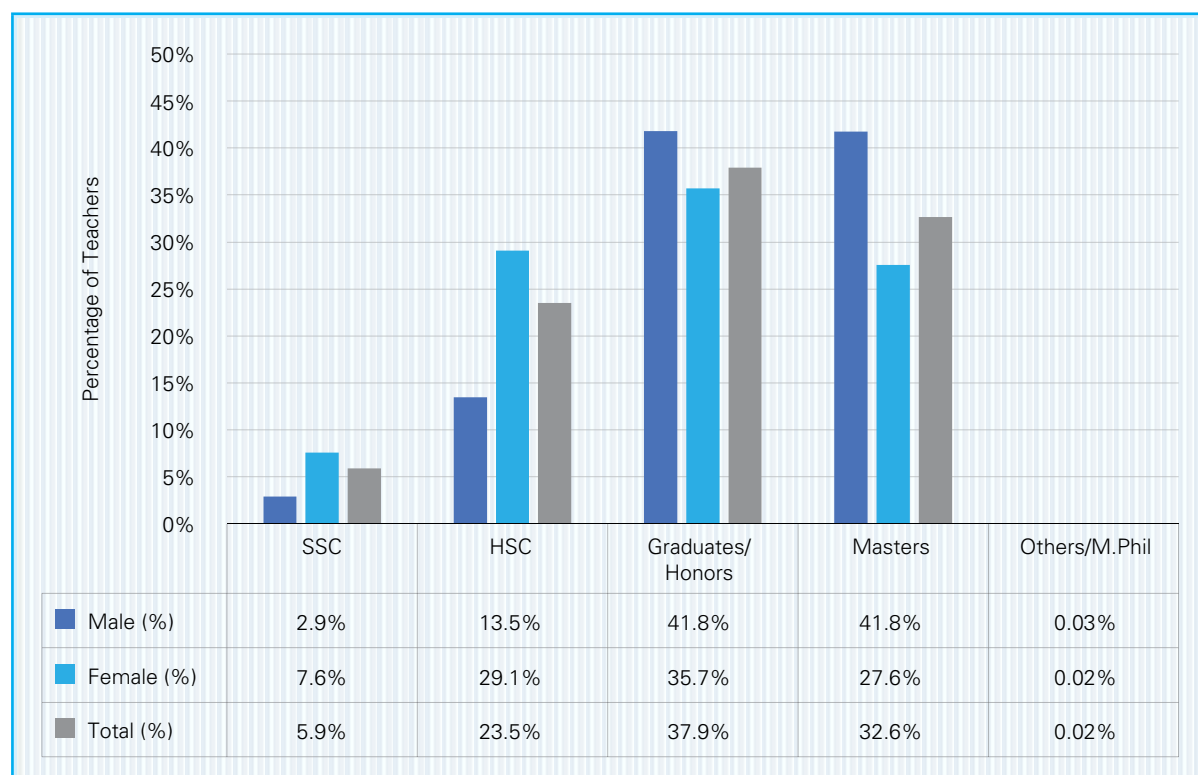
Similarly, in 2020 about 72.4% of male ATs had the required qualification compared to 78.4% of their female counterparts in GPSs; and 75.9% of male ATs had the required qualification compared to 71.5% of their female counterparts in NNPSs. About 91.3% of male ATs had the required qualification compared to 81.6% of their female counterparts in GPSs; and 71.2% of male ATs had the required qualification compared to 85.1% of their female counterparts in NNPSs in 2019. In 2016, about 91.3% of male ATs had the required qualification compared to 85.8% of their female counterparts in GPSs; and 75.2% of male ATs had the required qualification compared to 88.1% of their female counterparts in NNPS. Regarding the training, male teachers were ahead of female teachers in both school categories; there was only one exception (female ATs were ahead in NNPSs) in 2019, and there were more male Headteachers in NNPSs (90.8% vs. 72.5%). Till 2019, on an average, male teachers were ahead of female teachers in receiving training. The situation changed in 2016 because more trained male teachers were going on Pre-Retirement Leave (PRL) and this resulted in the recruitment of more female teachers (minimum 60% posts reserved for females).

#### 4.2.6.1 Educational qualification of teachers

In GPSs, the minimum educational qualification for primary school teachers was a secondary level certificate (i.e., the successful completion of Grade 10) earlier. 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 up to the graduate level. Currently, more Bachelor's and Masters' degree holders are joining this teaching profession, but the required educational qualification was flexible for female teachers during the PEDP3 period. According to the 2019 recruitment policy, the required educational qualification is a Bachelor' Degree for both females and males, the earlier educational qualification for females was a Higher Secondary Certificate level. The APSC 2020 collected reliable data about teachers' educational qualifications while few schools didn't respond. The highest level of education attained by primary school teachers varied substantially from year to year and level of education. In 2020, overall SSC passed 5.9% teachers compare to 6.5% in 2019 and 7% in 2018, HSC passed 23.5% in 2020 compared to 24.8% in 2019 and to 26% in 2018, graduate/honors graduate 37.9% in both 2020 and 2019 compared to 38% in 2018 and Masters' degree holders 32.6% in 2020 compared to 30.5% in 2019 and to 29% in 2018. The PEDP4 baseline 2016, SSC level was 13.1%, HSC level 29.3%, graduate level 32.7%, and Masters' degree holder 24.9%. It is noted that the SSC and HSC level teachers were gradually reducing and the graduate and post graduate level teachers were increasing in the GPSs teaching force. The following Figure 53 shows the educational qualifications of teachers in 2020. It is noted that NNPSs teacher's educational qualification is low compared to GPSs teachers.



**Figure 53: Educational qualification of GPSs teachers in 2020**



Source: APSC 2010 and 2020

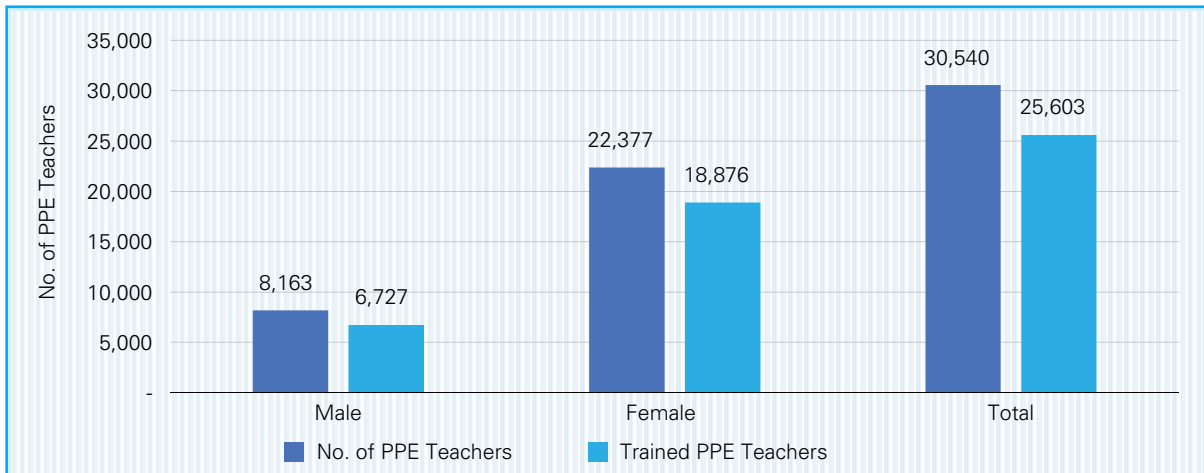
#### 4.2.6.2 PPE teachers

As of December 2020, a total of 30,540 designated PPE teachers were recruited and deployed in the government primary schools (former GPSs) only during the PEDP3 period, there was a plan to recruit additional 26,125 PPE teachers. This target is continued to the PEDP4. DPE has taken measures to cover all the Newly Nationalized Primary Schools (NNPSs) to deploy designated PPE teachers in each school.

*Note: As of December 2020, there are only 22,603 designated PPE classrooms (17,834 GPS out of 37,672 and 4,769 NNPS out of 26,125). It is required to construct more designated PPE classrooms to reach the PEDP4 target to cover all the GPSs and NNPSs.*

A total of 30,540 PPE teachers were recruited and deployed during the PEDP3 period and 25,603 PPE teachers provided induction training for classroom teaching and learning. The following Figure 54 presented the gender-wise PPE trained teachers compared to the total PPE teachers in 2020.

**Figure 54: No. of PPE trained teachers in 2020**

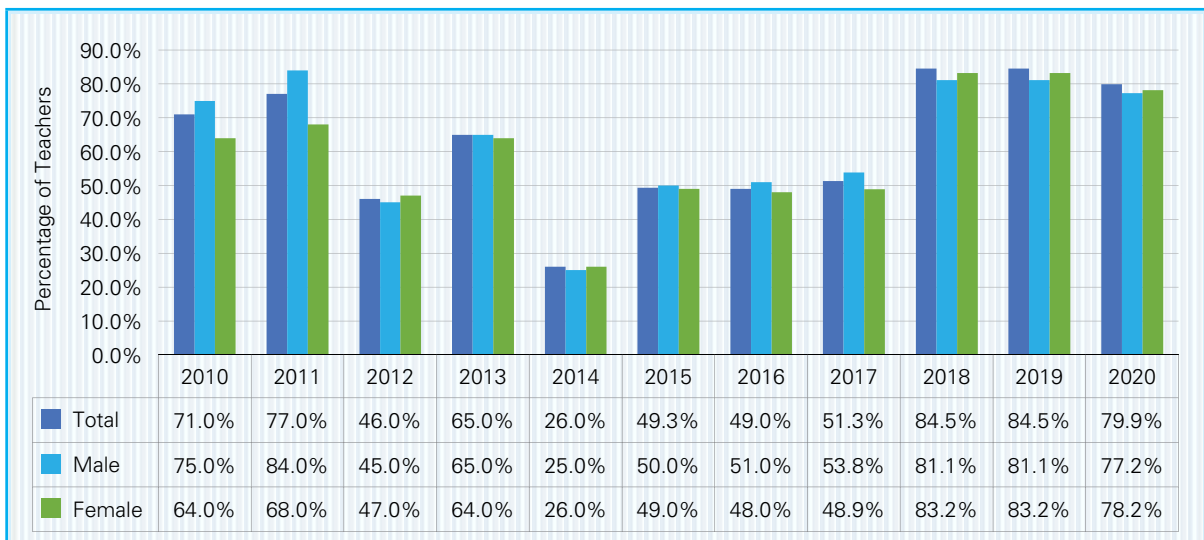


Source: APSC 2020

#### 4.2.7 PSQL 7: Percentage of Headteachers who have participated in Leadership training

The standard of this **PSQL7** under the PEDP4 is stated as ‘Percentage of HTs who have participated in Leadership training’ though the PEDP3; it was ‘Percentage of head teachers who received training on school management and leadership training’. All HTs are expected to be provided leadership training as per the PEDP4 standard. Among those schools with a HT, the below Figure 55 shows the proportion of HTs who received training on leadership. It appears that leadership training for HTs has increased a lot since 2012. About 80% of headteachers (78.2% female and 77.2% male) received leadership training up to 2020. Similarly, 49% of HTs received this training in 2016, 26% in 2014 and 71% 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 for conducting this training.

**Figure 55: Percentage of Headteachers in GPSs received training on Leadership 2010–2020**



Source: APSC 2010-20 and DPE Training Division Administrative records

**Note: It is mentioned that this training may not be conducted since 2018 as progress is cumulative achievement. In 2020, progress was reduced as trained teachers went into the LPR.**

#### 4.2.8 PSQL 8: Percentage of teachers recruited since 2010 who receive continuous professional development (subject-based) training, SDG 4c (d)

The standard of this **PSQL8** under the PEDP4 is stated as 'Percentage of teachers recruited since 2010 who receive continuous professional development (subject based) training, SDG 4c (d)' and 98% Headteachers to be expected to provide subject-based training as per the PEDP4 standard.

*It is strongly recommended to provides subject based training for all the teachers of all 5 subjects as each teacher taught all most all the subjects as no provision for recruit and deploy subject based teachers in primary education sub-sector.*

During the PEDP3, a six-day training was designed to acquaint primary teachers with subjects and pedagogical knowledge including preparing lesson plans and using teaching and learning materials when conducting classroom teaching following the lesson plans. The venue of the training at Upazila Resource Centres (URCs). The training is participatory and adapts various training approaches including group works, case studies and microteaching techniques to improve teachers' professional knowledge and skills, understandings, deliveries, evaluations, and assessments of student learning achievement during classroom teaching and learning.

The following Figure 56 displays participation in 'subject-based training' of all types of teachers in GPSs and NNPSs from 2005, 2010 - 2018. There has been an improving trend in the annual provision of subject-based training since 2010. In 2018, around 92.7% (male 92.4% and female 92%) Head and Assistant Teachers received subject-based training compared to about 92.7% (male 92.4% and female 92%) in the PEDP4 baseline 2016. This was considerably higher than 73.4% in 2015 and was significantly higher than the PEDP3 baseline of 84.7% in 2010. As stated earlier, subject-based trained teachers have the highest positive correlation with achieving learning outcomes for students among all other teacher qualification and training factors as per the World Bank report [WB ESR 2014] as well as NSA reports 2013, 2015 and 2017.

**School Management Committee members training:** *The PEDPII target was that minimum 3 members of every SMC to be trained, but the PEDP3 and the PEDP4 not considered the SMC training. As primary education focused and encouraged decentralise and creates sense of ownership of the community, it is essential to train the SMC members especially SMC chairs and female members on their roles and responsibilities on school operation.*

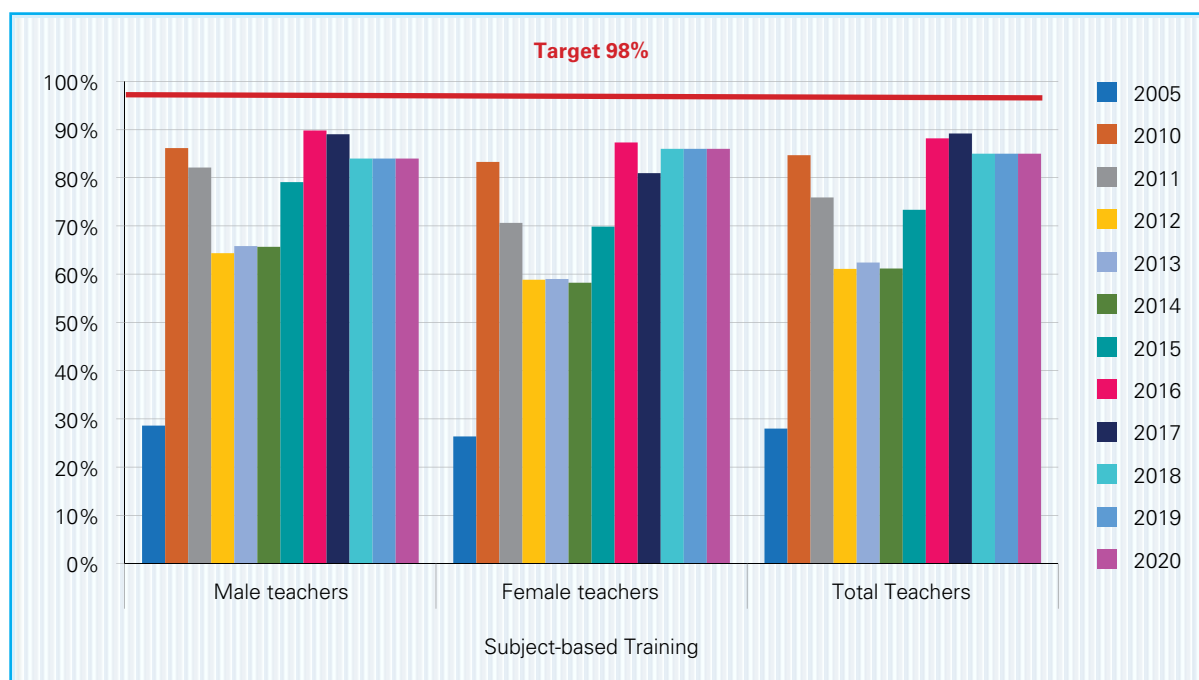
*It is also noted that committee formation reforms are to include additional 1 member from talented students guardians' category and out of elected 4 members 2 must be female but it has not been implemented yet. It is essential to follow this issue and take measures for implementation.*

The proportion of teachers receiving subject-based training has been declining from the start of the PEDP3. This is because of the amount of preparatory work required for this training, such as the development of training manuals, TOT for subject-based training, and the deployment of 45,000 teachers in 2010-11 and 2011-12 as they had not received training.

Another important factor is that subject-based training starts after the APSC data collection (February – March) from the schools, and therefore is not included in the APSC. This training is mainly completed before the closing of the financial year in each year. In addition, as per the DPP of the PEDP4, this year only approval of the CFD framework and training will be started in the 3<sup>rd</sup> year of the PEDP4.

It is noted that due to the COVID-19 pandemic, subject-based training was not conducted in 2020 and 2019 was kept achievement as cumulative achievement as of 2020. In addition, online subject-based training is piloted in 2020 as face-to-face training was not possible. A total of 2,425 teachers provided online subject-based training all over the country. This online training was not fruitful as DPE did not scale-up the training.

**Figure 56: Percentage of teachers in GPSs received subjectbased training 2005, 2010–20**



Source: Administrative report received from IMD

**Note: It is mentioned that, there were no information in the field of this indicator in APSC 2020 database as progress of this indicator reported as cumulative progress i.e., same as reported in 2018, 2019 and 2020 prior to discussing with training division of DPE including M&E division.**

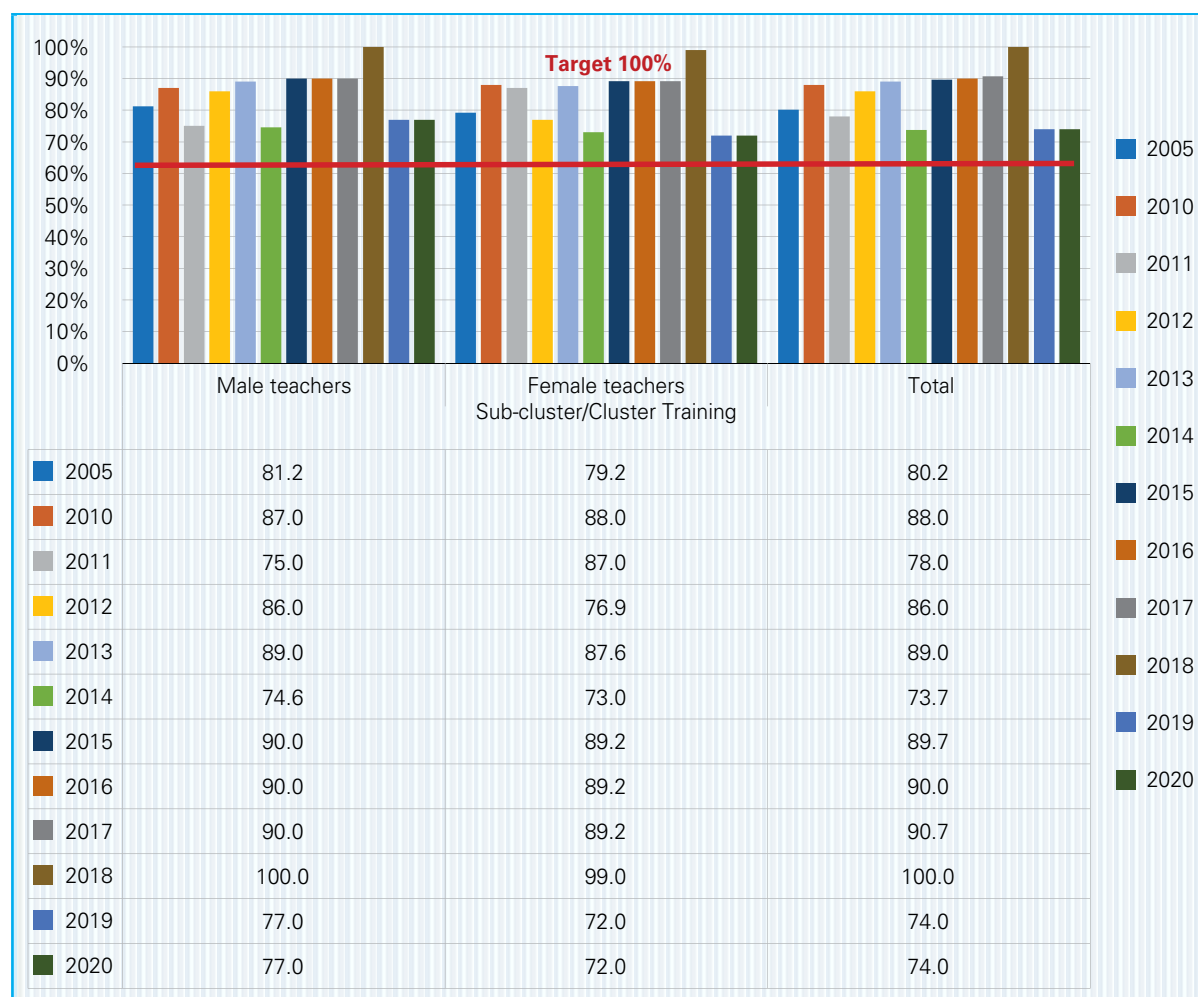
#### 4.2.9 PSQL 9: Percentage of assistant teachers recruited since 2010 who receive continuous professional development (needs-based cluster training), SDG 4c (h)

Under the PEDP4, the standard of this **PSQL9** is that 100% of teachers receive cluster training (under the PEDP3 it was sub-cluster training and the target was 95%): All the teachers, fortnightly, receive 4 days of sub-cluster training in each year strengthen their academic supervision, mentoring, and other teachers’ support systems for effective classroom teaching and learning. The PEDP3 placed an increased focus on this PSQL and increased the training budget allocation (TK. 9,820/- in each cluster). Hence, the training is planned and designed locally through collaboration between the Upazila Resource Centre (URC), Upazila Education Officers (UEO), Assistant Upazila Education Officers (AUEOs), and selected Head-teachers.

A total of 11,498 cluster training was planned to be conducted fortnightly (a total of 45,992 courses in each year). But from 2017-18 FY, DPE planned 4 rounds (11,498 X 4) of training. About 22,996 training courses were completed during the data collection period in 2019, after that no training was conducted due to the COVID-19 pandemic. Similarly, 45,990 training courses (100%) were completed in 2018. The relevant Upazilas' AUEOs and one selected teacher jointly facilitated the training based on the specified topic. The training was organised for a whole day and 30-35 teachers from 5-6 nearby schools together jointly participated in each course. During the training, all schools were closed apart from the venue school. All field-level officials (DDs, ADs, DPEOs, ADPEOs, PTI Supers, AMOs, UEOs, URCs Instructors, and Asst. URCs Instructors) were designated for monitoring and supervising the cluster training program.

There are 2 sources of information to know the status of achievement. One is APSC and another is DPE administrative reports prepared by the training division. The below Figure 57 displays the level of teachers who participated in cluster training of GPSs. About 74% of teachers (Head and Assistant) (male 77% and female 72%) received cluster training in 2019 during the data collection time (Achievement will be 100% after completion of FY 2018-19) as per the administrative report of training division compared to 100% in 2018 and 90% of teachers (Head and Assistant), male 90% and female 89% in 2016 of the PEDP4 baseline. No cluster training conducted in 2019-20 FY due to COVID 19 pandemic.

**Figure 57: Status of cluster training by gender in GPSs 2005, 2010–2020**

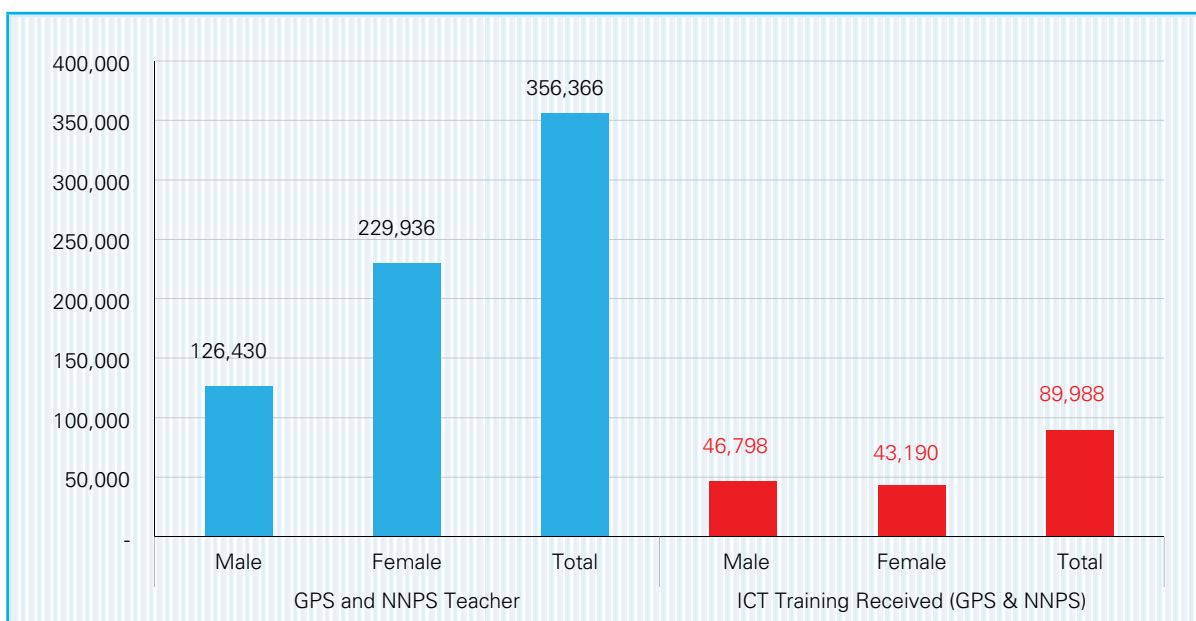


Source: Administrative report received from Training Division of DPE

#### 4.2.10 PSQL 10: Number of teachers receiving training on use of ICT materials

Under the PEDP4 standard of this **PSQL10** is 215,000 teachers to be trained on the uses of ICT materials. The Bangladesh government has been rapidly moving forward on digitalisation including the primary education sub-sector. A multimedia classroom is currently provided in all the Model government primary schools (1 Model school in each Upazila). Laptops are provided to almost all the GPS. An ICT strategy has been developed and endorsed by the MoPME. Teacher training on ICT includes developing e-learning content, and materials for operating multimedia classrooms. The following Figure 58 shows both the total number of teachers who responded to this question and the ICT-trained teachers. As of March 2019, a total of 89,988 (Male 46,798 and Female 43,190) (25.3%) teachers from the GPSs have received the ICT training. Due to COVID-19 pandemic, no training was commissioned in 2020.

**Figure 58: Proportion of teacher who received training on ICT by gender 2020**



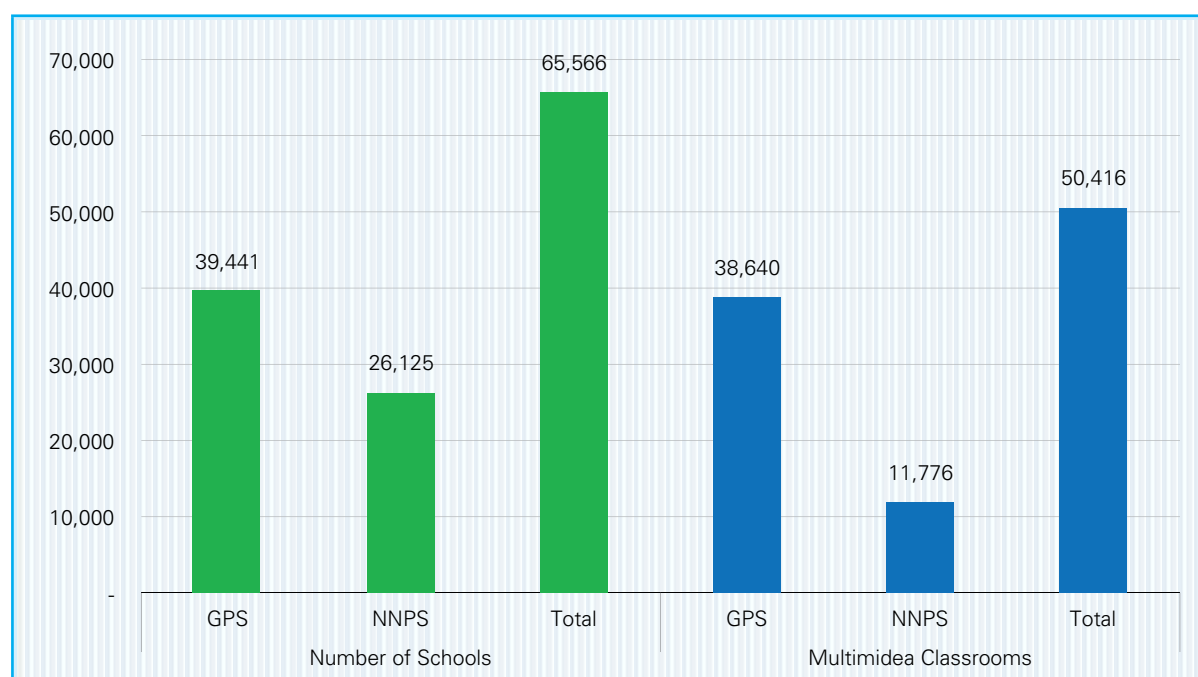
Source: Administrative report received from IMD.

#### 4.2.11 PSQL 11: Percentage of schools having Multimedia based classrooms, SDG 4a (I)

Under the PEDP4, the standard of this **PSQL11** is that 90% of schools have multimedia classrooms. In 2020, DPE administrative report received from IMD reveals that a total of 50,416 GPSs have 58,916 multimedia classrooms.

In 2020, out of 65,566 GPSs, a total of 64,360 GPSs (38,846 GPSs and 25,514 NNPSs) responded to this question. Based on APSC 2020 data, 9,362 (14.5%) schools, GPS 7,111 (18.8%) and 2,251 (8.8%) NNPSs have multimedia classrooms. Although, 48,824 schools received multimedia, laptops and sound systems for multimedia classrooms. Multimedia, laptop, and sound system distribution started at the end of PEDPII and continued the phaseout of the PEDP3. As per DPE administrative records, 504 Model GPSs have at least 1 multimedia classroom. The following Figure 59 presents the number of GPSs having multimedia and accessories for transforming multimedia classrooms in 2020.

**Figure 59: Percentage of schools having Multimedia-based classrooms and received laptops**



Source: Administrative report received from IMD

**Note:** It is mentioned that, there were no information in the field of this indicator in APSC 2019 and 2020 databases as progress of this indicator reported based on DPE administrative report received from IMD prior to discuss with relevant division of DPE and M&E division.

#### 4.2.12 PSQL 12: Percentage of schools with separate functioning WASH blocks for boys and girls, SDG 4a (b)

Under the PEDP4 standard of this **PSQL 12**, all the schools have separated functioning WASH blocks for boys and girls. According to the APSC 2020, a total of 77.9% GPSs (79.8% GPSs and 73.3% NNPSs) have functioning WASH blocks compared to 76.3% GPSs (77.4% GPSs and 71.3% NNPSs) in 2019 and to 76.1% (77.2% GPSs and 70.1% NNPSs) in 2018. It is noted that APSC questionnaires only ask about having a WASH block or not, it will be required to paraphrase this question into the APSC questionnaire to capture correct information in line with the PEDP4 result framework including hand wash facilities. Regarding the WASH block, the following 4 components need to be considered: The following Table 66 presents the trend of achievement.

- 1. Hygiene:** The component of this PSQL standard is hygiene practices in all schools to be ensured. It should be required to maintain WASH blocks considering health and hygiene, as this factor has an impact on attendance and dropout especially among girls. SMC members, teachers, and students are aware of good hygiene practices. However, the definition of a 'proper hygienic WASH block' is needed to be spelled out clearly with guidelines for maintenance. Moreover, this area needs to fund allocation each year for maintaining the WASH block with materials (Harpic, soap, sandal etc.). Education officials need to be aware of the "Three Star Approach" and need to orient the teachers during routine school visits.
- 2. Accessibility to children with physical disabilities:** The component of this PSQL standard is all the government schools have gender-segregated and disability-friendly WASH blocks meeting national standards. The APSC has not been consistent, and it is unclear from year to



year whether headteachers need to identify which of the existing WASH blocks or toilets can also be accessed by disabled students or which toilets are only for the use of disabled students. This information cannot be collected through APSC as related questions are not included in the APSC questionnaire.

3. **Hand Wash facility:** Another component of this PSQL indicator is the schools have group hand washing facilities. As the school census doesn't collect this information, progress cannot be reported in this ASPR. If APSC collects this information in the future, then ASPR might be able to report it.
4. **Uses of WASH block for male teachers and boys and female teachers and girls:** If confirm that all male teachers use the WASH block along with boys and female teachers use along with girls the WASH block will be properly maintained.

**Table 66: Construction of WASH Block 2010-2020**

	Type	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
WASH Block (%)	GPS	n/a	n/a	n/a	n/a	n/a	n/a	22	35.7	77.2	77.4	<b>79.8</b>
	NNPS	n/a	n/a	n/a	n/a	n/a	n/a	22	32.9	70.1	71.3	<b>73.3</b>
	Total	n/a	n/a	n/a	n/a	n/a	n/a	22	34.06	76.1	76.3	<b>77.9</b>
Toilets for girls and boys (%)	GPS	97.0	98.1	88.1	85.0	85.8	90.6	85.0	86.1	83.7	88.9	<b>90.6</b>
	NNPS	94.1	95.0	81.0	80.0	79.2	82.7	80.1	83.0	84.2	91.7	<b>95.1</b>
	Total	96.0	97.0	85.0	83.0	83.2	87.5	83.0	85.2	89.8	90.0	<b>92.4</b>

Source: APSC 2010-2020

In addition, data presented in the above Table 66 based on APSC reports that GPSs having toilets for girls and boys apart from WASH blocks, about 92.4% GPSs (90.6% GPSs and 95.1% NNPSs) have toilets compared to 90% in 2019, 89.8% in 2018 and 83% in the PEDP4 baseline (2016).

#### 4.2.13 PSQL 13: Percentage of schools that have access to safe water sources: functioning tube wells and other sources, SDG 4a (a)

Under the PEDP4 standard of this **PSQL13** is that 100% of schools have access to safe water: functioning tube wells and other sources. The school census questionnaire collects information on the water supply to assess whether the standards are met or not, namely, The phrasing of the respective questions in the school census questionnaire have not been consistent over the years and it is difficult to establish a clear-cut trend. The following sequence of questions is posed to schools:

- 2020 questionnaire ask's (Q-9) "Does the school have a source of safe and potable drinking water (tap/supply, tube well, filter, others)?"
- Present condition of sources (good, average, bad, sinking going on, abandon)
- Repairable (yes, no)

- The state of tube well (Arsenic free, arsenic contaminated, arsenic area but not tested)
- Tested E.coli (yes, no)
- Water source constructed by which project

However, many responses are not consistent with this sequence of questions. For example:

- About 9% of schools that claimed not to have water identified a source; conversely, about 2.9% of schools that claimed to have water did not identify a source.
- About 3.5% of schools which claimed that their water was safe then went on to report that their source of water was not free of arsenic.

A set of rules have been used to improve the consistency of the responses. For example, a school is considered to have water, even if it gave a negative response to the first question if it identified a source. Similarly, a school is considered to have water, even if it did not identify a source of water, as long as it responded to the question of whether the source was working. **Moreover, it is important to simplify the question and variable into the database.**

The following Table 67 and Figure 60 summarises the key findings from the analysis.

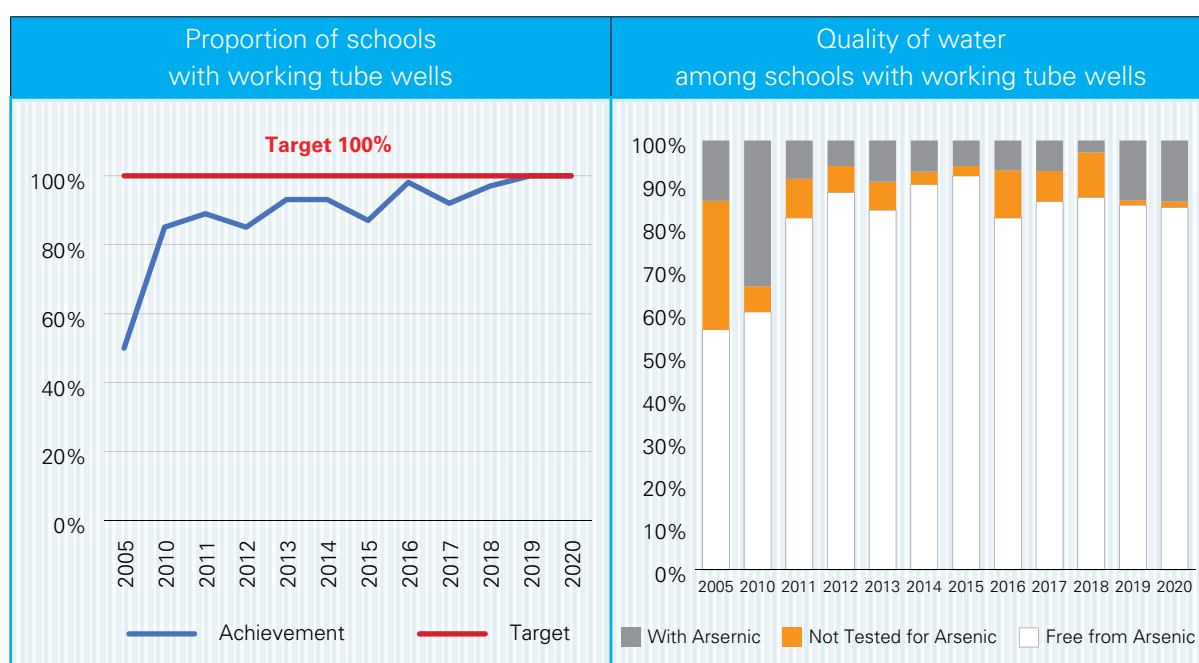
- In 2020, about 80.1% of schools depend on water from tube wells, about 11.2% of schools depend on supply/tap water and 8.7% of schools depend on other sources like ponds, filters, etc.
- In 2020, about 100% of GPSs have water. The water is safe to drink in 95.7% of these schools. This means that overall, the percentage of schools with safe water is 95.7%.
- Among schools that reported in 2020 that their source of water was a tube well, the tube well was functional in 83.7% of cases. The proportion of schools where the tube well was working has increased from 49% in 2005 to 83.7% as Figure 60 shows.

Among schools that reported that they had a functioning tube well, the tube well was free of arsenic in 84.5% of cases and had not been tested in 1.2% of cases. As shown in Figure 61 below, the percentage of schools with working tube wells increased from 56% in 2005 to 84.5% in 2020. The percentage of schools where the water has arsenic is 14.3% in 2020. It is noted that there was no information in the APSC database on E-coli test while E-coli tested only for sinking new tube wells and the percentage of schools suffering from waterborne disease due to salinity in the coastal belt areas.

*As Bangladesh is an arsenic prone area, DPE can take initiatives to test every tube well in the arsenic prone areas whether the tube well is arsenic contaminated or not. DPHE can conduct the test each year as a specialised organization. The PEDP4 can allocate the fund for this activity in the AOP each year during the PEDP4 period.*

*In addition, it is required to take special measures for ensuring safe and potable water in the coastal belt areas schools e.g., CXB, Bagerhat, Satkhira, Khulna Patuakhali, Bhola, districts.*

**Figure 60: Schools with working and arsenic free tube wells, 2005-2020**



**Table 67: Water supply 2020**

Percentage of schools (%):		GPS	NNPS	Total
(1) With water		92.9	90.3	91.3
(2) With safe water if school has:	<b>Any source of water</b>	<b>99.5</b>	<b>98.6</b>	<b>99.1</b>
	Tap water (11.2% of schools with water)	13.19	7.7	11.2
	Tube well (80.1% of schools with water)	77.87	83.8	80.1
	Pond/river/filter (8.7% of schools with water)	8.94	8.4	8.7
(3) With safe water [= (1) x (2)]		100	100	100
(4) If source is tap water:	<b>Free of arsenic</b>	<b>95.6</b>	<b>96.1</b>	<b>95.8</b>
	Not tested	1.9	1.2	1.7
	With arsenic	2.6	2.6	2.6
(5) If source is tube well:	<b>Functional tube well</b>	<b>84.0</b>	<b>83.4</b>	<b>83.7</b>
(6) If source is functional tube well:	Free of arsenic	85.2	83.3	84.5
	Not tested	1.2	1.2	1.2
	With arsenic	13.5	15.5	14.3
(7) E.coli test	Functional tube well	<b>84.0</b>	<b>83.4</b>	<b>83.7</b>
	Free of E.coli	n/a	n/a	n/a
	Not tested E.coli	n/a	n/a	n/a
	With arsenic E. coli	n/a	n/a	n/a

Source: APSC 2019, e-coli data is not available in the APSC 2020

#### 4.2.14 PSQL 14: Number of Learning Centres operational (OoSC)

The standard of this **PSQL14** is to establish 33,334 LCs to accommodate 1 million out of school children (OoSC). Under the PEDP4, BNFE was identified to implement this OoSC education programme through Implementation Support Agencies (ISAs) who implement OoSC Education program as second chance education in a flexible learning system and will support back-to-school initiatives for a significant number of OoSC following minimum service standards as per contract. This initiative was taken during the PEDP3 and created a separate division under DPE namely the 'Second Chance Education Division'. The new division faced many challenges as progress was not up to the expectation level. As BNFE is mandated to implement the non-formal education, under the PEDP4 responsibilities shifted from DPE to BNFE to implement this sub-component. BNFE has started their operation including 3,332 LCs with 100,000 (one lac) OoSC and continuing their education from 1<sup>st</sup> September 2018, although that initiative is a continuation of the PEDP3. Programme intervention covered 19 Upazilas and 4 urban areas in Dhaka, Sylhet, Kishoreganj, Sunamganj, Chattogram, and Gaibandha districts.

