Second Quarterly Implementation Progress Review Report

November 2021- June 2022

For Project Titled:

Bangladesh COVID 19 School Sector Response
(GPE Grant No. TF0B3874)

Directorate of Primary Education
Ministry of Primary and Mass Education

Executive Summary

In Bangladesh, learning activities of around 38.6 million students were interrupted due to the raging COVID-19 pandemic since March 2020. With the onset of the COVID-19 pandemic, nationwide school closures were declared by the GoB on March 18, 2020, which only opened partially in September,2021[1].

The COVID-19 Accelerated Funding Window of Global Partnership for Education (GPE) gave a timely assistance/support for the resource-constrained school education sector of Bangladesh. In this regard the COVID-19 School Sector Response (CSSR) Project Grant was approved by the GPE Board on June 15, 2020 and later by the World Bank[2] on October 20, 2020. The Grant Agreement was signed on February 15, 2021 and the project became effective on the same date. The project closing date is December 31, 2022.

This report is based on the second implementation progress of the project. The report shows the planning and progress achieved from July 2021 to June 2022, key agreements, challenges and next steps/work to be achieved at the end of December 2022.

The report starts with a brief background and progress of Project Development Objectives (PDO) of the project of June 2022. The report also shows the comprehensive implementation progress with details of all the components and sub-components of the project, the progress achieved in the Fiduciary, progress achieved in financial management and procurement and the progress of Environmental and Social Safeguard. Lastly, the progress according to the agreed Action Plan (November 2021 to June 2022), approved School Sub-Grant Implementation Manual, Environmental and Social Code of Practice (ESCoPs) and Grievance Redress Mechanism (GRM) are provided in the *Annexure* of the report.

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[1] All education institutions, including public and private education institutions (schools, colleges, universities, and so on) in Bangladesh.
[2] The World Bank has been selected as Grant Agent (GA) by the Government of Bangladesh (GoB) and the Local Education Group (LEG).

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List of Abbreviations

CSSR	COVID 19 School Sector Response
DA	Designated Account
DP	Development Partner
DPE	Directorate of Primary Education
DSHE	Directorate of Secondary and Higher Education
ESMF	Environmental and Social Management Framework
ESS	Environmental and Social Standard
FM	Financial Management
GoB	Government of Bangladesh
GPE	Global Partnership for Education
iBAS++	Integrated Budget and Accounting System
IPF	Investment Project Financing
IUFR	Interim Unaudited Financial Report
LE	Local Education Group
MoE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Textbook Board
NGO	Nongovernmental Organization
PDO	Project Development Objective
PIC	Project Implementation Committee
PIU	Project Implementation Unit
PPSD	Project Procurement Strategy for Development
PSC	Project Steering Committee
RLS	Remote Learning System
SFA	Standard Forms of Agreement
SHED	Secondary and Higher Education Division
SSRP	Safe School Reopening Plan
STEP	Systematic Tracking of Exchanges in Procurement
TA	Technical Assistance
TAPP	Technical Assistance Project Proposal
ToR	Terms of Reference

1.0 Background

The COVID19 School Sector Response (CSSR) project became effective on February 15, 2021. The second wave of COVID-19 cases started in early March 2021, followed by partial national lockdown from April 1 to April 13 and stricter lockdown extended to May 30, 2021 which continued till mid July 2021, Under the CSSR Project, the World Bank carried out the first Implementation Support Mission (ISM) virtually during May 24-31, 2021.. During Nov 7-16, 2021, the World Bank carried out the 2nd Implementation Support Mission for the Project. The 2nd ISM concluded with some proposals of restructuring. Despite the challenging situation, the project continued to operate and made substantial progress. The overall status and key project data are presented below:

Project Data	
Effectiveness	February 15, 2021
Closing Date	December 31, 2022
Grant Amount	US$ 14.80 m
Amount Disbursed (as of June, 2022)	US$ 7.47 m
% disbursed (as of as of May, 2022)	51%

1.1 Restructuring

The second implementation support mission was carried out from November 7-16, 2021. The mission concluded that the project requires restructuring for the following reasons: (i) some project activities in the original design no longer remain relevant; (ii) need to repackage some activities which require service delivery to school levels; and (iii) reflect the evolving ground needs and remove implementation bottlenecks for better service delivery to school levels. It is expected that the proposed restructuring will ensure the project to cope with the current needs of the basic school sector and expedite implementation. The proposed restructuring will have no changes on the Project PDOs. The Grant Agreement requires to be amended to incorporate proposed changes to key activities and results indicators, reflect emerging needs and support implementation. This requires a restructuring of the CSSR project which is summarized in table below:

Activity	Proposed Change	Rationale
Component 1: Engaging in Systemic *Response*		
Sub-Component (SC) 1.3: Development of School Re-opening Plan	SC 1.3 to be dropped and allocated funds to be transferred to the proposed school grant activity under Component 2	The MoPME and SHED/MOE have already developed school re-opening guidelines and this activity no longer remains relevant.
Component 2: Supporting Education Systems *Recovery*		

SC 2.1: Support Implementation of Safe School Re-Opening Plan	It was decided that the procurement would be repackaged from a specialized agency and split into "Goods" and "Services". The allocated funds for 'goods' would be disbursed as sub-grants to 20,000 Government Primary Schools through the Upazila Education Offices based on a School Sub-Grant Implementation Manual. For the services package, a consulting firm would be hired.	As no single entity was deemed appropriate with the necessary capacity to ensure school level support, it was well justified that sub-grants to schools is the best method to ensure distribution of critical goods to school level based priority and need.
SC 2.3: Develop Cluster-wise learning recovery plans	Sub-activity to develop cluster-wise recovery plan based on student assessment results to be dropped. Allocated funds against this activity to be re-allocated to the proposed school grant activity.	Sub-activity to develop cluster-wise recovery plan based on student assessment results to be dropped. Allocated funds against this activity to be re-allocated to the proposed school grant activity.
Component 3: Building System *Resilience*		
SC 3.2: Develop Emergency Operation Procedures	SC 3.2 to be revised to only include support to DSHE	The DPE has already developed standard operation procedures for emergency; while the mission confirmed 3 this support remains relevant for the DSHE.
Component 4: Project Management, Results Monitoring and Communication		
Operational: Rent	Funds allocated for office rent to be reallocated to the proposed school grant activity under Component 2	The DPE has provided office space to the CSSR project; hence rent payment is no longer required.

The changes in activities reflected to the following Results Framework Indicator: (a) PDO 2 to be revised to: Number (and %) of children who were enrolled in grant-supported preprimary and primary level government schools before the COVID-19 pandemic have returned to schools; (b) readjust to end-of-project target for IR5: Number (and % of children in program area) of children whose learning was assessed to evaluate loss of learning during school closure; (c) IR9 to be revised to: Standard Emergency Operation Procedures for junior secondary school system prepared.

The e Revised Technical Assistance Project Proposal (RTAPP) has been approved with the proposed restructuring on 21 March, 2022.

2.0 Implementation Progress

Since the last progress report from February to June 2021, the key progress made:

(i) CSSR PIU office set-up completed with appointment of the Project Director (PD) and all the vacant positions are filled. However, one Program Officer from DHSE is currently vacant;

(ii) All 4 Specialists/Consultants has been recruited.

(iii) According to the RTAPP, the Terms of References for different Service Packages has been prepared;

(iv) Standard Forms of Agreement (SFA) finalized and signed with UNICEF on November 21, 2021 and implementation is in progress;

(v) Institute of Education and Research (IER) Dhaka University for Development has been recruited of Teacher Training (SD-4). IER Submitted and presented the Inception Report.