Under the PEDP4, all the preparatory work has been almost completed. A Specialised Agency (SA) provides overall technical support in implementing the OoSC education program. SA will recruit DPCs and UPCs and deploy at each district and Upazila under the direct supervision and administration including functional control of BNFE. BNFE hopes that there will be an additional 900,000 out of school children but progress is so limited during the PEDP4 period.

It is noted that many organizations (NGOs and iNGOs) with the support of donor agencies have been implementing adolescent education programmes (8-15 years old who never enrolled, dropped out children and adolescents) that give emphasis on marginalized groups who are out of school children and adolescents. The following Table 68 represents the progress of number OoSC enrolled and functioning LCs.

**Table 68: No. of OoSC enroled and functioning LCs as of 2020**

	The PEDP4 Target		The PEDP4 period			
	No. of LCs established	No. of OoSC enroled	Target for PEDP4		Cumulative Achievement	
			No. of LCs	No. of children	No. of LCs established	Children enroled
(1) Continuation from the PEDP3	3,332	100,000				
(2) PEDP4 (will enrole from 1 <sup>st</sup> January 2019)			3,313	88,306	3,332	107,142
<b>Total PEDP3 &amp; 4 [= (1) + (2)]</b>	<b>33,334</b>	<b>1,000,000</b>	<b>3,313</b>	<b>88,306</b>	<b>3,332</b>	<b>107,142</b>

Source: BNFE administrative data

#### 4.2.15 PSQL 15: Number of enrolled children with mild and moderate disabilities in mainstream primary schools, SDG 4.5.1

The standard of this **PSQL15** is to enroll 80% disabled children in mainstream primary education. This indicator supports the National Education Policy (NEP), the PEDP4 designed a quality primary education with equal opportunity for all children of the country. To achieve this, the Action Plan is intended to address the needs in formal schools of tribal children, ethnic minorities, and children with disabilities. Block funds were allocated through the Upazila Primary Education Plans (UPEPs) to assist schools in mainstream gender-sensitive inclusive education for mild to moderately disabled children. Accordingly, this PSQl monitors progress in the enrolment of disabled children in mainstream

education under the inclusive education component; the APSC collects data on enrolment for two main categories of disadvantaged children: (1) children with disabilities because of a physical challenge and (2) children from ethnic and minority groups. This sub-section outlines the trends on children with disabilities in six main types (physical, visual, hearing, speaking, intellectual and autistic) but also includes other less common types.

According to the Disability Welfare Act of 2001 (Ministry of Law Justice and Parliamentary Affairs 2001) which has been initiated by the Ministry of Social Welfare (MoSW) in association with the National Forum of Organizations Working With the Disabled (NFOWD), the definition of disability has been approved as follows: *A person with a disability is one who is physically disabled either congenitally or as a result of disease or being a victim of an accident, or due to improper or maltreatment or for any other reasons has become physically incapacitated or mentally imbalanced as a result of such disabledness or one to mental impaired ness has become incapacitated, either partially or fully and is unable to lead a normal life.*

The following definitions were adopted for the different types of disabilities under the legislation of the Disability Welfare Act of 2001. According to the 2001 Disability Welfare Act, these disability types are defined as follows:

- Persons with **visual impairment** are classified as - no vision in any single eye, no vision in both eyes, visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye even with correcting lenses or limitation of the field of vision subtending an angle of 20 (degrees) or worse.
- Persons with **physical disabilities** are classified as: Lost either one or both the hands, lost sensation, partly or wholly, of either hand, lost either one or both the feet, lost sensation, partly or wholly, of either or both the feet, physical deformity and abnormality, permanently lost physical equilibrium owing to neuro-disequilibrium.
- Persons with a **hearing impairment** are classified as: Loss of hearing capacity in the better ear in the conversation range of frequencies at 40 decibels (hearing unit) or more, or damaged or ineffective hearing abilities.
- Persons with a **speech impairment** are classified as: Loss of one's capacity to utter/pronounce meaningful vocabulary sounds, or damaged, partly or wholly or dysfunctional.
- Persons with a **mental disability** are classified as: One's mental development is not at par with his chronological age or whose IQ (Intelligent Quotient) is below the normal range, or has lost mental balance or is damaged, partly or wholly.
- Person with **multiple disabilities** is classified as one who suffers from more than one type of the above stated impairments.
- Persons with an **Autistics or autism spectrum disorder (ASD)** are classified as: is a condition related to brain development that impacts how a person perceives and socialises with others, causing problems in social interaction and communication. The disorder also includes limited and repetitive patterns of behaviour.

Data on children with disabilities in Bangladesh are inadequate and often inconsistent and underestimated because of changing definitions of disabilities and data collection methodologies. According to surveys conducted by the Ministry of Social Welfare (MoSW) in the last decade, the percentage of people with disabilities is estimated to range from 1.4 to 9 percent of the total population. The proportion of children with disabilities in Bangladesh varies, ranging from less than 1.4 percent to 17.5 percent; the estimated child population is 57.5 million, and the number

of children with some form of disability could range from 805,000 to 10 million. As DPE has no authentic information, the PEDP3 and the PEDP4 are not able to fix a target for this indicator. Only mild and moderately disabled children are enrolled in mainstream primary education. The intention is to integrate such special-needs children through 'mainstreaming inclusive education', which was one of the sub-components of the PEDP4, and to measure the success of this goal through the PSQL indicator 'the number of children with disabilities enrolled in schools'.

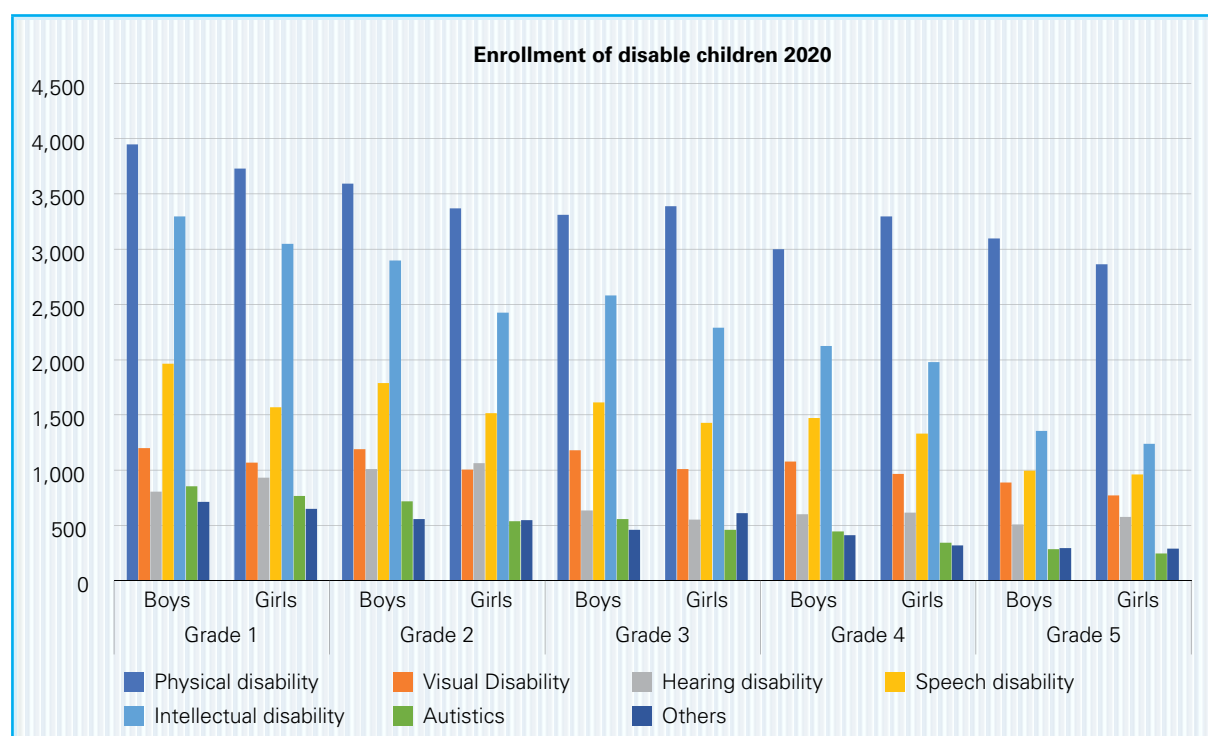
The following Table 69 and Figure 61 show the number of children with disabilities by gender and types of disability enrolled (total 48,792) in GPSs in 2020. The enrolment of girls is farthest compared to the boys in 2020. The following Table 69 presented the trend of disabled children's enrolment in all types of primary-level educational institutes captured by APSC 2020. In addition, sub-section 4.2.15.1 presents the disabled children's enrolment in the PPE.

**Table 69: By type of enrolment of disabled children in GPSs 2020**

Type of disabilities	GPS			NNPS			Total GPS & NNPS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Physical disability	7,396	5,241	12,637	2,359	1,553	3,912	9,755	6,794	16,549
2. Visual Disability	2,495	2,120	4,615	725	576	1,301	3,220	2,696	5,916
3. Hearing disability	627	548	1,175	195	183	378	822	731	1,553
4. Speech disability	3,056	2,858	5,914	1,252	1,121	2,373	4,308	3,979	8,287
5. Intellectual disability	5,765	5,208	10,973	1,427	1,312	2,739	7,192	6,520	13,712
6. Autistics	589	440	1,029	173	115	288	762	555	1,317
7. Others	516	481	997	232	229	461	748	710	1,458
<b>Total</b>	<b>20,444</b>	<b>16,896</b>	<b>37,340</b>	<b>6,363</b>	<b>5,089</b>	<b>11,452</b>	<b>26,807</b>	<b>21,985</b>	<b>48,792</b>

Source: 2020 APSC

**Figure 61: Number of enrolled children with disabilities in GPSs only in 2020**



Source: APSC 2020

The following Table 70 shows that the number of children with disabilities enrolled in all types of schools including DPE-managed GPSs has grown faster for all types of schools, particularly for children with physical handicap and visual disabled. There was a striking increase in the number of disabled children in school between 2005 and 2011 (just double). The enrolment trend gradually declined from 2012 to 2017 and again increased from 2018 to 2020. The reason for this decrease is unknown but the perception is that teachers have not been properly trained to identify disabled children, so their numbers might be over- or under-reported in the APSC dataset. After receiving training under the Inclusive Education (IE) program, teachers may be able to identify those children who have mild and moderate disabilities. DPE does not consider children with severe and intellectual disabilities as they require special arrangements. DPE also now refers cognitively ill children to specialised schools and autism rehabilitation centers.

**Table 70: Year-wise enrolment of special needs children by gender all type of schools 2005-2020**

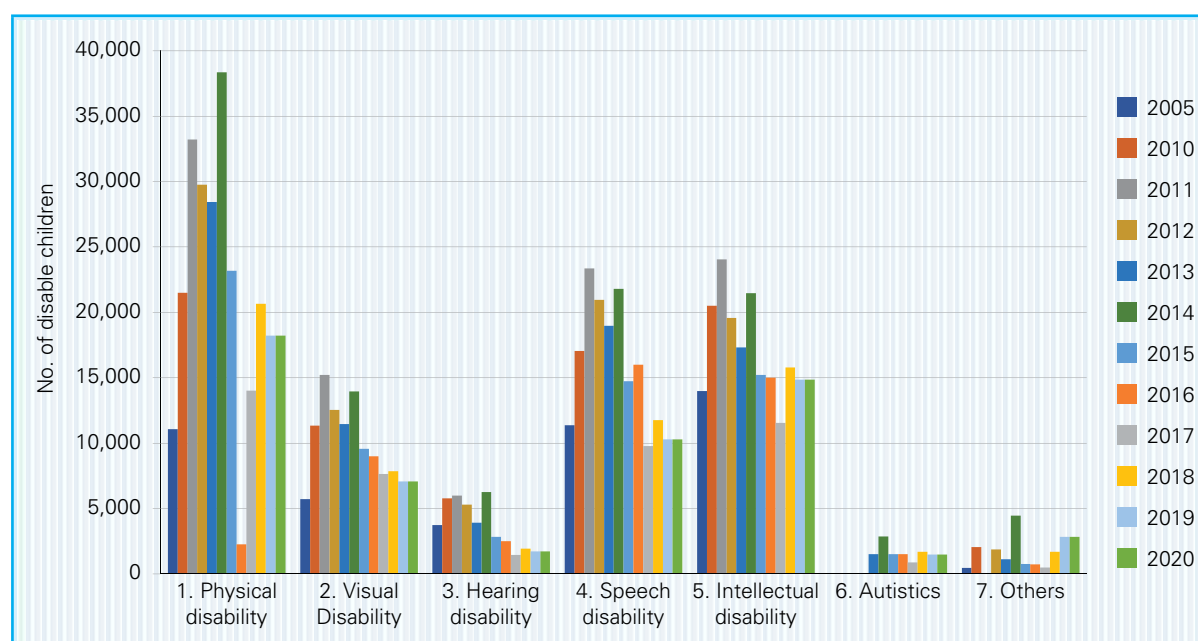
Year	Boys	Girls	Total	Remarks
2005	25,833	19,847	45,680	Enrolment of special need children increasing from 2005 to 2011, then falling till 2016
2006	26,777	20,793	47,570	
2007	30,142	23,161	53,303	
2008	44,340	33,148	77,488	
2009	43,925	34,274	78,199	
2010	47,029	35,994	83,023	
2011	51,248	39,712	90,960	
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	
2016	37,260	29,762	67,022	Again, increasing since 2017
2017	40820	34201	75,021	
2018	52,884	43,501	96,385	
2019	54,442	43,869	98,311	
<b>2020</b>	<b>51,432</b>	<b>47,791</b>	<b>99,223</b>	

Source: APSC 2005-2020

The following Figure 62 shows that the number of children with disabilities (physically disabled) enrolled in DPE-managed GPSs has been declining since 2012. It is recommended that DPE should work with the MoSW to identify and examine the cause(s) of this declining trend, and to collect information on what has been achieved to integrate disabled children into primary education during the PEDP4 period.



**Figure 62: Enrolment of physically challenged children in GPSs 2005, 2010-2020**



Source: different years APSC reports

One more 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 years old) in GPSs and NNPSs combined (based on six types of special needs children). The Standard definitions are difficult to apply in the field of disability because, as already noted, teachers have not been trained to clearly identify the different kinds of disability that special needs children have.

*Note: Such a large increase in enrolment over the period, 2005-2012, and the decreasing trends from 2013 to 2019 and further increased in 2020, together with their participation in classes along with regular children, is worthy of further investigation. This would help to understand the underlying factors for these increases and decreases as well as to identify the children’s motivational level for learning (helped through the provisions of SLIP grants, such as the increased facilities of ramps, toilets, WASH blocks, provision of wheelchairs, hearing aids, spectacles etc. for disable children).*

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 a total of 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%).<sup>8</sup>

<sup>8</sup> There 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 percentage is much lower than would normally be existed.

The following Table 71 presents the by district enrolment of disabled children in the Government Primary schools only (GPSs, NNPSs, Model GPSs, PTI Expt. schools, and 1500 Project established GPSs), all schools' enrolment of disabled children is also presented in Table 70 above.

**Table 71: By district enrolled disabled children in GPSs 2020**

Division	District	Physical disability	Visual Disability	Hearing disability	Speech disability	Intellectual disability	Autistics	Others	Total
Barishal	Barguna	63	19	2	40	34	5	-	163
	Barishal	313	148	45	193	320	61	24	1,104
	Bhola	63	71	63	50	65	9	4	325
	Jhalokathi	52	21	-	30	53	6	9	171
	Patuakhali	99	43	11	61	88	20	5	327
	Pirojpur	148	57	19	84	193	11	4	516
Chattogram	Bandarban	139	47	28	67	80	16	23	400
	Brahmanbaria	727	181	27	194	260	22	54	1,465
	Chandpur	466	154	35	214	571	50	35	1,525
	Chattogram	938	588	101	563	1,287	97	68	3,642
	Cumilla	692	233	75	421	521	71	48	2,061
	Cox's Bazar	522	173	61	238	325	32	49	1,400
	Feni	149	56	9	101	157	24	13	509
	Khagrachhari	133	27	11	57	81	9	4	322
	Lakshmipur	182	78	15	142	146	16	29	608
	Noakhali	379	135	52	263	270	59	24	1,182
	Rangamati	69	43	9	38	73	2	17	251
Dhaka	Dhaka	376	275	48	204	558	83	29	1,573
	Faridpur	347	99	30	97	200	27	32	832
	Gazipur	251	92	21	154	269	21	21	829
	Gopalganj	212	48	14	110	124	9	13	530
	Kishoreganj	471	172	35	198	299	37	53	1,265
	Madaripur	159	17	1	43	54	11	3	288
	Manikganj	314	86	28	160	246	17	29	880
	Munshiganj	141	60	18	86	257	21	13	596
	Narayanganj	362	102	21	142	332	33	23	1,015
	Narsingdi	367	112	21	201	220	23	40	984
	Rajbari	162	52	13	92	214	23	38	594
	Shariatpur	233	46	29	117	217	18	15	675
	Tangail	645	165	45	316	518	46	84	1,819
Khulna	Bagerhat	216	68	29	113	289	18	23	756
	Chuadanga	266	33	9	69	120	17	13	527
	Jashore	476	114	29	163	362	24	70	1,238
	Jhenaidah	180	40	8	67	111	10	-	416
	Khulna	324	101	18	163	362	41	21	1,030
	Kushtia	362	81	23	125	206	18	17	832
	Magura	160	39	11	58	130	11	22	431
	Meherpur	126	40	5	77	111	14	12	385
	Narial	142	37	8	58	92	8	28	373
	Satkhira	469	155	35	175	393	30	46	1,303
Mymensingh	Jamalpur	248	96	43	158	237	14	45	841
	Mymensingh	872	237	66	413	703	85	88	2,464
	Netrokona	245	94	34	151	191	26	23	764
	Sherpur	229	54	20	132	186	26	43	690

Division	District	Physical disability	Visual Disability	Hearing disability	Speech disability	Intellectual disability	Autistics	Others	Total
Rajshahi	Bogura	310	140	25	176	378	31	20	1,080
	Joypurhat	112	65	23	51	123	9	14	397
	Naogaon	405	129	36	190	343	35	43	1,181
	Natore	268	94	16	131	212	17	24	762
	Nawabganj	309	93	34	132	175	3	19	765
	Pabna	351	90	26	139	290	29	26	951
	Rajshahi	337	169	29	141	282	27	19	1,004
	Sirajganj	495	139	40	244	328	29	27	1,302
Rangpur	Dinajpur	331	102	30	242	315	24	23	1,067
	Gaibandha	242	67	17	112	170	22	17	647
	Kurigram	244	53	17	95	136	15	17	577
	Lalmonirhat	167	52	14	97	127	10	8	475
	Nilphamari	286	70	34	155	226	57	24	852
	Panchagarh	134	20	7	58	71	7	5	302
	Rangpur	255	106	25	153	227	20	27	813
	Thakurgaon	218	53	7	163	156	36	22	655
Sylhet	Habiganj	418	126	29	203	163	21	58	1,018
	Moulvibazar	445	233	58	245	330	37	29	1,377
	Sunamganj	369	114	29	178	143	13	9	855
	Sylhet	584	168	83	340	491	61	71	1,798
	<b>National</b>	<b>19,769</b>	<b>6,672</b>	<b>1,804</b>	<b>9,843</b>	<b>16,211</b>	<b>1,724</b>	<b>1,756</b>	<b>57,779</b>

#### 4.2.15.1 Enrolment of disabled (differently abled) children in PPE

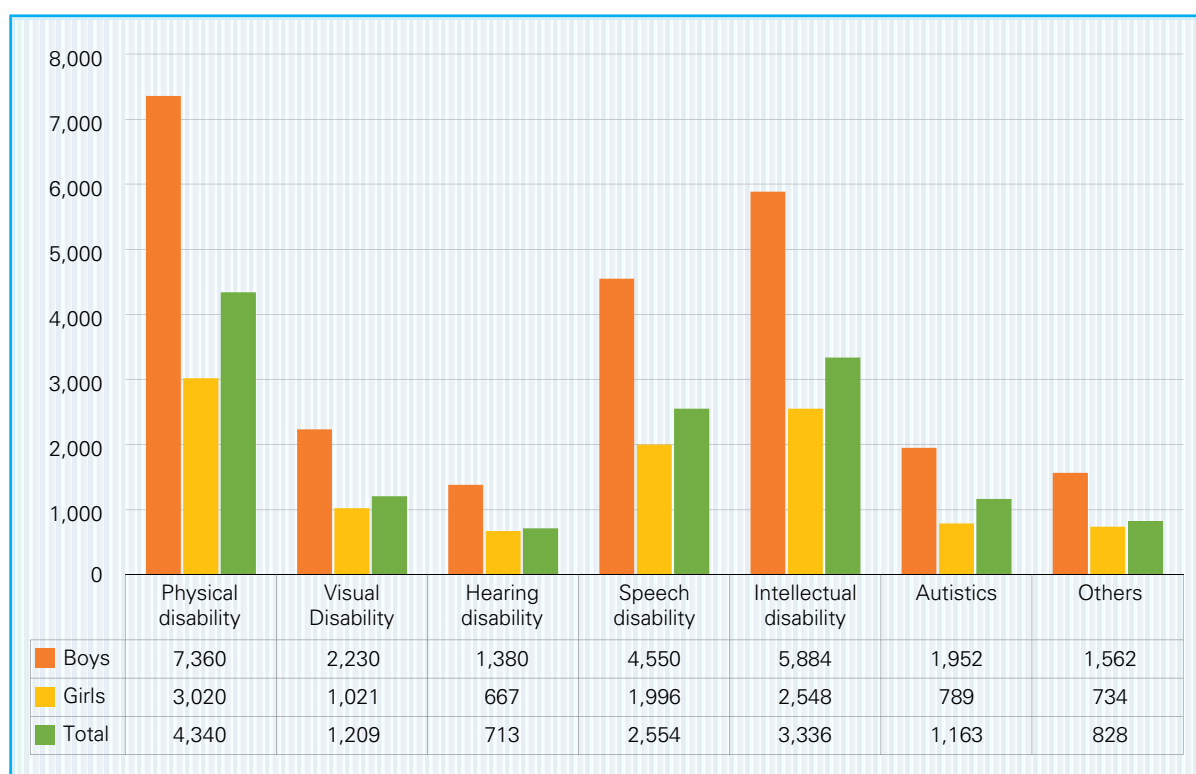
The enrolment of disabled children in mainstream primary education was one of the core elements of the PEDP4. In GPSs, a total of 24,918 (10,775 girls and 14,143 boys) differently-abled children enrolled in 2020 which is slightly lower compared to 25,754 (girls and boys) enrolled in 2019 and slightly up from 25,156+ (boys 14,312 and girls 10,844) in 2018 and more than double from 11,272 (boys 6,322 and girls 4,905) in the PEDP4 baseline 2016. It is noted that more differently abled boys (56.76%) have been enrolled compared to the girls (43.24%) which means parents prioritised boys over girls. (Differently abled children are presented in below Table 72 and Figure 63).

**Table 72: Disabled children by type of disabilities and gender enrolled in PPE 2020**

Type of Disabilities	Girls	Boys	Total	Remarks
Physical disability	3,020	4,340	7,360	
Visual Disability	1,021	1,209	2,230	
Hearing disability	667	713	1,380	
Speech disability	1,996	2,554	4,550	
Intellectual disability	2,548	3,336	5,884	
Autistics	789	1,163	1,952	
Others	734	828	1,562	
<b>Total</b>	<b>10,775</b>	<b>14,143</b>	<b>24,918</b>	

**Note: DPE considers only mild and moderate disabled children who enrolled in the formal primary schools. The Head teachers identify the type of disability, if anyone is multiple disabilities, teacher consider one type which is likely to more considering the degree of severity**

**Figure 63: Enrolment of Disabled (special need children) in pre-primary education 2020**



Source: APSC 2020, Note: DPE used the definition of different type of disabilities provided by the UNICEF

## 4.3 Analysis of SCIs performance

There are 79 sub-component indicators used to capture primary education sub-sector performance at output levels. (as per serial 66 SCIs are missing in the PEDP4 documents as well as DPP). Of these, some key sub-component indicators (SCIs) are included below subsection based on DPs' requirements. Progress towards the achievement of the SCIs against set targets is summarised below.

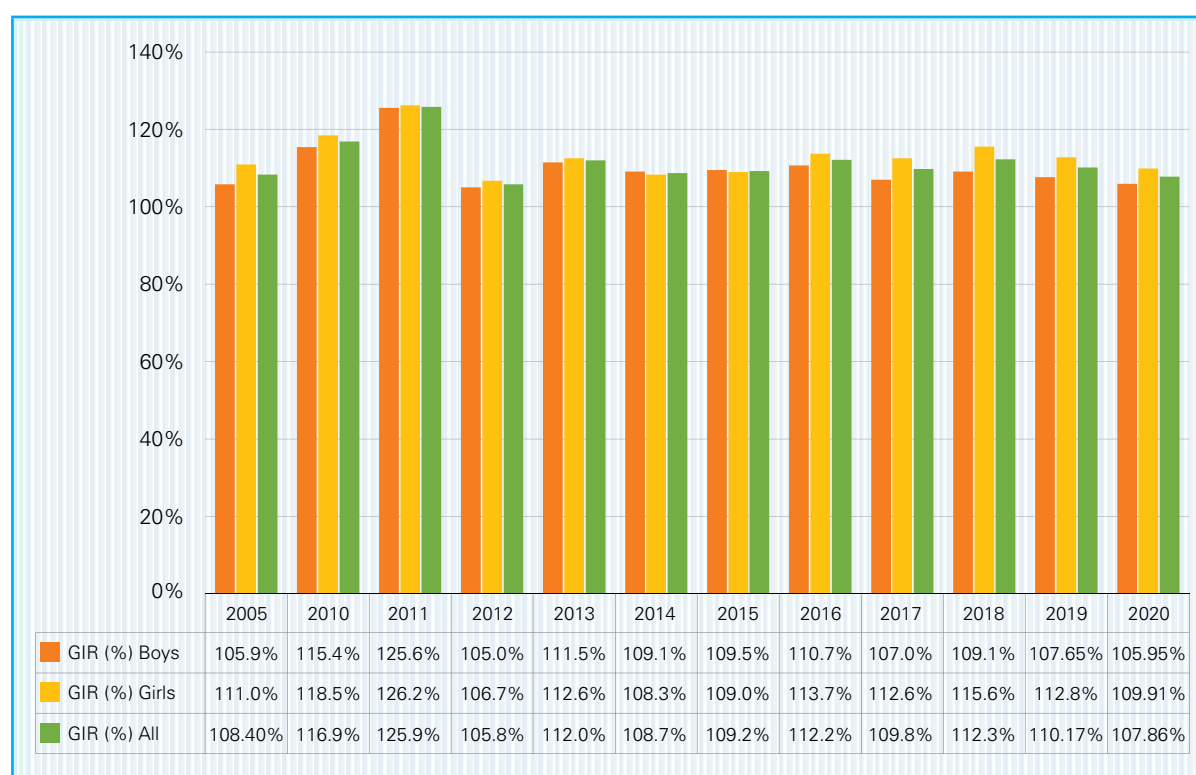
### 4.3.1 SCI-1: Gross intake rate (%)

**Gross or Apparent Intake Rate (GIR/AIR):** 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). GIR/AIR indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to grade 1 regardless of the official school-entrance age population. The GIR/AIR is more or less the same from 2010 to 2014 and slightly varied from 2015-2020. In 2020, GIR stands at 107.86% (109.91% girls and 105.95% boys) compared to 110.17% in 2019, to 112.3% in 2018, and to 112.2% in 2016 (PEDP4 baseline). By year GIR/AIR is presented in below Table 73 and Figure 64.

**Table 73: Gross intake rate by sex 2005, 2010 - 2020**

Year	Gross Intake Rate (%)			Year	Gross Intake Rate (%)		
	Boys	Girls	All		Boys	Girls	All
2010	115.40	118.50	116.90	2016	110.72	113.70	112.20
2011	125.60	126.20	125.90	2017	107.00	112.60	109.80
2012	105.00	106.70	105.80	2018	109.07	115.57	112.32
2013	111.50	112.60	112.00	2019	107.65	112.80	110.17
2014	109.10	108.30	108.70	<b>2020</b>	<b>105.95</b>	<b>109.91</b>	<b>107.86</b>
2015	109.50	109.00	109.20				

**Figure 64: Gross intake rate by sex 2005, 2010 - 2020**



Source: Different years APSC reports

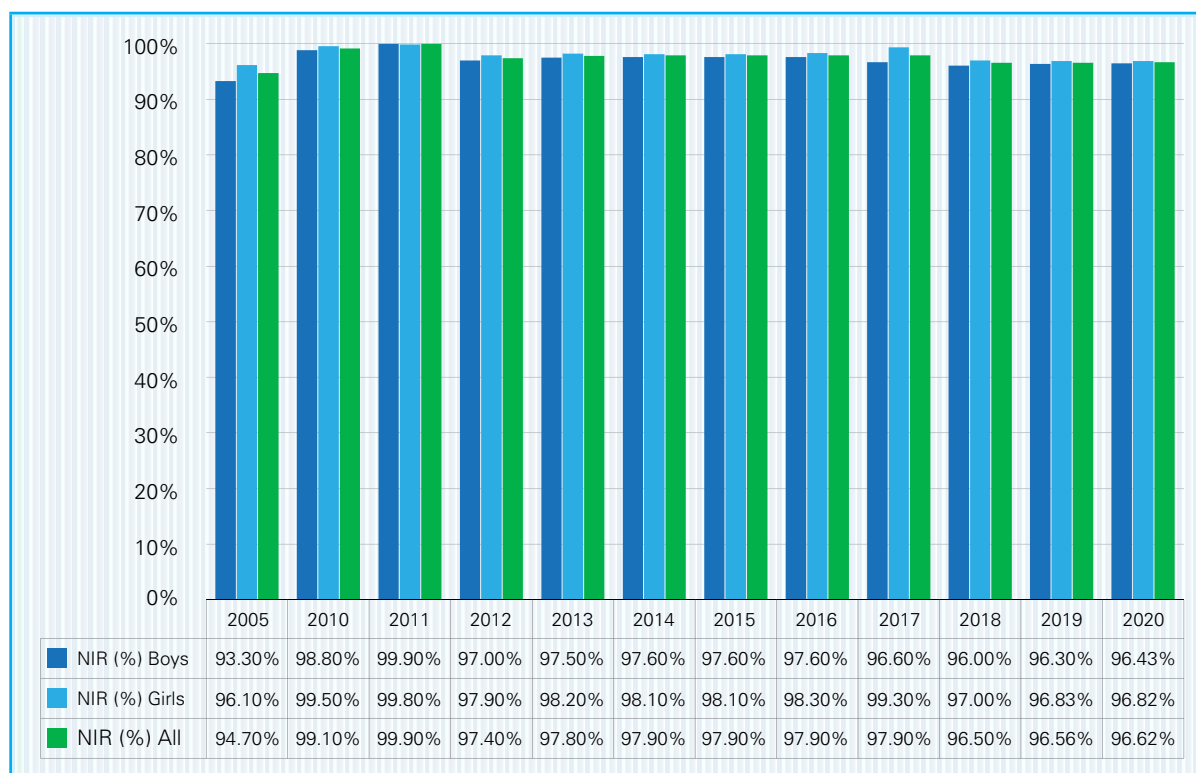
### 4.3.2 SCI-2: Net intake rate (%)

**Net Intake Rate (NIR):** Total number of new entrants in the first grade of primary education who are official primary school-entrance age (6 years in Bangladesh) expressed as a percentage of the population of the same age. NIR has precisely measured the access to primary education by the eligible population of primary school-entrance age. The NIR is more or less the same from 2010 to 2014 and slightly varied from 2015-2020. In 2020, NIR stands at 96.62% (96.82% girls and 96.43% boys) compared to 96.56% in 2019, 96.48% in 2018, and 97.94% in 2016 (PEDP4 baseline). By year NIR is presented below Table 74 and Figure 65 and by district GIR and NIR are presented below Table 74.

**Table 74: Net intake rate by sex 2005, 2010 – 2020**

Year	Net Intake Rate (%)			Year	Net Intake Rate (%)		
	Boys	Girls	All		Boys	Girls	All
2010	98.80	99.50	99.10	2016	97.62	98.27	97.94
2011	99.90	99.80	99.90	2017	96.59	99.33	97.93
2012	97.00	97.90	97.40	2018	95.99	97.00	96.48
2013	97.50	98.20	97.80	2019	96.30	96.83	96.56
2014	97.60	98.10	97.90	<b>2020</b>	<b>96.43</b>	<b>96.82</b>	<b>96.62</b>
2015	97.63	98.07	97.91				

**Figure 65: Net intake rate by sex 2005, 2010 – 2020**



Source: Different years APSC reports

As per district-wise performance, Cox’s Bazar district is the low-performing district of NIR (91.49%) in 2020 followed by Noakhali district (93.19) than 3 districts of Sylhet division (Moulvibazar 93.79%, Sylhet 94.97% and Sunamganj 95.59%). Under the Khulna division, the Khulna district (98.63%) ranked top out of 64 districts of NIR. Similarly, other highest-performing 3 districts of NIR are (Tangail 98.54%, Gazipur 98.48% and Mymensingh 98.32%). By districts, GIR and NIR are presented in below Table 75.

According to the MICS 2019 report, the net intake rate in primary education is 61.4 percent, although data was collected in 2018. Dhaka and Rajshahi divisions have the lowest NIR which is more or less identical with the APSC report. It is noted that there is no significant difference between boys and girls in NIR but a significant difference between boys and girls is found in the projected district wise 6 years population and also by district enrolment of 6 years old children (please see above Table 74 for the trend of GIR and Table 74 for NIR including Table 75 for by district NIR and GIR).

**Table 75: By district, gross and net intake rate (GIR & NIR) 2020**

Division	District	Gross Intake Rate (%) 2020			Net Intake Rate (%) 2020		
		Boys	Girls	All	Boys	Girls	All
Barishal	Barguna	105.04	112.92	107.32	96.46	97.77	96.84
	Barishal	106.98	104.56	105.7	96.41	96.5	96.46
	Bhola	102.6	111.38	106.97	98.13	97.85	97.99
	Jhalokathi	107.47	111.84	109.37	93.5	98.9	95.85
	Patuakhali	105.17	108.87	107.05	97.77	98.12	97.95
	Pirojpur	107.75	112.26	109.52	95.27	96.64	95.81
Chattogram	Bandarban	98.8	109.26	102.85	96.47	97.34	96.8
	Brahmanbaria	108.53	109.52	108.97	96.64	97.2	96.89
	Chandpur	104.2	109.53	106.32	95.31	97.8	96.3
	Chattogram	104.04	108.6	106.29	96.68	95.6	96.15
	Cumilla	100.78	108.24	104.41	98.44	94.97	96.75
	Cox's Bazar	93.45	107.89	101.42	90.39	92.38	91.49
	Feni	108.37	110.37	109.42	96.03	94.26	95.1
	Khagrachhari	94.85	107.29	99.16	91.68	97.89	93.83
	Lakshmipur	104.47	106.24	105.32	95.45	94.64	95.06
	Noakhali	102.25	108.47	104.95	92.24	94.42	93.19
Rangamati	101.59	108.47	104.2	97.52	96.92	97.29	
Dhaka	Dhaka	101.87	109.84	105.66	94.23	98.36	96.19
	Faridpur	103.87	110.02	106.59	95.68	98.17	96.78
	Gazipur	108.3	108.24	108.27	98.89	97.87	98.48
	Gopalganj	108.72	111.02	109.79	96.31	98.33	97.25
	Jamalpur	106.35	110.47	108.28	98.04	95.53	96.86
	Kishoreganj	104.37	108.79	106.85	94.77	98.6	96.92
	Madaripur	106.73	106.31	106.59	96.11	96.44	96.22
	Manikganj	107.34	108.76	108.08	93.14	97.36	95.33
	Munshiganj	105.14	110.17	107.26	93.56	98.13	95.49
	Rajbari	106.16	111.78	108.68	95.35	96.17	95.72
	Shariatpur	105.78	112.44	108.72	95.41	97.48	96.32
	Sherpur	106.42	112.74	109.46	97.85	95.91	96.92
Tangail	105.57	110.88	108.17	99.16	96.75	97.98	
Mymensingh	Mymensingh	108.04	109.34	108.69	97.68	97.08	97.38
	Narayangonj	107.08	108.74	107.9	94.02	98.38	96.16
	Narsingdi	107.42	108.98	108.13	97.2	97.17	97.19
	Netrokona	106.42	107.5	106.98	98.11	98.94	98.54
Khulna	Bagerhat	108.26	109.94	109.1	98.93	98.33	98.63
	Chuadanga	106.84	110.85	108.96	97.63	97.54	97.59
	Jashore	109.14	111.68	110.43	97.13	96.4	96.76
	Jhenaidah	102.83	111.63	107.03	96.79	98.53	97.63
	Khulna	107.99	110.2	109.31	98.26	94.32	95.9
	Kushtia	108.78	110.82	109.98	98.02	95.58	96.58
	Magura	111.03	110.06	110.49	97.24	98.22	97.79
	Meherpur	112.99	110.96	111.91	98.2	98.43	98.32
	Narial	109.75	110.63	110.13	96.63	97.35	96.94
Satkhira	108.13	109.86	109.15	98.67	97.35	97.89	



Division	District	Gross Intake Rate (%) 2020			Net Intake Rate (%) 2020		
		Boys	Girls	All	Boys	Girls	All
Rajshahi	Bogura	106.54	109.92	108.37	98.15	96.32	97.16
	Joypurhat	108.36	110.11	109.19	98.63	96.58	97.66
	Naogaon	106.55	109.22	107.95	96.96	96.3	96.61
	Natore	110.9	107.4	108.94	98.02	97.36	97.65
	Nawabganj	107.59	111.16	109.14	96.39	96.15	96.29
	Pabna	110.51	113.3	111.93	98.06	98.46	98.27
	Rajshahi	107.06	110.04	108.57	97.17	98.65	97.92
	Sirajganj	109.64	107.9	108.76	97.08	96.74	96.91
Rangpur	Dinajpur	110.05	112.32	111.17	97.56	97.98	97.77
	Gaibandha	106.33	112.11	108.69	97.57	96.51	97.14
	Kurigram	107.08	110.46	108.95	97.77	97.73	97.75
	Lalmonirhat	107.96	111.1	109.12	97.49	98.82	97.98
	Nilphamari	107.08	110.53	108.74	98.16	97.75	97.96
	Panchagarh	103.04	108.1	105.03	97.16	97.48	97.28
	Rangpur	108.55	112.89	110.68	97.75	95.57	96.68
	Thakurgaon	107.67	107.54	107.6	96.77	95.28	96.03
Sylhet	Habiganj	106.05	117.37	111.69	96.95	97.19	97.07
	Moulvibazar	106.8	109.99	108.33	93.15	94.49	93.79
	Sunamganj	105.96	111.51	108.5	94.9	96.4	95.59
	Sylhet	106.05	111.42	108.55	93.76	95.49	94.57
	<b>National</b>	<b>105.95</b>	<b>109.91</b>	<b>107.86</b>	<b>96.43</b>	<b>96.82</b>	<b>96.62</b>

Source: APSC 2020 report

### 4.3.3 SCI-3: By grade Repetition rate [EFA 12]

In the PEDP4, this indicator is also a *Non-KPI 3* 'Student repetition rate' that is intended to measure one of the most important determinants of learning outcomes. In 2020, the repetition rate is 5% (girls 4.8% and boys 5.1%). The above section 3.3.3 described the details of this indicator (please see above sub-section 3.3.3). However, the following Table 76 presented the grade-wise repetition rate.

**Table 76: Repetition rate by grade and gender 2010-2020**

Repetition rate (%)	By grade (%)					By gender (%)		
	Gr-1	Gr-2	Gr-3	Gr-4	Gr-5	Boy	Girl	Total
<b>2010 (PEDP3 Baseline)</b>	11.4	12.1	14.1	16.5	7.1	12.8	12.4	<b>12.6</b>
2011	10.7	10.3	14.2	13.5	3.5	11.6	10.6	<b>11.1</b>
2012	7.6	7.3	9.4	8.4	2.1	7.3	6.7	<b>7.30</b>
2013	7.9	6.9	8.8	7.4	1.7	7.3	6.5	<b>6.90</b>
2014	6.9	4.4	6.9	10.2	2.8	6.9	6.0	<b>6.40</b>
2015	1.6	3.2	3.4	10.1	2.1	6.4	6.0	<b>6.20</b>
<b>2016 (PEDP4 Baseline)</b>	7.9	5.3	6.3	7.7	2.4	6.4	5.8	<b>6.10</b>
2017	6.8	5.3	5.6	7.1	2.5	6.2	5.1	<b>5.60</b>
2018	6.7	5.2	5.8	6.5	2.3	5.8	5.0	<b>5.40</b>
2019	6.0	5.0	4.8	6.2	2.3	5.1	4.9	<b>5.10</b>
<b>2020</b>	<b>4.7</b>	<b>5.1</b>	<b>6.5</b>	<b>6.5</b>	<b>1.6</b>	<b>5.1</b>	<b>4.8</b>	<b>5.00</b>

Source: Different years APSC reports

#### 4.3.4 SCI-4: Gross Completion Rate (%)

The calculation methods of gross completion rate are described in sub-section 3.2.8. In 2020, the gross completion rate is 93.9%. Considering the PECE and EECE DR, the completion rate is 91.2%, based on appeared completion rate is 88.5% and based on the passed completion rate is 86.4%. Please see the above sub-section 4.3.4 for details of this indicator.

#### 4.3.5 SCI-5: Transition rate from grade 5 to grade 6 (%)

New entrants to the first grade of secondary education in a given school year (in Bangladesh, it is grade 6), expressed as a percentage of the number of students enrolled in the final grade of primary education (in Bangladesh, it is grade 5) in the previous year. The indicator measures the transition to secondary general education only. The purpose is to convey information on the degree of access or transition from one cycle or level of education to a higher one. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements.

The following methods are used to calculate the **transition** rate.

$$\text{Transition rate} = \frac{\text{Number of new entrants to grade 6, 2020}}{\text{Number of children who passed PECE/EECE, 2019}}$$

**Table 77: Calculation of Transition rate (Grade 5 to Grade 6 in Bangladesh)**

2020	Male	Female	Total
<b>Enrolment and repetition in Grade 6, 2020</b>			
(1E) Enrolment in secondary schools	Available	Available	Available
(1R) Repetition in secondary schools	Available	Available	Available
(1) = (1E)-(1R) New entrants to Grade 6 in secondary schools	Available	Available	Available
(2E) Enrolment in Madrasahs	Available	Available	Available
(2R) Repetition in Madrasahs	NA	NA	NA
(2) = (2E)-(2R) New entrants to Grade 6 in Madrasahs	Available	Available	Available
(3) = (1) + (2) New entrants to Grade 6, 2020	Available	Available	Available
<b>Completion from Grade 5, 2019</b>			
(4) Formal schools	NA	NA	NA
(5) Formal Madrasahs	NA	NA	NA
(6) Non-formal schools	NA	NA	NA
(7) = (4) + (5) + (6) Graduates of primary education, 2019	NA	NA	NA
Transition rate to secondary education, 2020 = (3)/(7)	NA	NA	NA

**NA=Not available**

Its calculation is hindered by the fragmentation of the education statistical system:

- DPE collects enrolment statistics from **formal and non-formal primary schools**. Information on enrolment by grade (and on completion, in other words, participation in grade 5 PECE and EECE) is collected from all schools but only reported for GPS, NNPS and experimental schools.
- BANBEIS collects enrolment statistics from primary classes in **formal secondary schools and madrasahs**. Information on repetition in madrasahs is collected but not reported. BANBEIS is responsible for secondary school data but they do not collect repetition data at the secondary level.

- No institution is formally responsible for compiling enrolment and repetition statistics from **non-formal primary schools**.

Based on available data, BANBEIS has provided estimates for the transition rate. However, the above Table 77, which tries to pull together the necessary pieces of information for the calculation of the transition rate raises some questions on whether this calculation was feasible.

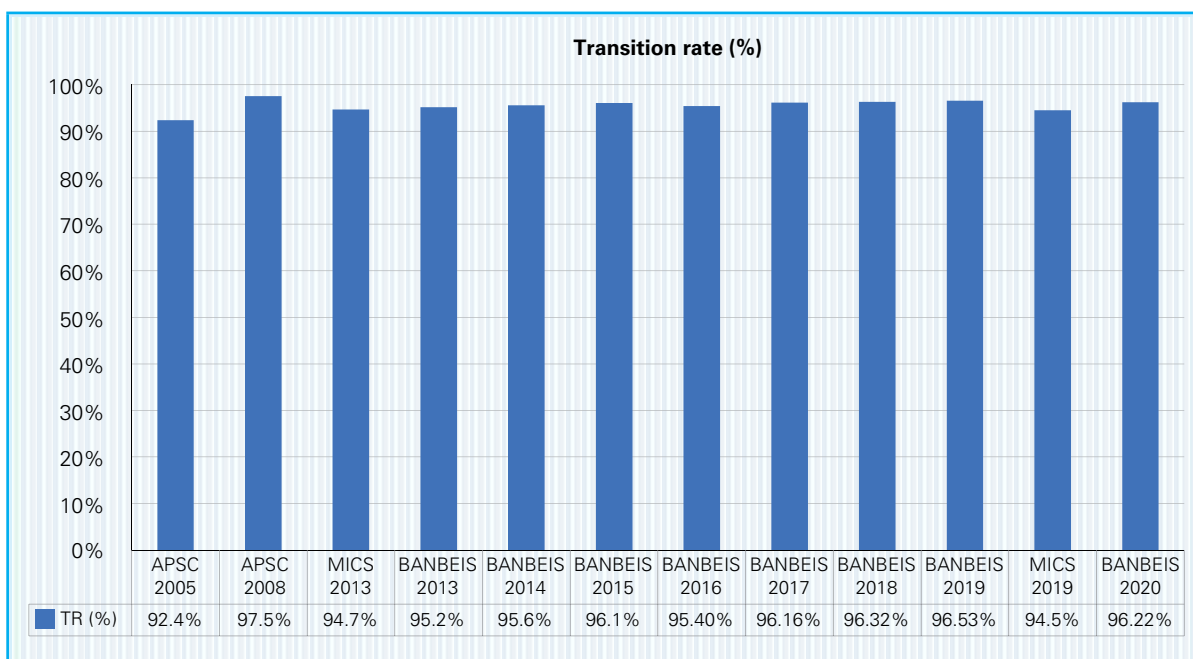
- Until 2009, no information was reported on the number of children who completed grade 5 except for three of the three types of formal primary schools monitored by DPE (GPS, RINGPS and experimental schools). Moreover, grade 6 repetition in madrasahs was not reported by BANBEIS.

As of 2010, it should have been possible to calculate the transition rate as PECE and EECE are the authentic sources of information for primary graduates. However, at the time this report was written, BANBEIS provides estimates of the transition rate for the year 2020. The trend of the Transition rate is presented in the following Table 78 and Figure 66. The transition rate is 96.16% in 2017, compared to 96.32% in 2018, 96.53% in 2019, and 96.22% in 2020 respectively. The MICS 2019 report reveals that the transition rate is 94.5% (95.8% girls and 93.2% boys).

**Table 78: Transition rate from various sources information up to 2020**

Transition rate		Transition rate		Transition rate	
Year	Total	Year	Total	Year	Total
BANBEIS 2005	95.6%	BANBEIS 2015	96.10%	MICS 2013	94.7%
APSC 2005	92.4%	BANBEIS 2016	95.40%	MICS 2019	94.5%
BANBEIS 2008	97.6%	BANBEIS 2017	96.16%		
APSC 2008	97.5%	BANBEIS 2018	96.32%		
BANBEIS 2013	95.2%	BANBEIS 2019	96.53%		
BANBEIS 2014	95.6%	<b>BANBEIS 2020</b>	<b>96.22%</b>		

**Figure 66: Transition rate from various sources information up to 2020**



Source: APSC reports, BANBEIS reports and MICS 2020

### 4.3.6 SCI-6: Stipend recipients (millions)

A total of 16.3 million students from grade 1 to 5 have been receiving the stipend each year. The details report is available in the below section 11 under the progress of discrete project.

### 4.3.7 SCI-7: Percentage of schools that receive SLIP grants

The main dimension of the PEDP4 was to expand decentralised planning process, management, implementation, and monitoring at division district, Upazila and school levels for quality learning. The 'School Level Improvement Plans' (SLIPs) aim to address school and community-wide issues linked with learning outcomes and primary cycle completion. Upazila Primary Education Plans (UPEPs) aim to reduce regional disparities between areas within Upazilas leading, eventually, to a reduction of disparities.

**SLIP/UPEP:** A key element of the policy of decentralisation in primary education is the promotion of SLIPs and UPEPs. Under the PEDP4, this initiative was supported by the provision of school-level improvement planning formula-based grants, and this has been continued and scaled up during the PEDP4 period. The PEDP4 target is for all GPSs and NNPSs to receive SLIP grants.

A total of 65,540 GPSs (99.96%) received formula-based SLIP grants in 2020 /21 FY compared to 64,848 GPSs received SLIP grants a total of 37585000 in 2020-21 FY compared to 2019-20 FY @ TK. 50,000 per school from DPE and UNICEF supported 657 GPSs only in Cox's Bazar district for similar activities as the School Effectiveness grants. This year a formula-based grant was provided (more student and poverty prone areas schools received more grants). The DPE disbursed TK.3,766,555,000 in total for 64,113 schools. UNICEF also provided BDT 51,103,500 for 1,225 schools including full coverage of Cox's Bazar district in the 2019-20 FY. On an average, each school received more than BDT 50,000 (minimum BDT 50,000 and maximum BDT 150,000) in 2019-20 FY which is up from 2018-19 FY (TK. 40,000 per school). This FY allocation was formula-based considering the number of enrolled children and school location in poverty-prone areas i.e., more enrolled students will get more funds. The SLIP coverage increased to 100% since 2015/16 FY; it was 74% in 2015<sup>9</sup>. The following Table 79 presents the coverage of SLIP and UPEP under the PEDP3 and the PEDP4 period.

Under the PEDP4, UNICEF piloted the Upazila Primary Education Plan (UPEPs) in 5 Upazilas of the country in 2018-19 FY. In 2019-20 FY, based on the lesson-learnt, another 50 Upazilas were scale up and DPE disbursed BDT 39,600,000 in 50 Upazilas and gradually covered all the Upazilas of the country.

**Table 79: Trend of SLIP coverage of GPSs 2012 – 2020**

	Financial Year							
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
<b>Physical</b>	39,293	47,247	63,691	63,750	65,775	65,413	64,113 DPE 1,225 UNICEF	64,848 DPE 657 UNICEF
<b>Financial</b>	11,787	14,174	25,476	25,500	2,559,240	3,319,990	3,766,555,000 (Govt.) 51103,500 (UNICEF)	3,750,805,000 (Govt.) 375 crore (UNICEF)

9 SLIP fund WAS TK. 30,000 per school until June 2013, revised to TK. 40,000 per school from June 2013 to June 2015 and based on a recommendation of the Public Expenditure Tracking Survey revised AT TK. 50,000 per school from June 2015. Currently SLIP grant is formula-based i.e. if more children and poverty prone areas schools, proportionately get more SLIP block fund

**Community Contribution:** In 2020 APSC did not collect the community contribution due to COVID-19 pandemic as the community contribution collected in 2019-20 was kept FY in this paragraph. Community involvement and ownership increased to some extent for the preparation and implementation of SLIP by the government support and School Effectiveness Model (SEM) by UNICEF support. Community awareness increased, and stakeholders felt honored to be a part of the SLIP/SEM 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 DPE provided a SLIP grant minimum Tk. 50,000 per school in this FY 2019-20. It is noted that under the PEDP4, SLIP grant allocation is formula based considering the number of enrolled students as well as the location of schools in poverty-prone areas, i.e., schools will get more funds if the school is located in poverty-prone areas and proportionately more children enrolled. To increase the fund allocation for SLIP, greater attention for the target of activities, utilisation of the grant, and efficient record-keeping of spending are needed. The use of the SLIP grant at the school level needs to be monitored carefully.

The 2019 APSC did not collect information about local contributions but in 2018-19 FY collected local community contributions. Total contributions as - Personal donations (BDT. 134,351,320), Community contributions (BDT 27,121,659), Union Parishad (BDT 38,896,362), Upazila Parishad (BDT 23,975,638) as well as District (BDT 7,998,683). Almost all the schools (GPSs and NNPSs) received community contributions within the range of Taka 100 to 150,000. It is worthwhile to investigate whether the local contributions were properly utilised or not.

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 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 decentralisation of education management functions, including those which directly impact teaching and learning. These findings underscore the importance of ensuring that decentralisation 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 mechanisms exist at the school level).

M&E Division personnel monitor SLIP implementation during their routine school visits. The findings of the SLIP qualitative evaluation conducted by UNICEF and M&E division showed clearly in their reports that, in some cases, perceptions regarding SLIPs are not clear to SMC members, PTA, teachers, and other stakeholders; more emphasis is given to infrastructure development rather than on improving teaching-learning processes. The quality outlook of SLIPs is not very clear to those stakeholders for prioritising the teaching-learning activities in the SLIP plan.

More resources need to be mobilised towards the low-performing Upazilas and schools through SLIP as a priority to enable them to catch up with the high-performing Upazila. In addition, the SLIP preparation process and utilisation of allocated funds needs to be closely monitored for achieving the expected results. A common monitoring matrix for SLIP needs to be developed for tracking progress monitoring as well as regular reporting.

### 4.3.8 SCI-8: Public education expenditure as % of GDP (EFA-7) (%)

According to available data, the ratio of the education budget to GDP remains static at over 2%. This means education sector investment is stagnant in proportion to overall national growth. The following Table 80 presented the trend of this indicator.

**Table 80: Public education expenditure as % of GDP**

	2010	2015	2016	2017	2018	2019	2020	2021	Target
Public education expenditure as % of GDP (EFA-7) (%)	2.83	2.66	3.60	3.22	2.11	2.17	2.20	2.08	n/a

Source: MoF, revised budget

### 4.3.9 SCI-9: Public expenditure on primary education as % of total public expenditure on education

The size of the total budget, on average, grew annually at 16% while the education budget increased at 15% per annum (except with 52.8% growth in FY 2016-17 and dropped 0.6% in 2017-18 FY) between FY 2010-11 to 2020-21. The following Table 81 presents the share of the MoPME budget against the national education budget and GDP including trend.

**Table 81: Public expenditure on PE as % of total public expenditure on education**

	2010	2015	2016	2017	2018	2019	2020	2021	Target
Public expenditure on primary education as % of total public expenditure on education	n/a	45.00	45.22	48.00	41.95	39.80	39.19	36.57	n/a

### 4.3.10 SCI-10: By grade, dropout rate

In grade 1, the cycle dropout rate falls sharply from 8.5% in 2010 to 1.0% in 2020 and 1.4% in 2019, with 1.9% in 2018 with the exception of 2016 only 0.7%. In grade 2, the cycle dropout rate is consistent at 1.5% in 2020, lower than at 2.7% in 2019, also lower than at 2.9% in 2016 of the PEDP4 baseline. Similarly, in grade 3, this rate decreased from 7.7% in 2010, 4.2% in 2016 of the PEDP4 baseline to 3.2% in 2019, to 3.4% in 2018 and increased in 2020 and stands at 4.9%. In grade 4, the rate remained at the highest among all 5 Grades. However, it decreased from 12.2% in 2010, 9.8% in 2016 of the PEDP4 baseline to 7.4% in 2019 and 7.6% in 2020. It was 8.4% in 2018. In grade 5, it drops radically from 11.1% in 2011 to 2.2% in 2020. In 2016 of the PEDP4 baseline, it was 1.5% to 2.5% in 2018 and 3.5% in 2019.

The cycle dropout rate declined faster for girls than boys, resulting in a widening of the gender gaps. In 2010, the gap between boys and girls was only 1 percentage point in favor of girls. By 2020, girls' dropout rate was about 3.5 percentage points lower than that of boys (see the below Table 82).

**Table 82: Primary cycle dropout rate by grade and gender 2010-2020**

Dropout rate (%) <sup>1</sup>	Grade					Gender		Total
	1	2	3	4	5	Boys	Girls	
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	1.9	28.3	24.2	26.2
2013	1.5	5.1	5	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	17.0	20.4
2016	0.7	2.9	4.2	9.8	1.5	22.3	16.1	19.2
2017	1.5	3.0	3.9	8.0	2.5	21.72	15.92	18.85
2018	1.9	2.7	3.4	8.4	2.5	21.44	15.69	18.6
<b>2019</b>	<b>1.4</b>	<b>2.7</b>	<b>3.2</b>	<b>7.4</b>	<b>3.5</b>	<b>19.2</b>	<b>15.7</b>	<b>17.9</b>
<b>2020</b>	<b>1.0</b>	<b>1.5</b>	<b>4.9</b>	<b>7.6</b>	<b>2.2</b>	<b>19.0</b>	<b>15.5</b>	<b>17.2</b>

Source: APSC 2010 to 2020 reports





CHAPTER

05

PERFORMANCE  
AGAINST DLIs and  
OTHER INDICATORS



## 5. Performance against DLIs

### 5.1 Performance against DLIs

The PEDP4 programme sections of DPE have been preparing the DLIs progress report and sharing it with DPs each year. In the ASPR, which DLIs met or which are unmet in this short section are included only. The following Table 83 presents the status of DLIs met or unmet.

**Table 83: DLIs milestones and dates for meeting target as of June 2020**

Sl. No.	DLI	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Remarks
		Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	
	<b>Summary</b>	<b>4 DLI Met</b> <b>1 DLI Unmet<sup>10</sup></b>		<b>6 DLIs Met</b>		<b>n/a</b>		<b>n/a</b>		<b>n/a</b>		<b>n/a</b>		
1	Curriculum revision and textbook development	1.1 An action plan for curriculum revision, textbooks teaching learning materials development approved	Met			PPE and Grade 1-5 curriculum revised	Not yet achieved	Grade 1 & 2 textbook and teaching-learning materials developed as per revised curriculum	Not yet achieved	PPE and Grade 3-5 textbook and teaching-learning materials developed as per revised curriculum	n/a		n/a	Year 2, 3, 4 and 5 not applicable
2	Assistant Teacher recruitment and deployment	2.1 Recruitment plan for Assistant Teachers prepared and approved	Met		n/a		n/a		Rolled over	75% of the end of programme target achieved as per assistant teacher recruitment plan			At least 50% of GPSs have a Student Teacher Ratio of 40:1 or less	n/a
3	Teacher education and continuous professional development (CPD)	3.1 DPEd training plan approved	Met	3.2 CPD framework and plan developed and approved	Met		n/a	Revised DPEd curriculum approved	Rolled over	DPEd implemented according to the plan with 50% of teachers without DPEd/C-in-Ed. trained. CPD training conducted as per plan			n/a	

10 As 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.

SI. No.	DLI	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Remarks
		Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	
4	Assessments and Examinations	n/a		n/a	n/a						NSA conducted	n/a	Proportion of grade 3 students achieving minimum competency in Bangla and Math in NSA 2021 has increased by at least 10% each compared to the percentage in NSA 2017	n/a
5	Need-based infrastructure development	5.1 Infrastructure Plan and Planning Guideline updated and approved	Met	n/a	n/a								At least 75 % of planned needs-based infrastructure (additional classroom, gender segregated WASH block, drinking water source) development works completed according to Infrastructure Planning Guideline of MoPME and as per standard of BNBC	n/a

Sl. No.	DLI	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Remarks
		Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	
6	Education opportunities for out of school children (OoSC)	n/a		6.1 Enrolled out of school children under PEDP3 are back to schools or learning centres	Met	6.2 At least 250,000 new OoSC enrolled in learning centres through ISA	Not yet achieved	At least 250,000 new OoSC enrolled in learning centres through ISA	Rolled over	At least 60% of children in learning centres since Year 2 remain enrolled in the LCs	n/a	Cumulative 650,000 out of school children are back to school or learning centers since Year 2	n/a	
7	Fiduciary system and budget	n/a		7.1 Updating of fiduciary system	Met	7.2 Internal audit unit/cell established at DPE and adequately staffed	Verification is ongoing by IMD (achieved)	85% utilization of the original approved cumulative annual budget for Year 1 and Year 2	Met	iBAS++ rolled out in 90% of all DDOs and 80% of the approved number of eligible contracts in DPE processed through e-GP	n/a	Further enhanced functions for audit resolution	n/a	
8	Data system, monitoring and accountability	n/a		8.1 Roadmap for comprehensive MIS has been developed and approved	Met		n/a	Integrated web-based MIS is established	Met	70% of GPSs display key school data as specified by DPE in public areas in the schools	n/a	Integrated web-based MIS is fully operational	n/a	







CHAPTER

06

ACHIEVEMENT OF  
SDG4 INDICATORS  
AS OF 2020





## 6. Achievement of SDG 4 indicators

### 6.1 The achievement of SDG4 indicators

The Government of Bangladesh has always been committed to implementing SDG indicators and preparing the progress monitoring reports to showcase Bangladesh's achievements against SDG4. Bangladesh lacks current information on global indicators of achieving at least a minimum proficiency level at the end of primary education and lower secondary education. However, as per MICS (2019), the minimum proficiency in reading Bangla is achieved by 25.9% of the students when it is tested on Grade 2 and 3 students. Math-solving proficiency is achieved by only 13% of students of Grade 2 and 3. It is also observed that around 74.5% of the children are developmentally on track in health, learning and psychosocial well-being with 71.4% males and 78% females. It is also noted that urban areas (77.9%) have more 'developmentally on track' children than rural areas (73.7%). Bangladesh has achieved GPI at the primary and secondary levels as per the latest data of BANBAIS and MICS 2019. The government is taking several initiatives to increase physical access to schools, such as mid-day meals, a stipend at the primary level, and a stipend for girls at the secondary level.

The adult literacy rate has increased significantly from around 53.5 percent in 2005 to 73.9% in 2018. Reaching about 4 million out-of-school children at the primary level throughout the country is a huge challenge to attain the targets of SDG4. These children, such as working children, children with disability, indigenous children and children living in remote areas or slums or living in poverty facing greater constraints to access. There is a need for a targeted public programme to bring quality education to the most disadvantaged children. The following Table 84 presented the SDG 4 indicators first time in the ASPR 2021.

**Table 84: Performance of SDGs indicators related to primary education in 2020**

SL.	SDG Indicators	Baseline (%)	Current Status (%)		Source of Data	
			DPE reports	Others (MICS)		
<b>Target 4.1</b>	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes					
4.1.1 (a)	Proportion of children and young people (a) in Grade 2 or 3, achieving at least a minimum proficiency level (by sex): (i) Reading (Bangla), grade 3  (ii) Mathematics, grade 3	(a) Age 7-14	Total: 41% (NSA 2015)	n/a	a) 48.8	Baseline data source is NSA 2015. Current Status: DPE reports is NSA 2017 and others source are MICS 2019. Based on MICS total Bangla is 25.9% and Math is 13% tested grade 2 and 3 students. Bangladesh is behind for achieving the SDG 2020 milestone for this indicator
		(b) Age for grade 2/3			b) 20.2	
		(c) Attending grade 2/3			c) 24.6	
		(a) Age 7-14	Total: 28% (NSA 2015)		a) 27.9	
		(b) Age for grade 2/3			b) 9.8	
		(c) Attending grade 2/3			c) 12.6	

SL.	SDG Indicators		Baseline (%)	Current Status (%)		Source of Data
				DPE reports	Others (MICS)	
4.1.1 (b)	Proportion of children and young people (b) at the end of primary education, achieving at least a minimum proficiency level (by sex): (i) Reading (Bangla), grade 5	Total	Total: 45%		48.8%	Age 7-14 years
		Girls				
		Boys				
	(ii) Mathematics, grade 5	Total	Total: 25%		27.9%	Age 7-14 years
		Girls				
		Boys				
4.1.2	Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education	Primary Gr-3, Bangla		38%		NSA 2017, MoPME, DPE
		Primary Gr-3, Math		25%		
		Primary Gr-5, Bangla		36%		
		Primary Gr-5, Math		24%		
4.1.3	Gross intake ratio to the last grade (primary education); in Bangladesh: grade 5	Total		84.7%	89.5%	APSC 2020 and MICS 2019
		Girls		85.9%		
		Boys		83.3%		
4.1.4	Completion rate (primary education)	Total		82.8%	82.6%	DPE, APSC – 2019 and 2020
		Girls		84.5%	89.1%	
		Boys		81.0%	76.3%	
4.1.5	Out-of-school rate (primary education)	Total		6.4%	6.4%	MICS 2019
		Girls		4.5%	4.5%	
		Boys		8.1%	8.1%	
4.1.6	Percentage of children over-age for grade (primary education)	Total		9.0%		MICS 2019
		Girls		7.8%		
		Boys		10.2%		
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	a) PPE		a) 1&2 years		MoPME/MoE, from PPE to grade 8 is free and grade 9 &10 only for girls
		b) Primary		b) 5 years		
		c) Secondary		c) 5 years		
<b>Target 4.2</b>	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education					
4.2.1	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	Total	Total: 63.9%		74.5%	Baseline: MICS 2012-13 and status MICS 2019 <i>Note: measuring this for infants aged 0 to 23 months globally has been recognized as not feasible.</i>
		Girls			78%	
		Boys			71.4%	
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	Total	39%	Total: 34% APSC 2016	77.4%	Baseline: WDI 2016, Current Status MICS 2019
		Girls	40%		78.8%	
		Boys	38%		76.1%	
4.2.3	Percentage of children under 5 years experiencing positive and stimulating home learning environments	All		72.7%		
		Girls		74.2%		
		Boys		71.3%		

SL.	SDG Indicators		Baseline (%)	Current Status (%)		Source of Data
				DPE reports	Others (MICS)	
4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development					DPE, APSC 2019, GIR, All -110.17, Male-107.65, Fem.-112.80. NIR, All-96.56, Male- 96.30, Female-96.83.
<b>Target 4.3</b>	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university					Data not available
<b>Target 4.4</b>	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship					
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	Female	n/a	n/a	(i) 4.6% (ii) 71.4% (iii) 14.2%	(1) 4.6% women have computer (ii) 71.4% have mobile (iii) 14.2% use internet
<b>Target 4.5</b>	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations					
4.5.1	Parity indices (female/ male, rural/ urban, bottom/ top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated:	Parity indices: (a) Organized learning (one year younger than the official primary school entry age)	n/a	(a) 1.06	a) 1.04	MICS 2019
		Parity indices (b) Primary school	n/a	(a) 1.06	b) 1.06	Net attendance ratio (adjusted) for girls divided by net attendance ratio (adjusted) for boys
		Bottom and top: (a) Organized learning (one year younger than the official primary school entry age)	n/a	n/a	a) 0.82	Net attendance ratio (adjusted) for the poorest quintile divided by net attendance ratio (adjusted) for the richest quintile
		Bottom and top (b) Primary school	n/a	n/a	b) 0.92	
	Net attendance ratio (adjusted) for rural residents divided by net attendance ratio (adjusted) for urban residents	(a) Organized learning (one year younger than the official primary school entry age)	n/a	n/a	a) 0.96	
		(b) Primary school	n/a	n/a		
	Foundational learning skill for girls divided by foundational learning skills for boys	a) reading age 7-14 years	n/a	n/a	a) 1.16	
		b) numeracy age 7-14 years	n/a	n/a	b) 1.08	
	Foundational learning skill for the poorest quintile divided by foundational learning skills for the richest quintile	(a) reading age 7-14 years	n/a	n/a	a) 0.56	
		(b) numeracy age 7-14 years	n/a	n/a	b) 0.51	
Foundational learning skill for rural residents divided by foundational learning skills for urban residents	(a) reading age 7-14 years	n/a	n/a	a) 0.84		
	(b) numeracy age 7-14 years	n/a	n/a			

SL.	SDG Indicators		Baseline (%)	Current Status (%)		Source of Data
				DPE reports	Others (MICS)	
	Foundational learning skill for children with functional difficulties divided by foundation learning skills for children without functional difficulties	(a) reading age 7-14 years	n/a	n/a	a) 0.71	
		(b) numeracy age 7-14 years	n/a	n/a	b) 0.80	
4.5.2	Percentage of students in primary education whose first or home language as language of instruction	All	n/a	99.1%,	n/a	
		Female	n/a	99.1%	n/a	
		Male	n/a	99%	n/a	
4.5.3	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	All GPSs	n/a	100%	n/a	Formula base SLIP fund allocation in all GPS
4.5.4	Education expenditure per student by level of education and source of funding	GPSs	n/a	15,300	n/a	Source MOF, FY 2020-21
4.5.5	Percentage of total aid to education allocated to least developed countries	DPE	n/a	10%	n/a	Primary education only
<b>Target 4.6</b>	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy					
4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	(a) Functional Literacy (15-45 yrs.):	53.6%	n/a	All-73.9% Male-76.7% Fe-71.2%	Baseline: LAS 2011 by BBS, current status: BBS, SVRS, 2018
		(b) Functional Numeracy (15-45 Yrs.):	52.8%	n/a	n/a	
4.6.2	Youth/adult literacy rate	Total	n/a	n/a	74.7%	Status: BBS, SVRS 2019
		Female	n/a	n/a	71.9%	
		Male	n/a	n/a	77.4%	
4.6.3	Participation rate of illiterate youth/adults in literacy programmes		n/a	n/a		
<b>Target 4.7</b>	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development					Data not available
<b>Target 4.a</b>	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all					
4.a.1	Proportion of schools with access to: (a) electricity, (b) internet for pedagogical purposes; and (c) computer for pedagogical purposes, (d) adapted infrastructure and materials for students with disabilities (e) basic drinking water (f) single sex basic sanitation facilities and (g) basic hand-washing facilities (as per the WASH indicator definitions)				(a) 76.86% (b) 8.36% (c) 17.9% (d) 52.06% (e) 78.88% (f) 70.88%  43.5% GPSs having basic hand washing facilities	As per GEMR 2016 status of (a) and (b) and (c) As per POD of DPE 2018 status of (d), (e), and (f)

SL.	SDG Indicators		Baseline (%)	Current Status (%)		Source of Data
				DPE reports	Others (MICS)	
4.a.2	Percentage of students experiencing bullying in the last 12 months		n/a	n/a	n/a	
4.a.3	Number of attacks on students, personnel, and institutions		n/a	n/a	n/a	
<b>Target 4.b</b>	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries					Data not available
<b>Target 4.c</b>	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states					

- M&E division needs to include SDG indicator into the APSC questionnaire to track progress on the SDG4 with wider view – Education 2030 Agenda
- In SDG 4, there are total 97 indicators (11 global indicators, 31 thematic indicators and 55 additional indicators)

### SDG4 Indicators framework

Target	Concept	Global indicator	Thematic indicator	Thematic + Global indicator	Additional indicator	Data sources for monitoring
4.1	Learning	1	6	7	8	School-based learning assessment/ NSA
	Completion	-				APSC /HH survey e.g., MICS, HIES
	Participation	-				APSC / HH survey e.g., MICS, HIES
	Provision	-				Policy document/legislation
4.2	Reediness	1	3	5	4	
	Participation	1				APSC / HH survey e.g., MICS, HIES
	Provision	-				
4.3	Skills	1	2	3	11	HH based assessment
4.4	Completion	-	2	3	4	APSC / HH survey e.g., MICS, HIES
	Skills	1				HH based assessment
4.5	Equity	1	3	4	1	
4.6	Skills	1	2	3	5	HH based assessment
	Provision	-				Policy document/legislation
4.7	Provision	1	4	5	5	Policy document/legislation
	Knowledge	-				Administrative data/ information
4a	School environment	1	2	3	6	Administrative data/ information
4b	Scholarship	1	1	2	2	Administrative data/ information
4c	Teacher	1	6	7	9	Administrative data/ information
	<b>Total</b>	<b>11</b>	<b>31</b>	<b>42</b>	<b>55</b>	

Note: Thematic indicators requiring further development

## Key Challenges

The key challenge is the availability of recent data to compute or assess the progress of the SDG 4 indicators. In addition, the public expenditure on education is around 2% of Bangladesh's GDP which is one of the lowest in South Asia and among the developing countries. Reaching almost 4 million out-of-school children at the primary level throughout the country is a huge challenge to attain the targets of SDG4. Although the net enrolment rate is 97.97%, the dropout rate is also high (17.2%) and a large proportion of the primary students (around 6%) cannot make the transition to secondary schools and/or take the necessary steps to address the problem. Also, education service delivery is heavily centralized, with most policy decisions and implementation managed from the HQ.

## Way forward

It is required to include questions aligned with SDG4 indicators in the APSC data collection tool like "APSC questionnaire" for the primary sub-sector and BANBEIS for secondary, higher education, and Technical and Vocational. In addition, BBS will conduct a Household survey to know the status of SDG4 indicators.



“রত্ন আপনার,

স্কুল চলার সময় সঙ্গী  
গান থেকে বুধ বার ৯-৩০মিঃ ৪-মিঃ  
হুস্পতি বার ৯-৩০মিঃ ২-৩০মিঃ  
“এ” যেত



CHAPTER

07

IMPLEMENTATION STATUS  
OF GENDER AND INCLUSIVE  
EDUCATION ACTION  
PLAN (GIEAP)



## 7. Implementation status of GIEAP

### 7.1 Gender and Inclusive Education Action Plan of DPE

#### Introduction

The MoPME/DPE along with all development partners (DPs) are committed to strengthening the resilience of targeted beneficiaries and trying to reach every child to support their continuing study and ensuring access to quality education. Considering the gender-sensitive issues in the primary education sub-sector that arises due to COVID-19 pandemic schools' closure. The Inclusive cell of DPE is committed to focusing on Inclusive Education, and Gender - all activities will implement under this strategy which directly addresses gender discrimination and promote gender equality in order to ensure that no harm comes to the children. The following Table 85 presents the revised gender and inclusive education action plan for the PEDP4 (Annex 4):

#### The aim of the Gender and Inclusive Action Plan

- is to agree on the gender and inclusive education-focused activities and indicators to measure the progress;
- is to strengthen the capacities of the concerned or respective education officials in addressing the gender dimensions, reporting in gender-sensitive way;
- Is to harmonize, target and coordinate the support of GiHA in addressing the gender dimensions of education response including the COVID-19 response in Cox Bazar.

#### How do we ensure a Gender Responsive Education programme?

To consider how different segments of the population are affected, ensure that any response must be gender needs-based, and ensure that human rights are respected.

The education sector will ensure gender responsiveness is addressed by promoting gender mainstreaming.

- Gender parity
- Data-driven barrier analysis, evidence generation, and context-based interventions
- Sex, Age, Disability Disaggregated Data (SADDD) collection
- Targeting the most marginalized groups
- Ensuring girls' participation and empowerment
- Data Systems for Decision-Making
- Monitoring and reporting mechanism

#### Activity Priority

- Primary curriculum and DPED curriculum revision and primary curriculum dissemination
- Strengthened guidelines for textbooks/ TLMs developers
- Teacher Recruitment including PPE teachers
- ICT in Education
- Formative and summative assessment
- Risk Reduction and Resilience Education
- Capacity building on gender issues/gender mainstreaming training or workshop
- Community sensitization on gender dimension, the importance of girls' education, etc.
- Information sharing/mapping out exercise good practices, sharing knowledge via day observation, learning circle and story sharing
- Gender-segregated and disability-friendly WASH blocks
- Strengthened supervision, monitoring, and evaluation

Education needs assessment in relation to gender dynamics and inclusive education is required to include in the AOPs.

**Table 85: Revised gender and inclusive education action plan for PEDP4 (Annex 4)**

Result Area		Activities	Indicators/ targets	Responsibility	Time Frame
1: Quality	1.1: Curriculum	Curriculum Revision	PPE to Grade 5 curriculum revised to include gender equality focused elements; for example: there is no discrimination about women, men, girls and boys in terms of their division of labor, roles & responsibilities with equal participation, etc.	NCTB in Collaboration with DPE and NAPE	Year 1 to 4
		Curriculum Dissemination	Curriculum dissemination training modules revised to include specific modules on gender and inclusive education (SEND).	NCTB, DPE, and NAPE	Year 1 to 4
			All available teachers within PEDP4 period receive orientation on the revised curriculum with increased awareness on gender and IE.		
	1.2: Textbooks and teaching-learning materials	Strengthened guidelines for textbooks/ TLMs developers	The guidelines prepared based on recommendations of curriculum evaluation include gender and IE specific guidelines.	MoPME and NCTB in collaboration with DPE and NAPE	Year 4 & 5
			Content of textbooks, characters, stories and illustrations/images are carefully chosen to ensure gender equality and inclusive education (SEND); for example: "traditional/non-traditional role" or "high-status/low-status role" of boys and girls or men and women or differently-abled persons.	NCTB in collaboration with Policy and Operation Division of DPE	Year 4
	1.3: Teacher recruitment, deployment and advancement	Teacher Recruitment	Follow the government quota system of recruitment to address the GIEAP issues.	Admin Division and Policy & Operation Division of DPE	Year 1 to 5
	1.4: Teacher Education	DPED curriculum revision	Gender equality and IE mainstreamed in all teachers' education and development activities.	Training Division in collaboration with Policy & Operation Division of DPE and NAPE	Year 4 & 5
	1.5: Continuous professional development (CPD)	CPD materials development and dissemination	CPD training will address gender and inclusive education.	DPE Training Division and NAPE	Year 1 to 5
			At least 50% of the target trainee teachers are female.		

Result Area	Activities	Indicators/ targets	Responsibility	Time Frame	
		Overseas trainings	At least 30% participants for short-term overseas training should be female and/or other excluded groups (i.e., Persons with Disability, ethnic minority).	DPE Training Division	Year 1 to 5
	1.6: ICT in Education	ICT in Education trainings	50% of the ICT trainee teachers are female.	DPE Training Division	Year 1 to 5
	1.7: Assessments and Examinations	Formative and summative assessment	Ensure flexible assessment system considering differently abled children.	M&E Division of DPE	Year 1 to 5
	1.8: Pre-primary Education (PPE)	Availability of PPE teachers	Female teachers have equal participation in PPE teaching.	Admin, Policy & Operation Division of DPE	Year 1 to 5
		Strengthened supervision, monitoring and evaluation	All formats are generated to incorporate PPE information about gender and IE issues.	M&E Division of DPE	Year 1 to 5
2: Access and participation	2.1: Need-based infrastructure	Physical infrastructures will have provisions for children/ teachers with special needs as well as consideration of gender needs	Ramp to the entrance of school and WASH Block.	Planning and Development Division of DPE, LGED, DPHE	Year 1 to 5
			WASH Block— Separate toilet for male and female students, separate toilet for special needs children and separate toilets for teachers at schools.		
	2.4: Water and Sanitary Hygiene	Construction of gender segregated and disability friendly WASH blocks with menstrual hygiene facilities in primary schools	Percentage of schools with separate functioning toilets for girls, differently- able and other disadvantaged students.	Planning and Development Division of DPE, LGED, DPHE	Year 1 to 4
	2.5: Out-of-school children	Learning programs	Equal attention in education opportunities for boys, girls and differently abled children to prevent dropouts.	BNFE	Year 1 to 5
	2.7: Education in Emergencies (EiE)	Risk Reduction and Resilience Education	EiE and DRR topic includes gender and SEND needs and training provided on EIE and DRR accordingly.	Planning & Development Division of DPE	Year 4 & 5
	2.8: Communications and social mobilization	Institutional level	A detailed 'communication action plan is developed by emphasizing on gender and IE/SEND issues.	Policy and Operation Division	Year 4 & 5
		Community level	Organize Maa-Shomabesh (Mothers congregation), Parent Teacher Association (PTA) meeting, and other gender and IE-related activities to sensitize society to ensure SEND, gender responsive and IE.	Policy and Operation Division	Year 4 & 5

Result Area		Activities	Indicators/ targets	Responsibility	Time Frame
3. Governance, management and financing	3.1: Data Systems for Decision- Making	Information systems strengthening	Integrate gender across all new software development initiatives: maintain all database with sex disaggregated data including disabled and all other categories where applicable.	M&E Division and IMD	Year 1 to 5





CHAPTER

08

PEDP4 BUDGET  
AND FINANCIAL  
PROGRESS





## 8. PEDP4 Budget and Financial Progress

### 8.1 Estimated Cost of the Project as per DPP (Taka in Lakh)

Total	:	3839716.00
GOB	:	2559157.00
PA	:	1280559.00
Own Fund	:	–
Others	:	–

### 8.2 Estimated Cost of the Project as per DPP (Taka in Lakh)

[Amount in lakh Taka]

Source/ Mode	GOB	PA (RPA)	Own Fund (FE)	Others (Specify)	PA Source
Loan/credit	–	953,810.00 (953,810)	–	–	ADB & World Bank
Grant	2559157.00 (-)	326749.00 (290290.00)	–	–	DFID, EU, GAC (Canada), DFAT (Australia), UNICEF, JICA
Equity	–	–	–	–	
Others (Specify)	–	–	–	–	

Source: DPP of the PEDP4

The following Table 86 shows the year-wise estimated budget for the PEDP4 as mentioned in the DPP. The lack of predictability in the development budget presents a challenge for the PEDP4 in operational planning and in the achievement of annual targets and results if MTBF does not match with this year-wise estimated costs.

**Table 86: Year-wise estimated cost of the PEDP4**

Financial Year	GOB (in Lakh Taka)	PA		Total (in Lakh Taka)
		RPA (Lakh Tk.)	DPA (Lakh Tk.)	
Year 1 (2018-19)	214,096.75	105,615.43	6,253.00	325,965.18
Year 2 (2019-20)	503,714.85	245,605.60	8,702.00	758,022.45
Year 3 (2020-21)	623,670.48	303,280.09	9,075.00	936,025.57
Year 4 (2021-22)	631,126.56	306,163.64	7,635.00	944,925.20
Year 5 (2022-23)	586,548.36	283,435.24	4,794.00	874,777.60
<b>Total</b>	<b>2,559,157.00</b>	<b>1,244,100.00</b>	<b>36,459.00</b>	<b>3,839,716.00</b>

Source: The PEDP4 DPP

The following Table 87 shows the component and subcomponent and year-wise estimated budget for the PEDP4.