(vi) BIDS has been rewarded for two different activities a) Student Learning Assessment and Recovery (SD-5) and b) Tracking & Assessment on Remote Learning System (SD-8),

(vii) Recruitment of Agency/Consulting firms for other key service packages (SD-3,6 and 10 has been initiated and about to complete;

(viii) Selection of 20,000 Government Primary Schools (GPSs) for grant support under GPE were completed;

(ix) First tranche sub-grants disbursed to 19,207 government primary schools for school safety and hygiene maintenance

(x) A total number of BDT 217, 032,000/- (Twenty-one core seventy lacs Thirty-two thousand) has been disbursed as sub grant.

(xi) Environmental and Social Management Framework (ESMF), Sub-grant Manual and GRM has been prepared and published on DPE's website;

(xii) 3 Project Implementation Committee meetings (PIC) were held regularly. 1st meeting was held on July 11, 2021, 2nd meeting was held on 13 March 2022 and the 3rd one on 6 June 2022; including 1st Project Steering Committee (PSC) meeting was held on July 15, 2021;

3.0 Report on Progress towards PDOs

The Project interventions are being implemented through three key components to achieve the PDO: Component 1: Engaging in Systemic Response; Component 2: Supporting Education System Recovery; and Component 3: Building System Resilience and 4. Project Management, Result, Monitoring, and Communication.

3.1 Component 1: Engaging in Systematic *Response*

This component aims to provide TA to the MoPME and SHED, and MoE has to implement immediate response interventions during the first six months of the project. Under the response component, three sub-components focus on content development and dissemination for RLSs, communications and outreach, and the development of a safe school reopening plan (SSRP).

Expected outputs from Component 1 are (a) remote learning resources/contents, (b) a dissemination plan and technical expertise that operationalizes all four remote learning platforms, (c) communication campaigns, (d) an SSRP, and (e) a safe school reopening readiness assessment.

3.1.1 Sub-component 1.1: Develop and Disseminate Content to Prevent Learning Loss

This sub-component will focus on providing TA to the MoPME and SHED, and MoE has to strengthen the existing RLS by (a) making it more attractive through enriched content; (b) making it interactive by encouraging teachers to use the TV and radio broadcasts of lessons interactively through phone calls, texts, and email to students (SD-1); and (c) increasing coverage through outreach and awareness campaigns (SD-2).

3.1.1.1 Status of Progress of Activities (SD-1)

The critical progress made under this sub-component include: (i) The SFA has been signed on November 21, 2021; (ii) The Inception Report and 1st progress Report have been submitted to the CSSR PIU, (iii) Two workshops were conducted on content mapping and script development for pre-primary & primary grades and Secondary Grades on 22-25 February and 5-9 March 2022 respectively, (iv) Lessons mapped for pre-primary, Bangla, English and Math subjects for Grade 1-2, Bangla, English Science and Math subjects for Grade 3-5 and for 7 subjects of secondary level Grades 6-10 during the workshops, (v) Draft of script guidelines and model scripts for each subject have been developed during the workshops, (vi) Selection of 126 teachers of primary and 109 teachers of secondary level for digital content development and delivery, UNICEF has contracted 3 different technical firms for production of the digital contents; (vii) Script development and Grooming Workshop has been conducted for selected teachers of Pre-primary, Bangla and science subject of primary level and 7 subjects of

Secondary level, (viii) twelve subject-based sample model/scripts developed by teachers and validated by experts for preprimary, primary and secondary grades,

3.1.1.2 Implementation Challenges

Due to the COVID-19 pandemic, the SFA approval and signing processes required several stages of clearance leading to subsequent delays in the initiation of the work. Furthermore, the recruitment of vendors by UNICEF to produce digital content has also been delayed due to maintaining their strict recruitment protocol. Due to the delay the schedule for developing and disseminating digital content is lagging behind. It is challenging to produce about 8918 digital content (as per SFA) within the short tenure/period of the project.

3.1.2 Sub-component 1.2: Communication and Outreach

This sub-component will focus on inclusive communication and public awareness campaigns, reaching out to students, parents, teachers, and communities about the importance of learning continuity, health, safety, and other issues amid the shutdown.

3.1.2.1 Status of Progress of Activities (SD-2)

1. World Bank has cleared the ToR for recruitment of the communication firm with minor adjustments recommended by the CSSR PIU in October 2021. However, recruitment of the firm could not be completed. Furthermore, CSSR PIU and the World Bank agreed that this activity is no longer relevant and will not be implemented. Therefore, it was recommended to drop this activity.

3.1.3 Subcomponent 1.3: Development of Safe School Reopening Plan

This subcomponent will provide TA to (a) develop an SSRP and (b) support safe school reopening preparedness assessment.

3.1.3.1 Status of Progress of Activities

The MoPME has developed its school re-opening guidelines, following which schools were/have re-opened in mid-September 2021. Both implementing agencies decided to re-allocate the existing funds to Component 2.1, the proposed school grant activity, considering the recent developments. Thus funds will be utilized appropriately to support the safe operations of schools.

3.2 Component 2: Supporting Education Systems *Recovery*

The objective of this component focuses on comprehensive recovery strategies for students, teachers, and schools. Once schools are reopened e preparing to work toward building resilience will continue. This component aims to provide TA to the MoPME to implement medium-term recovery interventions during the first 12 months of the project, while the ongoing PEDP4 will continue to support the long-

term plan. In the case of Secondary & Higher Education Division, MoE, the recovery phase is agreed to be carried out through its ongoing SEDP.

Expected outputs from the recovery component are (a) safe schools reopened and school health protocols in place, (b) maximum re-enrollment at pre-primary and primary levels, (c) learning loss assessment and recovery lesson plans, (d) teachers' professional development program (SD-4), and (e) tools to ensure mental health issues post-shutdown (Sd-4).

3.2.1 Sub-component 2.1: Support Implementation of Safe School Re-Opening Plan

This sub-component will support the MoPME in selecting 20,000 government primary schools and implementing the readiness measures, including sanitization of schools, provision of health kits, and training on health safety protocols to local education administrators, school management, and other stakeholders. Specifically, the activity will help ensure that school sanitation and health protocols are implemented and monitored through strengthened local education administration and community-based school management committees.

Discussions took place between DPE/CSSR and WB during the 2nd ISM in November 2021 to identify an appropriate implementation modality for this activity. As no single government or non-government agency was deemed fit to ensure school-level support, it was decided that the procurement would be repackaged as "Goods" and "Services." The allocated funds for 'goods' would be disbursed as sub-grants to 20,000 Government Primary Schools through the Upazila Education Officers; For Services: a consulting firm would be hired to support capacity building on maintaining and monitoring safe schools; development of information materials on school re-opening guidelines and verification on the use of school grants under SD-3.

3.2.1.1 Status of Progress of Activities (Sub grant disbursement and SD-3)

The key progress made under this sub-component since the last mission: (i) School Sub-Grant Implementation Manual has been developed to guide supported schools in the implementation and management of the grants; (ii) Orientation Workshop on School Sub-Grant Implementation Manual and ESCoPs has been conducted for central to Upazila level on 24 April 2022 through online platform (iii) Upazila Education Officers of all concern upazilas conducted orientation for HTs and members of SMCs during their monthly coordination meetings of the month of May, 2022 (iv) School Sub-Grant Implementation Manual has been published on the website of DPE; (v) total amount of BDT 217, 032,000/- (Twenty one core seventy lacs Thirty two thousand) has been disbursed as School Sub-Grant to 18,086 number of GPS of 320 Upazilas; (vi) disbursement of school sub-grant has been withheld for 667 schools in which students number is less than or equals to 50; (vii) disbursement of school sub-grant to 7 upazilas and 271 schools has been suspended due to incorrect Bank Account Name and (viii)

Due to the limited project period, it was agreed that for the services package, the DPE/CSSR PIU requested the WB to explore scope for partnership modality with an agency having appropriate/relevant expertise and experience in these aspect. Therefore, BANBEIS has been requested to submit EoI as the consulting firm to support capacity building on maintaining and monitoring safe schools, developing information materials on school re-opening guidelines, and verifying the use of school grants.