**Table 87: Cost estimate by subcomponent and component**

In Lakh Taka							
No.	Component and Subcomponent	Total Cost	2018-19 as Per Fin Plan	2019-20 as Per Fin Plan	2020-21 as Per Fin Plan	2021-22 as Per Fin Plan	2022-23 as Per Fin Plan
<b>Component 1: Quality</b>							
1.1	Curriculum	5,227	794	1,344	2,343	497	249
1.2	Textbooks and Teaching-Learning Materials	33,928	206	15,431	1,380	16,345	566
1.3	Teacher's Recruitment and Deployment	290,159	6,790	47,756	69,484	83,064	83,065
1.4	Teacher Education	104,864	11,967	23,239	23,688	23,069	22,901
1.5	Continuous Professional Development	287,885	31,096	63,406	64,544	64,544	64,295
1.6	ICT in Education	85,875	17,523	17,471	16,960	16,960	16,960
1.7	Assessment & Examinations	12,399	2,326	2,482	2,713	2,499	2,379
1.8	Pre-Primary Education	35,820	7,081	7,330	7,330	7,164	6,915
<b>Sub-total of Comp. 1</b>		<b>856,157</b>	<b>77,783</b>	<b>178,459</b>	<b>188,442</b>	<b>214,142</b>	<b>197,330</b>
<b>Component 2 - Access &amp; Participation</b>							
2.1	Need-based Infrastructure	416,805	82,361	83,861	83,861	83,861	82,861
2.2	Need-based Furniture	569,833	28,533	113,967	142,500	142,417	142,417
2.3	Maintenance	326,028	3,484	56,013	105,804	105,784	54,941
2.4	Water, Sanitation and Hygiene	3,581	399	1,149	825	725	483
2.5	Out-of-School Children	19,549	3,756	4,193	4,190	4,165	3,245
2.6	Special Education Needs	17,766	3,440	3,568	3,610	3,595	3,553
2.7	Education-in-Emergencies	<b>2,675,173</b>	<b>201,609</b>	<b>528,169</b>	<b>676,067</b>	<b>661,214</b>	<b>608,115</b>
2.8	Communication & Social Mobilization	416,805	82,361	83,861	83,861	83,861	82,861
<b>Sub-total of Comp. 2</b>		<b>569,833</b>	<b>28,533</b>	<b>113,967</b>	<b>142,500</b>	<b>142,417</b>	<b>142,417</b>
<b>Component 3 - Management, Governance and Financing</b>							
3.1	Data System for Decision Making	6,033	120	794	3,212	1,096	813
3.2	Institutional Strengthening	41,788	7,314	8,029	9,736	8,319	8,390
3.3	Strengthened UPEPs and SLIP	196,562	39,138	39,570	39,570	39,155	39,131
3.4	Strengthened Budgets	-	-	-	-	-	-
3.5	Procurement & Financial Management	14,003	2	3,002	3,000	4,000	4,000
<b>Sub-total of Comp. 3</b>		<b>258,386</b>	<b>46,573</b>	<b>51,394</b>	<b>55,517</b>	<b>52,569</b>	<b>52,333</b>
<b>Total</b>		<b>3,789,716</b>	<b>325,965</b>	<b>758,022</b>	<b>920,026</b>	<b>927,925</b>	<b>857,778</b>
Physical Contingency		30,000	-	-	10,000	10,000	10,000
Price Contingency		20,000	-	-	6,000	7,000	7,000
<b>Grand Total</b>		<b>3,839,716</b>	<b>325,965</b>	<b>758,022</b>	<b>936,026</b>	<b>944,925</b>	<b>874,778</b>

Source: DPP of the PEDP4

### 8.3 The MoPME budget composition for the PEDP4 2018-23

The PEDP3 phased out on 30 June 2018 and the PEDP4 commenced on 1 July 2018. The financial year 2018-19 is the 1<sup>st</sup> year and 2019-20 is the 2<sup>nd</sup> year of the PEDP4. The composition of the estimated MoPME budget for the period of 2018-23 was very similar to the PEDP3 budget composition. The non-development budget share is 56.8% (56% was in the PEDP3) and PEDP4 development budget share is 25% (24% was in the PEDP3). The share of discrete projects is a little bit low at over 18% (20% was the PEDP3). The DPP costs of the PEDP4 present in Table 88 and Figure 67. The PEDP4 costs of DPP 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 the textbook as well as nationalized more teachers including PPE teachers.

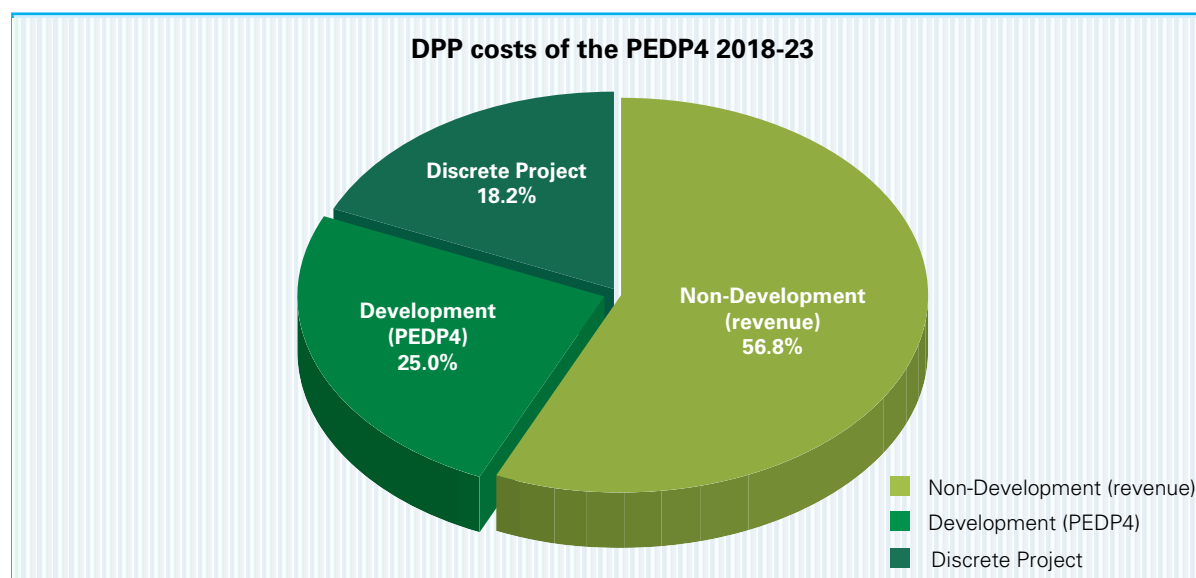
**Table 88: Estimated cost of the PEDP4 2018-23**

Budget Head	DPP of PEDP4 (July 2018-June 2023)			Remarks
	In Lakh Taka	US \$ in Million	Share (%)	
<b>A. Non-Development (Revenue)</b>	8,715,447	10,508.10	56.76%	
<b>B1. Development (PEDP4)</b>	3,839,716	4,629.50	25.00%	
<b>B2. Discrete Project</b>	2,800,000	3,375.90	18.24%	
<b>Sub-Total Development (B1+B2)</b>	<b>6,639,716</b>	<b>8,005.40</b>	<b>43.24%</b>	
<b>Total Cost:</b>	<b>15,355,163.5</b>	<b>18,513.60</b>	<b>100%</b>	

Source: The PEDP4 DPP

The PEDP4 budget composition is like the PEDP3, based on the following Figure 67, the pie chart reveals that the non-development budget (56.8%) and development budget (25%); development budget is slightly shifted towards non-development in the DPP of the PEDP4. A change is evident in the composition of the discrete project budget. Discrete projects have fallen from 20% to 18.2%, mainly phased out of a few foreign-aided discrete projects (e.g. SHARE project, English in Action project, etc.). The following Figure 67 displays a snapshot of the PEDP4 budget (2018-23)

**Figure 67: The PEDP4 program Cost as per DPP and PD**



Source: The PEDP4 DPP and PD

## 8.4 The Target of PEDP4

The fourth Primary Education Development Program (PEDP4) has 3 components and 21 sub-components. The targets are provided below against their objectives - sub-component-wise:

Objectives	Targets
<b>Component 1: Quality</b>	
<p><i>Sub-component 1.1: Curriculum.</i> The objective of this sub-component is to harmonize and strengthen the pre-primary and primary curricula.</p>	<ul style="list-style-type: none"> <li>Effectiveness analysis of existing pre-primary and primary curriculum.</li> <li>Revision of curriculum of all subjects of pre-primary and primary grades (33 subjects for grades 1-5 and PPE TLM package (8 types) and MLE package in 6 languages).</li> <li>Printing of revised curriculum in Bangla and English – 2,00,000 copies (1,00,000 each).</li> <li>Revision of school and classroom-based assessment methods and tools– 12 subjects and printing – 100,000 copies.</li> <li>Develop training materials for curriculum dissemination training for teachers and master trainers and key trainers and printing – 3,50,000 copies.</li> </ul>
<p><i>Sub-component 1.2: Textbooks and teaching-learning materials:</i> The objective of this sub-component is to provide to all schools' competency-based textbooks and teaching- learning materials that will contribute to ensuring expected learning outcomes and that are produced according to specifications and delivered on time.</p>	<ul style="list-style-type: none"> <li>Develop PPE TLM package and competency-based textbooks for primary grades (1-5) including MLE package based on revised curriculum – 33 textbooks.</li> <li>Develop Teachers' Editions – 33 and Teachers' Guides – 25.</li> <li>Distribute all textbooks (99%) to children by 31 January every year (cost included in non-development budget of DPE).</li> <li>Supplementary reading materials (SRM) developed grade-wise.</li> <li>SRM selected, procured and distributed SRM – 3,00,000 copies.</li> </ul>
<p><i>Sub-component 1.3: Teacher recruitment and deployment:</i> The objective of this sub-component is to ensure that teachers are recruited in required number and rationally deployed.</p>	<ul style="list-style-type: none"> <li>Recruitment and deployment of additional assistant teachers - 56,000 including 26,000 PPE teachers to meet student-teacher ratio (STR) at 40:1 in 50% of the government primary schools by 2022.</li> <li>Recruitment of Music teacher:2,583 and physical education teacher:2,583.</li> </ul>
<p><i>Sub-component 1.4: Teacher Education:</i> The objective of this sub-component is to ensure that teachers meet the basic professional standards of teachers.</p>	<ul style="list-style-type: none"> <li>One DPEd effectiveness study in 2018-19</li> <li>Update DPEd framework and revise DPEd curriculum (7 subjects).</li> <li>Development of 10 DPEd textbooks based on revised curriculum.</li> <li>Print and distribute DPEd textbooks to trainee teachers - 40,36,046 copies.</li> <li>Provide DPEd training - 139,174 untrained teachers and provide them monthly stipend and yearly kit allowance.</li> <li>Support to 67 PTIs and 1,340 training schools for implementation of DPEd and to IER, DU for-quality assurance and certificate award.</li> </ul>
<p><i>Sub-component 1.5: Continuous professional development:</i> The objective of the sub-component is to ensure that all teachers and teacher educators acquire the professional standards through a continuous engagement in professional development activities.</p>	<ul style="list-style-type: none"> <li>Continuous professional development (CPD) framework and plan developed and approved in 2018-19 (Year 1).</li> <li>Implement CPD training for all teachers (subject-based, sub-cluster, induction, SEND, DRR, ICT, ASD etc.) as per approved plan from 2019-20 (Year 2).</li> <li>During 2018-19 (Year 1) induction training for newly recruited asst. teachers – 43,000 and PPE teachers – 12,000; and sub-cluster training in 13,000 sub-clusters, ICT training – 20,000 teachers, and leadership training – 65,000 head teachers.</li> <li>Training on English language in a specialized institution/organization - 1,30,000 teachers and training for master trainers (MT) - 1,140 (1,000 from URC and 140 from PTI).</li> <li>Leadership training - 65,000 head teachers.</li> <li>Academic supervision training - 2,590 AUEOs/ATEOs.</li> <li>Overseas training/study visit - 20,000 persons (teachers, teacher educators/ officials).</li> <li>Overseas masters' degree - 200 persons (teachers and officials).</li> </ul>

Objectives	Targets
<p>Sub-component 1.6: ICT in education: The objective of this sub-component is to improve the availability and effective use of digital materials for overall professional development and student learning.</p>	<ul style="list-style-type: none"> <li>• ICT resources for grades 1-5 available to all teachers/URCs including online.</li> <li>• ICT materials available to all schools - 65,000 GPS and being used.</li> <li>• ICT equipment procured and distributed in phases to all primary schools – 65,000 packages (laptops, multimedia projectors and speakers).</li> <li>• Internet access ensured through open bidding under one or more comprehensive package - Tk 100 crore</li> <li>• Multimedia projector – 55 for 55 PTIs and 44 for 11 PTIs.</li> <li>• Dhaka PTI ICT lab: desktop- 20, laptop- 1, short through MMP- 1 &amp; IWB - 1.</li> <li>• Furniture for Dhaka PTI ICT lab: 1 package.</li> <li>• ICT equipment for NAPE (5 packages).</li> <li>• Desktop computers - 581 and printers - 581 for field-level offices (DD, DPEO, UEO).</li> <li>• Other ICT accessories replacement (need-based).</li> </ul>
<p>Sub-component 1.7: Assessments and examination: The objective of this sub-component is to establish a permanent system for primary assessments and examinations that accurately measures and certifies student learning and generating results in actionable forms that are used to improve policy and pedagogy.</p>	<ul style="list-style-type: none"> <li>• Establish Primary Education Board legally transforming existing CPEIMU for assessments and examinations.</li> <li>• Conduct primary education completion examination (PECE) every year and provide training to marker teachers – 400,000.</li> <li>• Conduct national student’s assessment (NSA) once during the program period in 2021 to measure learning achievement of the students of grades 3 and 5 in Bangla and Mathematics.</li> <li>• NSA test item development and qualitative analysis of results - 2 international consultants.</li> <li>• NSA report dissemination online and offline (printing) – 5,000 copies.</li> </ul>
<p>Sub-component 1.8: Pre-primary education: The objective of this sub-component is to improve school readiness of all children aged 5 years and facilitate their transition to primary schools.</p>	<ul style="list-style-type: none"> <li>• Recruitment and deployment of dedicated teachers (at least one teacher for each school) for running pre-primary education (PPE) class. (26,000 during PEDP-4).</li> <li>• Provide PPE induction training to newly recruited PPE teachers.</li> <li>• Provide fund to schools every year @ Tk,10,000 for play and stationery materials - 65,000 schools,</li> <li>• TLM package – 8 types (mentioned in sub-component 1.2 above) distributed to children of PPE.</li> </ul>
<p><b>Component 2: Access and Participation</b></p>	
<p>Sub-Component 2.1: Need-based Infrastructure Development: The objective of this sub-component is to improve the quality of physical learning and working environments through the construction of classrooms and other infrastructure, and the provision of associated furniture.</p>	<ul style="list-style-type: none"> <li>• Construction of additional classrooms - 40,000, head teacher’s room - 10,500, DPE HQ expansion – 1 package, Leadership training centre at Cox’s Bazar expansion- 1, DD office expansion - 6, DD office construction- 2, DPEO expansion – 54, UEO expansion/construction – 355, TEO office construction - 10, URC expansion/construction - 285, PTI expansion/renovation - 66, boundary wall construction - 5,000 schools.</li> <li>• NAPE expansion works – construction of dormitory building for students, guest house, deep tube well, internal roads, etc.</li> <li>• Primary school mapping through GIS and remote sensing.</li> </ul>
<p>Sub-Component 2.2: Need-based Furniture: The objective of this sub-component is to improve the quality of the physical learning environment by supplying schools with furniture that is child-friendly and appropriate for participatory teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Furniture for primary schools and offices (DPE HQ and offices) - needs-based.</li> <li>• Furniture for NAPE – 715 (different types).</li> </ul>

Objectives	Targets
<p>Sub-component 2.3: Maintenance and Repairs: The objective of this sub-component is to ensure that schools and other primary education system infrastructure remain clean and tidy in a functional state throughout the whole of their expected life, through routine maintenance and repair.</p>	<ul style="list-style-type: none"> <li>• Need-based maintenance and repair works of primary schools and offices implemented according to approved guidelines.</li> <li>• Every year routine maintenance – 42,000 schools, minor repairs – 20,000 schools, major repairs – 3,000 schools, DD office - 8, DPEO – 64, DPE HQs - 1, PTI – 67, UEO/TEO – 510, and URC/TRC – 510.</li> <li>• Major repairs of WASH block – 10,000.</li> <li>• Minor repairs of WASH block – 28,500.</li> </ul>
<p>Sub-component 2.4: Water, Sanitation and Hygiene: The objective of this sub-component is to ensure that each school has a full complement of functioning, accessible (including for those with disability) and clean WASH-related facilities and its students and staff practice good sanitary hygiene.</p>	<ul style="list-style-type: none"> <li>• Construction of WASH blocks for 29,000 primary schools – 58,000 (one for girls and female teachers and one for boys &amp; male teachers).</li> <li>• Water sources (deep/shallow tube-well and others) – 15,000.</li> <li>• Water and sanitation facilities – need-based for DD offices, DPEOs, UEOs, URCs.</li> </ul>
<p>Sub-component 2.5: Out-of-school children: The objective of this sub-component is to reduce the number of children aged 8-14 years who have never enrolled or dropped out.</p>	<ul style="list-style-type: none"> <li>• Second chance education (SCE) for out-of-school children (never enrolled and drop-out) aged 8-14 years - 10,00,000.</li> <li>• Engage Implementation Support Agencies (ISA) for opening learning centres and operation of the SCE -64 (one agency for each district).</li> <li>• Engage Independent Verification Agency (IVA) for verification and monitoring – 1 agency.</li> <li>• Engagement of one Support Agency (SA) to assist BNFE in monitoring and supervision of learning centres established by SA.</li> <li>• Stipends for 10,00,000 learners.</li> <li>• Computer, printer, and other accessories for BNFE – 5 packages and photocopier – 1.</li> <li>• Operation costs for SCE (printing and publication, stationery, advertisement, honorarium/fees, maintenance of vehicle, computer, printer and office equipment).</li> </ul>
<p>Sub-component 2.6: Children with Special Education Needs and Disability: The objective of this sub-component is to increase the enrolment of children with disabilities requiring special education in primary schools.</p>	<ul style="list-style-type: none"> <li>• Framework developed for children with Special Education Needs and Disability (SEND), Neuro Degenerative Disorder (NDD) and Autism Syndrome Disorder (ASD).</li> <li>• Procurement of assistive devices for these children need-based.</li> <li>• Workshops on NDD &amp; ASD – 9 (national – 1 &amp; Divisional -8)</li> </ul>
<p>Sub-component 2.7: Education-in-Emergencies: The objective of this sub-component is to enhance disaster resilience and ensure disaster preparedness of the primary education sector and promote school safety to manage emergencies.</p>	<ul style="list-style-type: none"> <li>• Updating EiE guidelines based on BNBC.</li> <li>• Planning and management of school facilities incorporating all hazards awareness, risk reduction elements (enforcement of building codes).</li> <li>• Protective equipment to manage emergencies - 65,000 sets (one set for each school).</li> <li>• Rehabilitation program after natural disaster/calamities – need-based (depending on survey report).</li> <li>• Develop and print SOP – 66,000 copies (65,000 for schools and 1,000 for officials).</li> </ul>
<p>Sub-component 2.8: Communications and Social Mobilization: The objective of this sub-component is to ensure that key stakeholders are empowered and informed to promote, support and advance the provision of quality primary education to all age-appropriate children, with special focus on poor, marginalized and/or hard-to-reach/ disadvantaged communities.</p>	<ul style="list-style-type: none"> <li>• Awareness program for ensuring 100% enrolment and retention (meetings/workshops) – 60 programs.</li> <li>• Community mobilization through different media (Folk song, TV spot, theatre, etc.).</li> <li>• Film and video production - 5</li> <li>• Leaflets and posters development and printing and distribution – 2,55,000 (510 Upazilas, 100 per Upazila for 5 years).</li> <li>• Organize national events and other co-curricular activities every year at different levels up to central level - 65,000 schools, all unions, all Upazilas (510), all districts (64) all divisions (8).</li> </ul>



Objectives	Targets
<b>Component 3: Management, Governance and Finance</b>	
<p>Sub-component 3.1: Data systems for decision-making: The objective of this sub-component is to improve decision-making through strengthened information systems, monitoring, reporting and evaluation.</p>	<ul style="list-style-type: none"> <li>• E-Monitoring system functional across all Upazilas.</li> <li>• PEPMIS operational with mobile data collection.</li> <li>• All existing databases (e-primary school system, e-APSC, teacher training, PEPMIS, student data, SLIP/UPEP, PECE integrated under one system.</li> <li>• Dashboard designed, developed and functional.</li> <li>• Consultant (one) for dashboard design and functioning – 24 person months</li> <li>• Dashboard operation training –heads of all offices.</li> <li>• Data centre server strengthening – 1 package.</li> <li>• Back up of data storage at BCC Jashore – 1 package.</li> <li>• Licensed Oracle Software – 1 package.</li> <li>• Takeover of CRVS student profile in year 4 and 5 – 1 package.</li> <li>• APSC report and ASPR printing 5 times – 25,000 copies (5,000 every year).</li> <li>• Primary school mapping through GIS and remote sensing (sub-component 2.1).</li> </ul>
<p>Sub-component 3.2: Institutional strengthening: The objective of this sub-component is to strengthen the DPE and field education offices to manage and administer the primary education system effectively and efficiently through decentralization.</p>	<ul style="list-style-type: none"> <li>• Updated ODCBG approved and appropriate recommendations identified for implementation.</li> <li>• NAPE’s Strategic Development Plan (NSDP) implemented</li> <li>• Program Support Team (PST) recruited, 6 consultants – 299 person months.</li> <li>• Need-based consultants to be assessed and recruited.</li> <li>• Independent Verification Agency for DLI Assessment – IMED, GoB.</li> <li>• Additional manpower - 201 persons.</li> <li>• Procurement of vehicles: Jeep – 18, microbus – 19, minibus – 02, pick up – 01, Scooty – 200.</li> <li>• Equipment (reflected in sub-component 1.6): photocopier for DPE – 2, photocopier for NAPE – 1, AC for DPE – 5.</li> <li>• Operation costs for implementation of PEDP-4 by DPE &amp; field offices (different economic codes, Appendix-7).</li> </ul>
<p>Sub-component 3.3: Strengthened UPEPs and SLIPs: The objective of this sub-component is to improve the quality of the learning experience for children through strengthened school- and Upazilla-based management and accountability.</p>	<ul style="list-style-type: none"> <li>• Implement SLIP and UPEP on the basis of updated SLIP and UPEP guidelines.</li> <li>• Formula-based (based on the number of students) allocation of SLIP fund to all primary schools (65,000) every year in line with the approved guidelines.</li> <li>• Block allocation of fund for UPEP implementation in 50 Upazilas.</li> </ul>
<p>Sub-component 3.4: Strengthened budgets: The objective of this sub-component is to ensure that primary education budgets and expenditures meet implementation targets and are used more strategically and effectively.</p>	<ul style="list-style-type: none"> <li>• Primary education budget aligned with program framework and MTBF.</li> <li>• Operational (DDOs), budget control and payment systems operating together effectively at HQs, Field levels and supported effectively by iBAS++ and DPE AIS.</li> <li>• Strong financial management and reporting systems down to Upazilas levels. (No fund will be required for this sub-component)</li> </ul>
<p>Sub-component 3.5: Procurement and financial management: The objective of this sub-component is to ensure maximum use of the country systems in place and strengthen existing fiduciary arrangements for system enhancement.</p>	<ul style="list-style-type: none"> <li>• Training on e-procurement conducted – 10 persons.</li> <li>• CD and VAT.</li> </ul>

Source: DPP of the PEDP4

## 8.5 Activities that do not cover the KPIs, Non-KPIs and PSQLs in the PEDP4

Apart from the outcome (KPIs and Non-KPIs) and output (PSQLs) indicators, the PEDP4 Programme Framework includes several activity indicators. The results chain analysis considers activities that will produce expected outputs leading to outcomes. This short chapter summarises in table form progress with respect to the PEDP4 activities not covered in previous chapters (see Table 89 below).

**Table 89: Activities that do not cover the KPIs, Non-KPIs and PSQLs**

### Component 1: Quality

No.	Planned activity	Target date	Progress summary and target
1.1	Competency-based curriculum is strengthened and based on strengthened competency-based curriculum and an effective, efficient, and child-friendly pedagogy  (The PEDP4 year 1 to 4)		<p><b>Year -1 (2018-19)</b></p> <ul style="list-style-type: none"> <li>■ An action plan for curriculum revision, textbooks and TLMs development approved</li> <li>■ Effectiveness analysis, need assessment and situation analysis completed, and findings used during curriculum revision</li> <li>■ Aims, Objectives and Terminal Competencies determined</li> </ul> <p><b>Year- 2 (2019-20)</b></p> <ul style="list-style-type: none"> <li>■ Developed Subject wise and Class wise detailed Primary Curriculum for grade 1-5 and Rationally Evaluated</li> <li>■ National Curriculum Framework for KG-12 Developed.</li> </ul> <p><b>Year-3 (2020-21)</b></p> <ul style="list-style-type: none"> <li>■ National Curriculum Framework for KG-12 is in the Process of Approval by NCCC</li> <li>■ Subject and Class-wise detailed Curriculum for grade 1-5 aligning with National Curriculum framework will be assured</li> </ul>
1.2	Textbooks and teaching-learning materials (The PEDP4 year 1 to 4)	Up to 2020-21	<p>NCTB will procure Essential or Supplementary Reading Materials (ERM or SRM) from government sources:</p> <ul style="list-style-type: none"> <li>■ Essential/ Supplementary Reading Materials (E/SRM) selection criteria developed and sent to MoPME for approval</li> <li>■ Supplementary Reading Materials (SRM) development criteria developed</li> <li>■ Textbooks in Chakma, Marma, Garo, Tripura, Sadri – five ethnic languages have been developed</li> <li>■ As per bridging plan MLE teaching-learning materials and textbooks introduced for PPE in 2017; for grade 1 students in 2018 (Language and Mathematics); for grade 2 students in 2019 (Language and Mathematics) and for grade 3 students in 2020 (Language)</li> <li>■ New textbooks and TLMs to be developed based on a strengthened curriculum, textbook development procedure and evaluation criteria</li> <li>■ Developed MLE language textbooks (5 indigenous language e.g. Chakma, Marma, Garo, Tripura and Sadri) and distributed 28,735 Amar boi, same quantities exercise books for PPE children, total 74,847 for grade 1 children, 74,847 for grade 2 children and 24,151 for grade 3 children in 2020 academic year</li> </ul> <p>After completion of pre-primary curriculum revision, PPE package will develop (8 items will be distributed among children).</p>

No.	Planned activity	Target date	Progress summary and target
1.3	Recruitment and deployment of assistant teachers	Phase by phase	<p>Recruitment plan for assistant teachers prepared and approved by MoPME and vacancy notice published on 18 October 2020.</p> <ul style="list-style-type: none"> <li>■ To be recruited 7,281 HTs, 6,947 ATs and 25,630 PPE teachers</li> </ul> <p>Below proposal for creation of posts of Physical and Music Teachers sent to the MoPA (Ministry of Public Administration)</p> <ul style="list-style-type: none"> <li>■ To be recruited 2,583 music teachers and vacancy bulletin published</li> <li>■ To be recruited 2,583 physical education teachers and vacancy bulletin published</li> </ul>
1.3	Every class has a trained teacher from the beginning of the year	Up to 2020-21	<ul style="list-style-type: none"> <li>■ Not yet fully operationalized as recruitment and deployment process delayed</li> </ul>
1.3	Schools in remote and disadvantaged areas have teachers for each class	Up to 2020-21	<ul style="list-style-type: none"> <li>■ Schools in remote and disadvantaged areas facing acute shortage of teachers for each class and not yet implemented school-specific plan</li> </ul>
1.3	Teacher MIS integrates recruitment, training, deployment, transfer, assessment results and CPD trainings	Up to 2020-21	<ul style="list-style-type: none"> <li>■ Teacher MIS integrates recruitment, training, deployment, transfer, assessment results and CPD trainings under development process</li> </ul>
1.4	All GPS Teachers acquire professional trainings at the outset of their teaching career and are able to apply quality teaching-learning practices	Up to 2020-21	<ul style="list-style-type: none"> <li>■ DPEd training plan prepared and approved by MoPME</li> <li>■ DPEd effectiveness study not yet conducted</li> <li>■ Update DPEd framework and revise DPEd curriculum (7 subjects) not yet started</li> <li>■ To be provided DPEd training to 139,174 teachers</li> </ul>
1.5	Teachers' education and Continuous Professional Development (CPD)	Up to 2020-21	<p>CPD Framework and plan prepared and approved by MoPME. The following 3 Training Manuals Revised</p> <ul style="list-style-type: none"> <li>- Induction training for Newly Recruited Teacher</li> <li>- Academic Supervision and</li> <li>- Leadership training</li> </ul> <ul style="list-style-type: none"> <li>■ Revised and developed professional standard for as follows: <ul style="list-style-type: none"> <li>- Teachers</li> <li>- Teacher Supervisors and</li> <li>- Teacher Educators</li> </ul> </li> <li>■ Provided DPEd training for teachers as below: <ul style="list-style-type: none"> <li>- Enrolled 14,575 out of 15,000 in 2018 in single-shift PTI</li> <li>- Enrolled 14,575 out of 15,000 in 2019 in 59 single-shift PTIs and 8 double shift PTIs</li> <li>- Enrolled 19,973 out of 25,000 in 2020 in 45 PTIs</li> </ul> </li> <li>■ Provided 14,000 newly recruited teachers on induction training out of 43,000 teachers planned</li> <li>■ Provided 13,000 sub-cluster training</li> <li>■ Provided 89,988 teachers with ICT training</li> <li>■ To be provided 65,000 headteachers with leadership training</li> <li>■ To be provided 130,000 teachers with English Language training</li> <li>■ To be provided 2,590 AUEOs with academic supervision training</li> <li>■ To be provided 200 persons with an overseas masters' degree (here, recommended to identify the discipline as education planning and management, curriculum, etc.)</li> </ul>

No.	Planned activity	Target date	Progress summary and target
1.6	All schools have an expanded ICT platform for use of digital materials and digital materials for teacher professional development incorporated in CPD framework	Up to 2020-21	<ul style="list-style-type: none"> <li>To be provided 65,566 GPSs multimedia, laptops, and sound system as of today distributed about 51,104 GPSs</li> </ul>
1.7	Primary Education Board for assessment and examinations established with capacity and resources to implement assessment processes nationwide	Up to 2020-21	<ul style="list-style-type: none"> <li>Primary Education Board for assessment and examinations not yet established with capacity and resources to implement assessment processes nationwide</li> </ul>
1.7	Competency-based PECE conducted annually, and results disseminated in actionable form	Each year	<ul style="list-style-type: none"> <li>Under the PEDP3 partially competency-based PECE conducted and results disseminated but not in actionable form. It is required to include of harder competencies in the PECE and EECE test items</li> </ul>
1.7	School and Classroom-based Assessment (SCBA)	Up to 2020-21	<p>The progress of SCBA is as follows:</p> <ul style="list-style-type: none"> <li>Piloting of School and Classroom based Assessment (SCBA) Method and tools in selected 100 schools throughout the country completed</li> <li>Data analysis is going on and report will be produced by 31st December 2020</li> <li>Upon the findings of the report, the SCBA manuals guidelines of class 1-3 and Class 4-5 will be revised</li> <li>ToT completed on December 2019</li> </ul>
1.8	PPE fund for all the schools	Each year	<ul style="list-style-type: none"> <li>To be provided 12,000 newly recruited PPE teachers on induction training</li> <li>Provide fund to 65,000 schools every year @ 10,000 for play and stationary materials</li> </ul>

## Component 2: Equitable Access and participation

No.	Planned activity	Target date	Progress summary and target
2.1	Need-based infrastructure development	During PEDP4	<p>Infrastructure plan and planning guideline updated and approved.</p> <ul style="list-style-type: none"> <li>Total 335 classrooms construction completed and 8,588 going on, out of targeted 50,500 additional classrooms</li> <li>To be constructed 10,500 HTs rooms</li> <li>Total 155 construction completed and 1,524 going on, out of targeted 5,000 boundary walls</li> <li>Primary school mapping through GIS not yet started</li> <li>Infrastructure Plan and Planning Guideline (IPG) under the PEDP4 has been approved by MoPME</li> <li>PEPMIS database is not using currently. Due to unavailability of PEPMIS data, selection of need-based school list generated based on APSC data</li> <li>Revision process completed by discussion with LGED, DPHE and MoPME</li> <li>The revised IPG has been shared with DPs by a discussion meeting at MoPME</li> <li>Master plan preparation committee has been reviewed by MoPME</li> </ul>

No.	Planned activity	Target date	Progress summary and target
2.3	Need-based maintenance	Each year	<p>Schools and other educational infrastructure to be properly maintained as per approved guideline each year:</p> <ul style="list-style-type: none"> <li>■ Routine maintenance 42,000 schools</li> <li>■ Minor maintenance 20,000 schools</li> <li>■ Total 1,364 Major repairs completed and 1,198 ongoing, out of 15,000 schools</li> <li>■ Major repair WASH block 10,000 schools</li> <li>■ Minor repair WASH block 28,500 schools</li> <li>■ Total 163 PTI/DPEO/UEO/URC expansion and repair completed and 160 ongoing</li> </ul>
2.4	Water and Sanitary Hygiene (WASH)	Up to 2020-21	<p>WASH facilities to be properly maintained and accessible for special need children and education officers to be aware about 3-star approach</p> <ul style="list-style-type: none"> <li>■ Total 672 construction completed and 6,386 ongoing, out of targeted 58,500 WASH block for 29,000 schools (1 for girls and female teachers and 1 for boy and male teachers)</li> <li>■ Total 2,385 installation completed and 2,227 ongoing, out of targeted Installation of 15,00 safe water sources (deep, shallow and other sources)</li> <li>■ Total 3,889 Major Maintenance of Wash Block completed and 1,071 ongoing</li> </ul>
2.5	Education opportunities for OoSC	Up to 2020-21	<p>Enrolled OoSC under the PEDP4 are back to schools or LCs</p> <ul style="list-style-type: none"> <li>■ Program Area: 345 Upazilas and 15 Urban areas all over Bangladesh (except ROSC areas)</li> <li>■ Provides stipend for 1,000,000 learners</li> <li>■ Number of targeted Learning Centers (LCs): 30,000</li> <li>■ Action plan has been prepared in order to open on 1st February 2021</li> <li>■ Engagement of SA - IER of Dhaka University is selected and approved by CCGP, contract signed</li> <li>■ Engagement of ISA</li> <li>■ 53 NGOs selected to implement programme intervention in 61 districts, approved by CCGP, contract signed</li> <li>■ NGO selection for 3 Hill districts is under process</li> <li>■ Selection of IVA is under process for engagement of IVA</li> <li>■ Operational manual, Social Mobilization manual, Baseline survey Guideline and Forms, Accelerated Model Syllabus (Grade-1, 2, &amp; 3), Teachers Guide (Grade-1), Teachers' Training Manual, ToT manual</li> <li>■ Distribution of Textbook and TG: 5,709,330 and 326,400</li> </ul> <p>Due to COVID-19 pandemic, some vital activities including mapping of out of school children (9 lac), and setting up learning centers, were seriously disrupted and enrolment of OoSC could not be started</p>
2.7	Primary education sector has strengthened institutional capacity and enhanced coordination mechanisms to ensure continuity of education and disaster risk reduction	Each year	<p>Not yet updated the EiE guideline</p> <ul style="list-style-type: none"> <li>■ Provides protective device for 65,000 schools</li> </ul>

### Component 3: Governance, Financing and Management

No.	Planned activity	Target date	Progress summary
3.1	Valid and reliable quantitative and qualitative information is available on time, easily accessible, and used for evidence-based decision-making	Each year	<p>Road map for comprehensive MIS not yet developed and approved.</p> <ul style="list-style-type: none"> <li>■ Primary school mapping through GIS not yet started</li> <li>■ e-Monitoring system in place and data to be available to decision-makers</li> <li>■ Data from academic supervisions of teachers to be available to decision-makers</li> <li>■ Evaluation Unit in M&amp;E and IMD Division to be strengthened to monitor and manage studies and evaluations</li> </ul>
3.2	Institutional Strengthening-SLIP and UPEP	Each year	<ul style="list-style-type: none"> <li>■ SLIP and UPEP guidelines developed and approved and implement SLIPs at 64,780 schools across the country and UPEP piloting in 5 Upazilas has been completed in FY 2018-19 and for FY 2019-20 total 50 Upazilas to be prepared and implement UPEP</li> <li>■ In FY 2019/20 SLIPs grants were provided to 64,780 government schools (100%). The DPE disbursed total TK. 3,766,555,000 for 64,780 schools. UNICEF also provided BDT 51,103,500 for 658 schools in Cox's Bazar district in 2019-20 FY. On an average each school received more than BDT 50,000 (minimum BDT 50,000 and maximum BDT 150,000) in 2019-20 FY which is up from 2018-19 FY (TK. 40,000 per school).</li> </ul>
	Institutional Strengthening-NCTB primary wing	Up to 2020-21	<ul style="list-style-type: none"> <li>■ MoU among MoE, MoPME, NCTB and DPE for strengthened NCTB Primary Wing not yet approved</li> </ul>
	Complete Human Resource Development Management action plan and institutional analysis as basis for short- and long-term training	Phase by phase	<p>Based on 'Organizational Development and Capacity Building' (ODCB) Guideline to be developed the HR plan. It covers the below 6 major strategies:</p> <ul style="list-style-type: none"> <li>■ recruitment qualification and selection</li> <li>■ deployment and equipment</li> <li>■ performance appraisal, evaluation and ranking</li> <li>■ maintenance, compensation, rewards/incentive</li> <li>■ professional development and upgrade and</li> <li>■ career path &amp; promotion</li> </ul> <p>MoPME committee formed (chaired by Additional Secretary) to approve the Guide</p>
	Complete Devolution Plan and institutional analysis as basis for organisational reform	Phase by phase	<ul style="list-style-type: none"> <li>■ Plan to be prepared. Draft to be shared. Partially approved and implemented: flexible school timing; recruitment and transfer of some employees; financial benefits; leave approval; and transfer of teachers. However, Management Manual (including Devolution Plan) yet to be approved by MOPME</li> </ul>

Source: DPP of the PEDP4

## 8.6 Other activities of the PEDP4 as per requirement of DPs

Other activities are also mentioned in the DPP of the PED4 which needs to be reported annual basis as per the requirement of DPs. The key activities are presented below in Table 90.

**Table 90: Other activities of the PEDP4**

SL	Planned Activities	Target date	Progress summary as per target	Data sources
	<b>Training guidelines, modules, curricula and assessment tools</b>			
1	Developing gender and special-education-need and all types of disability sensitive training modules, teaching-learning materials and tools	Up to 2020-21	Development of CPD operational plan has started that will provide a step-by-step pathway for implementing the CPD framework. As part of the CPD framework implementation process, current teacher training modules will be reviewed to identify gaps in content, delivery, coordination and strengthen quality and inclusiveness.	Inception Report for developing CPD Framework operationalization plan.
2	Developing gender sensitive teachers training modules	Up to 2020-21	Yet to be started gender sensitive teachers training modules. While review and revision of teacher training manuals will be done, attention will be provided to gender sensitivity.	
3	Information about PPE to Grade 5 curricula whether they reflect the followings: respect for human worth (regardless of sex identity, age, abilities and disabilities, religion, etc.) and gender equality in participation in decision-making, resource access, and division of labour in households, communities, organizations, and other levels of society	Up to 2020-21	Curriculum revision process is ongoing. The Curriculum Framework will be finalized by August 2020 that includes core learning competencies expected of children and corresponding learning areas. Issues around equality, dignity, respect for diversity, citizenship skills have been prioritized.  The two preparatory studies undertaken by NCTB to inform the revision process: the curriculum effectiveness study and the needs assessment and situation analysis study highlighted the need for gender-sensitive and inclusive content, pedagogy as well as setting learning competencies for children to have skills and knowledge on sustainable development, human right, gender parity, peace and non-violence, global citizenship and respect for cultural diversity.	Effectiveness, Situation Analysis and Needs Assessment of Current Pre-primary and Primary Curriculum of Bangladesh: A Compilation of Key Findings  The revised curriculum framework and detailed subject curricula (to be developed)
4	Information about the formulation of guidelines for developers of 'textbooks and teacher-learning materials' to develop contents, including characters, stories and illustrations or images, of textbooks and TLMs send messages of gender equality and respect for human worth regardless of abilities and disabilities and other personal traits or social groups	Up to 2020-21	Revision of Curriculum is still ongoing, delayed for the COVID-19 pandemic and government's decision for coming up with a unified curriculum framework for pre-primary to grade 12. Once the curriculum is revised, development of textbooks and teaching-learning materials will be initiated. Guidelines for textbook and TLM developers will be developed, which will include messages for gender equality and respect for human worth regardless of abilities and disabilities and other personal traits or social groups.	Guideline for Textbook and TLM developers (to be developed)
5	Developing curricula dissemination training modules include gender, inclusive education and SEND related issues	Up to 2020-21	Yet to be started for developing curricula dissemination training modules includes gender, inclusive education and SEND related issues.	
6	Developing gender sensitive and inclusive education materials and tools	Up to 2020-21	Yet to be started for developing gender sensitive and inclusive education materials and tools.	



SL	Planned Activities	Target date	Progress summary as per target	Data sources
7	Information about DPED curriculum, DPED training plan, and CPD framework and plan explicitly contain gender equality and inclusive education-related issues	Up to 2020-21	Gender equality and inclusive education related issues are explicitly focused in the DPED curriculum in the Professional Studies module 1. One among the 23 Teacher Standards set out in the teacher education curriculum focuses explicitly on gender equality and inclusive education.  However, the DPED training plan, CPD framework and plan do not have such explicit focus.  One of the weaknesses identified in the Result Verification Report (RVR) verifying the Year 1 DLI target for DLI 3.2 CPD Framework and Plan that the CPD framework could include inclusion and gender in the proposed training packages for different stakeholders.	<ul style="list-style-type: none"> <li>• DPED curriculum,</li> <li>• Teacher Standards in the DPED curriculum</li> <li>• DPED training plan,</li> <li>• CPD framework and plan,</li> <li>• Result Verification Report on DLI 3.2 CPD Framework and Plan</li> <li>• DPED Effectiveness Study Report (Yet to be written, data collection is ongoing)</li> </ul>
8	Information on gender-sensitive induction training modules and materials for PPE teachers	Up to 2020-21	The induction training module (10 days) does not have specific information on gender sensitive pedagogy and materials. The 15 days PPE training for teachers includes a session on inclusion but does not have an explicit focus on gender-related issues.	<ul style="list-style-type: none"> <li>• Induction training manual</li> <li>• PPE training manual</li> </ul>
9	Information on '1,200 teacher educators report increased knowledge and skills in the gender equality and inclusive education aspects of the updated DPED program' (aligned with DMF Output 1c)	Up to 2020-21	Orientation for teacher educators on the DPED curriculum and course design does not explicitly incorporate knowledge and skills in the gender equality and inclusive education aspects.  But DPE provided 4 days of Inclusive Education training to 134 PTI instructors (2 from each of the 67 PTIs). The rest educators need to be trained on the same.	<ul style="list-style-type: none"> <li>• 26 days DPED orientation module</li> <li>• Training report of DPE on Inclusive Education</li> </ul>
10	Information about assessment and examination frameworks and tools those are capable of assessing or measuring the level of abilities and academic achievements of differently abled students	Up to 2020-21	Nothing specific exists for assessing or measuring the level of abilities and academic achievements of differently-abled students.	
11	Information on equal attention in education opportunities for boys, girls and differently able children to prevent dropouts	Up to 2020-21	Gender parity has been achieved in enrolment rates and there is gender differential in the learning achievement rates based on gender.	For differently-abled children, need to check with Inclusive Cell of DPE
12	Information on developing detailed 'communication action plan' emphasizing gender and IE/SEND issues	Up to 2020-21	No work has started.	
13	Information on communication plan implementation and community engagement through awareness raising on SEND/ gender equality and IE	Up to 2020-21	No work has started.	
14	Information on flexible assessment system considering differently abled children	Up to 2020-21	Flexible assessment system for differently abled children does not currently exist. However, the needs assessment study undertaken to inform the curriculum revision process highlighted the need for gender-sensitive, inclusive and flexible assessment strategies and teaching-learning methodologies.	Effectiveness, Situation Analysis and Needs Assessment of Current Pre-primary and Primary Curriculum of Bangladesh: A Compilation of Key Findings
15	Information about maintaining all database in a sex-disaggregated manner including disabled and all other categories where applicable	Up to 2020-21	No work has started.	

## 8.7 PEDP4 component planned & actual expenditure duration 2018-21

The PEDP4 is the flagship programme of MoPME. In the context of the overall primary education budget in 2018-19, the allocation to the PEDP4 development components alone amounts to 25.7% of the overall MoPME budget and 69.4% of the development budget. In the FY 2020-21 AOP's original budget was 504,000 and FY 2020-21 AOP's revised budget was 339,600 Taka, total AOP budget was reduced by 32.6%, similarly, in the FY 2019-20 AOP's original budget was 573,241 and FY 2019-20 AOP revised budget was 413,432 Taka, total AOP budget reduced 27.9%.

The following Table 91 presents the PEDP4 budget allocation and expenditures by the three components in AOP 2020-21 compared to AOP 2019-20 of the PEDP4. Overall, the composition of the PEDP4 budgets was nearly identical and consistent with the previous year of the PEDP4 financing framework. The first two results areas (e.g., Quality, and Access and participation of the PEDP4) altogether account for 75.7% of the total expenditure. Component 2 (Access and participation) of the PEDP4 attracts the largest share, at nearly 42.2% due to its large civil works component. Both FY 2019-20 (March 2020 to June 2020) and 2020-21 (July 2020 to June 2021) expenditures is lower due to the COVID-19 pandemic, many of the planned activities were not implemented due to school closure from 17 March 2020 to date. Only incurred 38% of expenditure in the FY 2019-20 revised budget and 27.2% in the original budget and 78% in FY 2020-21 based on the Revised budget and 52% of the original budget.

**Table 91: The PEDP4 component budget and expenditure 2019-21**

(Crore Taka)	DPP of the PEDP4	Revised 2019-20 AOP	Exp. 2019-20 AOP (R),(%)	Revised 2020-21 AOP	Exp. 2020-21 AOP (R),(%)
1. Quality	856,156	143,340	52,751 (37%)	39,090	3,959 (10%)
2. Access and Participation	2,675,173	218,879	65,689 (30%)	254,781	215,288 (84%)
3. Management, Governance and Financing	258,386	48,233	37,224 (77%)	45,715	44,151 (97%)
Unforeseen	50,000	00	0.01	00	00
<b>Total</b>	<b>3,839,716.02</b>	<b>413,432</b>	<b>156,362 (38%)</b>	<b>339,600</b>	<b>263,403 (78%)</b>

Sources: Original and Revised AOP of the PEDP4 (revised budget 2019/20 and 2020-21)

The following Sub-section 8.8 presents the information about the Sub-components of the PEDP4 (DPP cost, RDPP cost, 2<sup>nd</sup> Revised RDPP cost, cumulative expenditure as of FY 2018-19, FY 2019-20 and FY 2020-21 and AOP 2018-19, AOP 2019-20 and AOP 2020-21 allocation in a graphical form:

## 8.8 Budget Implementation of PEDP4

### 8.8.1 Budget implementation of FY: 2018-19

**Table 92: The PEDP4 component budget and expenditure 2018-19 (Lakh Taka)**

SL.	Sub-component of the PEDP4	DPP cost (Lakh Taka)	Original AOP 2018-19 (Lakh Taka)	Revised AOP 2018-19 (Lakh Taka)	Expenditure (Lakh Taka) As of June, 2019	
<b>1</b>	<b>Component 1: Quality</b>	<b>856,157</b>	<b>78780.32</b>	<b>35060.45</b>	<b>30409.51</b>	<b>87%</b>
1.1	Curriculum	5,227	665	665.00	364.51	55%
1.2	Textbooks and Teaching-Learning Materials	33,928	386	386.00	160.95	42%
1.3	Teacher's Recruitment and Deployment	290,159	2744.72	0.00	0.00	0%
1.4	Teacher Education	104,864	7550.5	8393.85	7426.36	88%
1.5	Continuous Professional Development	287,885	24125.6	16111.60	13722.68	85%
1.6	ICT in Education	85,875	33947.5	143.00	74.17	52%
1.7	Assessment & Examinations	12,399	2280	2280.00	2075.02	91%
1.8	Pre-Primary Education	35,820	7081	7081.00	6585.82	93%
<b>2</b>	<b>Component 2: Access and Participation</b>	<b>2,675,173</b>	<b>102166.1</b>	<b>56864.35</b>	<b>53123.80</b>	<b>93%</b>
2.1	Need-based Infrastructure	1,300,510	18566.36	759.00	734.85	97%
2.2	Need-based Furniture	21,101	1462	40.00	0.00	0%
2.3	Maintenance	416,805	38321	44581.00	42942.92	96%
2.4	Water, Sanitation and Hygiene	569,833	20205.65	640.50	530.07	83%
2.5	Out-of-School Children	326,028	17020.07	4068.85	3959.09	97%
2.6	Special Education Needs	3,581	395	495.00	369.42	75%
2.7	Education-in-Emergencies	19,549	2756	2745.00	1469.70	54%
2.8	Communication & Social Mobi.	17,766	3440	3535.00	3117.75	88%
<b>3</b>	<b>Component 3: Management, Governance and Financing</b>	<b>258,386</b>	<b>49053.6</b>	<b>47186.20</b>	<b>41491.66</b>	<b>88%</b>
3.1	Data System for Decision Making	6,033	419.5	391.00	6.58	2%
3.2	Institutional Strengthening	41,788	8850.4	5661.50	3570.28	63%
3.3	Strengthened UPEPs and SLIPs	196,562	39782.2	38782.20	37914.80	98%
3.4	Strengthen budgets	0	0	0.00	0.00	0%
3.5	Procurement & Financial Management	14,003	1.5	2351.50	0.00	0%
	Unforeseen	50,000	0	391.00	6.58	2%
	<b>Total</b>	<b>3,839,716</b>	<b>230000</b>	<b>139111</b>	<b>125025</b>	<b>90%</b>

FY 2018-19 is the 1<sup>st</sup> year of the PEDP4. Based on the 1<sup>st</sup> AOP, it was revealed that budget execution at the sub-component level was very uneven. Out of 21 sub-components with fund allocation of the PEDP4, eight sub-components achieved a budget execution rate above 90% and 3 above 80%. On the other hand, 7 subcomponents spent less than half of their original budget, including 3 sub-components with no budget spent.

The 11 top-performing subcomponents, in terms of budget execution of more than 80%, were:

- 3.3 Strengthened UPEPs and SLIP (98%)
- 2.5 Out-of-School Children (97%)
- 2.2 Need-based Infrastructure (97%)

- 2.3 Maintenance (96%)
- 1.8 Pre-Primary Education (93%)
- 1.7 Assessment & Examinations (91%)
- 1.4 Teacher Education (88%)
- 2.8 Communication & Social Mobilization (88%)
- 1.5 Continuous Professional Development (85%)
- 2.4 Water, Sanitation, and Hygiene (83%)
- 2.6 Special Education Needs (75%)

There were three subcomponents with no expenditure:

- 1.3 Teacher's Recruitment and Deployment
- 2.2 Need-based Furniture
- 3.5 Procurement & Financial Management

## 8.8.2 Budget implementation of FY: 2019-20

**Table 93: DPP and Sub-component wise allocation and expenditure against AOP (2019-20)**

SL.	Sub-component of the PEDP4	DPP cost (Lakh Taka)	Original AOP 2019-20 (Lakh Taka)	Revised AOP 2019-20 (Lakh Taka)	Expenditure (Lakh Taka) As of June, 2020	
<b>1</b>	<b>Component 1: Quality</b>	<b>856,157</b>	<b>167,299</b>	<b>143,340</b>	<b>52,751</b>	<b>37%</b>
1.1	Curriculum	5,227	1,294	1,294	949	73%
1.2	Textbooks and Teaching-Learning Materials	33,928	15,420	15,630	3,127	20%
1.3	Teacher's Recruitment and Deployment	290,159	14,000	0	0	0
1.4	Teacher Education	104,864	12,971	12,805	8,502	66%
1.5	Continuous Professional Development	287,885	79,755	72,645	32,779	45%
1.6	ICT in Education	85,875	34,373	31,377	131	0%
1.7	Assessment & Examinations	12,399	2,391	2,431	1,882	77%
1.8	Pre-Primary Education	35,820	7,095	7,158	5,381	75%
<b>2</b>	<b>Component 2: Access and Participation</b>	<b>2,675,173</b>	<b>167,299</b>	<b>143,340</b>	<b>52,751</b>	<b>37%</b>
2.1	Need-based Infrastructure	1,300,510	150,480	73,386	14,095	19%
2.2	Need-based Furniture	21,101	9,855	7,070	33	0.5%
2.3	Maintenance	416,805	82,059	74,967	36,814	49%
2.4	Water, Sanitation and Hygiene	569,833	49,868	21,536	3,415	16%
2.5	Out-of-School Children	326,028	45,971	34,014	6,790	20%
2.6	Special Education Needs	3,581	728	728	512	70%
2.7	Education-in-Emergencies	19,549	3,808	3,108	1,790	58%
2.8	Communication & Social Mobi.	17,766	4,070	4,070	2,240	55%
<b>3</b>	<b>Component 3: Management, Governance and Financing</b>	<b>258,386</b>	<b>51,555</b>	<b>48,233</b>	<b>37,224</b>	<b>77%</b>
3.1	Data System for Decision Making	6,033	882	829	278	34%
3.2	Institutional Strengthening	41,788	8,191	7,672	5,247	68%
3.3	Strengthened UPEPs and SLIPs	196,562	39,481	39,731	31,699	80%
3.4	Strengthen Budgets	0	0	0	0	0
3.5	Procurement & Financial Management	14,003	2,352	0	0	0.0%
	Unforeseen	50,000	0	0	0	0.0%
	<b>Total</b>	<b>3,839,716</b>	<b>565,693</b>	<b>410,452</b>	<b>155,664</b>	<b>38%</b>

FY 2019-20 is the 2<sup>nd</sup> year of the PEDP4. Based on the 2<sup>nd</sup> AOP, it was revealed that budget execution at the sub-component level was very uneven. Out of 19 sub-components with fund allocation of the PEDP4, the following one sub-component achieved a budget execution rate of around 80% and 4 sub-components above 70%.

- 3.3 Strengthen SLIPs/UPEPs (80%)
  - 1.1 Curriculum (73%)
  - 1.7 Assessment and Examinations (77%)
  - 1.8 Pre-Primary Education (75%)
  - 2.6 Special Education Needs and Disability (70%)

### 8.8.3 Budget implementation of FY: 2020-21

**Table 94: The PEDP4 component budget and expenditure 2020-21 (Lakh Taka)**

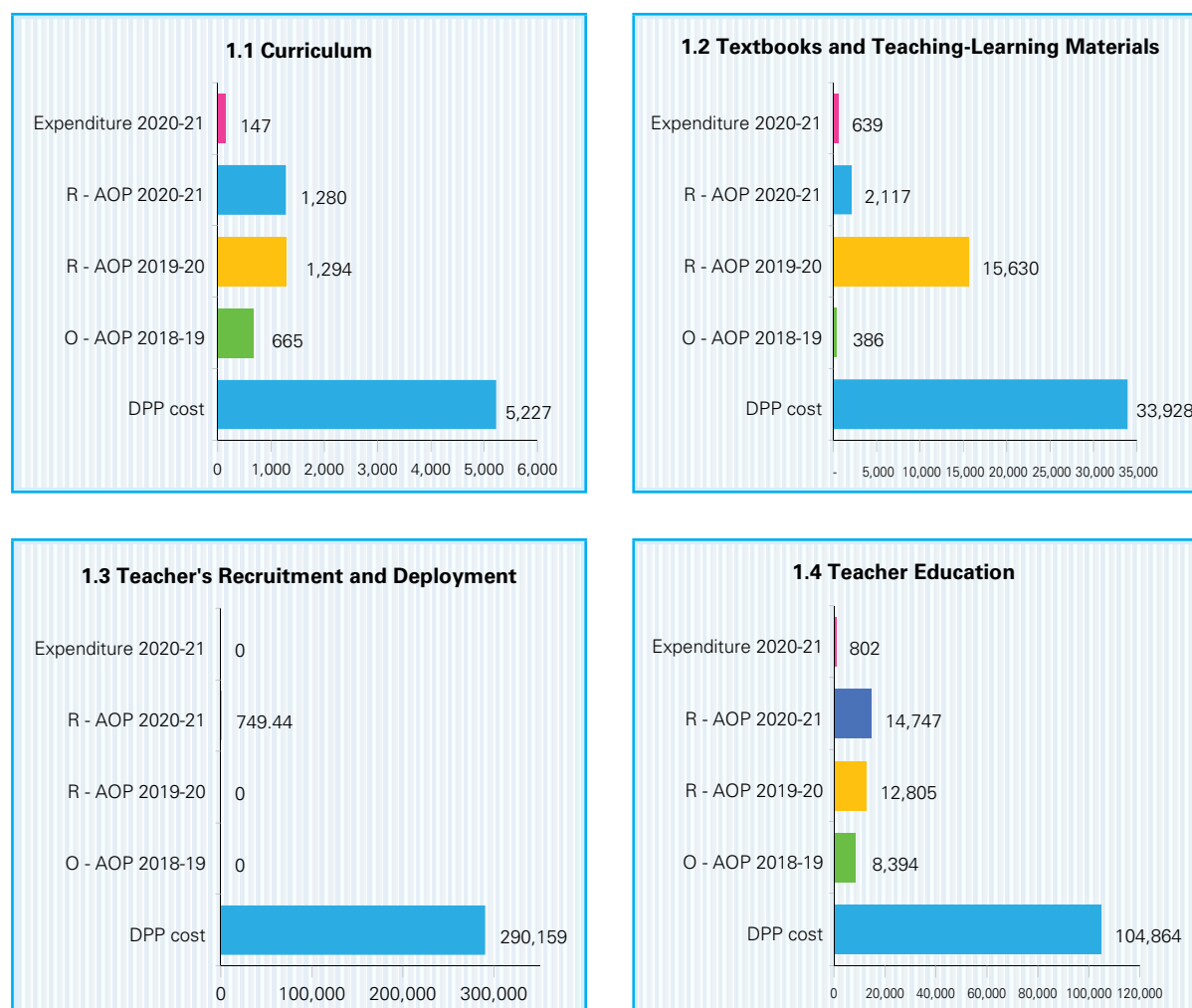
SL.	Sub-component of the PEDP4	DPP cost Lakh Taka	Original AOP 2020-21 Lakh Taka	Revised AOP 2020-21 Lakh Taka	Expenditure Lakh Taka As of June, 2021	
<b>1</b>	<b>Component 1: Quality</b>	<b>856,157</b>	<b>172,726</b>	<b>39,090</b>	<b>3,959</b>	<b>10%</b>
1.1	Curriculum	5,227	1,410	1,280	147	11%
1.2	Textbooks and Teaching-Learning Materials	33,928	16,030	2,117	639	30%
1.3	Teacher's Recruitment and Deployment	290,159	7,500	0	0	0%
1.4	Teacher Education	104,864	14,907	14,747	802	5%
1.5	Continuous Professional Development	287,885	81,365	12,784	2,294	18%
1.6	ICT in Education	85,875	43,087	499	44	9%
1.7	Assessment & Examinations	12,399	1,361	597	31	5%
1.8	Pre-Primary Education	35,820	7,066	7,066	2	0%
<b>2</b>	<b>Component 2: Access and Participation</b>	<b>2,675,173</b>	<b>291,966</b>	<b>254,781</b>	<b>215,288</b>	<b>84%</b>
2.1	Need-based Infrastructure	1,300,510	115,125	121,338	119,003	98%
2.2	Need-based Furniture	21,101	7,164	164	0	0%
2.3	Maintenance	416,805	65,989	56,429	54,707	97%
2.4	Water, Sanitation and Hygiene	569,833	46,020	37,190	30,552	82%
2.5	Out-of-School Children	326,028	48,954	30,954	9,489	31%
2.6	Special Education Needs	3,581	1,637	1,637	40	2%
2.7	Education-in-Emergencies	19,549	3,465	3,465	1,473	43%
2.8	Communication & Social Mob.	17,766	3,612	3,604	24	1%
<b>3</b>	<b>Component 3: Management, Governance and Financing</b>	<b>258,386</b>	<b>50,332</b>	<b>45,715</b>	<b>44,151</b>	<b>97%</b>
3.1	Data System for Decision Making	6,033	715	690	679	98%
3.2	Institutional Strengthening	41,788	7,163	6,571	6,003	91%
3.3	Strengthened UPEPs and SLIPs	196,562	39,453	38,453	37,469	97%
3.4	Strengthen Budgets	0	0	0	0	0
3.5	Procurement & Financial Mänge.	14,003	2,352	0	0	0.0%
	Unforeseen	50,000	0	0	0	0.0%
	<b>Total</b>	<b>3,839,716</b>	<b>504,000</b>	<b>339,600</b>	<b>263,403</b>	<b>78%</b>

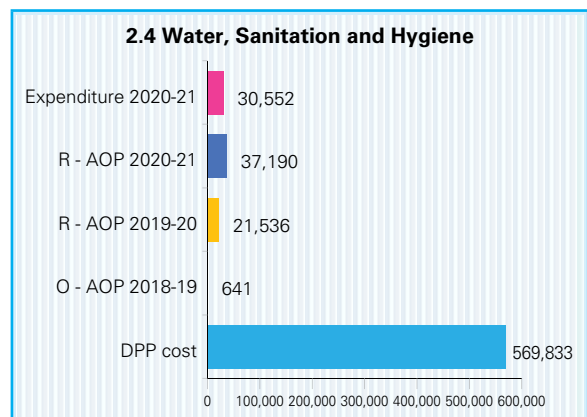
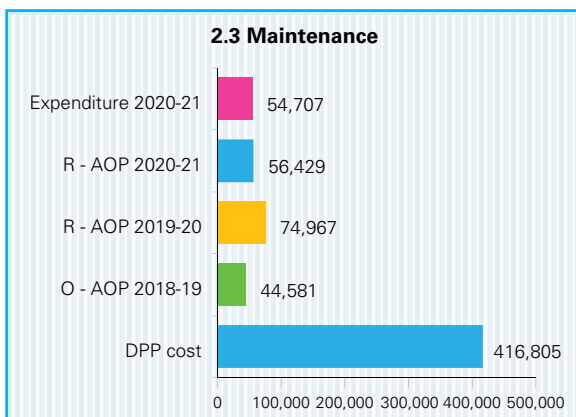
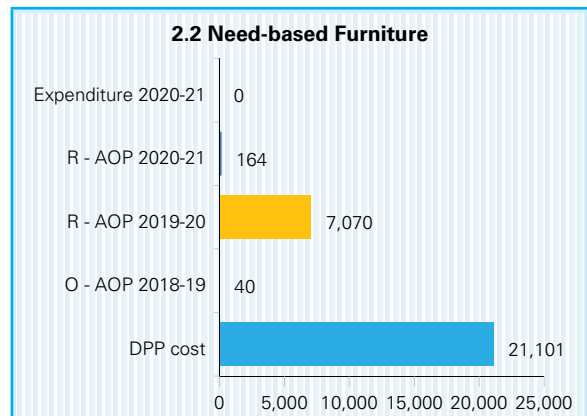
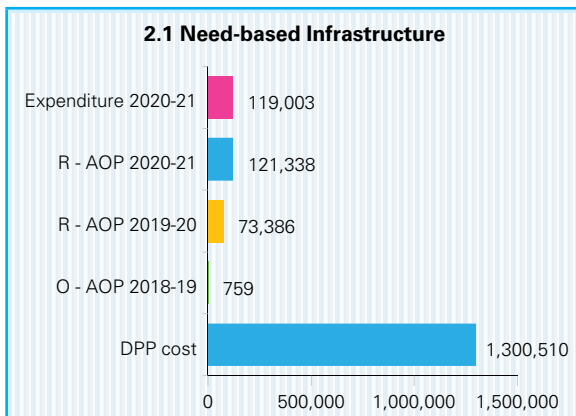
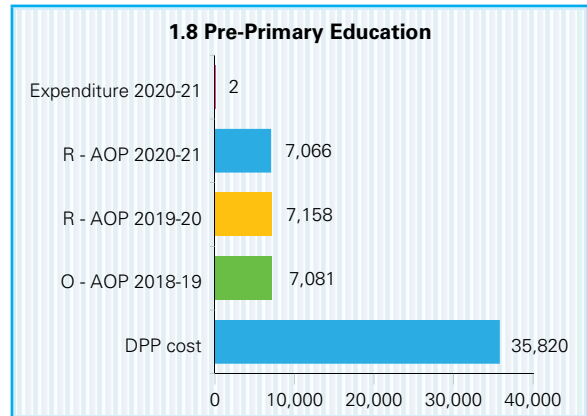
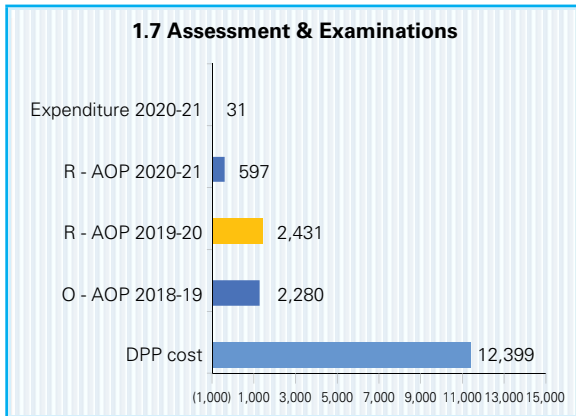
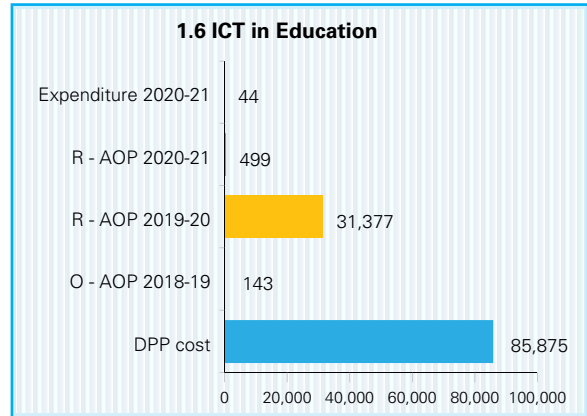
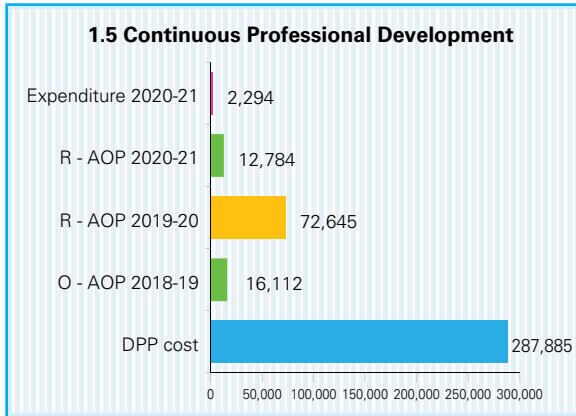
FY 2020-21 is the 3rd year of the PEDP4. Based on the 3rd AOP, it was revealed that budget execution at the sub-component level was very similar. Out of 20 sub-components with fund allocation of the PEDP4, the following five sub-components achieved a budget execution rate above 90% and 1 sub-component above 80%. On the other hand, 7 sub-components spent less than half of their original budget, including 1 sub-component with no budget allocation.

- 2.1 Need-based Infrastructure (98%)
- 2.3 Maintenance (97%)
- 3.1 Data Systems for Decision-Making (98%)
- 3.2 Institutional Strengthening (91%) and
- 3.3 Strengthen SLIPs/UPEPs (97%)
- 2.4 Water and Sanitary Hygiene (WASH) (82%)

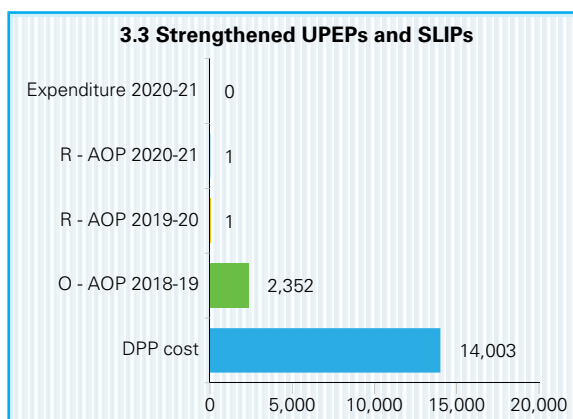
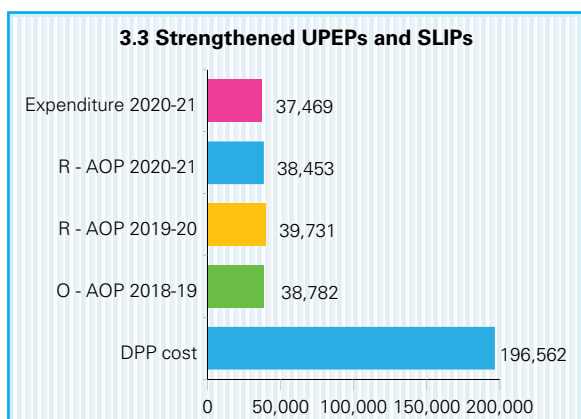
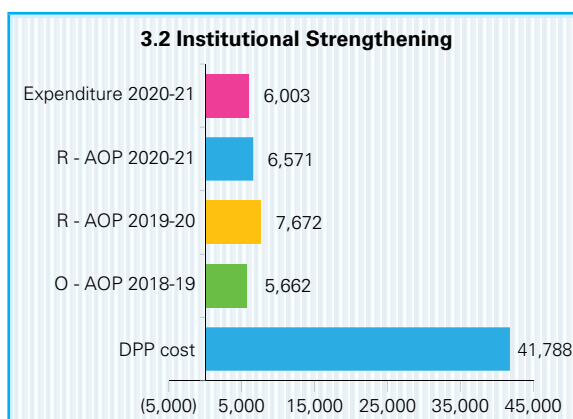
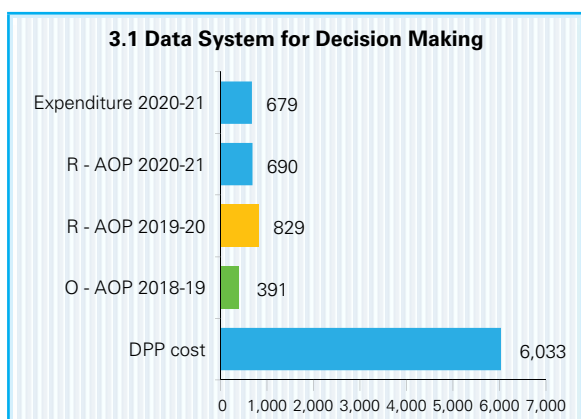
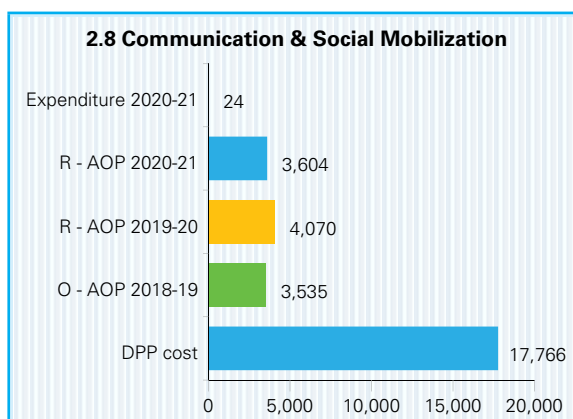
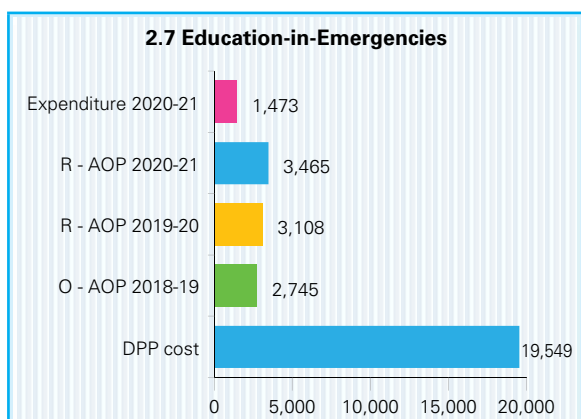
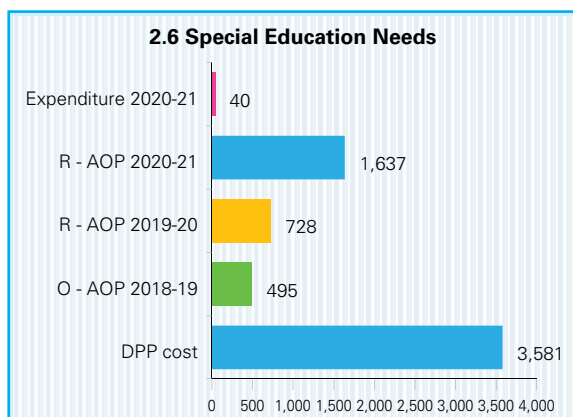
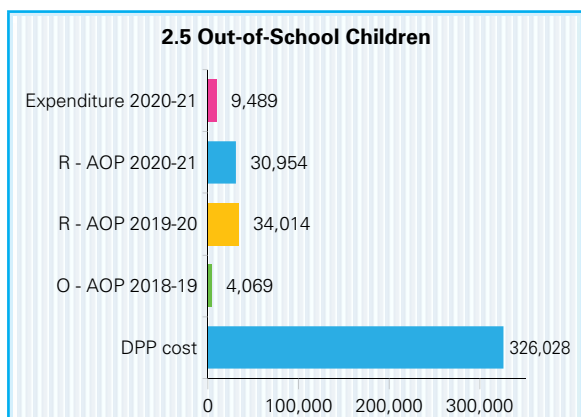
Sub-section 8.8 summarizes the implementation of AOP 2019-20 and AOP 2020-21 by the PEDP4 sub-components and activities. The following Figure 68 presents the information about the Sub-components (DPP cost, RAOP 2018-21 cost and expenditure in a graphic form)

**Figure 68: Total DPP and RAOP 2018-21 allocation and expenditure, by sub-components**









Source: R- AOP 2019-20, DPE administrative records from Finance and Procurement division

The expenditures in health and education (as a percentage of GDP) are the lowest in South Asia, demonstrated by UNESCO Institute for Statistics' comparative picture of recent (2017-18) budget provisions in education in South Asia (as a percentage of GDP): Afghanistan at 4.1 percent; Bangladesh at 2.1, Bhutan at 6.6, India at 2.7, Maldives at 4.1, Nepal at 5.2 percent, Pakistan at 2.9 and Sri Lanka at 2.1 percent. It is true that in monetary terms, the size of this year's education budget is bigger than last year's, but considered as a percentage of GDP, the allocation seems to have remained the same as last year.

*The Centre for Policy Dialogue (CPD) in its assessment of the FY 2019-20 budget has shown how government expenditure on education has declined from 12 percent of the national budget in FY 2009 to 11.7 percent in FY 2019/20. The government's own 7th Five Year Plan envisaged spending 2.8 percent of GDP in education by the end of the plan period while UNESCO proposes the figure to be six percent which is globally accepted as a desirable benchmark.*

## 8.9 ICT-Based Financial Management Activities

### 8.9.1 DPE Accounting Information System (DPE AIS)

The Directorate of Primary Education has developed and implemented a web-based system generally known as DPE Accounting Information System (DPE AIS). The computerized accounting system provides accurate and reliable information about the budget and its utilization in relation to the primary education sector. Moreover, the system assists the top management to analyze financial activities more efficiently. Through this

computerized accounting system DDOs under PEDP4 are able to ensure timely compliance with reconciliation and advance adjustment. This is a pioneering initiative for any Directorate of GoB that promotes sector-wide bookkeeping arrangements. This web-based system acts as a Management Information System (MIS) allowing DPE to monitor expenditures regularly executed by the DDOs.

DPE's Accounting Information System has also enabled DDOs to submit their statement of expenditures online, and in a timely manner accounting records will be updated accordingly. The system has also significantly improved the process of monthly reconciliation with iBAS++ statements and significantly reduce the time for DPE to produce consolidated accounts.

#### Overall Objective:

The main objective of the computerized accounting system at DPE and field offices is to strengthen Financial Management, following the General Financial Rules (GFR) and Treasury Rules (TR) of the Government to update the books of accounts of the DPE, MoPME.

#### Specific objectives are to:

- Establish strong financial management at the Directorate of Primary Education (HQs and Field level) through the use of advanced information technology
- Establish a robust financial database at DPE for efficient and effective financial service delivery to ensure faster disposal of works
- Establish transparency and reliability in accounting and financial service delivery of DPE
- Help produce contemporary technology/knowledge-based human resources to run full-fledged e-Government in the near future
- Tone with the Government's 'Digital Bangladesh' by the year 2021.

### Benefits:

- Financial service delivery of DPE is increased significantly
- Financial scenario of DPE is at the fingertips of the DPE authority
- Timely reconciliation has become very easy through this system
- Efficient monitoring of advances through regular supervision and follow-up
- DPE's web-based computerized accounting system helps DDOs to submit their statement of expenditures online and in a timely manner
- Computerized accounting system saved DPE's man-hours compared to the manual preparation of financial statements; In that context, accuracy is also expected to increase and errors reduced
- Financial service delivery capacity is increased significantly.

### 8.9.2 Integrated Budget and Accounting System (iBAS++)

The Ministry of Finance (MoF) has developed an integrated financial management system known as iBAS++ which is an updated version of the existing iBAS system. In the system, the centralized database is able to produce real-time reports and financial statements at any time and at any level of the organization. The system is also integrated with the new budget classification code. All budget holders are able to use iBAS++ to submit their budget estimates and receive budget allocation authorizations electronically and can submit bills and generate budget control reports. The system is fully functional at the central level with all the line ministries including MoPME from the FY 2018-19.

#### iBAS++ for PEDP4:

The Fourth Primary Education Development Program (PEDP4) executed by the Directorate

of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME), is supported by multiple development partners under a sector-wide approach. PEDP4 intends to introduce and follow the procedure to make sure that budget is spent in a proper manner introducing and following and rolling out of IBAS++ at DDO level. IBAS++ will facilitate Strong financial management and reporting systems. Furthermore, to improve the PFM functional process and system efficiency, government plans to roll out the usage of the Integrated Budget and Accounting System (iBAS++) to make it available to the fund in time and monitor the implementation progress of PEDP4.

DPE executes its budget through 1161 DDOs at HQ and field-level offices including DPE HQ-1; DD-8; DPEO-64; PTI-67; UEO/TEO-516; URC/TRC-505. DDO ID has been created for all DDOs to iBAS++ system. Presently, All DDO has access in iBAS++ system by using the given DDO ID for doing their financial activities. Moreover, Budget allocations are being sent to all DDOs through iBAS++ system by the DDO ID created. Moreover, DPE also uses iBAS++ for the following financial activities.

- **Budget Preparation and execution:** Budget preparation, Budget release, and budget execution have been successfully done through iBAS++ from the FY 2018-19.
- **Budget Distribution:** Budget allocation has been sent to all DDOs through iBAS++ as per the budget distribution process from 2018-19.
- **Officer's Salary:** All the self-drawing officers registered their own salary account in iBAS++ and most of them are submitting pay bills through the system
- **Staff Salary:** Staff salary accounts are being created for pay bill submission.
- **Teacher's Salary:** DDOs process teacher's salaries using iBAS++ and teachers are paid through EFT (Electronic fund transfer) process.





CHAPTER

09

BUDGET IMPLEMENTATION  
OF PRIMARY EDUCATION  
SUB-SECTOR



## 9. Budget Implementation of Primary Education Sub-Sector

The primary education sub-sector performance depends on the inputs (resources) spent for achieving the expected results. The primary education -sub-sector performance, as presented in the previous two chapters (outcomes performance in Chapter 3 and outputs performance in Chapter 4) can only be assessed in relation to the inputs that have been utilized since the beginning of the PEDP. This chapter provides a brief outline of the resource framework both in absolute terms and in relation to the original plans. There is an emphasis in providing a snapshot of overall progress in implementation; it is not the intention of this report to provide an exhaustive account of the implementation progress. Overall progress depends on how inputs are spent to implement activities that lead to achieving the expected results. Through the process to implement the planned activities, outputs are achieved and in turn, the outputs lead to the achievement of outcomes and impact of the PEDP4, finally to gaining the ultimate result i.e., goals of the primary education sub-sector. This chapter shows the distribution of:

- National education budget and trend and Education Budget Overview - eleven-years trend
- MoPME Budget and MTBF 2010/11 – 2021/22
- The budget allocation in the original DPP of the PEDP4 (3,839,716 crore taka)
- The assistance of Development Partners (DPs) in the PEDP4
- Actual spending is expected by the end of the financial year 2020-21 (30 June 2021)
- Actual spending up to June 2021 and spending anticipated to end of program in June 2023.

- Budget trend of primary education discrete projects 2011/12 – 2021/22
- The budget allocation in the PEDP4 Development Project Proforma (DPP) (3,839,716 crore taka) as well as the AOP allocation of the PEDP4.

### 9.1 Overview of education budget and trend

The budget is the Government's most powerful tool to address overall development challenges and ensure effective coverage of quality services. The Medium-Term Budgetary Framework (MTBF) has set a range of priorities for the education sector; Primary education aims to construct additional and PPE classrooms, renovation of schools, construct of WASH blocks, sink tube wells, and decrease the teacher-student ratio through the recruitment of teachers. develop a needs-based infrastructure; develop and equalize the standard of primary schools by establishing pre-primary or baby classes in the government primary schools; increase access to primary schools; and provide stipend and educational allowances, school feeding, free textbooks, etc. The budgetary allocation to the primary education sector partially measures how far these policies and programs are being translated into fiscal commitments.

Available data reveal that the education sector budget has been one of the top priorities of the government of Bangladesh for many years. In FY 2020-21, education gets the allocation with 11.69% of total budget compared to 11.68% of the total budget in FY 2019-20, 11.53% of the total budget in FY 2018-19, at 12.60% in FY 2017-18 and at 14.39 percent in FY 2016-17. In line with a growth in the national budget as a



percentage of GDP, the share of the education sector budget both as a percent of the GDP and the total budget is increasing (Table 95 and 68). The ratio of the education budget to GDP remains static at over 2%. This means education sector investment is stagnant in proportion to overall national growth. In nominal terms, the size of the total budget, on average, grew annually at 20.7% since 2011-12 while the education budget increased over 20.3% per annum (except with 55% growth in FY 2016-17, slightly reduced to -0.6% in FY 2017-18, slightly increased to 6.2% in FY 2018-19 and slightly reduced at -2.6% in FY 2019-20 (R)). The total MoPME budget increased to 52.8% in 2016-17, 23.7% in FY 2017-18, 2% in 2018-19, 7% in FY 2019-20, at 5.2% in 2020-21 and at 1.4% in 2021-22. The following Table 95 and Figure 68 and 69 present the total budget of the country, the share of the MoPME budget against the national education budget, and GDP including trend.