3.2.1.2 Implementation Challenges

Currently, funds have been disbursed to the schools. An immediate and rigorous monitoring of the grant utilization is much required to ensure proper utilization.

3.2.2 Sub-component 2.2: Support Re-enrollment of Pre-primary and Primary Students

This sub-component will focus on tracking and bringing students back to school and resuming classroom learning. Re-enrollment interventions will be supported through the following activities: (a) tracking and monitoring children in communities at risk of dropping out and (b) facilitating community outreach in motivating families to re-enroll children in school. TA will be provided to design and deploy targeted re-enrollment campaigns, such as participatory community action and awareness-raising. There will be a focus on girls' re-enrollment as they are at a higher risk of not returning to school on time. This component is linked with sub-component 1.2.

3.2.2.1 Status of Progress of Activities (SD-2)

2. World Bank has cleared the ToR for recruitment of the communications firm with minor adjustments recommended by the CSSR PIU. REoI for recruiting the firm was published on 25 March 2022 on national newspapers and concerned websites. Accordingly, a total number of 38 organizations have submitted EoI to the CSSR PIU. However, recruitment of the firm could not be completed. Furthermore, CSSR PIU and the World Bank agreed that this activity is no longer relevant and will not be implemented. Therefore, it was recommended to drop this activity.

3.2.3 Sub-component 2.3: Support for Assessment and Learning Recovery

This sub-component will enable students and teachers to transition from remote learning to classroom activities by assessing and recovering the learning loss that occurred during the shutdown.

WB cleared two ToRs regarding this sub-component developed by CSSR PIU: (i) development and delivery of short courses on formative and summative assessments and remedial education for GPS teachers; distance learning skills and strategies training for government primary and secondary school teachers; and mental health tools (SD-4); and (ii) conducting formative assessment in around 1,500 re-opened schools to determine learning status of children in priority subjects (SD-5).

3.2.3.1 Status of Progress of Activities (SD-4& SD-5)

The following key progress has been made since the last mission: (i) a contract has been signed with the Institute of Education and Research (IER) Dhaka University for the development and delivery of short courses on formative and summative assessments and remedial education for GPS teachers; distance learning skills and strategies training for government primary and secondary school teachers; and mental health tools; (ii) IER has submitted the Inception Report; (iii) contract has been signed with Bangladesh Institute of Development Study (BIDS) for conducting formative assessment in around 1,500 re-opened schools to determine learning status of children in priority subjects.

3.2.3.2 Implementation Challenges

The COVID-19 pandemic and subsequent delayed processing of the procurement have slowed the progress of this component. It is challenging to complete the tasks of this complements within the short period of the project.

3.3 Component 3: Building System *Resilience*

The resilience component will enable the school system under the MoPME and SHED, MoE to be better prepared to react and recover from future shocks. This set of interventions aims to improve the system's resilience in the long term. Implementing some of the previous activities from the response and recovery phases will be continued and mainstreamed through this component in preparation for a protracted pandemic or future crises.

Expected outputs from the resilience component are (a) a system-level remote learning integration plan, (b) a core group of teachers trained for remote education delivery, and (c) emergency operation guidelines for future shocks.

3.3.1 Subcomponent 3.1: Continue and Integrate Remote Learning

This subcomponent will integrate and sustain remote learning as part of the primary education system. The activities include (a) continuing remote learning content development (SD-1), (b) providing teacher training to support remote learning (SD-4), and (c) developing a sustainability plan for the RLS (SD-10). As part of system resilience development, the teacher training program on distance learning strategies will target around 500 teachers from primary government schools and 500 teachers of public-funded secondary schools to develop their skills and strategies for quality education delivery through an inclusive RLS.

3.3.1.1 Status of Progress of Activities (SD-1, SD-4 and SD-10)

The critical progress made under this sub-component includes: (i) The SFA has been signed on November 21, 2021; (ii) The draft Inception Report and the 1st progress report have been prepared and submitted to the CSSR PIU; (iii) Institute of Education and Research (IER) Dhaka University has been

recruited for providing teacher training to support remote learning; and (iv) EoI has been submitted by the interested consultants for developing a sustainability plan for the RLS by using Limited Competitive Selection Method.

3.3.1.2   Implementation Challenges

The COVID-19 pandemic and subsequent delayed processing of the procurement have slowed the progress of this component. It is challenging to complete the tasks of this complements within the short period of the project.

3.3.2 Subcomponent 3.2: Develop Emergency Operation Procedure

The expected output of this sub-component is the developed strategy and standard operating procedures for education service delivery during emergencies to enable the implementing agencies to respond swiftly in case of future shocks incorporating lessons learned from this project. To develop the said strategy and standard operating procedure, a single individual consultant will be engaged to support the implementing agencies to take over the developed plan (SD-6). The work will include the structure for an emergency delivery unit with representation from the government, private sector, and NGOs engaged in education delivery to face any emergency or launch a national effort that requires extended coordination. While the Government will own the output from this, the knowledge work will be shared with national and international relevant stakeholders.

3.3.2.1   Status of Progress of Activities (SD-6)

The 2nd mission noted that MoPME/DPE has already developed standard operating procedures (SOP) for education service delivery during emergencies and expressed no need for this activity under CSSR. However, it was confirmed that DSHE continues to require this activity under CSSR. The WB has already cleared the ToR for a Single Individual Consultant to support DSHE. EOI submitted by the interested consultants.

3.3.2.2   Implementation Challenges

The COVID-19 pandemic and subsequent delayed processing of the procurement have slowed the progress of this component.

3.4   Component 4: Project Management, Results Monitoring, and Communication

The objective of this component is to support project management and build results monitoring and evaluation (M&E) capability. Under this component, the project will create a grievance redress mechanism (GRM), covering all aspects of the project during implementation. In addition to providing TA and implementation support, this component will support project operating costs, as well as support the M&E and reporting of the project.

3.4.1.1   Status of Progress of Activities

The key progress made: (i) the first PSC meeting was conducted on 15 July 2021 through an online platform, (ii) the first PIC meeting was conducted on 11 July 2021 through an online platform, while the second PIC meeting was conducted on 13 March 2022 through both face to face and online platform; (iii) PIU has been accommodated within DPE premises; and (iii) 16 out of 17 PIU staff including four consultants has already on board; (iv) grievance redress mechanism (GRM) has been created and disclosed on the website of DPE; and (v) the 1st M&E report has been published on the website of DPE.

3.4.1.2   Implementation Challenges

The COVID-19 pandemic has delayed the progress of this component; after initial and subsequent delays, this component is now on track. However, there have been no monitoring and evaluation activities yet, and the Results Framework Indicators cannot be updated due to a lack of data.

4.0   Fiduciary

4.1   Financial Management

4.1.1.1   Status of Progress of Activities

The project is on-track in terms of submission of withdrawal application for quarterly disbursement and the submission of IUFRs. Review of the quarter ended March 2022 shows that submissions are compliant with the Bank's requirement. Withdrawal application for BDT. 69.06 Lac has been submitted in Client Connection.