*Education should not be a mere line item in a budget; rather it should be the most important area of collective, national investment. Sustained and incremental investment in education alone can ensure the nation's competitiveness as need to increase the budget for education sector at least 5% of GDP*

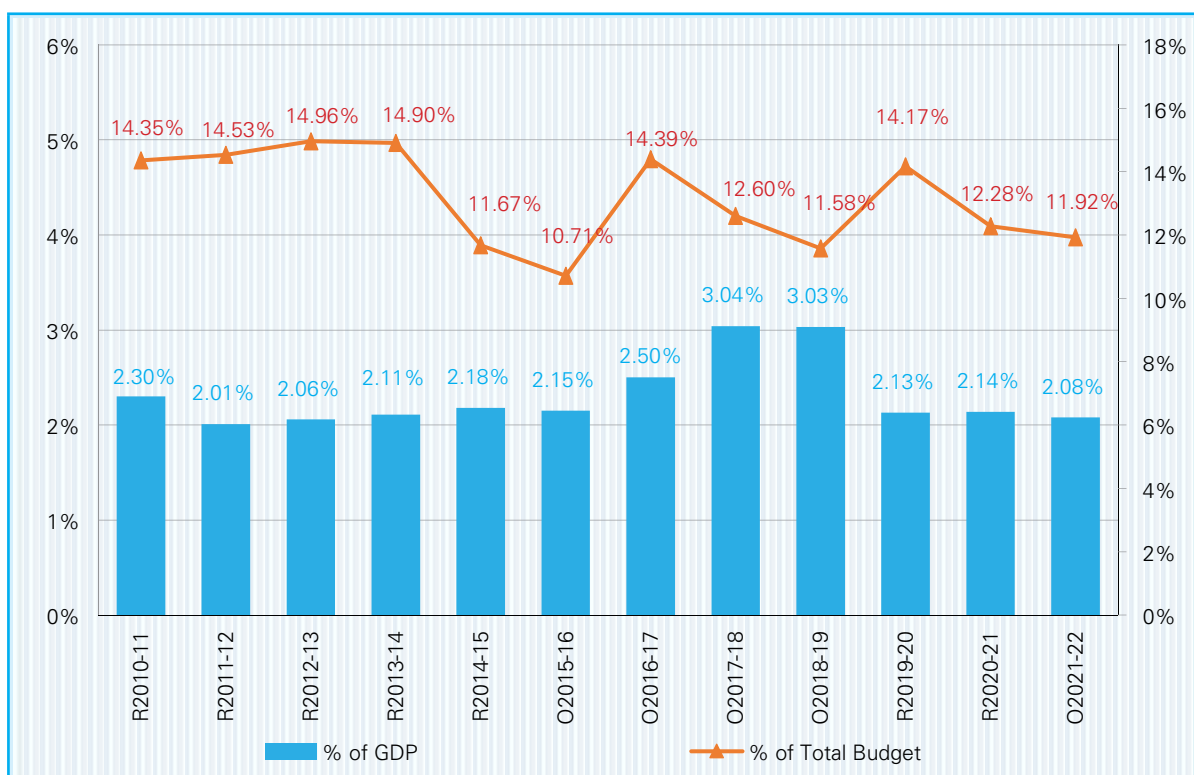
**Table 95: The share of the education budget in the national budget, 2011-12 to 2021-2022**

(in Crore Taka)

Year	National Budget	Education Sector Budget	MoPME budget	Share (%) of National Budget	Primary Edu. share (%) of MoPME Budget	Remarks
2011-12	163,589	19,806	8,956	5.47%	45.22%	
2012-13	191,738	21,408	9,825	5.12%	45.89%	
2013-14	222,491	25,093	11,930	5.36%	47.54%	
2014-15	250,506	29,223	13,673	5.46%	46.79%	
2015-16	295,100	31,618	16,224 (14,504 R)	4.91%	45.87%	
2016-17	340,604	49,019	22,162 (17,798 R)	6.51%	45.21%	
2017-18	400,266	50,440	22,023	5.50%	43.66%	Original
2018-19	464,573	53,549	22,466	4.84%	41.95%	Original
2019-20	523,190	61,120	24,041	4.60%	39.33%	Original
	<b>420,160</b>	<b>59,557</b>	<b>23,701</b>	<b>5.64%</b>	<b>39.80%</b>	<b>Revised</b>
2020-21	568,000	66,404	24,939	4.39%	37.56%	Original
	<b>538,983</b>	<b>66,207</b>	<b>25,944</b>	<b>4.81%</b>	<b>39.19%</b>	<b>Revised</b>
2021-22	603,681	71,956	26,314	4.36%	36.57%	Original

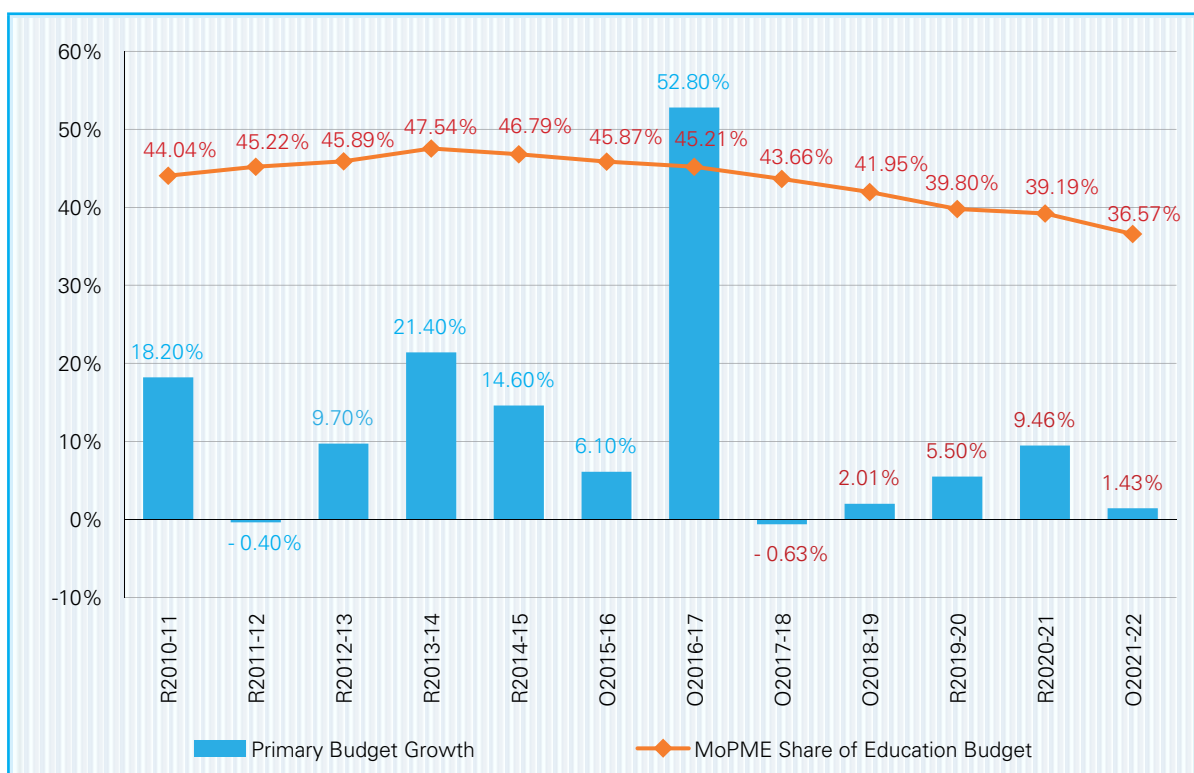
Source: MoF budget documents (national budget, MoE budget, MoMPE budget and TMED budget)

**Figure 69: Trend of national education sector budget as percentage of GDP in Bangladesh**



Source: MoF budget documents (original and revised budget) and MTBF

**Figure 70: Primary education budget in Bangladesh (%)**



Source: MoF budget documents and MTBF

## 9.2 Primary education financing trend

According to official data of the MoF, the Gross Domestic Product (GDP) in Bangladesh was worth 406.593 billion USD in 2020 compared to 317.465 billion USD and GDP growth is 28.1 percent between 2019 and 2020 and 7.9 percent dollars in 2018 and 2019. The following Table 96 summarizes the education budget overview. The government funding for education as a percentage of GDP is 2.14% in 2020-21 compared to 2.13% in 2019-20, 3.03% in 2018-19 to 3.04% in FY 2017-18 as well as the volume of budget also increased, alongside a modest rise in the education share of total government spending. The MoPMEs' budget as a percentage of the sector was slightly reduced to 39.19% in 2020-21, to 39.80% in 2019-20, to 41.95% in 2018-19 and to 43.66% in FY 2017-18.

**Table 96: Education Budget Overview: Five Year Trend 2014-15 – 2020-21**

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
The share of GDP in Education (%)	2.18	2.15	2.50	3.04	3.03	2.13	2.14
The share of national budget in Education (%)	11.67	10.71	14.39	12.6	11.58	14.17	12.28
Total Education Expenditure ('crore' Tk.)	13,673	31,618	49,010	50,440	53,064	n/a	n/a
Total National Budget ('crore' Tk.)	n/a	295,100	340,604	400,266	464,573	420,160	538,983
GDP at Current Market Price ('crore' Tk.)	1,350,920	1,732,863	1,975,815	2,250,479	25,36,177	2,796,378	3171,800
MoPME Budget as % of Education Sector	46.79	45.87	45.21	43.66	41.95	39.80	39.19

Source: MoF budget documents and MTBF

**Table 97: MoPME Budget 2014-2022**

FY		Non-Dev Thousand Taka	Dev Thousand Taka	Total Thousand Taka	Remarks
2014-15	Revised	80,872,155	43,332,800	124,204,955	
2015-16	Revised	116,002,706	52,473,600	168,476,306	
2016-17	Budget	144,528,220	77,097,600	221,625,820	
2016-17	Revised	115,356,360	62,625,000	177,981,360	
2017-18	Budget	132,714,019	87,518,800	220,232,819	
2017-18	Revised				
2018-19	Budget	141,541,865	83,120,200	224,662,065	
2018-19	Revised	140,938,706	64,273,800	205,212,506	
2019-20	Budget	147,713,480	92,700,000	240,413,480	
2019-20	Revised	146,857,568	90,162,400	237,019,968	
2020-21	Budget	155,359,492	94,035,500	249,394,992	
2020-21	Revised	152,588,448	106,858,100	259,446,548	

Volume-wise, the MoPME had a major budget increase in 2016-17 of around 57.8% compared to 2015/16. Similarly, the budget increase was up by 9% in 2020-21, up by 7% in 2019-20, up by 2% in 2018-19 compared to their previous budget with the exception between 2016-17 and 2017-18, in 2017-18 reduced 0.8%. (See below Table 98). In order to ensure an estimated budget for the PEDP4 implementation, one of the DLIs on 'Fiduciary system and budget' is to ensure that primary education budgets and expenditures meet implementation targets which is required for the alignment of the education budget with the Medium-Term Budgetary Framework (MTBF). The following Table 98 shows that the Government has not met its MTBF projections on the MoPME budget allocation for the FY 2012-13, FY 2018-19, FY 2019-20 and FY 2020-21. However, for instance, in FY 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 FY 2011. In the FY 2013-14 and FY 2014-15 the non-development budget again exceeded MTBF projections in order to cover NNPS teachers' pay. In FY 2012-13, the development budget exceeded MTBF projection by 24.4% and dropped by 16.77% in FY 2014-15 and FY 2018-19 and onwards.

**Table 98: MoPME Budget and MTBF in crore taka FY 2010-11 – 2020-21**

	2010-11	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>MoPME Budget</b>										
<b>MTBF Projection</b>	7,558	9,899	11,057	13,673	14,502	22,162	21,925	24,225	24,715	26,443
<b>Actual Budget</b>	8,074	9,825	11,935	13,676	14,504	22,162	22,023	22,466	24,041	24,939
<b>% Variation</b>	6.83%	-0.75%	7.94%	0.02%	0.01%	0%	0.44%	-7.26%	-2.73%	-5.69%
<b>Non-Development</b>										
<b>MTBF Projection</b>	3,823	5,525	5,809	6,040	8,960	14,452	13,171	14,598	15,288	16,246
<b>Actual Budget</b>	4,867	4,382	6,657	7,898	8,963	14,452	13,271	14,154	14,771	15,535
<b>% Variation</b>	27.31%	20.69%	14.60%	30.76%	0.03%	0%	0.76%	-3.04%	-3.40%	-4.38%
<b>Development Budget</b>										
<b>MTBF Projection</b>	3,735	4,374	5,249	6,942	5,542	7,709	8,400	9,627	9,426	10,197
<b>Actual Budget</b>	3,207	5,443	5,278	5,778	5,541	7,709	8,751	8,312	9,270	9,403
<b>% Variation</b>	-14.14%	24.44%	0.55%	-16.77%	-0.02%	0%	4.18%	-13.66%	-1.65	-7.79%

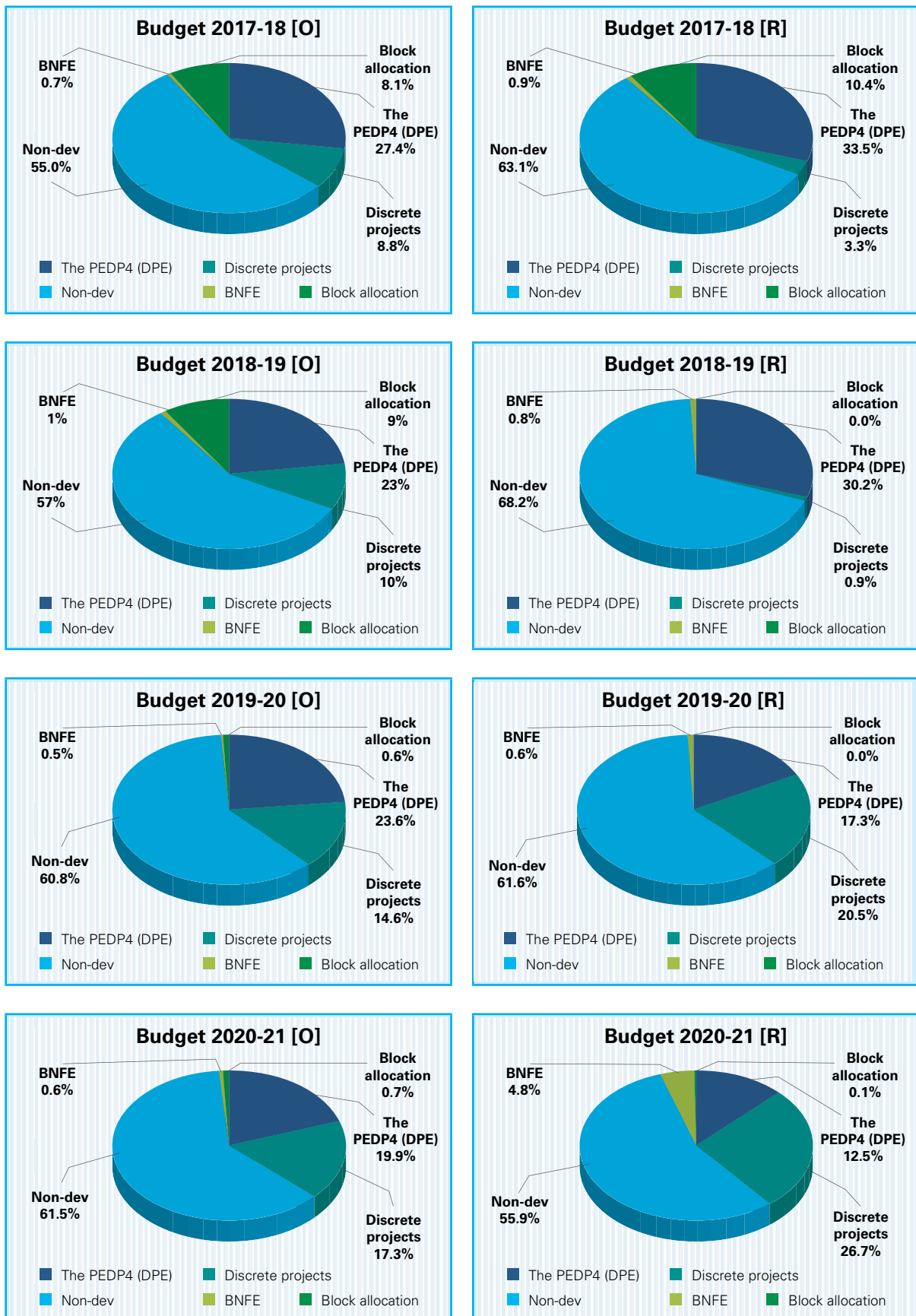
Source: MoF budget documents and MTBF

### 9.3 Budget composition of FY 2020-21 compared to 2017-18 and 2018-19

The school academic calendar year is January-December but the financial year straddles 12 months from consecutive 2 years which start on 1 July and end on 30 June of the next year. This chapter will therefore discuss the level and composition of the primary education budget from the FY 2017-18 to the current FY 2020-21. In the FY 2020-21, the development budget share is 37.7% compared to 38.6% in FY 2019-20, 37% in FY 2018-19 and 39.7% in FY 2017-18, which includes the PEDP's development component of 25.7% (30.1% in FY 2016-17, to 25.7% in FY 2018-19, to 23.8% in FY 2019-20 and 20.2% in FY 2020-21) and the discrete projects at 11.3% (9.6% in FY 2017-18, to 11.3% in FY 2018-19, to 14.7% in FY 2019-20 and 17.5% in FY 2020-21).

The PEDP4 budget was increased as volume including the discrete project. The unplanned block allocation of the development budget remains in FY 2020-21 (17.5%). The following Figures 71 displays a snapshot of the MoPME budget from FY 2017-18 to FY 2020-21.

**Figure 71: MoPME budget by type of budget, 2017-18 - 2020-21**



The following Table 99 compares the public expenditure on education by nature of spending in the south Asian countries.

**Table 99: Public expenditure on education 2018**

Country	As % of GDP		Government Expenditure	As a % of education		Remarks
	Year	Value	As %	Year	Value	
01. Afghanistan	2018	1.0	15.66	2017	4.1	
02. Bangladesh	2018	7.9	11.42	2018	2.0	
03. Bhutan	2018	3.0	24.04	2018	6.6	
04. India	2018	6.8	14.05	2018	2.7	
05. Maldives	2018	6.9	11.12	2016	4.1	
06. Nepal	2018	6.7	15.90	2018	5.2	
07. Pakistan	2018	5.8	13.85	2017	2.9	
08. Sri Lanka	2018	3.2	14.50	2018	2.1	
09. South Asia	2018	5.4	15.89	2018	2.1	

Source: UNESCO Institute for Statistics, Web link







CHAPTER

10

IMPACT OF COVID-19  
PANDEMIC ON PRIMARY  
EDUCATION AND  
RESPONSES



# 10. Impact of COVID-19 pandemic in primary education and responses

## 10.1 Context of COVID-19 Pandemic in Primary Education Sub-sector

**Introduction and Background:** The epidemic of disease caused by the Coronavirus known as Severe Acute Respiratory Syndrome (SARS-CoV-2) or COVID-19 had started in China in December 2019. The virus quickly spread all over the globe, with the WHO Director-General declaring it as a pandemic on 11 March 2020. Now the CoronaVirus or COVID-19 pandemic is a global threat. Bangladesh was not out of it. It was vivid that Coronavirus transmission has been increasing day by day at an alarming rate including Bangladesh, first COVID-19 case was detected on 8 March 2020 and government had immediately taken measures like country wide lockdown to control the wider spread of transmission all over the country. All the educational institutes were closed at the start of the pandemic in Bangladesh (17 March 2020) and yet have not re-opened. The MoPME/DPE will need to compensate for the learning losses during just under a year of school closure and minimise further dropout once they reopen the schools.

The strives for the governments and concerned agencies to overcome the challenges are not adequate due to many instances like as a new dimension to identify the appropriate modalities for continuing education through distance or remote learning using different platforms e.g., Mobile, Radio, TV, internet platforms, Zoom, Facebook, Messenger, WhatsApp, Email etc. Considering the socio-economic condition of the country, many families had no access to the above, thus there was high risk to reach all the children in remote learning including e-content, e-monitoring mechanism, e-assessment of students learning outcomes, distribution of learning materials among children etc.

The United Nations Secretary-General António Guterres recently called on governments and donors to prioritize education for all children, including the most marginalized, and the Global Education Coalition was established to support governments in strengthening distance/ remote learning and facilitating the reopening of schools. Currently, it is also at high risk due to the effects of the COVID-19 pandemic, to sustain the progress made towards making the world a better place for children, through achieving Sustainable Development Goals (SDGs). The comparison of school closures in the South Asian countries is presented below in the Gantt chart (see Table 100).

**Table 100: School closures timeline in South Asian countries since March 2020**

Country	2020												2021						
	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul		
Afghanistan	14												23						
Bangladesh	17																		
Bhutan	18												Mar						
India	From 6 March-Variied by state															Apr			
Maldives	15														5				
Nepal	19														20				
Pakistan	13														28				
Sri Lanka	13														27				
	Closed			Partly open			Fully Open												

## Insights from the different surveys, case studies, and global literature on the impact of the COVID-19 pandemic:

The future of an entire generation is at stake due to COVID-19 pandemic. Global school closures in response to the COVID-19 pandemic have impacted children's learning, health, and well-being across the world. In Bangladesh, schools for more than 21 million children had been completely closed due to COVID-19 lockdowns from 17 March 2020, reversing hard-won gains in the right to education, and missed in-person learning.

During the COVID-19 pandemic, many national (like BRAC, Manushr Jonno Foundation, CAMPE) international (like Cambridge University Education Committee, UK, RtR, SCI), UN agencies (like UNICEF, UNESCO), Asian Development Bank (ADB) and World Bank (WB) conducted rapid assessments or surveys to know the impact of the pandemic on primary-age children or on Impact of COVID-19 pandemic on primary school students in Bangladesh including the disadvantaged areas from May to August 2020. Almost all the assessments reveal significant learning losses of children and loss of learning time. The losses were similar by gender, location, and income levels due to COVID-19 pandemic. However, different studies reveal that prolonged school closures lead to the following challenges:

1. Learning losses that impact directly children on increase dropping out, out of school, child labour, child marriage, and inequalities in access and participation (ADB report) including malnutrition as not receiving mid-day meals or fortified biscuits.
2. School closures have a multidimensional impact on children and their families like psychosocial well-being (UNESCO study report).
3. Studies from the World Bank have considered three levels of impact on learning – the first level indicates the absolute number of children in learning poverty ('headcount ratio'), the second indicates the extent of the learning gap ('learning poverty gap') by measuring how far an average child is from the minimum proficiency level, and the third measures the inequities in learning ('learning poverty severity') by looking at the heterogeneity of the learning poverty gaps.
4. Widening of the learning poverty rate<sup>11</sup> due to COVID-19 from 53 percent in low- and middle-income countries to as much as 63 percent post-pandemic (Azevedo, 2020a). It is projected that an additional 72 million primary school children globally could be at risk of falling into learning poverty (WB study report).
5. COVID-19 pandemic is a 'crisis within a crisis' - the World Bank recent study revealed that a school shutdown of 5 months could result in learning losses that amount to a loss in labour learnings of \$10 trillion in net present value. This is equal to one-tenth of the global GDP, or two times the annual expenditure on primary and secondary education across all countries.
6. COVID-19 pandemic has a key impact on all Student performance especially children from marginalised groups and girls are most vulnerable: The global literature highlights how student performance is adversely affected by shocks, and marginalised groups and girls are most at risk (Azevedo, Hasan, Goldemberg, Iqbal, & Geven, 2020). Unsurprisingly, female children, those belonging to the poorest households and those with disabilities face the most severe economic and social impacts of the pandemic.

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11 The learning poverty rate is defined as the proportion of 10-year-olds unable to read a short, age-appropriate text.

7. Increased the incidence of child labour as parents engage children in income-generating activities to support the families. According to the International Labour Organisation (ILO), 17% of respondents who had been employed before the COVID-19 pandemic have stopped working altogether, and 42% reported a reduction in income which creates increased child marriage and teenage pregnancies (when schools are shut and parents are constrained with too many mouths to feed, girls are married at a young age (Ibid).
8. Increased dropout and out-of-school children – as children are engaged in other business
9. School closures have had a multidimensional impact on children and their families e.g. A recent study has shown, more than 3% of the total labour force from the formal sector lost their jobs which pushed 16.38 million people under the poverty line due to the ongoing pandemic and children from those families have the chance to dropout from the schools.

All these factors are not just learning constraints or learning losses, but they inhibit children in Bangladesh from rising to their full potential.

In addition, virtual (remote/distance) learning is helpful but with uneven access to maximum children. Remote learning mainly through television (TV) broadcasting — and e-learning opportunities have quickly expanded and were perceived to be helpful to those who have used the service. However, 46% of respondents do not have access to TVs or the internet, of whom the majority are in rural areas. Likely lower-than-expected dropout but higher-than expected decline in attendance. While the overall dropout rate may increase by only 1% (mainly in urban slums), school attendance is likely to drop by 13% after school reopening, mainly in slum areas due to lost motivation to study (50% of respondents) and financial challenges (27% income drop on average). Mixed effects on

inequality: Surprisingly, income inequality declined in sample during the pandemic, and inequality in learning time has not risen. However, education inequality may arise due to uneven access to remote learning and e-learning opportunities, especially urban versus rural, and in teacher and household members' support.

**General Recommendations:** The following major recommendations are found in the rapid assessments and surveys:

- phase by phase reopening of schools
- focus on essential learning competencies
- investments in education technology using mobile smartphones to support school reopening
- strengthening support to teachers and community
- targeted approach to students with low motivation; and
- expansion of financial support conditional on school attendance
- All children and youth are back in school and receive the tailored services needed to meet their learning, health, psychosocial wellbeing, and other needs
- Students receive effective remedial learning to help recover learning losses
- All teachers are prepared and supported to address learning losses among their students and to incorporate digital technology into their teaching

**Policy recommendation:**

As the COVID-19 pandemic is still ongoing, short-term loss is school closure and children are not able to physically present in the schools and classrooms, not receiving instruction directly from the teachers, not meeting with their peers, staying at home which disrupt the wellbeing of the children's mental health hazards. In the medium and long term, there is limited evidence on what are the consequences in this sector. However, different studies reveal

that prolonged school closures lead to many challenges which hamper the well-being of children.

Given the findings of the different assessments by different agencies, some short, medium, and long-term interventions are required to recover from the loss caused by the lockdown:

**The short-term recommendations are as follows:**

1. Strengthen the remote, distance learning processes through online platforms, TV, mobile etc. and provide some alternatives to cover the students with technological constraints; mobile apps and recorded videos can be helpful in this regard.
2. Develop inclusive digital contents and adjust the teaching process so that the students with disabilities, from ethnic minorities, students living in rural hard-to-reach areas, and madrasah students can be reached out equally effectively.
3. Ensure that the teachers reach out to the students at least once a week and guide them on how to continue education at home; monitoring from education offices should be strengthened in this regard.
4. Send digital gifts and reading materials to help students remain protected from psychological trauma and continue learning at home.
5. Broadcast more classes and child-friendly recreational programs through television.
6. Introduce a hotline number for the students so that the students can report any kind of complaints including abuse, food shortages, stipend, etc.; MoPME/DPE/DSHE should ensure punitive measures against the complaints.

**The medium-term recommendations are:**

1. School's phase-by-phase reopening while maintaining the safety measures according to the MoPME/DPE guideline for the reopening of the schools.

2. Ensure access/digital access and engage learners with the technology they have access to and digital pedagogies and contents, focusing on monitoring achievement of learning outcomes and providing follow-up support to children, families and teachers practicing remote learning.
3. Provide incentives to the teachers to take extra care of the students through taking more classes and recreational activities when the schools reopen.
4. Bring learners back to schools and mitigate learning loss by scaling up accelerated and remedial learning pathways tailored to students' needs, simplify the exam test item, and abridge the syllabus to reduce the burden of the students.
5. Incorporate awareness messages on COVID-19 and other pandemics in academic curriculums as it is assumed that this kind of virus will exist worldwide for an extended period.

**The long-term suggestions are:**

1. Allocate a separate budget for every school so that they can be equipped with necessary infrastructural arrangements and teacher training to continue distant teaching-learning processes later.
2. A collective strategy and action plan should be formulated and implemented; the role of the government, NGOs, civil society, and media should be specified.

**Recovering Education – recovering a lost future**

The following 3 priorities were identified for recovery of the losses due to COVID-19 pandemic

**Priority 1: All children back in a safe and supportive school**

The first priority is to get all children back in school for complete or partial in-person instruction before the end of 2021 – that is,



to get back to pre-COVID enrolment rates. As of March 2021, more than 168 million children globally have been shut out of any form of in-person learning for almost an entire year. This figure does not include the children who have dropped out of school entirely as a result of the pandemic.

Experience from reopened schools around the world shows that schools can reopen, and take all possible measures to reopen safely, even when community transmission hasn't been completely contained and vaccination coverage is low. Young children are not only less likely to transmit the SARS-CoV-2 virus than adults, but they are also less likely to suffer from severe forms of COVID-19 when they are infected. Moreover, mitigation efforts like masking, physical distancing, ventilation, and handwashing can effectively minimize disease transmission.

Schools do not just provide instruction for children; they play a critical role in child welfare and development as they also encourage children at risk of dropping out to remain in school, they provide nutritious meals and vaccinations, and they connect with children with psycho-social support, particularly children who may experience violence in their homes. Cut off from these services for many months -and in many parts of the world for more than a year, children need to return to schools that provide comprehensive support to get their learning, health, and overall well-being back on track.

### **Priority 2: Recovering learning loss**

Children around the world have lost substantial instructional time, which in turn will translate into substantial losses in learning. It can't be assumed that when they return to school, students can easily return to their new grade with a curriculum that assumes they have mastered concepts from the previous year. Prior to the pandemic, remedial education, particularly

in the poorest countries, functioned like a luxury good. It was rarely offered by schools serving disadvantaged populations, and when offered by more mature school systems, it was targeted at children at risk of failing.

Now, having lost months of instructional time, many students will need some remedial education. Just as the Great Depression in the United States helped mainstream acceptance of a publicly funded social safety net, let's use the current crisis to expand and mainstream remedial education, with a focus on foundational literacy and numeracy skills. To the extent that digital technologies can support these efforts – for example, through adaptive learning software – education systems should direct them to this expansion in remedial education. Tutoring schemes may or may not be tech supported but might be important. By the end of this year, it will be imperative to see countries reporting that their schools at each level of education provide this kind of support.

In school, children are also learning how to learn and how to react to setbacks; they are developing their social-emotional skills. Recovering months of learning loss will also be challenging for them, requiring self-control, perseverance, and a positive self-image. Like remedial education, social-emotional learning functioned like a luxury good before the crisis but now must be mainstreamed to get children back on track. Again, by the end of this year, we aim for countries to report that their schools have incorporated social-emotional learning into their teaching.

Incorporating these elements will require important financial investments to avoid losing this generation, as well as creative managerial decisions of prioritizing elements of the curriculum, adjusting school days and school calendars, and expanding the workforce as needed.



### Priority 3: Preparing and empowering teachers

Teachers are on the front lines in putting out the fire, and they will need support to do this. They need to help children (re)learn what they should have learned last school year as well as teach the current year's curriculum. They will need training and possibly additional support to implement remedial education and -social-emotional learning, as for many teachers, these will be new tasks. Similarly, teachers will likely need training on delivering instruction remotely or through hybrid approaches, as pedagogy for distance or digital learning would not have been part of their formal training. They need to receive a minimum set of tools and instruments to assess the learning levels of their students and estimate the support they need. All teachers should be prepared for remedial education, social-emotional learning, and distance learning by the end of the year.

Teachers also have to worry about their health. They face greater risks than children in contracting COVID-19, and they have a higher likelihood of suffering more severe consequences. Although available evidence suggests that schools are not more hazardous than other employment settings, it is imperative for all countries to prioritize teachers for vaccination, after frontline personnel and high-risk populations.

UNICEF, UNESCO, and World Bank have joined forces to launch **Mission Recovery Education 2021** focusing on the following three priorities:

## 10.2 MoPME/DPE responses to recovery learning losses due to the pandemic

The MoPME and DPE take measures immediately (7 April 2020) after the shutdown of the schools on 17 March 2020 to continue education using digital platforms like Bangladesh Sangshad TV, Bangladesh Betar (radio), Community Radio, Android Mobile phone, internet platforms, distribution of worksheets developed by NCTB, developed by grade and subjects digital lessons etc. The key initiatives are as follows:

1. Created COVID-19 School Sector Response (CSSR) Project in DPE
2. Ghore Boshe Shikhi (learning at home) platform
3. Introduced remote/ distance learning on 7 April 2020
4. Embedded curriculum due to COVID-19 pandemic by NAPE
5. Developed class routine based on the embedded curriculum for face-to-face learning
6. Developed 895 e-contents for Sangsad TV
7. Developed 935 e-contents for Bangladesh Betar
8. Developed guidelines for reopening schools

## 10.3 Remote/ Distance Learning

Remote learning is where the students are not able to physically present in a traditional formal classroom environment in educational institutes. This means that students learn remotely and do not have face-to-face learning and receive instruction from teachers as well as peer discussion with their classmates. It refers to the delivery of educational activities through a variety of formats and methods mostly taking place using Online platforms, Radio, TV, Mobile APPs, e-mail, mail etc. MoPME/DPE started remote learning initiatives immediately after the school shut down within less than three weeks on 7 April 2020, primary recorded classes were aired on a TV platform to ensure educational continuity. The government and concerned agencies, especially DPE and NCTB also ensure a number of online options available for communicating with students, collecting assignments, and distributing educational hardware materials. This initiative aims at leveraging education for a better and more inclusive recovery from the COVID-19 pandemic and to accelerate progress on SDG4 too. Teachers are transmitting classroom instructions using technology, such as discussion boards, and video conferencing including online attendance and assessments. Remote Learning occurs synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor.

Remote learning cannot fully compensate for the lack of face-to-face education. For remote learning to be effective there needs to be built-in support from a teacher, peers, parents, or community members so that learners can seek help when necessary. Without this interaction,

learning can become very passive and make it difficult for learners to stay motivated, particularly if they don't understand a particular concept. In early years, face-to-face interaction is critical to developing speaking and listening and social and fine motor skills which are the foundations for the future. An ADB survey<sup>12</sup> found that most learners had no direct contact with teachers during the lockdown.

## 10.4 Reopening of Schools

The COVID-19 pandemic has disrupted education in all countries and shone a light on the pre-existing global learning and skills crises, characterized by inequalities in access and outcomes, and major funding shortfalls. It has also revealed gaps in traditional education and teachers' training systems while demonstrating the possibilities for progress through flexible, hybrid, and blended learning methods and pathways. As the world enters a phase of gradual recovery, the time has come to reimagine education through remote/distance learning modalities, by utilizing all avenues, technologies, and tools to expand access to the knowledge and skills required for Technology for Education for e-learning besides structural forms of education.

Considering the socio-economic condition of the country, many families do not have access to the above as high risk to reach all the children. Towards upsurge the coverage to reach more children it is required to more investments in primary education especially Technology for Education (T4D) including e-books, e-content, e-monitoring mechanism, e-assessment of students learning outcomes achievement or loss, etc. and distribution of hard copies of learning materials among the learners.

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Due to school closures, the impact on students has been so profound that it's not enough to simply reopen classrooms. Governments can prioritise the following once schools reopen:

- All children and youth are back in school and receive the tailored services needed to meet their learning, health, psychosocial wellbeing, and other need
- Students receive effective remedial learning to help recover learning losses
- All teachers are prepared and supported to address learning losses among their students and to incorporate digital technology into their teaching

## 10.5 Technology for Education (T4E)

This is a new dimension for education due to the changed circumstances of the COVID-19 pandemic. It is high time to decide for continuing remote / distance learning under the T4E intervention alongside face-to-face learning. It is required to equip all schools and teachers through the provision of an adequate supply of ICT materials /equipment and accessories and teacher's training to enhance capacity for using equipment and materials and continue remote learning.



CHAPTER

11

PROGRESS OF  
DISCRETE  
PROJECTS





# 11. Progress of discrete projects

## 11.1 The discrete projects

As part of the effort to transform the ASPR into a comprehensive report on the primary education sub-sector, the ASPR taskforce committee agreed to integrate progress reports of all the discrete projects in the primary education sub-sector. In the FY 2020 -21 revised budget allocation, the total discrete projects 14 compared to 19 in the FY 2019-20 and 11 in the FY 2018-19; in the formal and non-formal education sector, one discrete project has been implemented by the BNFE, and one by the NGO Alliances.

Discrete projects play an important role in improving the access, participation, completion, and overall quality of the primary education sub-sector. In the 2020-21 revised budget, discrete projects represented 62% of MoPME's development budget compared to 54% in the 2019-20 revised budget. The share of discrete projects increased to 49% in 2021 compared to 2020. Similarly, the share of discrete projects decreased to 52% in 2012. Under the PEDP4, in the FY 2020-21, the total budget of all discrete projects is BDT 7,289 crore Taka including project aids.

The Government is the main source for funding these discrete projects except for the ROSC project although the ROSC II project was phased out on 30 June 2020, a total of 6 discrete projects co-shared both government and donors in FY 2020-21. In FY 2020-21, about 87% of the total discrete projects budget was sourced from the government and 10% from DPs. The number of discrete projects dropped in 2016-17 due to the phasing out of 3 projects, but the budget was increased compared to FY 2015-16. There is also a provision in the national budget for new projects as a block grant allocation, BDT 19,785 lac in FY 2020-21, BDT 15,004 in FY 2019-20, and BDT 20,000 in FY 2017-18. The discrete project budget is presented in below Table 101 and Table 108.

**Table 101: Discrete projects with funding sources 2020-21**

SL.	Project	2020 -21 Original Budget	2020-21 (R) Budget envelope (taka Lakh)				2020-21 (R) Total (Lakh TK.)	Expenditure as of Jun 2021
			GoB	Share %	External Sources	Share %		
	1		2	3	4	5	6	7
01	Digital Primary Education Project, 01/07/2016-31/12/2022	1,646	1,100	100%	0	0%	1,100	n/a
02	Expansion of Cub-scouting in primary schools, 4 <sup>th</sup> phase, 01.07.2019 – 30.06.2023	32,827	3,001	100%	0	0%	3,001	n/a
03	Support for Quality Enhancement in Primary Education	0	485	100%	0	0%	485	n/a
04	COVID-19 School Sector Service and Response (CSSR) Project	0	50	5%	950	95%	1,000	n/a
05	Need-based government primary school development project (1st phase), 01.07.2016 - 31.12.2022	142,203	134,606	100%	0	0%	134,606	n/a
06	Need-based newly nationalized government primary school development project (1st phase), 01.07.2016 - 31.12.2022	108,983	123,085	100%	0	0%	123,085	n/a

SL.	Project	2020 -21 Original Budget	2020-21 (R) Budget envelope (taka Lakh)				2020-21 (R) Total (Lakh TK.)	Expenditure as of Jun 2021
			GoB	Share %	External Sources	Share %		
	1		2	3	4	5	6	7
07	Primary Education Stipend program (PESP), 3rd phase, 2 <sup>nd</sup> revised, 01.07.2015 -31.12.2019	90,000	371,200	100%	0	0%	371,200	n/a
08	ROSC project, 2nd phase, 2 <sup>nd</sup> revised, 01.01.2013 - 31.12.2020	12,338	688	4%	17,871	96%	18,559	n/a
09	School feeding program in the poorest areas (GoB/WFP), 3 <sup>rd</sup> revised, 01.07.2010 - 31.12.2020	28,250	54,724	90%	6,215	10%	60,939	n/a
10	The PEDP4, 01.07.2018 - 30.06.2023	504,000	218,920	64%	120,680	36%	339,600	n/a
11	Establish computer and language lab in 509 GPSs, 01.01.2019 – 31.12.2020	2,000	100	7%	1,415	93%	1,515	n/a
12	Preparation of Student Profile, 01/03/2019 - 31/12/2021	5,000	2,691	100%	0	0%	2,691	n/a
13	Establishment of GPSs and infrastructure dev and beautification of GPSs in Dhaka metro and Purbachal, 01/01/2020 - 31/12/2024	900,274	906,564	86%	147,616	14%	1,054,180	n/a
14	Basic Literacy project, 01/02/2014 - 30/06/2020	7,254	1,1400	100%	0	0%	1,1400	n/a
15	Block allocation	19,785	0	0%	0	0%	0	n/a
	<b>Total</b>	<b>1,854,560</b>	<b>1,694,008</b>	<b>80%</b>	<b>294,747</b>	<b>20%</b>	<b>2,123,361</b>	<b>n/a</b>

Source: Budget Documents, MOF

**Table 102: Discrete projects with funding sources 2019-20**

SL.	Project	2019-20 Original Budget	2019-20 (R) Budget envelope (taka Lakh)				2019-20 (R) Total (Lakh TK.)	Expenditure as of Jun 2020
			GoB	Share %	External Sources	Share %		
	1		2	3	4	5	6	7
01	School feeding program in the poorest areas (GoB/WFP), 3 <sup>rd</sup> revised, 01.07.2010 - 31.12.2020	47,459	40,000	74.9%	6,500	25.14%	46,500	46,452 (82.8%)
02	ROSC project, 2nd phase, 2 <sup>nd</sup> revised, 01.01.2013 - 31.12.2020	15,626	1,046	4.5%	20,188	95.5%	21,234	21,234
03	Primary Education Stipend program (PESP), 3rd phase, 2 <sup>nd</sup> revised, 1.7.2015 -31.12.2019	72,236	116,531	100%	0	0%	116,531	116,531
04	Need-based government primary school development project (1st phase), 01.07.2016 - 31.12.2022	95,178	143,677	100%	0	0%	143,677	186,144



SL.	Project	2019-20 Original Budget	2019-20 (R) Budget envelope (taka Lakh)				2019-20 (R) Total (Lakh TK.)	Expenditure as of Jun 2020
			GoB	Share %	External Sources	Share %		
	1		2	3	4	5	6	7
05	Need-based newly nationalized government primary school development project (1st phase), 01.07.2016 - 31.12.2022	95,178	131,855	100%	0	0%	131,855	138,356
06	Digital Primary Education, 01.07.2017 - 31.12.2019	18,539	3,000	100%	0	0%	3,000	78
07	The PEDP4, 01.07.2018 - 30.06.2023	573,206	267,352	67.6%	146,080	32.4%	413,432	190,880
08	Math Olympiad, 01.04.2018 – 31.12.2019	146	157	100%	0	0%	538	502
09	Establish Solar system for off-grid schools and water supply provision at Thanchi and Alikadam Upazilas under Bandarban, 01.11.2018 -30.10.2019	389	361	100%	0	0%	361	100%–
10	Establish computer and language lab in 509 GPSs, 01.01.2019 – 31.12.2020	117	50	8.86%	2,446	91.14%	2,496	–
11	Expansion of Cub-scouting in primary schools, 4 <sup>th</sup> phase, 01.07.2019 – 30.06.2023	0	1,500	100%	0	0%	35,541	–
12	Preparation of primary level students' profiles, 01.03.2019 – 31.12.2021	0	1,370	100%	0	0%	16,405	–
13	Establish and beautification of schools in Dhaka metropolitan and Purbachal areas, 01.01.2020 – 31.12.2024	0	50	100%	0	0%	50	–
14	Basic literacy program for 11-45 years age group in 64 districts, 01.02.2014 – 30.06.2020	9,461	19,461	100%	0	0%	19,461	19,162
15	To establish 5,025 Community Learning Center (CLC) for creating opportunity for Lifelong Education	0						
16	To provide life skill training through establishing earning and life skill Training Institute in 64 districts	0						
17	Establishment of 12 PTIs in 12 districts	0	279,800	100%	0	0.0%	279,800	Phaseout
18	Establishment of 1500 primary school in the un-schooled areas, 1st revised, 01.07.2010 - 30.06.2017	0	522,700	100%	0	0.0%	522,700	Phaseout

SL.	Project	2019-20 Original Budget	2019-20 (R) Budget envelope (taka Lakh)				2019-20 (R) Total (Lakh TK.)	Expenditure as of Jun 2020
			GoB	Share %	External Sources	Share %		
	1		2	3	4	5	6	7
19	Primary education development project IDB, 01.01.2012 – 31.12.2017	0	17,300	100%	0	0.0%	17,300	Phaseout
20	Block Allocation	15004	0	0	0	0	0	n/a
	<b>Total</b>	<b>942,539</b>	<b>1,546,210</b>	<b>87%</b>	<b>175,214</b>	<b>10%</b>	<b>1,770,881</b>	

Source: Budget Documents, MOF

Thematically, the discrete projects could be categorized according to the PEDP4 result areas and presented in the below Table 103 and discrete project budget in the above Table 102 and Table 103:

**Table 103: Discrete Projects by the PEDP4 Result Areas:**

PEDP3 Results Area	Discrete Projects (Formal Education Sector)
<b>Learning Outcomes</b>	01. Digital Primary Education Project, 01/07/2016 - 31/12/2022 02. Support for Quality Enhancement in Primary Education 03. Math Olympiad, 01.04.2018 – 31.12.2019 04. Establish computer & language lab in 509 GPSs, 01.01.2019 – 31.12.2020 05. Basic literacy program for 11-45 years age group in 64 districts, 01.02.2014 – 30.06.2020 06. To establish 5025 Community Learning Center (CLC) for creating opportunities for Lifelong Education 07. To provide life skill training through establishing earning and life skill Training Institutes in 64 districts
<b>Access and Participation</b>	08. ROSC project, 2nd phase, 2 <sup>nd</sup> revised, 01.01.2013 - 31.12.2020 09. Establish and beautification of schools in Dhaka metropolitan areas, 01.01.2020 – 31.12.2024 10. Preparation of primary level students' profiles, 01.03.2019 – 31.12.2021 11. Expansion of Cub-scouting in primary schools, 4 <sup>th</sup> phase, 01.07.2019 – 30.06.2023
<b>Disparity</b>	12. School feeding program in the poorest areas (GoB/WFP), 3 <sup>rd</sup> revised, 01.07.2010 - 31.12.2020 13. Primary Education Stipend program (PESP), 3rd phase, 2 <sup>nd</sup> revised, 1.7.2015 -31.12.2019 14. Need-based government primary school development project (1st phase), 01.07.2016 - 31.12.2022 15. Need-based newly nationalized government primary school development project (1st phase), 01.07.2016 - 31.12.2022 16. Establish Solar system for off-grid schools and water supply provision at Thanchi and Alikadam Upazilas under Bandarban, 01.11.2018 -30.10.2019 17. Primary education development project IDB, 01.01.2012 – 31.12.2017 18. The PEDP4, 01.07.2018 – 30-06-2023

Source: Discrete Project Document and ASPR assessment

### 11.1.1 Primary education stipend programme

The Primary Education Stipend Project (PESP) is designed to provide cash assistance through a stipend program to poor primary school students and their families throughout rural Bangladesh. PESP was launched in FY 2002-03 and targets 40% of the poorest children in each recipient school in rural areas to ensure that all children can attend and complete the 5 years primary education cycle. Each month, an eligible student receives TK. 100 provided an attendance rate of at least 85% is maintained and a score of at least 40% is achieved in the end-of-year examination. Approximately 11.1 million students are regular stipend recipients and the cost per beneficiary has been about TK. 960, of which almost TK. 850 is received by the beneficiaries themselves [see Al Samarrai (2007)]. This is continuing till today i.e., all beneficiaries have not received their full amount. Internal evaluations commissioned so far have focused on issues of administration and have not addressed the success of the project in reaching poor students. Poor households are defined in the project proforma as those that are headed by women, day labourers, and insolvent professionals or those that own less than 0.5 acres of land. In practice, schools develop their own criteria to distinguish between students. The difficulty in applying these criteria means that each school may interpret them in different ways as currently, all the children from rural areas are eligible to get the stipends as policy reforms.

The objectives of the new PESP are to:

- Increase the enrolment rate among primary school-aged children from poor families
- Increase the attendance rate of primary school students
- Reduce the dropout rate of primary school students
- Increase the cycle completion rate of primary school students
- Enhance the quality of primary education
- Ensure equity in the provision of financial assistance to primary school-age children
- Alleviate poverty. Additional objectives (mentioned by MOPME officials) include
- Eradication for child labour
- Empowerment of women

#### Budget:

Particulars	Total	GoB	DPA
Original DPP in TK.:			
<b>3<sup>rd</sup> Phase 2<sup>nd</sup> Revised DPP in BDT (TK.)</b>	<b>692,306</b>	<b>692,306</b>	<b>0</b>
Budget in FY 2020-21 R	371,200	371,200	0
Budget in FY 2019-20 R	116,531	116,531	0

## 11.1.2 School feeding programme

World Food Programme (WFP) has taken the initiative under their emergency programme started on a small scale namely the 'School Feeding Programme' (SFP) in Jashore district in the year 2001. The project began with the distribution of high-energy biscuits (HEB) among primary students. Based on lessons learnt and positive impact in Jashore district, WFP included this initiative in their routine country programme as well as gradually scale-up the coverage. With the technical assistance of the WFP, the Bangladesh government has started the 'School Feeding Program in the Poverty-prone Areas'. The project began with the distribution of high-energy biscuits among 56,635 primary students in Tungipara and Kotalipara Upazilas of Gopalganj district in FY 2010-2011. Within one year of the SFP's inception, 1.8 million students of 42 Upazilas were included in the program through the government's fund. Also the school feeding program was already ongoing among 0.9 million students in 21 Upazilas with WFP technical assistance and gradually increasing the coverage.

**Goal/Aim:** Support the children of poverty-prone areas of Bangladesh in achieving universal primary education and also reduction of extreme poverty and hunger.

### Purpose/Objectives:

- To increase the enrolment of all the eligible children from the poorest families
- To increase attendance of primary school students in the food- insecure areas (SDG-2)
- To prevent the dropout of enrolled children in the primary schools
- To increase the primary cycle completion rate
- To improve the health and learning ability of primary school children by reducing micro-nutrient deficiencies
- Overall to improve the quality of primary education

**Location of the Project:** All the government primary schools, newly nationalized primary schools, government primary schools established by 1500 school establishment project, Shishu Kalyan Schools, and Ebtedayee madrasahs of 104 Upazilas in the country.

### Budget:

Particulars	Total	GoB	DPA
Original DPP in TK.:	114,279.91	59,770.57	54,509.34
1 <sup>st</sup> Revised DPP in BDT (TK.)	157,793.11	87,574.50	70,218.61
2 <sup>nd</sup> Revised DPP in BDT (TK.)	314,552.20	214,599.65	99,952.55
3 <sup>rd</sup> Revised DPP in BDT (TK.)	499,197.29	373,706.82	125,490.47

At present, coverage is around 3 million primary students from 15,349 schools (13,564 schools managed by GOB and 1,785 by WFP) under the 104 Upazilas of the country. Out of these 104 Upazilas, 83 Upazilas with more than 2.7 million students, are financed by the government of Bangladesh, and the remaining 21 Upazilas, with nearly 0.3 million students, are covered by WFP. Under the WFP, each child who is present in school that day gets a 75-gram packet of fortified biscuits (vanilla and scammed milk flavour). Since October 2019, WFP has also been providing a mid-day meal with cooked food (hotchpotch) to about 0.41 million children in all primary schools under the 16 Upazilas of the country based on lessons learnt from the piloting initiative of Bamna Upazila in Barguna district, and all the schools of 2 Unions of Islampur Upazila of Jamalpur district.

The programme is not limited to the distribution of fortified biscuits and midday meals. The programme also covers deworming students, encouraging women's role in SMC, and raising awareness among students and local people on cleanliness, safe water, disaster risk reduction, and vegetable gardening. As a result of these activities, changes in academic attainment and other behavioural changes like the use of safe water and de-worming, positive changes in the students are being noticed in schools. Among different creative initiatives, participation of the students in the International Art Competition organized by WFP in WFP-assisted school-feeding countries is a major achievement of the programme. Students from poverty-prone areas are bringing honour to the country by participating in the competition. One student, from one of the schools supported by the programme, won a prize from the competition held in Rome, Italy in 2014. Subsequently, two students achieved similar international prizes in the same competition in 2015 and 2016.

Considering the positive results and impacts of the programme, the government approved the 3<sup>rd</sup> phase. The project areas schools achieved 100% enrolment and the attendance rate has also increased by 5% to 13%. Positive changes are also observed in the physical and metaphysical condition of the students. Above all, the quality of primary education has also started to improve in the programme areas. To ensure the successful implementation of the programme, besides the WFP officials and implementing NGOs, the Deputy Director, District Primary Education Officer (DPEO), Upazila Education Officers (UEO), Assistant Upazila Primary Education officers (AUEO), SMCs, and Teachers are working diligently at the field levels. The District and Upazila administrations are also providing all necessary assistance in project implementation. The government has accorded special importance to the positive results of the project and has initiated steps to maintain the continuity of the program. The following Table 104 summarizes the financial year-wise allocation and expenditure of both GoB and DPA:

In Bangladesh, school feeding is considered as a successful programme. It has significantly contributed to higher enrolment rates, improved attendance, and a higher number of primary education completions. It also reduces absenteeism and dropout rates even in poverty-prone areas. The fortified biscuits provided through the School Feeding Programme, minimize students' short-term hunger, create a more positive learning environment and allow students to better concentrate in class.

**Table 104: Year-wise allocation and expenditure of both GoB and DPA 2010-11/2019-20**

FY	Allocation in Lac Taka			Expenditure in Lac Taka			Expenditure
	GOB	DPA	Total	GOB	DPA	Total	%
2010-11	2010-11	50.00	9,040.00	9,090.00	6.86	8,890.00	8,896.86
2011-12	2011-12	10,400.00	13,550.00	23,950.00	9,876.55	13,550.00	23,426.55
2012-13	2012-13	22,900.00	20,100.00	43,000.00	22,873.86	20,099.17	42,973.03
2013-14	2013-14	28,000.00	18,300.00	46,300.00	27,965.64	18,299.27	46,264.91
2014-15	2014-15	27,000.00	14,880.00	41,880.00	26,901.60	14,878.32	41,779.92
2015-16	2015-16	36,166.00	12,000.00	48,166.00	36,072.65	11,998.57	48,071.22
2016-17	2016-17	41,830.00	12,180.00	54,010.00	36,296.16	12,170.63	48,466.97
2017-18	2017-18	39,000.00	9,418.00	48,418.00	37,140.51	9,416.11	46,556.62
2018-19	2018-19	45,600.00	6,210.00	51,810.00	42,067.84	6,208.27	48,276.11
2019-20	2019-20	39,500.00	6,500.00	46,000.00	38,945.70	6,500.00	45,445.70

The positive impact of this project is the government-approved 'The National School Feeding Policy'. Under this policy, about 0.41 million students are providing midday meals since October 2019. The successful implementation of the programme requires the engagement of locally motivated and rich people. It is expected that, soon, the current school feeding program will be transformed into a social movement with the participation of government and civil society, and the students, who have benefited from the programme, will be able to achieve a quality primary education. It is a firm belief that if developed a generation well, they will be able to lead us to the establishment of a prosperous and Digital Bangladesh.

### 11.1.3 ROSC project (phased out in 2020)

The 1<sup>st</sup> phase Reaching Out of School Children (ROSC) project was launched in FY 2012-13 aiming to reach out-of-school children by improving access, participation, and completion of primary education. In line with the EFA's goals and targets for achieving universal primary education and eradicating illiteracy, the government started the ROSC project, Phase II with the assistance of the World Bank (WB) to establish Learning Centres (LCs), namely 'Ananda Schools', for covering about 7.5 lac children. These schools provide a second chance education opportunity for the out-of-school children to continue their education. After the phasing out of the ROSC project Phase 1, the government and World Bank agreed to start the second phase of the project.

The Second phase ROSC Project (ROSC II Project) was implemented in about 100 additional Upazilas in the country and the Upazilas were selected on the basis of poverty, education deprivation, and other relevant criteria. The ROSC II also selected urban slums on a pilot basis. It supports access to a learning opportunity for out-of-school children by providing a stipend to students and grants to

learning centres with community management at the field level synchronized with a partnership between the government and non-governmental organizations (NGOs), the approach focuses on the establishment of learning centres (LC) set up through a Center Management Committee (CMC) directly accountable to parents and students. The ROSC II project consisted of the following components:

- **Access:** increasing equitable access in primary education through:
  - (a) establishment of LCs
  - (b) provision of grants to LCs
  - (c) provision of education allowances to students, and
  - (d) piloting of ROSC-type approach in selected urban slums
- **Quality:** improving retention in and completion of the primary education cycle through teacher development and support program, provision of instructional materials, provision of specialized support to appear in cycle completion examinations and skills training for eligible ROSC students
- **Capacity Development:** enhancing project implementation capacity through mobilization of communities and partner agencies; and
- **Monitoring and Evaluation:** establishing an effective monitoring and evaluation system

The Second phase Reaching Out of School Children (ROSC II) project is a continuation of phase 1 since 2013 to provide a second chance education for disadvantaged children aged 8-14 years who never had the chance to enrol in any type of primary school or who had to drop out for reasons of other necessities. The aim is to reduce the number of dropouts by creating scopes for (i) equitable access to primary education (ii) retention and (iii) completion of quality primary education.

Through ROSCII, all the learners are provided with free textbooks, education materials, exam fees, uniforms, and education allowance. Grants are provided for establishing learning centres known as Ananda Schools in the communities with their active participation. Teachers are appointed from the respective catchment areas. The project has many programs covering 148 Upazilas and slums of the 11 City Corporation areas. The project also has taken up a pre-vocational training program for 25,000 ROSC graduates, Shishu Kalyan Trust students, and government primary schools aged 11+ with employment opportunities. The purpose of the project is to:

- Supporting students and learning centres with an education allowance and grants to ensure access participation and completion of Primary Education.
- Support ROSC graduates for participation in basic life skills education and trade training for earning a livelihood.
- Build Private-Public partnerships for enhanced management of effective LCs to deliver quality primary education.
- Enhance women's empowerment to participate in the decision-making process as regards to LCs' establishment and management.
- Establish and strengthen the capacity of structures and mechanisms for local-level planning, management, and monitoring of primary education delivered by the ROSC with the participation of the wider community.
- Introduce intensive teacher training for the professional development of teachers for improved teaching and learning.
- Strengthen academic supervision and support systems

The Local Government Engineering Department (LGED), the Institute of Education Research (IER) of Dhaka University, and the Sonali Bank are the Partner Agencies of this project. Save

the Children International (SCI) in Bangladesh is a specialized agency providing technical support while several well-established NGOs are assigned for community mobilization and program implementation. It is hoped that the project will contribute noticeably towards the broader aim of building a literate nation. Currently, SCI is implementing the project interventions for Bangladeshi children and ROSCII provided funding for informal education of the Forcibly Displaced Myanmar Nationals (FDMNs) 5-14 year old children through a partnership between the Bangladesh government and UNICEF.

The ROSC II Project has been implemented and included additional 100 Upazilas in the country and the Upazilas were selected based on poverty, education deprivation, and other relevant criteria. It will also be extended to selected urban slums on a pilot basis. The following criteria are set for the selection of the ROSCII children of the country for SCI:

- Children from day-labour and landless families
- Children from traditional fishermen, blacksmiths, potters, and other disadvantaged families
- Children from special occupational groups including sweepers and tea garden labourers, gipsy, cobbler, snake charmer, and other floating communities
- Children from very poor and women-headed families
- Children from tribal families and other small ethnic groups
- Working children and child labourers
- Children from refugee communities
- Children from disaster-prone, remote river/ island/char, haor, and coastal areas
- Children living in urban slums and street children
- Children with HIV/AIDS and those affected by trafficking and
- Orphaned children



### **FDMNs children through UNICEF:**

According to the Social Inclusion and Management Framework (SIMF) of the ROSCII project, respective Upazila Education Officers (UEOs) act as the local PD at the Upazila level, process applications to establish LCs, facilitate disbursements of education allowances and grants, and coordinate monitoring teacher and student attendance at LCs. The UEO presents the application of setting up Ananda School to the Upazila Education Committee (UEC) for their recommendations for approval by the PD. The UEO will report directly to the ROSC Unit PD on Project-related matters and will share Project related information with the District Primary Education Officer (DPEO) and DPE. ROSC Unit will employ one Upazila level Training Coordinator (UTC) through partner agencies for implementation support to the LCs and a Monitoring Officer (MO) for periodic monitoring and evaluation of the LC operations

*Note: Need to increase the involvement of the UEOs and DPEOs for programme implementation specially to identify the eligible children, overall monitoring, and supervision of the programme implementation.*

### **11.1.4 Establishing 12 Primary Teachers Training Institutes (PTI), (phased out)**

The aim of the project was to improve the quality of primary education by enhancing teacher training facilities. There are 64 districts in Bangladesh. Out of 64 districts, 12 districts do not have the PTIs. To address this shortfall in teacher training facilities, the government has initiated the project "Establishment of 12 PTIs project" at the cost of Taka 24,808 lac (the first revised budget was Taka 25,878.41 lac and the second revised budget was 26,944.75) to

construct 12 PTIs. The implementation period covers January 2011 to June 2017. The work has been completed under two packages; Package 1: (i) construction of academic cum administrative building; (ii) construction of a 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). As of today, completed the work and phased out the project.

### **11.1.5 Establishment of 1,500 GPSs in unschooled areas (phased out)**

The purpose of the project was to ensure children's access to education in unschooled areas (both rural and urban) through the construction of 1,500 new Government primary schools in un-schooled areas to fulfil the commitment that each village have at least one school'. The following design was considered to construct the schools:

- a. Type A: 1,325 schools in no-flood zones (total cost TK. 722.13 crore), Type D: 95 schools in Char, Haorrivier erosion areas (18.49 crore) and need-based design 80 primary schools in the unschooled area (TK. 69 crore);
- b. To construct sanitary latrines (One for Boys and One for Girls);
- c. To sink arsenic-free tube-wells in the constructed schools; and
- d. To supply furniture to constructed schools.

Of these 1,500 schools, as of December 2017, a total of 1,495 completed the construction works and handover to the respective authorities for functioning all the schools, accordingly all 1,495 schools are functioning as per DPE administrative records.

### 11.1.6 Shishu Kalyan trust for Shishu Kalyan school

By the order of the honourable President of the People's Republic of Bangladesh, established 'Pathakoli Trust' on 2 July 1989. Pathakoli Trust was renamed '**Shishu Kalyan Trust**' in 1992. Shishu Kalyan Trust operates Shishu Kalyan school and vocational training for ultra-poor, working children. Under the trust, a total of 205 formal Shishu Kalyan schools are functioning all over the country and enrolled 31,052 (15,887 girls and 15,165 boys) students. Apart from the formal school, a total of 557 children are attending vocational training in 9 vocational institutes.

Under the MoPME, there are 8 members of the trusty board managing the trust. The following are the members:

1. Honourable Minister, MoPME is the chair
2. Honourable State Minister is Vice Chair
3. Secretary of MoPME is a designated member
4. DG-DPE is a designated member
5. 4 members selected by the government

It is noted that if required, the government shall co-opt additional members to the trusty board.

### 11.1.7 Summary of JICA's Support to the PEDP4

**Reporting period:** January 2020 to December 2020

1. **Budget Support:** Grant Agreements for PEDP4 Year 1 and Year 2 were signed by the end of 2020. 500 million Japanese yen

was committed as a fixed tranche, and 500 million Japanese yen was committed as a variable tranche on the achievement of the Disbursed Linked Indicators (DLIs), number 1, 3, 7, and 9.

2. **Technical Support:** Agreement of the JICA Support Program Phase 3 under PEDP4 (2019-23)
  - The record of Discussion (RD) for JICA's technical cooperation project, JICA Support Program for Strengthening Mathematics and Science Education in Primary Education, Phase 3 (JSP3) was signed on 18th of October 2018.
  - Its main objective is to improve quality teaching practices of mathematics and science and enable children to acquire the grade-level competencies stipulated in the curriculum for mathematics and science.
  - Children become able to understand mathematics and science better in primary education through quality teaching and learning by the teachers who are trained in various improved teacher training programs with the technical support of JICA.
  - It mainly supports four areas: (i) curriculum, (ii) textbook and teaching learning material (TLM), (iii) teacher education (DPEd), and (iv) continuous professional development (CPD). The focus is on mathematics and science.
  - The status of each support area in the year 2020 is summarized below.

## Support to (i) curriculum and (ii) textbook and TLM in Year 2020

### **AOP SL NO. 011 Activities:**

#### **▶ Studies (technical inputs for math and science)**

- Technical support was provided by JICA curriculum specialists to NCTB for completing the final draft of two studies: “Effectiveness of Curriculum” and “Situation Analysis and Need Assessment of Curriculum”.

### **AOP SL NO. 012 Activities:**

#### **▶ Curriculum revision (math and science)**

- Technical support was provided by JICA curriculum specialists to NCTB for designing the components of the curriculum such as grade-wise attainable competencies, learning outcomes, planned activities, and assessment for math and science from Grade 1 to 5.

### **AOP SL NO. 013 Activities:**

#### **▶ Dissemination training material (math and science)**

- This activity is yet to be started by NCTB. However, JICA experts already started preparatory activities maintaining close liaison with NCTB

### **AOP SL NO. 022 Activities:**

#### **▶ Textbooks revision (math and science)**

- 1st draft of the Mathematics Textbook and Science & Social Science (integrated) Teacher’s Guide in Grades 1 and 2 were developed by NCTB subject specialists and technical advice was provided by JICA curriculum specialists through regular online meetings

### **AOP SL NO. 023 Activities:**

#### **▶ TLM revision (math and science)**

- JICA financed the Development of Learning Contents (Mathematics Video Lessons from Grade 1 to 5) under the umbrella of COVID-19 Response and Recovery Plan ‘Education Sector’, aiming to produce 364 learning contents for DPE for telecasting on Bangladesh TV
- JICA mathematics education specialists provided technical support for the development of content and are also supervising the whole process of production.

## Support to (iii) teacher education (DPEd) and (iv) CPD in the Year 2020

### **AOP SL NO. 038 Activities:**

#### **▶ Diploma in Primary Education (DPEd) curriculum and materials development**

- Technical advice was provided by JICA teacher education specialists for DPEd Effectiveness Study. The Draft Report was submitted to the Director Training in October 2020.

**AOP SL NO. 039 Activities:****▶ Training module development for CD on mentoring**

- Preparatory work was going on.

**AOP SL NO. 053 Activities:****▶ CPD framework development (technical support)**

- Technical support was provided by JICA teacher education specialists for developing a framework for teachers and teacher-educators CPD, including a curriculum for the different profiles of professions and a model for School-based CPD
- Technical advice was provided for developing the CPD strategy Plan and the 'Recommendation for improving CPD Program from the Training in Japan' was taken into consideration

**AOP SL NO. 054 Activities:****▶ CPD materials development (in relevant areas, TBD)**

- Support in developing CPD materials including digital materials in relevant areas was planned but areas of support were under discussion with the Training division of DPE.

**AOP SL NO. 055 Activities:****▶ Capacity building for CPD delivery**

- Preparatory work was ongoing

### 3. Long-term Expert

- Primary Education Advisor was stationed at DPE to contribute to the implementation of PEDP4. Serving as the Chair of the Development Partner Consortium (DPC), the Advisor provided technical inputs to various meetings held under PEDP4 such as JARM, JCM, or DPC

## 11.1.8 BRAC Education Programme

BRAC is a global leader in developing and implementing cost-effective, evidence-based development programmes to assist the most marginalised people in extremely poor, conflict-prone, and post-disaster settings. BRAC uses an integrated model to change systems of inequity, through social development programmes in areas such as healthcare, microfinance, and women's empowerment, as well as humanitarian response, social enterprises, socially responsible investments, and a university. To date, more than 12 million children have graduated from our pre-primary and primary schools. Below statistical data highlights BRAC's full-fledged schools/centres, gender-segregated number of students (boys and girls), number of students who graduated from the BRAC/ BEP schools, and number of teachers engaged in BRAC-operated schools.

**Table 105: No. of schools, students, and percentage of female teachers in 2020-21**

Programme /Components	Number of schools/ centres	Number of students/	Number of male students	Number of female students	% of female students
1. Primary school (all-inclusive)	4,108	125,710	59,161	66,549	52.94
1.1 BRAC Primary School (NFP)	45	1,250	562	688	55.04
1.2 BRAC Bridge School (NFPE)	2,100	58,920	26,714	32,206	54.66
1.3 BRAC Primary School (NFP; IDP)	96	2,865	1,091	1,774	61.92
1.4 Second Chance Education/OoSC school (NFP)	666	18,969	8,270	10,699	56.40
Total of NFP School	2,907	82,004	36,637	45,367	55.32
1.5 Shishu Niketon School (single room, SE)	1,128	29,682	15,273	14,409	48.54
1.6 Shishu Niketon School (Multi-class, SE)	72	13,972	7,220	6,752	48.33
1.7 BRAC Academy (SE)	1	52	31	21	40.38
Total Shishu Niketon and BRAC Academy	1,201	43,706	22,524	21,182	48.46
2. Secondary school (BRAC, SE)	13	3,201	1,750	1,451	45.33
Total: Primary and Secondary school	4,121	128,911	60,911	68,000	52.75
3. Neuro Developmental Disability (NDD) centre	8	234	135	99	42.31
Total: Primary and Secondary school + NDD centre	4,129	129,145	61,046	68,099	52.73
4. Adolescent Development Programme (ADP) centre	1,422	48,478	13,114	35,364	72.95
4.1 ADP centre (general)	1,392	47,569	12,986	34,583	72.70
4.2 ADP centre (BRAC IDP)	30	909	128	781	85.92
5. Gonokendro (Multi-purpose Community Learning Centre)	2,900	12,55,990	5,69,477	6,86,513	54.66
Total of ADP & Gonokendro	4,322	13,04,468	582,591	721,877	55.34
6. Support to mainstream Primary and secondary school	150	36,319	17,060	19,259	53.03
6.1 Govt. Primary Schools /GPSs (GRES-P-CHT)	100	19,108	9,293	9,815	51.37
6.1 Govt. Primary Schools /GPS (GRES-P-CHT)	50	17,211	7,767	9,444	54.87
<b>Grant Total All</b>	<b>8,601</b>	<b>1469,932</b>	<b>660,697</b>	<b>809,235</b>	<b>55.05</b>

**Note: 1. There are 11 classes in 8 NDD centres. 2. GRESP-CHT: Gender Responsive Education and Skills Programme in Chittagong Hill Tracts; NFP: Non-Formal Primary; IDP: Integrated Development Programme; SE: Social Enterprise. Statistical update | 30 June 2021)**

**Table 106: No. of students who graduated from the BRAC/BEP schools (So far/up to 30 June 2021)**

Programme / Components	No. of students	No. of male students	No. of female students	% of female students
1. Early Childhood Development (ECD) centre	28,043	184	14,859	52.99
2. Pre-primary school (all-inclusive)	8,078,453	3,488,834	4,589,619	56.81
3. Primary school (all-inclusive)	6,061,033	2,124,389	3,936,644	64.95
3.1 NFP School / BPS (including ESP)	5,953,803	2,068,713	3,885,090	65.25
3.2. Shisu Niketon school	107,230	55,676	51,554	48.08
4. BRAC Secondary school	1,408	788	620	44.03
<b>Total: ECD to BRAC secondary school</b>	<b>14,168,937</b>	<b>5,627,195</b>	<b>8,541,742</b>	<b>60.28</b>

**Number of teachers engaged in BRAC-operated schools (up to 30 June 2021)**

SI	Type of schools	Number of Male teachers	Number of Female teachers	Total teachers	% female teachers
1	Primary school (all inclusive)	26	4,478	4,504	99.42
2	BRAC secondary school	82	29	111	26.13
	<b>Total</b>	<b>108</b>	<b>4,507</b>	<b>4,615</b>	<b>97.66</b>

**BPS: BRAC Primary School; ESP: Education Support Programme; NFP: Non-Formal Primary**

### **Alternative Remote Learning in BRAC-operated Schools**

COVID-19 has disrupted education systems around the world, pushing the majority of children temporarily out of school. Around 40 million learners in Bangladesh have been affected by the largest disruption of education systems in history caused by the COVID-19 pandemic. National school closure in Bangladesh started on March 17, 2020, and continues to remain so to prevent the COVID-19 pandemic. Following the government circular, BEP closed all schools immediately. To ensure learner's connection with their studies BEP initiated alternative remote learning platforms are highlighted below

**Home School:** BEP launched *Home School for primary-level children* where learning is facilitated by the teacher and organized in small groups (3-4 children) through **Feature Phone**. Classes are limited to 3 subjects- Bengali, Mathematics, and English, that take place for 20 minutes for a group a day and twice a week.

**Radio school:** In cooperation with BRAC's Community Empowerment Programme, Social Innovation Lab, and BRAC Institute of Education and Development BEP initiated a community radio-based *Radio School* to supplement the national effort of reaching Pre-Primary level students, aged 5 years. The Radio School also focused on assisting parents in nurturing their children in a better way, particularly focusing on their developmental needs.

**Home visits:** Primary-age learners are supported through door-to-door visits to the household while maintaining health protocols to provide learning support to teachers. Learners are provided with self-learning materials to solve the fun sheet at home.

### **Alternative Remote Learning in BRAC-operated Learning Centres in Cox's Bazar**

Likewise, the Education sector in Cox's Bazar directed to close all learning facilities since April 2020 across the Rohingya camps

in order to minimize the risk of COVID-19 transmission which inevitably disrupted the learning of thousands of Rohingya learners. Learning activities are being supported through an alternative platform like home-based tele-learning on a pilot basis in 25 LCs reaching 880 Rohingya learners. Home visits by Rohingya community mobilizers and language instructors, caregiver-led education to reduce learning gaps.

Besides, in the host schools in Cox's Bazar home visit through teachers is continuing in all 50 NFP (1,359 learners) and 170 PP (5,100 learners).

In Bangladesh, where schools remained closed for more than a full academic year, loss of learning is a major concern, including Rohingya in refugee camps, Cox's Bazar.

### **Monitoring mechanism followed in BRAC-operated schools**

BRAC has its own well-built monitoring department team and internal Education M&E team. Since March 2020, all educational institutions are closed nationwide due to the COVID-19 pandemic. This outbreak is having a big impact on the regular learning of the children in BRAC-operated schools. Since the lockdown, BRAC followed three alternative modalities to continue the learning activities to engage and reduce learning gaps among learners. Home-based tele-learning modality (Teachers conducts lesson over the phone), home visit modality (regular home visit to follow up on regular learning activities), and community Radio school (connects parents and guardian). Learners' daily attendance data is maintained and supervised using an online platform by our field staff. Monitoring officers talk to teachers, and staff about home school effectiveness, hear parents' opinions, curriculum design, and continuously monitor to address and improve the design. An assessment has been initiated with the Advocacy for Social Change team and a webinar on home school modality and its learning/ findings and appropriateness was held.

Radio school for pre-primary schools has been broadcasted. A weekly update has been tracked after each episode. Learners' attendance has been tracked through teachers and data reported by field staff. A baseline and an end-line survey were conducted. An internal report was captured based on end-line outcome of the radio school. Research on school effectiveness was conducted and shared with donors and stakeholders. Besides field monitoring also involved FGD, survey, tool design, etc.

### **Monitoring mechanism followed in Rohingya Camps in Cox's Bazar**

The COVID-19 outbreak is having a big impact on the education of the Rohingya children in the camps. The major impacts are learning loss, an increase in dropout rate, and decrease

in the facilitators/caregivers/parents' skills, an increasing risk to health safety and so many others. By considering the learners' education and engagement of human resources, since then, BRAC Education Sector has introduced alternative teaching modalities to reduce the learning loss and support the Rohingya community mentally. However, Sector and other education partners followed two alternative teaching modalities. The first is home-based tele-learning, and another one is home visit modality or caregiver-led education. In tele-learning modality, the Host teachers conduct lesson over the phone. Home visit modality the Host Teachers (except during lockdown) and Language Instructors are doing regular home visits to follow up on some learning activities and raise awareness among them on COVID-19.





CHAPTER

# 12

CONCLUSION (Key issues, challenges, data gaps, research/study requirement, way forward, etc.)



# 12. Conclusion

## 12.1 The PEDP4 expected results

### 12.1.1 Summary of Key Achievement of the PEDP4

The key achievement of the PEDP4 is basically the continuation of the PEDP3 and success in achieving its overall expected results. It has been an improving trend to meet many of its expected outcomes and output results, as shown in Chapter 2, Table 6 (KPIs, page 57), Table 7 (Non-KPIs, page 60), and Table 8 (PSQLs, page 61) including Table 9 SCIs, page 63 for example:

- Due to COVID-19 pandemic schools were closed since 17 March 2020 and the government has taken initiatives to continue education from 7 April 2020 using Bangladesh Betar, Sangsad TV, Community Radio, digital platforms, etc. including individual initiatives by the local level stakeholders like teachers, UEOs, DPEOs, and Divisional DDs
- Primary education authority issued a guideline to use the SLIP grant for COVID-19 responses
- Developing e-contents and digital platforms for remote learning broadcasting through radio and TV and digital platforms 'Ghore-Boshe Shikhi' (learning at home)
- Teacher's training and networking for using e-content
- On-line teachers' training package developed and implemented teachers training on pilot basis
- Almost all (99.95%) children received free textbooks within the 31<sup>st</sup> of January of the school academic year and 99.5% of schools received before starting of the academic year (PSQL1) including 5 ethnic languages for children of ethnic minorities
- Block allocation for all GPS (65,566) through SLIP and 55 Upazilas through UPEP
- Newly constructed 1,495 government primary schools in unschooled areas (villages) of the country through a discrete project, the target was 1,500
- Under the PEDP newly constructed 6,549 government primary schools
- Recruited more than 1 lac additional teachers to reach the PEDP4 target
- Constructed 83,899 additional classrooms (constructed 39,003 additional classrooms, 39,300 tube wells, and 28,500 Wash blocks under the PEDP3)
- 675 schools constructed boundary walls
- Constructed 35,064 WASH blocks having separate toilets for boys and girls including for differently abled children
- Sinking 55,173 Tube well/water points
- 16.3 million learners have been receiving the stipend
- 3 million learners receiving the school feeding (fortified biscuits and piloting cook food)
- Provided 2,369 motorcycles among field-level officials
- Established 67 computer labs in 67 PTIs (20 computers in each lab)
- Increased PPE Enrolment and stands 3.94 in 2020 in 2020 and to 3.79 million in 2019 compared to 3.58 million in 2018 and 3.1 million in 2016
- Improve access and participation of children in 2019 and 2020 academic year– GIR (107.86%), NIR (96.62%), GER (104.9%), NER (97.81%), GER (120.3%) and NER (96.5%) of PPE etc.

- Provision of second chance education for OoSC
- Total enrolment of Grade 1 to Grade 5 stands 17.6 million in 2020 and 16.3 million in 2019 compared to 17.3 million in 2018 and 18.6 million in 2016 of the PEDP4 baseline
- Primary cycle completion rate is 82.8% in 2020 and 82.1% in 2019 compared to 81.4% in 2018 and 80.8% in 2016 of the PEDP4 baseline (KPI 8)
- Improving Survival rate to Grade 5 stands at 83.5% in 2020 and 85.5% in 2019 compared to 83.5% in 2018 and 82.1% in 2016 of the PEDP4 baseline (non-KPI 2)
- Improving Coefficient of Efficiency by 83.2% in 2020 and 82.6% in 2019 compared to 82.2% in 2018 and 80.9% in 2016 of the PEDP4 baseline (KPI 11)
- Improved year inputs per graduate by 6 years in 2020 and 6.05 years in 2019 compared to 6.08 years in 2018 and 6.18 years in 2016 of the PEDP4 baseline (KPI 11)
- Reducing the net enrolment gap between richest (93%) and the poorest quintiles (88%) (KPI 13)
- School infrastructure has significantly improved (additional classrooms, WASH block, water supply, and separate toilets for girls) (PSQLs 12 and 13)
- The appointment of new teachers achieved the STR target (PSQL3)
- Student absenteeism has been reducing gradually (Non-KPI 4)
- The enrolment of children with disabilities is also increasing in most types of schools, (PSQL15).

The above are the key achievements in the primary education sub-sector. A reasonable interpretation is that absenteeism and dropouts (KPI 22) are dropping and the survival to Grade 5 is increasing (improved outcomes) as a result of interventions that have been made under the PEDP4 such as better infrastructures, multimedia classrooms with required equipment such as multimedia, laptop, sound system, e-content, teachers networking, teacher positions creation, recruitment and deployment, allocation of formula-based SLIP grants, piloting the UPEP process and scale-up further at 50 Upazilas, more widely disbursed stipends and school feeding programs during school closure, more trained teachers and timely distribution of textbooks including indigenous languages (5 languages) in schools (improved short-term outputs).

The SLIP program has also provided additional training including formula-based SLIP grants for planning and development in all schools through implementation of the plan. DPE has scaled up the SLIP program to cover all the GPS (former GPSs and NNPSs) and provided a SLIP grant. The M&E Division has provided training for district and Upazila officers on APSC web-based questionnaire, results-based planning (AOP) and has distributed Upazila education performance profiles (UEPP) to all Upazilas from 2010 to 2017 on which they can base their evidence-based SLIP and UPEP planning process.

Despite 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 most of the schools to meet basic quality standards in school infrastructure and teaching and learning conditions due to changed circumstances of COVID-19 pandemic. The PEDP4 composite indicators KPI 14 and 20



measure the disparity between Upazilas (see the annexe for the list of bottom 10% Upazilas), both the indicators help to monitor the overall condition on the quality of schooling.

Broadly, progress on PSQLs and SCIs has been quite uneven compared to KPIs and Non-KPIs. The major achievements to-date under the PEDP4 were timely delivery of textbooks (PSQL 1 and 2) and expansion of pre-primary provision (KPI 1 and Non-KPI 5). In 2020, nearly all schools received their textbooks within 31 January 2020 of the school year though schools were shut down due to COVID-19 pandemic and over 99.9% of GPSs are now offering pre-primary education. However, there has been very modest improvement in PSQLs related to school infrastructure and water/sanitation as well as teacher qualification and development (currently APSC does not collect CPD related information as it is really challenging to compute related indicators (PSQLs 7, 8, 9 and 10).

The PEDP4 Sub-component 2.1-2.4 covers infrastructure development including routine maintenance. The intention is to use a transparent needs-based approach to plan new infrastructure and rehabilitation. Given the huge need and limited resources, it is essential that this prioritization process takes place using the available data under the PEDP4. Similarly, under the PEDP4 Sub-component 1.3 and 1.4 there is to be a shift towards needs-based recruitment and deployment of teachers, which should reduce the wide geographical disparities in STRs standard over time. Under the PEDP4, Sub-component 2.5 OoSC education and sub-component 2.7 EiE need special attention including the climate change situation as the PEDP3 was not able to meet the OoSC standard and as Bangladesh is a disaster-prone area, attention requires to continuing education immediately after any disaster.