The project was restructured to amend the Legal Agreement to implement the school level grant activities under the Subcomponent 2.1: Support Implementation of Safe School Re-Opening Plan, where local spot purchase is required for 20,000 governments primary school. The following achievement are made so far: (i) sub-grant as disbursement category, with nature and activities under sub-grant and include the role of Upazila (Sub-District) Education Officer (UEO) for project implementation arrangement has been prepared; (ii) CSSR approved and disclosed School Sub-grant Implementation Manual, which covered the details of fund flow, reporting and accountability mechanism, with prior clearance from the Bank before disbursing fund for sub-grant; (ii) operational Bank accounts to upazils were opened in the name of CSSR Sub Grant Disbursement where Upazila Education Officer (UEO) is the signatory and will be responsible to transfer fund to school, monitor activities and report the consolidated expenditure of each Upazila to CSSR-PIU after completion activities under sub grants; (iii) Each recipient of sub-grant has separate bank account so that fund can be tracked against expenditure and reported back to CSSR; (iv) first tranche sub-grants disbursed to 18,086 government primary schools for school safety and hygiene maintenance; (v) CSSR/DPE is conducting continuous monitoring to determine the allocation under sub-grant in the disbursement category so that fund can be transferred to school in separate Bank account as sub-grant and upon

utilization; (vi) FM Specialist has been recruited; (vii) the DPE/CSSR created user profile for CSSR to enable required access to record project transactions in the iBAS++ up to project period with consultation with the iBAS wing of Finance Division.

1.1.1.17 Implementation Challenges

The COVID-19 pandemic has delayed the progress of this component, after initial and subsequent delays, this component is now on track. Hence, the utilization of the grant and pulling back any unutilized amount in the field to the Designated Account is a tough task to be accomplished.

1.1.1.18 Disbursement

Out of the total Grant allocation of US$ 14.80 million, US$ 7.47 millions were expended up to 30 June, 2022 representing BDT 23.04 lac of the allocated grant. Total amount of BDT 230, 460,000/- (Twenty-three core four lacs sixty thousand) has been disbursed as School Sub-Grant has been disbursed to 19,205 number of GPS of 336 Upazila. However, disbursement of school sub-grant has been withheld for 667 schools in which students number is less than or equals to 50. Furthermore, disbursement of school sub-grant to 1 upazila and 128 schools has also been suspended due to incorrect Bank Account Name.

Status of School- Sub Grants Disbursement Progress

S. L	Division	Total			Selection details					Rate	Total BDT.
		No of District	No of Upazila	No of Total School	No of School under CSSR	Less than 50 Student	Account Problem	No of Upazila	No of Selected school		
1	Rajshahi	8	37	5,540	2,192	11	15	37	2,166	12,000.00	25,992,000.00
2	Khulna	10	27	4,317	2,017	37	77	25	1,903	12,000.00	22,836,000.00
3	Barishal	6	30	4,792	2,594	101	-	30	2,493	12,000.00	29,916,000.00
4	Sylhet	4	31	4,058	2,447	44	-	31	2,403	12,000.00	28,836,000.00
5	Rangpur	8	38	6,890	2,042	5	-	38	2,037	12,000.00	24,444,000.00
6	Mymensingh	4	24	3,781	1,854	1	36	23	1,817	12,000.00	21,804,000.00
7	Dhaka	13	70	100	2,642	45	-	70	2,597	12,000.00	31,164,000.00
8	Chattogram	10	82	9,032	4,212	423	-	82	3,789	12,000.00	45,468,000.00
	Total	63	339	38,510	20,000	667	128	336	19,205	12,000	230,460,000.00

Component-wise financial Progress

Component/ Activities		Total Allocation			Progress upto June 2022		
		Total	GoB	RPA	Total	GoB	RPA
Component-1	Engaging in Systemic Response Project						
Sub- Component 1.1	Content Development and Dissemination to Prevent Learning Loss (UNICEF)	167.67		167.67	124.02		124.02
Sub- Component 1.2	Communication and Outreach	32.35		32.35	-		
Sub-Total	Engaging in Systemic Response Project	200.02	-	200.02	124.02	-	124.02
Component-2	Supporting Education System Recovery						
Sub- Component 2.1	Implementation of Safe School Re-opening Plan	43.00		43.00	-		
	Sanitation materials/ Sub-Grant Disbursement	605.97		605.97	230.46		230.46
Sub- Component 2.2	Supporting Re-enrolment of Pre-primary and primary students	3.00		3.00	-		-
Sub- Component 2.3	Assessment and Learning Recovery	70.70		70.70	4.50		4.50
Sub-Total	Supporting Education System Recovery	722.67	-	722.67	234.96	-	234.96
Component-3	Building Resilience for the Long Term						
Sub- Component 3.1	Continue and Inegrate Remote Learning (UNICEF)	255.41		255.41	170.14		170.14
Sub- Component 3.2	Develop Emergency Operation Procedure	1.00		1.00			
Sub-Total	Supporting Education System Recovery	256.41	-	256.41	170.14	-	170.14
Component-4:	Project Management , Monitoring & Communication						-
	Consultancy/ Salary/Others	38.10	14.60	23.50	9.79	0.91	8.88
	Revenue: Recurrent Cost	19.45	2.65	16.80	0.88	0.25	0.63
	Results monitoring Communication Services	36.35	1.45	34.90	1.29		1.29
	Capital	4.50		4.50	1.06		1.06
Sub-Total Project Management , Monitoring & Communication		98.40	18.70	79.70	13.02	1.16	11.86
		6.58					
Total		1,284.08	18.70	1,258.80	542.14	1.16	540.98

Procurement

The overall procurement performance has been moderately satisfactory. There was initial delay in initiating the procurement activities and considering the very limited project period and crisis of COVID-19. Beside this, the PIU has provided dynamic support to procurement activities, because of ensuring the procurement process working at various levels/stages of its implementation.

1.1.1.19 Status of accomplishment

A major improvement has been accomplished during last three months, with specific inputs. Procurement activities of each package has been completed within the planned deadline of every package with define work plan and staffing schedule. The details list of such activities has been reviewed by WBTT. In the meantime, PIU signed eight contracts with different entities. About fifty percent of the procurement according to the Procurement Plan which includes consulting services, goods, and works. Rest of the packages are at final stage of the procurement process. All signed contracts have been uploaded in STEP. According to agreed procurement plan all activities with signing of all the contracts has been targeted to complete within June 2022. The status of accomplishments according to the WB Task Team agreed Procurement Plan of CSSR Project up to June, 2022 is presented in the **bellow**:

Progress of Procurement Activities under CSSR Project, DPE

Sl No	Description of Activities	Package No	Value (BDT in Lakh)	Progress	Remarks
Service					
1	Develop integrated remote learning and content disseminate to prevent learning loss	SD-1	4086	Contract signed	Implementation ongoing
2	Development of Communication Materials	SD-2	354.83	38 EOI submitted by the firms and evaluation in progress	Dropped
3	Sustaining capacity development and providing monitoring compliance etc.	SD-3	430.00	BANBEIS is selected through single source selection process and sent for WB's approval	
4	Development and delivery of teachers training program	SD-4	450.00	Contract signed with IER	Inception has been approved Implementation ongoing

Sl No	Description of Activities	Package No	Value (BDT in Lakh)	Progress	Remarks
5	Student Learning Assessment and Recovery	SD-5	521.55	Contract signed with BIDS	BIDS has been rewarded
6	Selection of Individual Consultant for Developing Emergency Operation Procedure	SD-6	20.00	Evaluation on process	
7	Tracking and assessment of RLS and assessing impact of grant	SD-8	196.85	Contract signed with BIDS	BIDS has been rewarded
8	Selection of Individual Consultant for Sustainability plan for remote learning system	SD-10	20.00	Evaluation process is continuing	
9	Procurement Specialist	SD-12 (a)	24.00	Contract signed	Performing contract
10	Selection of Individual Consultant for Financial Management Specialist	SD-13.A	48.00	Contract singed	Performing contract
11	Monitoring and Evaluation Specialist	SD-14	33.00	Contract signed	Performing contract
12	Selection of Individual Consultant for Environmental Management Specialist	SD-15	33.00	Contract singed	Performing contract
13	Rental Vehicle for PIU Officials	NCS-1	90.00	Bid document, IFT and related materials prepared	
Goods					
14	Procurement of IT Equipment's for Office Uses	GD-1	24.00	In progress	
15	Procurement of Furniture for PIU	GD-4	16.00	Draft bid document prepared	
16	Procurement of Equipment's for PIU	GD-1.1	12.00	Contract signed	
Works					
	Office Renovation (Refurbishment of PIU Office)	WD-1	5.00	Contract signed	Implemented

1.1.1.20 Implementation Challenges

The implementation challenge is the initial delay in the procurement activities for not familiar with the World Bank's new procurement regulation/policies and lack of procurement

professionals within the DPE. On the other hand, limited project period this might become an issue unless PIU speeds up the process.

Environmental and Social Safeguard

The Environmental and Social (ES) risk rating for this project is moderate.

1.1.1.21 Status of Progress of Activities

The changes are made through restructuring of the Project. In revised project the school re-opening packages include the use of school grants in order to use cleaners such as bleaching powder and other cleaning material like sweeps, mops etc. at school level to disinfectant school premises. It changes reflected in the Environmental and Social Commitment Plan (ESCP). A simple screening mechanism has been developed by the CSSR PIU/DPE with assistance from WB and published in the Website of DPE. School Management Committee (SMC), or any other appropriate entity must follow the Environmental and Social Commitment Plan (ESCP) according to the decision of the PIU. ESCP should be followed while carryout screening before disinfection and other project activities that may have environmental and social concerns. Based on the outcome of the screening exercise, a set of Environmental and Social Code of Practices (ESCoPs) has been prepared and published on the DPE's website to follow at the school level. These activities are being coordinated by the ES Specialist of PMU. The WB team provided training to the ES Consultant and all divisional level focal point on ES issues on screening and other operational ES activities. The ES Consultant and the divisional focal points ensured training their own District level focal points, who in turned will provide training to union level focal points. In this line the Union Level focal points will train the SMCs under their jurisdictions. The Environmental and Social Safeguards consultant has already joined March 2022.

Due to the change of modality in school reopening activity as per ongoing restructuring, it was decided that the Environmental screening for this activity will be done by the School Management Committee or individual/focal on behalf of the school. The ESCoPs has been disclosed by the DPE with WB approval. Orientation Workshop on and ESCoPs along with the School Sub-Grant Implementation Manual has been conducted for central to Upazila level on 24 April 2022 through online platform. Upazila Education Officer of all concern upazilas conducted orientation for HTs and member of SMCs during their monthly coordination meetings of the month of May, 2022

1.1.1.22 Implementation Challenges

Due to the COVID-19 pandemic, there has been delay in preparing/drafting required documents which are expected to be prepared.

Annex A: Framework for CSSR (as of May, 2022)

	Baseline (2020)	End of Project Target (2021)	Current Status as of May 2021	Frequency	Data Source/ Methodology	Responsibility for Data Collection	Comments
PDO Indicator 1: Number (and % of children in the relevant age-group in the program area) of children supported with inclusive distance learning programs (disaggregated by gender)	0	Total: 2,500,000 (9%) Boys: 1,205,000 Girls: 1,295,000	Total: 0 (0%) Boys: 0 Girls: 0	Bi-annual	PIU Progress Report using nationally representative survey and studies	PIU/DPE	Remote learning content development work is on-going with UNICEF and will start broadcasting from July 10, 2022; The actual achievement for PDO 1 will be available following the on-going Results Framework (RF) tracking survey to be completed by December 15, 2022.
PDO Indicator 2: Number (and %) of children who were enrolled in grant-supported preprimary and primary level government schools before the COVID-19 pandemic have returned to schools [Revised Indicator]	0	Total: 3,240,000 (31%) Boys: 1,590,000 Girls: 1,650,000	Total: 0 (0%) Boys: 0 Girls: 0	Bi-annual	Annual Primary School Census	PIU/DPE	The first tranche Sub-grants disbursed to 19,205 (out of selected 20,000 GPE supported schools). The actual achievement for PDO 2 will be available following the on-going Results Framework (RF) tracking survey to be completed by December 15, 2022.
PDO Indicator 3: Remote learning system integrated into the basic education school system	Underdeveloped Remote Learning System	Remote learning system fully functional and integrated into the basic school system	The work on Remote Learning System will start after signing of the SFA.	Annual	Evaluation Report	PIU/DPE	Remote Learning System is on track to be integrated into the basic education system. The PEDP4 Revised Development Project Proposal has already included provision for remote learning system.

Intermediate Indicators

Component 1: Engaging in Systemic Response

Indicator	Baseline	Target	Progress	Frequency	Data Source	Responsible	Comments
1. Number of grade - subject programs with complete and appropriate digital contents supported for the whole academic year for Grade 1-10	0	35	0	Bi-annual	PIU Progress Report	PIU/DPE	Remote earning content development work is on-going with UNICEF and will start broadcasting from July 10, 2022. Update on this indicator will be available by October 30, 2022.
2. Number of hard-to-reach children provided with learning materials/packages	0	150,000	0	Bi-annual	PIU Progress Report	PIU/DPE	First set of learning packages to reach students by August 2022.
3. Number (and %) of children provided access to programs and sensitization campaigns to minimize the negative impacts of school closures, with a focus on girls	0	Total: 1,500,000 (5%) Male: 723,000 Female: 777,000	0	Bi-annual	PIU Progress Report	PIU/DPE	CSSR PIU and the World Bank agreed that this activity is no longer relevant and will not be implemented. Therefore, it was recommended to drop this activity.

Component 2: Supporting Education Systems Recovery

Indicator	Baseline	Target	Progress	Frequency	Data Source	Responsible	Comments
4. Number (and %) of primary schools re-opened following implementation of Safe School Re-opening Plan	0	20,000 (31%)	0 (0%)	Bi-annual	PIU Progress Report	PIU/DPE	First tranche sub-grants reached 19,205 GPS. Second tranche to be reached to all 20,000 GPS by August 18, 2022. While all schools have re-opened, this indicator tracks GPE supported schools which remain open with safety and hygiene provision supported by the sub-grants.
5. Number (and % of children in program area) of children whose learning was assessed to evaluate loss of learning during school closure	0	60,000 (1.5%)	Draft ToR for study has been developed.	Bi-annual	PIU Progress Report	PIU/DPE	Assessment work initiated and results will be available by December 15, 2022.

[Revised EOP target]						
6. Number (and % of teachers in program area) of teachers trained on remedial education, distance learning strategies, and formative and summative assessment practices	0	2,000 (0.6%)	Draft ToR for TA to support the work has been developed.	Bi-annual	PIU Progress Report	PIU/DPE	Training module development initiated.