## 12.1.2 Areas to be considered for further research

Several findings from this ASPR 2021 merit further research, to provide evidence which may mean that adjustments to existing interventions, or new interventions, are needed to ensure that the PEDP4 reaches its overall goals:

- 1. Impact of COVID-19 pandemic on primary education sector including school environment:** It is essential to conduct an impact study to assess the impact on schools and students due to the COVID-19 pandemic in the primary education sub-sector, especially the learning achievement, school readiness for reopening of school.
- 2. School-age population:** Every ASPR proposes to include estimated primary school-age population cohort into the PEDP4 programme document but not yet included in the DPP of the PEDP4 as this is still valid to comprise again here. Primary school-age population is crucial to calculate mainly for the GER, NER, gross and net intake rates, GER and NER of PPE and completion rate. After the 2011 population census using the census data (School-age population increased about 3 million from 2010 to 2011), DPEs' projected population perhaps underestimated as gradually reducing since 2012 and the declining trend is not consistent up to 2019 and again increased in 2020. It is required to be estimated by Upazila, age population (0-18 years) and needs to be published during the upcoming MTR with an agreement for computing the PEDP4 indicators using this estimate.
- 3. Out of School Children (OoSC):** There is no authentic information about the age-specific out of school children (OoSC) in the country. It has merit to estimate the number of OoSC in the country through household surveys including their current educational status of formal, non-formal,

and in-formal including to know how many are mainstreams in the primary education system, how many received the non-formal or pre-vocational training, etc.

**4. Disabled/differently abled children: Conduct further research on the horizontal and vertical coordination mechanisms for promoting and strengthening inclusive education:**

Identify the gaps and challenges in coordination and develop an action plan to strengthen coordination between and within ministries and sectors to improve education delivery and support services for children with disabilities and their families and identify the by age number of disabled children in the country and their educational current status i.e. of these, how many mainstreams in the primary education system (inclusive education), how many enrolled in specialized institutes, etc.

**5. Community, schools, and local government relationships and responsibilities for promoting access, participation, reducing disparities, and achievement of learning outcomes:**

Based on composite indicators, performance varies and disparities exist in terms of access and participation, and achievement of learning outcomes which is the main barrier of quality primary education. As the government provides formula-based grants through SLIP and orients SMC members, and PTA members and strengthens community participation, it is suggested to investigate the main factors attributing to these performance gaps and identify the factors for overcoming the challenges for achieving quality education.

**6. Learning achievement in NSA:** The NSA 2017 results show that there is a wide gap in student learning outcomes in terms of significant over and under-achieving. For example, around 4 percent of grade 3 pupils achieved grade 5 level competency in Bangla, while 10 percent of grade 5 pupils achieved only grade 2 level, 34

percent at grade 3 level, and 43 percent in grade 4 level or below in Bangla. It is suggested to investigate the main factors attributing to this performance gap, in terms of both high and low performers, including exploring the factors contributing to achieving the learning outcomes.

**7. Repetition rate in specific grades:**

Continuous high repetition in grade 3 and 4 should have an in-depth study to find out the factors responsible for this. Wide variation in different geographical areas in dropout rate (ranges 49.5 percent to 7.2 percent) should also be investigated to understand the situation and thus to plan in the PEDP4 to address it.

**8. Impact of teacher training in the classrooms to assess the student's achievement of learning outcomes:**

Student learning outcomes are low compared to administering different training programs for the teachers. A key question to answer is how different teacher training programs impact teaching quality and the learning environment in the classrooms. Several alternative ways to investigate are available. A host of factors are at work in the relationships between teachers and schools and students. In the PED43, factors discussed include teacher behaviour, motivation, too theoretical training, weak school inspection including lack of academic supervision and mentoring the teachers, gaps in teacher's understanding of students' needs, etc. As proposed separate study to explore the real causes and remedial to revise the teachers' training packages is needed.

**9. Basic education status of slums or floating children:**

To gain knowledge about the slums and floating/street children's educational requirements, their current educational status, opportunities, challenges, and recommendations for overcoming the challenges including remedial measures.

10. **Absenteeism and working days:** There is little or no recent evidence on the number of days on which schools are open (this report draws on information from 2006 and academic calendar 2019) and the number of hours of instruction in different classes receive each day. Credible information is also absent relating to student and teacher absenteeism. A new study that provides information on school opening, actual timetabling practices in double-shift and single-shift schools, and student and teacher absenteeism is needed.
11. **Impact of the climate changes:** As Bangladesh faces challenges due to global climate changes, it is required to conduct a study to know the impact of the climate changes on the schools and students especially disaster-prone of Bangladesh emphasis on coastal belt areas
12. In the 2021 ASPR, there is a discrepancy between the different sources of data e.g., APSC and the MICS data like the discrepancy was found in the NIR, NER, and dropout rates, etc. Further research is needed to reconcile the different sets of estimates. To date, there are no plans to conduct such types of research or studies.

### 12.1.3 Data Issues and Suggested Actions

The following are the main findings, some of which emerged from the previous ASPR to this ASPR:

1. **Annual Primary School Census Issues:** There are some well-documented major issues related to the development of the APSC in Bangladesh (for example, coverage of all formal school types, coverage of non-formal education institutions, links with other administrative databases, etc. All these issues require major decisions with long-term impacts. However, the preparation of the ASPR also identified several areas where the APSC could be improved through short-term actions. The areas are as follows: re-design questionnaire to align with the PEDP4 and SDG4 indicators requirement to compute all the indicators, data management in a comprehensive manner, documentation, APSC data validation through household survey and on-line data collection process with in-built validation checks, ensure field level officials accountability for school data.
2. **Addressing low participation rates:** 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, slums, floating or street children, and those who live in low-performing *Upazilas* in the eastern belt including northern *Upazilas* of the country. 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 the girls.
3. **Single age population:** Single age population projection (0-18 years) needs to be integrated into the PEDP4 Program Document agreed during the MTR.
4. **Other sources data:** ASPR integrates all credible and authentic sources data like BNFE, BANBEIS, MICS, HIES, and Education Watch, including DPE line divisions data e.g. PECE data, Book distribution data, teacher recruitment and deployment data, discrete project progress, etc. Need to develop the mechanism and coordination to manage those data in an easy way for integration into the ASPR each year.
5. **Training:** Relevant officials including HTs need to provide intensive training for filling in the APSC questionnaire (HTs and AUEOs/ATEOs) M&E officials on genuine statistical software to analyze the data and inform them of the variable required for computing the PEDP4 indicators.



6. **Statistical software:** Need to purchase genuine statistical software like STATA, SPSS,, etc. adequate highly configured computers and laptops for the M&E division to get the correct data analysis results.

### 12.1.4 Underlying Issues

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 to understand these issues and assist in determining necessary actions. They include the following:

1. The current APSC questionnaire dropped some information related to computing the total 4 PSQLs related to teachers' CPD training which is a major challenge for establishing to know the progress and trends of achievement as per the PEDP4 requirement.
2. Revision of the result framework of the PEDP4 for maintaining consistency in terms of the serial number of KPIs, PSQLs, and SCIs. Currently, it is not consistent (e.g. missing KPI 2 and 23, similarly missing many PSQLs and sub-component indicators).
3. Some indicators need to merit further paraphrasing or redefining and need to avoid duplication as well as adjustment of the targets (e.g. PSQL 1 and 2 including composite indicators).
4. Some important indicators need to include as a KPI, non-KPI, or PSQL to cover all the sub-component of the PEDP4 to measure the performance (e.g. there is no KPI, Non-KPI or PSQLs under the component 3).
5. Some GPSs are currently not functioning due to school physical facilities being damaged by river course changes, river erosion, or other reasons. A policy decision is required to minimize this issue
6. Some GPSs and NNPS have less than 10 enrolled children, even with no students. Around 91 schools have less than 10 students, and 410 schools have less than 30 students. A Policy level intervention is required for relocating these schools to underserved areas as per need instead of establishing new schools. Regarding physical facilities of GPSs and NNPSs schools, 6,546 have only one classroom and 2,809 have two classrooms. This situation hampers teaching and learning.
7. Some GPSs and NNPSs face acute teacher shortages e.g. 414 schools are running with only one teacher; 579 schools with only 2 teachers; 2,958 schools with just 3 teachers and 15,045 schools with 4 teachers. A Policy level intervention is required for ensuring at least 5 working teachers in each school otherwise it is not possible to deliver quality education.
8. To estimate the key indicators, derived from the APSC and household survey, both the sources need to be better analyzed. Both sources measure coverage (e.g. out-of-school children, NER vs. NAR) and internal efficiency (repetition, dropout, survival rates, etc.). But there are differences between both sources. A systematic review of the existing evidence and targeted follow-up is necessary.
9. Students, or their parents, must submit birth registration certificates during admission to the school. It is essential to resolve overage and underage setbacks.
10. There are a few challenges in collecting data from schools. 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 rates between primary and secondary education. This needs to be followed up.

11. 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 GPSs and NNPSs. As such, the coverage of other types of schools and madrasahs in the APSC e.g. KG schools, English Medium Schools, Quami madrasahs, etc. needs to be further improved.
12. The fragmentation of the data-collection system for school education is problematic. The strategy of targeting complete institutional coverage of the APSC mitigates this to a large extent, but other institutions still collect vital data. For example, BANBEIS was unable to provide information on new entrants to secondary schools on an annual basis and so it was not possible to report transition rates between primary and secondary education in this year's ASPR.
13. The PECE data is 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 is using the same school codes. However, the school-level online data input system needs to be scaled up in all schools. Therefore, school-level ICT facilities need to be improved.
14. Underqualified teachers especially in NNPS, need to be re-deploy with qualified teachers in other schools.
15. Inadequate infrastructure especially not designated PPE classrooms in all the schools, need to construct PPE classrooms in all the schools and deployed designated PPE teachers in all the schools.
16. Poor nutrition and food security affect learning outcomes. Many schools are overcrowded, and over 80 percent of schools running double shifts have fewer contact hours. School inspection, teacher supervision and mentoring, monitoring and accountability lack need to strengthen for overall quality primary education under the PEDP4.

### 12.1.5 Summary Implication of data analysis and the way forward

- The APSC questionnaire needs some adjustments considering the PEDP4 requirement, data entry software needs to be revised with the support of programme staff so that all the fields/variables are captured appropriately. In addition, it is difficult to interpret some data for computing some of the PEDP4 indicators including miss-coding of variables, so it is necessary to revise the variable fields along certain codes in the APSC database including the online form.
- HTs provided data for APSC is not consistent, even some time forged data provided, need to develop a mechanism for getting correct data, ensuring field-level official's accountability for authentic school data. The current database has huge forged data which questions the APSC data.
- Intensive training is needed for capacity enhancement of HTs and AUEOs to fill in the APSC questionnaire, field-level data entry operators for correctly fill-in the software, training for M&E and IMD officials and deploy designated statistical background officials in the M&E division for specific responsibilities for data analysing and report writing.

- School ID (EMIS code) should be identical in all the DPE survey and databases e.g. APSC, PECE, PEPMIS, Teacher database, and Book Distribution i.e. it is very useful if IMD uses Government GEO Code (i.e. UNIQUE ID).
- The numbers of GPSs and NNPSs 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 madrasahs for the first time in 2011 and Quami madrasahs in 2015 but coverage was low, although there was inconsistency between PECE and APSC coverage of schools.
- Need to develop a school-wise mechanism for targeting the group of children who are working below their grade level in Bangla and Mathematics including establishing sub-national education officials (UEOs, URC Instructors, Assistant Instructors, AUEOs, and Headteachers) accountability for achieving the learning outcomes with the provision of incentive for good works or performance of the assistant teachers even head teachers.
- Eliminate or specify rote memorization practices and introduce the modern child-centred teaching and learning technique through teachers training program and ensure the accountability of teachers and HTs for achieving the learning outcomes.
- Need to increase the number of AUEOs/ ATEOs (Academic Supervisors) at the sub-national (School/ cluster) level by at least 50 percent as the number of schools and teachers has increased more than double after the creation of ATEOs positions.

### 12.1.6 Way Forward

- Conduct an impact study of the COVID-19 pandemic in the primary education sub-sector before reopening the school.
- Reopening of the school and remedial learning for the children to minimize the learning losses due to 10 months of school closure.
- School-wise child-centred action plans need to be prepared and implemented to achieve the learning outcomes in classroom teaching and learning to minimize the learning losses.
- The use of Essential/ Supplementary Reading Materials (ERM/SRM) need to be distributed in the schools to enhance the reading skill of the students and teachers guide and teacher edition for the teacher to deliver quality classroom teaching including school and classroom-based assessment provision.
- Need to develop the monitoring and reporting mechanism of second-chance education to monitor out-of-school children programme implemented by the BNFE.
- Consider the provision for the playground, electricity, and internet connections in each primary school for ensuring the physical and sports facilities including multimedia classrooms and remote learning provision along with face-to-face learning.
- Devolution of authorities including financial power at the sub-national level officials for planning and implementation of primary education programme at sub-national levels like strengthening SLIP, UPEP, and DPEP.
- Need to strengthen the school inspection including academic supervision including the e-monitoring system and establish feedback mechanisms and follow-up action.

- Need to prepare web-based AOP at the central level with the provision of a dashboard system for District, Upazila, and Schools' specific information.
- Need to develop the monitoring mechanism of SLIP grants and local contribution at school level implementation of the SLIP.
- Increased Allocation/ budget is required for Monitoring the Program intervention of the PEDP4 for the DPE line divisions through the M&E Division.
- Need to introduce a web-based school grading system with the incentive for good works of schools.
- Communication campaign to promote inclusive education
- Provide support and training to parents seeking inclusive education for their children and build the capacity of stakeholders in the care of children with disabilities
- Creating an effective learning environment in school with trained and qualified teachers equipped with teaching-learning materials.
- Make provision for improving learning outcomes of children who are lagging.
- Create provisions for improving teacher's quality, attitude, and development of professionalism.
- A wider poverty reduction strategy should include the education sector plan.
- Adopting an integrated sector approach covering curricula, equivalency framework, financing mechanism, training standard, and monitoring mechanism
- Strengthening inter-ministration coordination
- Strengthening coordination and management among NFE providers
- Giving more space to local government institutions, schools, and communities to make decisions related to the education process, accompanied by allocating sufficient resources
- Improve administrative data collection, timeliness, and relevance of data.
- Expand coverage of education data collection to include disaggregated and integrated formal and non-formal education data to get a comprehensive picture of education
- Upazila Education Performance Profiles (UEPPs) – a wall poster or dashboard that compares Upazila performance against district and national averages that need to be distributed across the country every year, to guide the preparation of SLIPs & UPEPs. With the recent introduction of Annual Performance Agreements (APA) and the related setting of targets against performance indicators, there is a need to strengthen RBM reports with both benchmarks and required actions.
- Capacity lacks for conducting Research - Evaluations are generally contracted out to technical assistance, the Division still requires a capacity to understand the purpose and parameters of an evaluation in order to be able to draft Terms of Reference, evaluate submitted bids, and manage the technical assistance including reviewing the study design proposal, overseeing its execution, and appraising the quality of the deliverables.

## Conclusion

This ASPR 2021 integrated all credible sources of data, information, and evidence related to the primary education sub-sector and progress towards the PEDP4 indicators like KPIs, Non-KPIs, PSQLs, Sub-component indicators, PDO indicators, DLIs, as well as other related educational targets including the SDG4 indicators. This ASPR covers the 2019-20 and 2020-21 financial years of the PEDP4. Due to the COVID-19 pandemic some activities are not implemented and some are partially implemented. Almost all the indicators are on the right track, some of the PEDP4 indicators meeting their expected outcomes and output targets, and some indicators are far behind.

The DPE has been producing the ASPR each year since 2008 except in 2018. In the PEDP4, there is no financial provision in the DPP for preparing ASPRs that requires a minimum six-months Technical Assistance (TA) in every year to produce ASPR before conducting JARM. Despite this, the ASPR 2021 identified many areas for further research, crosscutting issues and assumed that policymakers will address those during the PEDP4 period so that it will support achieving quality primary education for all Bangladeshi children.

It is important to set a clear target date when schools will reopen in order to start the preparatory process of operational planning

which requires a substantial amount of time, effort and resources given the enormity of the task. Among others, the latter includes (1) identification of the actions to be taken at different levels; (2) development of the operational guidelines/standard operating procedures to implement the actions according to the set standards throughout the country; (3) estimation and allocation of the required budget for safe school reopening; (4) necessary training and orientations; (5) implementation and monitoring; (6) clear and constant communication with and feedback from the concerned stakeholders, i.e. children, parents, teachers, community leaders, and others for necessary adjustments. There can also be a possibility to take differential approaches to school reopening in different geographical areas (e.g. rural vs. urban, remote areas with lower transmission rate, etc.) in terms of timing and modality as not the entire country has been equally affected by the COVID-19.

The data, information, and evidence presented in this document provide a clear message that primary education in the country has been improving but there is a window for further improvement especially in the achievement of learning outcomes and inclusion of the most marginalized children including students with disabilities.





CHAPTER

13

REFERENCES  
AND  
ANNEXURE





## 13. References and Annexures

### 13.1 References

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## 13.2 Annexures

### 13.2.1 Annex 1: Upazila composite performance indicator - 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 and net) enrolment rates. However, it is currently not possible to calculate enrolment rates because the population is not projected at the 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 percent. Ideally, the ratio of girls in the total number of children enrolled should therefore also be in the range of 48.5 percent. 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 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 for 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

### **13.2.2 Annex 2: Upazila composite performance indicator - Calculation of Upazila composite performance indicator 2020**

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:

$$\text{Component indicator}_{\text{Upazila } i} = \frac{\text{Actual value}_{\text{Upazila } i} - \text{Minimum value}}{\text{Maximum value} - \text{Minimum value}}$$

In this way, each component indicator in a particular Upazila range:

- 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:

$$\text{Composite indicator}_{\text{Upazila}} = \text{Component 1}_{\text{Upazila}} + \text{Component 2}_{\text{Upazila}} + \text{Component 3}_{\text{Upazila}}$$

In this way, the composite indicator in a particular Upazila range from 0 to 3.

### 13.2.3 Annex 3: Upazila performance on selected KPIs and Non-KPIs indicators in 2020

List of 10% of the highest and 10% lowest performing Upazilas based on the composite performance index 2019

SL. #	District	Bottom 10% Upazilas as per ranked	SL. #	District	Top 10% Upazilas as per ranked
1	Gazipur	Tongi	1	Thakurgaon	Thakurgaon Sadar
2	Brahmanbaria	Ashuganj	2	Jashore	Manirampur
3	Chattagram	Bandar	3	Barishal	Bakhergonj
4	Chattagram	Doublemuring	4	Gaibandha	Palashbari
5	Chattagram	Pahartali	5	Sirajganj	Kazipur
6	Cox's Bazar	Maheshkhali	6	Bogura	Dhunut
7	Dhaka	Cantonment	7	Khulna	Dumuria
8	Dhaka	Dhanmondi	8	Gopalganj	Kotalipara
9	Dhaka	Ramna	9	Kishoreganj	Pakundia
10	Dhaka	Tejgaon	10	Satkhira	Tala
11	Dhaka	Motijheel	11	Madaripur	Kalkini
12	Chattagram	Pachlaish	12	Rangpur	Mithapukur
13	Sylhet	Jaintapur	13	Thakurgaon	Pirgonj
14	Chattagram	Chandgaon	14	Sherpur	Sreebordi
15	Cox's Bazar	Pekua	15	Patuakhali	Bauphal
16	Cox's Bazar	Teknaf	16	Dinajpur	Birgonj
17	Dhaka	Mohammadpur	17	Jhalokathi	Nolchhiti
18	Brahmanbaria	Nasirnagar	18	Gopalganj	Gopalganj Sadar
19	Chattagram	Kotwali	19	Rajshahi	Baghmara
20	Habiganj	Lakhai	20	Rangpur	Pirgonj
21	Bandarban	Alikadam	21	Gaibandha	Gobindoganj
22	Bandarban	Thanchi	22	Dinajpur	Chirirbandar
23	Dhaka	Mirpur	23	Nilphamari	Dimla
24	Bhola	Manpura	24	Pirojpur	Shorupkathi (Nesarabad)
25	Cox's Bazar	Ukhiya	25	Bogura	Shariakandi

SL. #	District	Bottom 10% Upazilas as per ranked	SL. #	District	Top 10% Upazilas as per ranked
26	Dhaka	Kotwali	26	Dinajpur	Birol
27	Dhaka	Gulshan	27	Dinajpur	Parbotipur
28	Kishoreganj	Astogram	28	Gopalganj	Kashiani
29	Brahmanbaria	Bijoy Nagar	29	Pirojpur	Nazirpur
30	Brahmanbaria	Sarail	30	Lakshmipur	Ramganj
31	Mymensingh	Fulpur	31	Jamalpur	Jamalpur Sadar
32	Sylhet	Companiganj	32	Barguna	Barguna Sadar
33	Patuakhali	Rangabali	33	Jhenaidah	Jhenaidah Sadar
34	Lakshmipur	Kamal Nagar	34	Netrokona	Netrokona Sadar
35	Kishoreganj	Bhairab	35	Sirajganj	Ullapara
36	Sunamganj	Dowarabazar	36	Jhalokathi	Jhalokathi Sadar
37	Bandarban	Naikhangchhari	37	Chandpur	Matlab Uttar
38	Khagrachhari	Guimara	38	Sirajganj	Sirajganj Sadar
39	Khagrachhari	Luxmichhari	39	Patuakhali	Patuakhali Sadar
40	Dhaka	Demra	40	Pirojpur	Bhandaria
41	Dhaka	Lalbag	41	Tangail	Gopalpur
42	Faridpur	Shaltha	42	Dinajpur	Dinajpur Sadar
43	Kishoreganj	Itna	43	Natore	Shingra
44	Meherpur	Mujibnagar	44	Thakurgaon	Ranishonkoil
45	Nawabganj	Bholahat	45	Lakshmipur	Lakshmipur Sadar
46	Bandarban	Ruma	46	Gazipur	Kapasias
47	Noakhali	Subarnachar	47	Barguna	Betagi
48	Dhaka	Dohar	48	Mymensingh	Gaffargaon
49	Narayanganj	Araihazar	49	Patuakhali	Mirzaganj
50	Rajbari	Goalanda	50	Jashore	Satkhira Sadar
51	Rajbari	Kalukhali	51	Satkhira	Sherpur Sadar
52	Kushtia	Bheramara	52	Sherpur	Badalgachhi
53	Sunamganj	Tahirpur	53	Naogaon	Shadullapur
54	Sylhet	Goainghat	54	Gaibandha	Shundorganj
55	Narayanganj	Bandar	55	Gaibandha	Satkhira Sadar

Source: APSC 2020

## 13.2.4 Annex 4: Upazila performance on selected PSQL indicators in 2020

The following Table lists the 10% highest and 10% lowest performing Upazilas based on average percentage of schools meeting 3 out of 4 PSQL Indicator

SL. #	District	Bottom 10% Upazilas	SL. #	District	Top 10% Upazilas
1	Gaibandha	Gaibandha Sadar	1	Dhaka	Ramna
2	Kurigram	Fulbari	2	Pirojpur	Pirojpur Sadar
3	Gaibandha	Gobindoganj	3	Dhaka	Lalbag
4	Lalmonirhat	Kaligonj	4	Cumilla	Nangalkot
5	Gaibandha	Palashbari	5	Cumilla	Laksham
6	Gaibandha	Fulchhari	6	Chattogram	Kotwali
7	Kurigram	Kurigram Sadar	7	Chattogram	Sandwip
8	Gaibandha	Shundorganj	8	Cumilla	Lalmali
9	Gaibandha	Shaghata	9	Cumilla	Chandina
10	Kurigram	Ulipur	10	Cumilla	Chowddagram
11	Kurigram	Rowmari	11	Cumilla	Manohargonj
12	Lalmonirhat	Hatibandha	12	Chattogram	Bashkhali
13	Sunamgonj	Chatak	13	Barishal	Hizla
14	Kurigram	Nageswari	14	Comilla	Barura
15	Kurigram	Rajibpur	15	Chattogram	Rangunia
16	Bandarban	Thanchi	16	Feni	Fulgazi
17	Gaibandha	Shadullapur	17	Feni	Sonagazi
18	Kurigram	Rajarhat	18	Chattogram	Pahartali
19	Lalmonirhat	Patgram	19	Cumilla	Sadar Dakhin
20	Sunamganj	Sunamganj Sadar	20	Chattogram	Anwara
21	Sunamganj	Dharampasha	21	Chattogram	Lohagora
22	Kurigram	Chilmari	22	Feni	Dagonbhuiya
23	Sunamganj	Derai	23	Dhaka	Tejgaon
24	Cox's Bazar	Teknaf	24	Chandpur	Chandpur Sadar
25	Lalmonirhat	Lalmonirhat Sadar	25	Feni	Feni Sadar
26	Bandarban	Ruma	26	Cumilla	Muradnagar
27	Cox's Bazar	Cox's Bazar	27	Feni	Parshuram
28	Bandarban	Roangchhari	28	Chattogram	Patiya
29	Nawabganj	Shibganj	29	Feni	Chagalnaiya
30	Kurigram	Bhurungamari	30	Chattogram	Bandar
31	Sunamganj	Dowarabazar	31	Cumilla	Burichang
32	Bhola	Charfashion	32	Barishal	Mehendigonj
33	Dinajpur	Khanshama	33	Chattogram	Chandgaon
34	Lalmonirhat	Aditmari	34	Cumilla	Homna
35	Sherpur	Sherpur Sadar	35	Pirojpur	Zianagar
36	Cox's Bazar	Maheshkhali	36	Cumilla	Debidhar
37	Sunamganj	Shalla	37	Chandpur	Faridganj
38	Khulna	Dumuria	38	Dhaka	Sutrapur
39	Nawabganj	Gomastapur	39	Chandpur	Shahrasti
40	Dinajpur	Fulbari	40	Chattogram	Fatikchhari

SL. #	District	Bottom 10% Upazilas	SL. #	District	Top 10% Upazilas
41	Brahmanbaria	Kashba	41	Dhaka	Cantonment
42	Naogaon	Patnitala	42	Cumilla	Daudkandi
43	Nawabganj	Nachol	43	Habiganj	Azmiriganj
44	Bandarban	Bandarban sadar	44	Comilla	Brahmanpara
45	Brahmanbaria	Ashuganj	45	Chattogram	Satkania
46	Bogura	Shonatola	46	Barishal	Barishal Sadar
47	Nawabganj	Nawabganj sadar	47	Chandpur	Haimchar
48	Sunamganj	Jagannathpur	48	Jhalokathi	Rajapur
49	Khulna	Kayra	49	Bogura	Kahaloo
50	Jamalpur	Islampur	50	Barishal	Muladi
51	Dinajpur	Kaharole	51	Dhaka	Dhanmondi
52	Faridpur	Nagarkanda	52	Netrokona	Durgapur

**Note:** (i). This composite indicator is KPI 20. The 2 PSQL indicators and 1 KPI and 1 SCI are: (i) girl's toilet and WASH block (PSQL 12); (ii) potable water (PSQL 13); (iii) SCR (KPI 18); and (iv) STR (SCI 12).

## 13.2.5 Annex 5: 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 physical approach

**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 a comparable level.

### 2. Age-specific enrolment ratio (ASER)

Enrolment of a given age or age group, regardless of the level of education in which students or students are enrolled, expressed as a percentage of the population of the same age or age group.

### 3. 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 be compared with the established country's national norms.

**Calculation method:** Divide the total number of students enrolled by the total number of classes.

### 4. Coefficient of Efficiency

**Definition:** The ideal (optimal) number of student 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 student years spent to produce the same number of graduates. DPE uses the UNESCO reconstruction cohort model for calculating the 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 student years required to produce a number of graduates from a given school cohort for the specified level of education by the actual number of student years spent to produce the same number of graduates, then multiply the result by 100. The coefficient of efficiency calculation is based on the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.

## 5. Cohort Completion Rate for Primary Education (CCR)

**Definition:** Percentage of a cohort of students 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 students of the same cohort, including repeaters, complete primary education.

## 6. Disability (Special Need)

**Disability** is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime.

**Disable Person:** as per section 2 (II), disable Person means a person with any type of the following disabilities (a) autism or autism spectrum disorders, (b) physical disability (c) mental illness leading to disability (d) visual disability (e) speech disability, (f) intellectual disability, (g) hearing disability (h) deaf-blindness (i) cerebral palsy, (j) down syndrome, (k) multiple disabilities, (l) other disability (source: The 3 Rights and Protection of Person's with Disability Act 2013)

**Neuro-developmental Trust Act, 2013, Section 3:** Neuro-developmental disability means a person with the following disabilities (a) autism or autism spectrum disorders, (b) down syndrome and (c) intellectual disability

## 7. Dropout Rate (DR) by grade

**Definition:** Proportion of students from a cohort enrolled in a given grade in a given school year no longer enrolled in the following school year.

**Purpose:** The purpose is to measure the phenomenon of students 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 student 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 school year. The cumulative dropout rate of primary education is calculated by subtracting the survival rate from 100 at a given grade (see survival rate).

$$\text{Formula} = \frac{\text{No. of students dropping out from grade } g \text{ in year } t}{\text{Total number of students in grade } g \text{ in year } t} \times 100$$

## 8. Early childhood care and education (ECCE)

Services and programs that support children’s survival, growth, development, and learning – including health, nutrition and hygiene, and cognitive, social, emotional, and physical development – from birth to entry into primary school

## 9. Ebtedayee Madrasah

**Definition:** This is the level of the madrasah system offering the education equivalent to the primary level of general education. It offers both religious and general education instruction to Muslim students.

## 10. 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.

## 11. Gender Parity Index (GPI)

**Definition:** Ratio of girls to boys’ values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of boys. A GPI above 1.03 indicates a disparity in favour of girls.

**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 girl’s value of a given indicator by that of the boys

$$\text{Formula} = \frac{\text{Ratio of girls in GER/NER in year } t}{\text{Ratio of boys in GER/NER in year } t}$$

## 12. Grade Transition

**Definition:** In education, grade transition is the number of a cohort of students who enter 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.

## 13. Gross Enrolment Rate (GER) for a given cycle of education

**Definition:** Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population (6-10 years in Bangladesh) in the official age group corresponding to this level of education. The GER can exceed 100% because of early or late entry and/or grade repetition.

**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 enrol 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 students (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 multiplies the result by 100.

$$\text{Formula} = \frac{\text{No. of all students enrolled in the primary cycle regardless of age}}{\text{Population of related school age (6-10 years in Bangladesh)}} \times 100$$

#### 14. Gross Intake Rate in the First Grade of Primary Cycle (Gross Admission Rate)

**Definition:** Total number of new entrants to a given grade of primary education, regardless of age, expressed as a percentage of the population (6 years in Bangladesh) at the official school entrance age for that grade.

**Purpose:** The 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.

$$\text{Formula} = \frac{\text{No. of students in Grade 1 regardless of age}}{\text{Population of legal admission age (6 years in Bangladesh)}} \times 100$$

#### 15. Inclusive Education

Inclusive Education means all children are enrolling in schools, actively participating in academic and co-curricular activities, achieving learning competencies effectively, completing the academic year and primary education cycle successfully, and finally being accepted by the peer, community, family, and the next layer of education. Inclusive Education is about how we develop and design our schools, classrooms, programs, and activities so that all students learn and participate together i.e. DPE has been mainstreaming primary education 'all students with disabilities and without disabilities study together in the same educational institutes. (Source: Inclusive Cell, DPE)

#### 16. Lifelong Learning

Lifelong learning is the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.

#### 17. Literacy

**Definition:** According to UNESCO's 1958 definition, the term refers to the ability of an individual to read and write with understanding a simple short statement related to his/her everyday life. The concept of literacy has since evolved to embrace several skill domains, each conceived on a scale of different mastery levels and serving different purposes.

#### 18. Net attendance rate (NAR)

Number of students in the official age group for a given level of education who attend school at that level, expressed as a percentage of the population in that age group

#### 19. Net enrolment ratio (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 students 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.

$$\text{Formula} = \frac{\text{No. of students of specified age in the cycle (6 to 10 years)}}{\text{Population of related school age (6 to 10 years in Bangladesh)}} \times 100$$

## 20. Net Intake Rate (NIR) in the First Grade of Primary Cycle

**Definition:** Net intake rate (NIR): New entrants to 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 that 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.

$$\text{Formula} = \frac{\text{Number of children of official primary school-entrance age (at age 6)}}{\text{Population of the same specific age (6 years)}} \times 100$$

## 21. New Entrants

**Definition:** Students entering a given level of education for the first time; the difference between enrolment and repeaters in the first grade of the level.

## 22. Out-of-Schools Children (OoSC)

**Definition:** Out-of-schools' children are those children at the official schools age 6<sup>+yrs</sup> to 10<sup>+yrs</sup> range who are not enrolled in any type of school. This includes both 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 students enrolled in any type of school from the total population of the official primary school age range.

## 23. Pre-primary education

**Definition:** Programs at the initial stage of organized instruction, primarily designed to introduce very young children, aged at least 3 years (in Bangladesh 5 years), to a school-type environment and provide a bridge between home and school. Various referred to as infant education, nursery education, pre-school education, kindergarten or early childhood education, such programs are the more formal component of ECCE. Upon completion of these programs, children continue their education (primary education).

## 24. Primary Education (formal)

**Definition:** Formal primary education refers to education, as determined by the Government for the children of age group 6<sup>+yrs</sup> to 10<sup>+yrs</sup> years in Grades 1-5 (in Bangladesh) having a prescribed national curriculum, textbooks, school hours and the schools' year, which begins in January and ends in December. In other words, programs generally designed to give students a sound basic education in reading, writing and mathematics, and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, art and music.

## 25. Primary Graduate

**Definition:** A student who has 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, the total number of new entrants to the first grade of primary in a given year, regardless of age, who are expecting 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 of 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.

## 26. Promotion Rate by Grade

**Definition:** Proportion of students 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 students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analysing and projecting student 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 students from the same cohort enrolled in the preceding grade in the previous school year (t).

$$\text{Formula} = \frac{\text{No. of students promoted to grade } g + 1 \text{ in year } t + 1}{\text{Total number of students in grade } g \text{ in year } t} \times 100$$

## 27. Primary cohort completion rate

**Definition:** It's a proxy measure of primary school completion. It focuses on children who have access to school, measuring how many successfully complete it. The primary cohort completion rate is the product of the survival rate to the last grade and the percentage of those in the last grade who successfully graduate.

## 28. School Catchment Area

School Catchment Area refers to the geographical area from which students are allowed to attend a specific school. Every GPSs and NNPSs (former NNPS) has a school Catchment area. It was 1<sup>st</sup> introduced after Compulsory Primary Education (CPE) Act in 1990.

## 29. SDGs

SDG "Transforming Our World: The UNs' 2030 Agenda for Sustainable Development" was adopted with 17 Goals and 169 Targets (including 43 means of implementation).

The SDG4 ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. The education Goal SDG4 has 7 targets and 3 means of implementation. SDG4 is distinctive in incorporating lifelong learning, equity, and inclusion with a quality, and total education system – from ECD/Pre-primary to University.

### 30. Severe Disability

An individual with a disability who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills, neurological disorders, and specific learning disability). Poverty is linked to Intellectual disability — Children in poor families may become intellectually disabled because of malnutrition, disease-producing conditions, inadequate medical care, and environmental health hazards

### 31. Student Cohort

**Definition:** Student-cohort is a group of students who enter the first grade of any level of education in the same school year and subsequently experience promotion, repetition, and dropout each in his or her own way.

### 32. Student Year

**Definition:** Pupil year is a non-monetary measure of educational inputs or resources. One student year denotes the resources spent to maintain a student in school for one year.

### 33. Public Expenditure as a Percentage of Total Public Expenditure on Education

**Definition:** Total current and capital expenditure on education by local, regional, and national governments, including municipalities in a given financial year. Household contributions are excluded. The term covers public expenditure for both public and private institutions.

**Purpose:** The 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.

### 34. Quintile

In statistics, one of five equal groups into which a population can be divided according to the distribution of values of a variable, in the HIES, the poorest and richest quintiles refer to the distribution of household assets reported in nationally representative surveys, including such things as a refrigerator, indoor toilet, and mobile. Children from the poorest quintile in each country are the 20% with the fewest assets, while children from the richest quintile are the 20% with the most assets.

### 35. Repetition rate by Grade

Number of repeaters in a given grade in a given school year, expressed as a percentage of enrolment in that grade the previous school year.

### 36. Repetition Rate

**Definition:** Proportion of students from a cohort enrolled in a given grade in a given school year, who study in the same grade in the following school year. DPE uses reconstructed cohort for calculating repetition rate.

**Purpose:** To measure the rate at which students 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 analysing and projecting student flows from grade to grade within the educational cycle.

**Calculation method:** Divide the number of repeaters in a given grade in a given school year (t+1) by the number of students from the same cohort enrolled in the same grade in the previous schools' year (t).

$$\text{Formula} = \frac{\text{No. of students repeated in grade g in year t + 1}}{\text{Total number of students in grade g in year t}} \times 100$$

### 37. Student-Teacher Ratio (STR)

**Definition:** Average number of 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 student population. The results should be compared with established national norms (in Bangladesh 46:1) on the number of students 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.

### 38. Survival Rate

**Definition:** Percentage of a cohort of students (or students) enrolled in the first grade of a given level or cycle of education in a given school 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 the retention of students (or students) from grade to grade in schools, and conversely the magnitude of dropouts by grade.

**Calculation method:** Divide the total number of students belonging to a student cohort who reached each successive grade of the specified level of education by the number of students 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.

### 39. 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.

#### 40. **Transition Rate (TR) from Primary to Secondary Education**

**Definition:** New entrants to the first grade of secondary education in a given year (in Bangladesh grade 6), expressed as a percentage of the number of students enrolled in the final grade of primary education (in Bangladesh grade 5) in the previous year. The indicator measures transition to secondary general education only

**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 students who enrolled in the final grade of the preceding cycle or level of education in the previous school year, and then multiply by 100.

$$\text{Formula} = \frac{\text{No. of new students in Grade 6 of secondary level in year } t}{\text{No. of students in Grade 5 of primary/ or passed in year } t - 1} \times 100$$

DPE uses Transition Rate information from the BANBEIS source.

#### 41. **Years Input per Graduate**

**Definition:** The estimated average number of student years spent by a student (or students) from a given cohort who graduate from primary education, taking into account the student years wasted due to dropout and repetition. One school year spent in a grade by a student is equal to one student year. DPE uses the UNESCO reconstruction cohort model for calculating the 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 student years spent by a student 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 estimated using the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.

*Source: As per "UNESCO Institute of Statistics, Education Indicators, Technical Guidelines, November 2009*

### 13.2.6 Annex 6: UNESCO re-construction cohort 2020

Reconstructed Cohort analysis, 2020																																																																																													
Efficiency by student flow with graduate																																																																																													
YEAR	Gr. I	Gr. II	Gr. III	Gr. IV	Gr. V	TOTAL	2019	2020	TOTAL																																																																																				
2019	E	2227793	2270693	2265075	2146654	1890769	1818941	10800984																																																																																					
2020	E	2149206	2216922	2268336	2147438	1872899		10654801																																																																																					
	R	104012	115362	146188	139817	30014		535393																																																																																					
2019	P	94.3%	93.5%	88.6%	85.8%	96.2%																																																																																							
	R	4.7%	5.1%	6.5%	6.5%	1.6%		5.0%																																																																																					
	D	1.0%	1.5%	4.9%	7.6%	2.2%																																																																																							
Average study time																																																																																													
Total output =	828	Graduate		5.3	Student-year wasted																																																																																								
Total student-year =	4981	Drop-out		3.7	Repeaters		247																																																																																						
Total drop-outs =	172	Cohort		5.0	Total		874																																																																																						
Total repeaters =	247	Survival rates			Survival rates		84.7%																																																																																						
		Years input per graduate			Years input per graduate		6.0																																																																																						
		Coefficient of efficiency			Coefficient of efficiency		83.2%																																																																																						
		Drop-out rates			Drop-out rates		17.2%																																																																																						
<table border="1"> <thead> <tr> <th>YEAR</th> <th>Gr. I</th> <th>Gr. II</th> <th>Gr. III</th> <th>Gr. IV</th> <th>Gr. V</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>1000</td> <td>943</td> <td>14</td> <td></td> <td></td> <td>10</td> </tr> <tr> <td>2020</td> <td>47</td> <td>0</td> <td>943</td> <td>14</td> <td></td> <td>47</td> </tr> <tr> <td>2021</td> <td>2</td> <td>44</td> <td>48</td> <td>1</td> <td>882</td> <td>990</td> </tr> <tr> <td>2022</td> <td>0</td> <td>2</td> <td>5</td> <td>0</td> <td>86</td> <td>50</td> </tr> <tr> <td>2023</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>6</td> <td>976</td> </tr> <tr> <td>2024</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>9</td> <td>62</td> </tr> <tr> <td>2025</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>931</td> </tr> <tr> <td>2026</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>60</td> </tr> <tr> <td>Drop-outs</td> <td>10</td> <td>15</td> <td>51</td> <td>76</td> <td>19</td> <td>172</td> </tr> <tr> <td>Survival by grade</td> <td>1000</td> <td>990</td> <td>974</td> <td>923</td> <td>847</td> <td>4981</td> </tr> <tr> <td>Repeaters</td> <td>49</td> <td>53</td> <td>67</td> <td>64</td> <td>14</td> <td>247</td> </tr> </tbody> </table>										YEAR	Gr. I	Gr. II	Gr. III	Gr. IV	Gr. V	TOTAL	2019	1000	943	14			10	2020	47	0	943	14		47	2021	2	44	48	1	882	990	2022	0	2	5	0	86	50	2023	0	0	0	0	6	976	2024	0	0	0	0	9	62	2025	0	0	0	0	1	931	2026	0	0	0	0	1	60	Drop-outs	10	15	51	76	19	172	Survival by grade	1000	990	974	923	847	4981	Repeaters	49	53	67	64	14	247
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