Component 3: Building System Resilience

Indicator	Baseline	EOP target	Status	Frequency	Data source	Responsibility	Comments
7. Total number of Beneficiaries (disaggregated by gender) supported by the grant	0	Total: 35,900,000 Boys: 17,300,000 Girls: 18,600,000	Total: 0 Boys: 0 Girls: 0	Bi-annual	PIU Progress Report	PIU/DPE	Update on this indicator will be available from school census in December 2022.
8. Sustainability Plan for the Remote Learning System in place for basic school system	No Sustainability Plan is in place	Sustainability Plan for the Remote Learning System developed and included in Government's regular program	A draft TOR Sustainability Plan is under preparation.	Once at EOP	Evaluation report	PIU/DPE	Consultant for developing Sustainability Plan expected to be hired by June 30, 2022.
9. Standard Emergency Operation Procedures for junior secondary school system prepared [Revised Indicator]	No Emergency Operation Procedure for junior secondary school	Standard Emergency Operation Procedures for junior secondary school system developed	Standard Emergency Operation Procedures for junior secondary school system yet to be developed	Once at EOP	PIU Progress Report	PIU/DPE	Consultant for developing Standard Emergency Operation Procedures for junior secondary school system be hired by June 30, 2022.

Annex B: Accomplishment according to the Agreed Action Plan
(November 2021 – June 2022)

Sl. No.	Action/ Activity	Targeted Completed By (Date)	Completed By (Responsible Party)	Status of Completion
Overall Key Activities				
1.	Complete the signing of the SFA with UNICEF	November 25, 2021	MOPME/DPE/ CSSR	• SFA has already been signed between DG, DPE and UNICEF on 21 November 2021. • Inception report and the 1st Progress Report has been submitted on 30 January 2022 by UNICEF and approved by DPE/CSSR.
2.	Send restructuring request letter from CSSR PIU via MoPME via ERD to WB	December 9, 2021	MOPME/DPE/C SSR/ERD	Requesting letter based on agreements of the 2nd ISM AIDE MEMOIRE has already been sent to WB via concern authorities
3.	Approve the School Sub-Grant Implementation Manual	January 31, 2022	DPE/CSSR	School Sub-Grant Implementation Manual has been developed and published on DPE Website
4.	Complete Approval of Revision of Technical Assistance Project Proposal	January 31, 2022	MOPME/DPE/ CSSR	RTAPP has been approved on 21 March 2022
5.	Complete recruitment of all remaining project staff	January 31, 2022	DPE/CSSR	All project staff (17 no) has been recruited. However, at present one Program Officer (DSHE) is vacant.
6.	Complete hiring of all service packages	March 31, 2022	DPE/CSSR	• Out of 13 Service packages 6 packages have been awarded. • Out of 3 Goods (GD) packages, 1 package has been awarded. • The Works (WD) package has been awarded.
Component 1: Engaging in Systematic *Response*				
Sub-component 1.1: Develop and Disseminate Content to Prevent Learning Loss				
7.	Share signed SFA with WB	November 28, 2021	CSSR/DPE	SFA has already been shared with WB on 21 November 2021
8.	Submission of Inception Report	December 7, 2021	UNICEF	Inception Report was submitted and duly approved on 31 January 2022
9.	Submit first progress report to WB	February 28, 2022	UNICEF	• Draft of report submitted on 30 March 2022. • Final version of the First Progress Report has been submitted on 6 June 2022 and duly approved by DPE.
10.	Develop and disseminate 2,440 digital products for television for students from preprimary to class 10 in selected subject areas	May 31, 2022	UNICEF/CSSR/DP E/DSHE/NCTB and any other relevant stakeholders	• Two workshops were conducted on content mapping and script development for pre-primary & primary grades and Secondary Grades

Sl. No.	Action/ Activity	Targeted Completed By (Date)	Completed By (Responsible Party)	Status of Completion
11.	Develop and disseminate remaining 1,222 digital products for television for students from preprimary to class 10 in selected subject areas	September 30, 2022		on 22-25 February and 5-9 March 2022 respectively, • Lessons mapped for pre-primary, Bangla, English and Math subjects for Grade 1-2, Bangla, English Science and Math subjects for Grade 3-5 and
12.	Develop and disseminate 720 digital contents for radio and disseminate through national and community radios for students from pre-primary to class 10 in selected subject areas	May 31, 2022	UNICEF/CSSR/ DPE/DSHE/NC TB and any other relevant stakeholders	for 7 subjects of secondary level Grades 6-10 during the workshops, • Draft script guidelines and model scripts for each subject have been developed during workshops, • Selection of teachers of primary and secondary level for digital content
13.	Develop and disseminate remaining 360 digital contents for radio and disseminate through national and community radios for students from pre-primary to class 10 in selected subject areas	September 30, 2022		development and delivery, UNICEF has contracted 3 different technical firms for production of the digital contents; • Script development and Grooming Workshop has been conducted for selected teachers of Pre-primary, Bangla and science subject of primary
14.	Develop and disseminate 3,112 digital contents for online/web/mobile for students from pre-primary to class 10 in selected subject areas	May 31, 2022	UNICEF/CSSR/ DPE/DSHE/NC TB and any other relevant stakeholders	level and 7 subjects of Secondary level. • Demo contents will be delivered on the 3rd week of June 2022.
15.	Develop and disseminate remaining 1,044 digital contents for online/web/mobile for students from pre-primary to class 10 in selected subject areas	September 30, 2022		
16.	Develop, produce and package 100,000 or more low-cost learning packages for hard-to-reach and other areas for primary grade student	May 31, 2022	UNICEF/DPE/ CSSR	• Resource person has been selected for preparing the low-cost learning packages for hard-to-reach and other areas for primary grade students. • A policy is being developed to select the criteria of beneficiary for the low-cost learning packages.
17.	Develop, produce and package remaining 50,000 or more low-cost learning packages for hard-to-reach and other areas for primary grade student	September 30, 2022		• It is expected that this work will be completed within June 2022
18.	Submit 2nd progress report to WB	May 31, 2022	UNICEF	Yet to receive from UNICEF

Sl. No.	Action/ Activity	Targeted Completed By (Date)	Completed By (Responsible Party)	Status of Completion
19.	Submit 3rd progress report to WB	September 30, 2022		
20.	Submit completion report to WB	December 31, 2022	UNICEF	As per signed SFA
Sub-component 1.2: Communication and Outreach				
21.	Share any revisions to approved ToR for recruitment of the Communications Firm with WB	November 30, 2021	CSSR	A ToR has already been approved by WB
22.	Complete recruitment of the Communication firm	A ToR has already been approved by WB	CSSR/DPE	• World Bank has cleared the ToR for recruitment of the communications firm with minor adjustments recommended by the CSSR PIU.
23.	Ensure completion of all activities under communications package	December 31, 2022	Communications Firm/CSSR	• REoI for recruiting the firm was published on 25 March 2022 on national newspapers and concerned websites. Accordingly, a total number of 35 organizations have submitted EoI to the CSSR PIU. • Selection of the firm is under process. • Evaluation process will be completed within June 2022. • In July 2022 RFP will be issued in favor of the selected firm.
Sub-component 1.3: Development of Safe School Reopening Plan				
24.	*This activity has been dropped as agreed during 2nd ISM*			
Component 2: Supporting Education System Recovery				
Sub-component 2.1: Support Implementation of Safe School Re-opening Plan				
25.	This activity has been dropped as agreed during 2nd ISM	November 25, 2021	DPE/CSSR	As per agreed method to split the package during 2nd ISM
26.	Share first draft of School Sub-Grant Implementation	January 30, 2022	DPE/CSSR	• School Sub-Grant Implementation Manual has been developed and published.
27.	Finalize the Sub-Grant Implementation Manual for distribution	February 15, 2021	DPE/CSSR	• Orientation Workshop on School Sub-Grant Implementation Manual and ESCoPs has been conducted up to Upazila level on 24 April 2022 through online platform. • In 339 Upazila orientation for HTs and member of SMCs has been completed.
28.	Share the revised ToR for services package for WB clearance	November 30, 2021	CSSR	Revised ToR has been shared with WB and received approval duly.
29.	Ensure consulting firm is recruited	March 30, 2022	DPE/CSSR	

Sl. No.	Action/ Activity	Targeted Completed By (Date)	Completed By (Responsible Party)	Status of Completion
30.	Ensure funds reach grant supported schools following sub-grant implementation manual	April 30, 2022	DPE/CSSR	• Due to the limited project period, it was agreed that for the services package SD-3, the DPE/CSSR PIU requested the WB to explore scope for partnership modality with an agency having appropriate/relevant expertise and experience in these aspect. • Therefore, BANBEIS has been offered to submit EoI as the consulting firm to support capacity building on maintaining and monitoring safe schools, developing information materials on school re-opening guidelines, and verifying the use of school grants.
31.	Monitoring field level activities	Till project ends	DPE/CSSR	• As the consultant Firm has not yet on board, a monitoring tool has been developed in order to ensure orientation for HT and SMC members, receiving Sub Grant Manual and grant by GPSs. • Checklist developed and responsibility fixed up for monitoring sub-grant disbursement and utilization in project areas.
Sub-component 2.2: Support Re-enrollment of pre-primary and primary students				
32.	Communications firm recruited	March 31, 2022	CSSR PIU	EoI collected now evaluation is going on.
33.	Deployment of re-enrollment campaigns: Community events to track and re-enroll	March-Dec, 2022	Communications Firm	• World Bank has cleared the ToR for recruitment of the communications firm with minor adjustments recommended by the CSSR PIU. • REoI for recruiting the firm was published on 25 March 2022 on national newspapers and concern websites. Accordingly, a total number of 35 organizations have submitted EoI to the CSSR PIU. • Selection of the firm is under process. • Evaluation process will be completed within June 2022. • In July 2022 RFP will be issued in favor of the selected firm.
Sub-component 2.3: Support for Assessment and Learning Recovery				
34.	Submit draft learning assessment ToR in STEP for WB clearance	November 30, 2021	CSSR	• Negotiation already completed with Bangladesh Institute of Development

Sl. No.	Action/ Activity	Targeted Completed By (Date)	Completed By (Responsible Party)	Status of Completion
35.	Ensure recruitment of firm/agency for conducting student learning assessment	March 30, 2022	CSSR/DPE	Studies (BIDS) and draft contact has been signed with PD, CSSR Project for SD-5.
36.	Student learning assessment conducted	July 30, 2022	Selected agency/CSSR/DPE	• NoA will be issued within 3 working days.
37.	Recruitment of firm/agency for teacher training and mental health support is completed	March 31, 2022	CSSR PIU	• Institute of Education and Research (IER) Dhaka University has signed the contract for teacher training and mental health support;
38.	All teacher training materials prepared	June 2022	Selected agency/CSSR/DPE	• IER has submitted the Inception Report;
39.	Teacher training initiated	July 2022	Selected agency/CSSR/DPE	• After approval of the Inception report, teaches' training will be conducted for 2000 teachers.

Component 3: Building System *Resilience*

Sub-component 3.1: Continue and Integrate Remote Learning

Sl. No.	Action/ Activity	Targeted Completed By (Date)	Completed By (Responsible Party)	Status of Completion
40.	TOR for development of the Sustainability Plan for the Remote Learning Platform submitted in STEP for WB clearance	December 31, 2021	CSSR/DPE	ToR submitted in STEP and approved by the WB.
41.	Recruit consultant for the development of the Sustainability Plan	March 31, 2022	CSSR/DPE	ToR finalized and EoI has been floated for recruiting the consultant under SD-10 for developing the Sustainability Plan for the Remote Learning Platform.
42.	Draft sustainability plan to be shared for consultations	October 15, 2022	CSSR/DPE	After recruitment, the consultant will prepare draft sustainability plan and will share for consultation

Sub-component 3.2: Develop Emergency Operation Procedure

Sl. No.	Action/ Activity	Targeted Completed By (Date)	Completed By (Responsible Party)	Status of Completion
43.	ToR for developing the emergency operation procedure for DSHE will be submitted in STEP for WB clearance	December 31, 2021	CSSR/DSHE	ToR for the development of a strategy and standard operating procedures for education service-delivery during emergencies and periods of extended school has been approved by DSHE and cleared by WB
44.	Recruit consultant for the development of emergency operation procedure	March 31, 2022	CSSR	ToR finalized and EoI has been floated for recruiting the consultant under SD-6 for developing of emergency operation procedure
45.	Draft Report to be shared for consultations	October 15, 2022	CSSR/DSHE	After recruitment, the consultant will prepare draft report and will share for consultation

Component 4: Project Management, Results Monitoring and Communication

Sl. No.	Action/ Activity	Targeted Completed By (Date)	Completed By (Responsible Party)	Status of Completion
46.	Complete the recruitment of both M&E and safeguards consultants	November 30, 2021	CSSR	Both the consultants recruited

Sl. No.	Action/ Activity	Targeted Completed By (Date)	Completed By (Responsible Party)	Status of Completion
47.	Hold 2nd Project Implementation Committee and 2nd Project Steering Committee meetings	November 25, 2021	CSSR/DPE, DSHE, MOPME, SHED	• 2nd Project Implementation Committee meeting was hold on 13 March 2022. • 3rd Project Implementation Committee meeting was hold on 6 June 2022. • 2nd Project Steering Committee meeting will be conducted soon.
Monitoring and Evaluation				
48.	Submit the TOR in STEP for WB clearance of data collection firm to track project indicators for GPE reporting	December 7, 2021	CSSR/DPE	Submitted
49.	Publish the 1st Progress Report for CSSR	November 30, 2021	CSSR/DPE	1st Progress Report for CSSR has been published.
50.	Complete recruitment of M&E Specialist	November 30, 2021	CSSR/DPE	M&E Specialist has been recruited
51.	Share the 2nd progress report for CSSR with WB	December 31, 2022	CSSR/DPE	2nd progress report has been drafted and shared with WB
52.	Complete recruitment of the data collection firm to track project indicators for GPE reporting	March 31, 2022	CSSR	• Negotiation already completed with Bangladesh Institute of Development Studies (BIDS) and draft contact has been signed with PD, CSSR Project for SD-8. • NoA will be issued within 3 working days.
53.	Conduct monthly progress reviews between PIU and WB	Continue	DPE/CSSR/ WB	• Progress review meetings between PIU and WB hold regularly. • Last meeting hold on 30 May 2022
Financial Management				
54.	Re-advertise FM position using limited competitive selection and ensure consultant is onboard	January 30, 2022	CSSR/DPE	FM Specialist has been recruited
55.	Submit 3rd IUFRs of the project for the quarter ending on 31 December 2021	February 28, 2022	CSSR	IUFR submitted up to March 2022 to WB
56.	Contact iBAS wing of Finance Division to create users' profile for this project with the required access to record project transactions in the iBAS	December 15, 2021	CSSR/DPE	DPE/CSSR created user profile for CSSR to enable required access to record project transactions in the iBAS++ .
Procurement				
57.	Re-advertise procurement specialist position using limited competitive selection	January 31, 2022	CSSR/DPE	Procurement Specialist has been recruited

Sl. No.	Action/ Activity	Targeted Completed By (Date)	Completed By (Responsible Party)	Status of Completion
	and ensure consultant is onboard			
58.	PPSD is prepared and uploaded in STEP for WB approval	December 9, 2021	CSSR	PPSD has been uploaded in STEP and approved by WB
59.	Update the procurement plan and submit to STEP	November 30, 2021	CSSR	Procurement plan has been updated and submitted to STEP.
60.	Sign the contracts for consulting services	March 31, 2022	CSSR	• Out of 13 Service packages 6 packages have been awarded. • Out of 3 Goods (GD) packages, 1 package has been awarded. • The Works (WD) package has been awarded.
Safeguards				
61.	Recruit E&S technical expert/consultant	November 30, 2021	CSSR	Environment and Social Safeguard Specialist has been recruited
62.	Share revised ESCP with WB and disclose after WB approval	December 30, 2021	CSSR	ESCP has been approved and published on DPE's website after WB's approval.
63.	Complete Environmental and Social Safeguard training for relevant PIU staff and divisional head	December 15, 2021	CSSR/DPE, WB	Environmental and Social Safeguard training for relevant PIU staff along with field officials has been conducted on 24 April 2022 through online platform

Annex C: Agreed Action Plan (June - December 2022)

Sl. No.	Action/Activity	Completed By (Date)	By whom	Remarks
Overall Key Activities				
1.	Organize high level stakeholder meeting on demonstration of digital content under remote learning activity	July 10, 2022	CSSR/UNICEF	Sample content to be demonstrated at Ministry level
2.	Complete contract signing of remaining service packages	July 17, 2022	CSSR/DPE	Cut-off date for all procurement
3.	Complete second and final tranche sub-grant disbursement to government primary schools	August 18, 2022	CSSR/DPE	As per sub-grant implementation manual
4.	Strengthen PIU through assigning officers as required on a case to case basis and ensure regular and sustained guidance to expedite implementation	Continuous	MOPME/SHED; MOE/DPE/DSHE/CSSR	

5.	Ensure all on-going service package activities are completed	December 27, 2022	MOPME/SHED; MOE/DPE/DSHE/CSSR	All activities to be completed before project closing date
Component 1: Engaging in Systemic Response				
Sub-component 1.1: Develop and Disseminate Content to Prevent Learning Loss				
6.	Organize a working meeting with NCTB, DSHE, DPE, JICA and UNICEF to consult on options for adapting Grade 1, 6 and 7 remote learning contents to the new curriculum	June 27, 2022	CSSR/DPE	
7.	Organize high level stakeholder consultation on demo content to finalize delivery format	July 5, 2022	UNICEF/CSSR/DPE	Demonstration of contents to be delivered
8.	Finalize selection criteria for distribution of printed learning packages	July 15, 2022	UNICEF/CSSR	Selection criteria will be shared with WB before finalization
9.	Script Development, Validation and finalization for content development	June 25, 2022	UNICEF/CSSR	Scripts to be prepared by teachers and validated by experts/UNICEF
10.	TV content recording initiation	July 1, 2022	UNICEF	
11.	TV content starting to be on air (Shangshad TV)	July 10, 2022	UNICEF	
12.	Develop and disseminate 1,220 digital products for television for students from preprimary to class 10 in selected subject areas	August 31, 2022	UNICEF/CSSR/DPE/DSHE/NCTB and any other relevant stakeholders	As per signed SFA, UNICEF will complete coordinating with PIU/DPE, DSHE, NCTB and any other relevant agencies
13.	Develop and disseminate all remaining 2,442 digital products for television for students from preprimary to class 10 in selected subject areas	September 30, 2022		

Government Primary School Sub-Grant Implementation Manual

Bangladesh COVID-19 School Sector Response (CSSR) Project

Directorate of Primary Education
Ministry of Primary and Mass Education
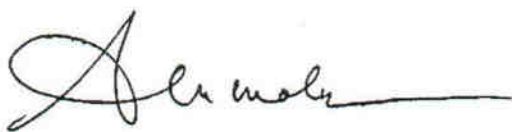
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Preface

The Bangladesh COVID-19 School Sector Response (CSSR) Project is an emergency response project funded by Global Partnership for Education (GPE) through World Bank. The Directorate of Primary Education is implementing the project under the Ministry of Primary and Mass Education (MoPME) and in partnership with the Directorate of Secondary and Higher Education (DSHE) under the Secondary and Higher Education Division of the Ministry of Education.

CSSR Project was designed to support safe reopening of schools by following school reopening plan during COVID-19 situation. The allocated funds for 'goods and services' will be disbursed as sub-grants to 20,000 Government Primary Schools (GPS) through the Upazila/Thana Education Offices based on this School Sub-Grant Implementation Manual. This fund will be spent for school health activities. I am really happy that the CSSR Project and World Bank team has jointly prepared this School Sub-Grant Implementation Manual to guide the Project Implementation Unit (PIU), schools, field level offices and other related stakeholders.

I hope this manual will play a vital role in implementation of the school sub-grant to be used for safe school re-opening and to support all students to continue their education smoothly.

Alamgir Mohammed Monsurul Alam
Director General (Grade-1)
Directorate of Primary Education

Table of Contents

1. Introduction

1.1 The manual outlines the financial procedures to be followed by the Project Implementation Unit (PIU), Upazila/Thana Education Offices and recipients of sub-grant during the following stages of the implementation and the completion of the project. The manual aims to describe in details the necessary steps to be undertaken by the relevant project staff (CSSR PIU), the Financial Management Specialist (FMS) in particular, Upazila/Thana Education Officer and school authority when undertaking actions related to (i) planning and budgeting, (ii) accounting, iii) record management, (iv) internal controls, (v) flow of funds, (vi) withdrawal of financing proceeds, vii) processing of payments, viii) financial reporting, (ix) audit arrangements, (x) social and environmental safeguard compliances, (xi) supervision by World Bank, and (xii) sub-grant completion and closure.

1.2 It is to be read together with the Project Implementation Manual and the Procurement Manual. It is also important to note that this manual references the following World Bank key documents: Grant Agreement, World Bank Guidelines on Project Audits, and the Disbursement Letter. As appropriate, these documents have been referred to in the School Sub Grant Implementation Manual.

1.3 The Sub Grant Implementation Manual has been approved by the Director-General (DG), DPE (Directorate of Primary Education) after being reviewed by World Bank. The PIU will require to seek World Bank's clearance for future amendments and revisions.

2. The objective of the Sub-Grant

2.1 The COVID-19 pandemic is causing profound socioeconomic disruptions to almost every country worldwide. The imposed 'physical distancing' required to arrest its spread has brought economies in many regions to a standstill, while health systems struggle to cope with the dramatic increase in demand. The COVID-19 pandemic and its impact will deteriorate the situation and deepen the learning crisis of Bangladesh. The Government of Bangladesh (GOB) has taken some quick initiatives to ensure that learning continues during school closures.The COVID-19 Response and Recovery Plan for Education was developed under the MoPME and MoE and in consultation with the Local Education Group (LEG).

2.2 The World Bank was selected as the grant agent for the GPE COVID-19 Trust Fund (TF071827) by the Government of Bangladesh (GOB) and Local Education Group (LEG)1 on May 6, 2020.

2.3 The objectives of the project are to strengthen the primary school system's institutional capacity to respond to, and recover from, the COVID-19, which will result in:

a) Schools are re-opened safely, and school health protocols are in place;
b) Maximum re-enrollment at pre-primary and primary levels;

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c) Student learning loss assessment;

d) Teachers' professional development program; and

e) Support mental health and well-being of students and teachers

3. Scope of the Sub-Grant

3.1 The project was extended with a revised closing date to Dec 31st, 2022. The project interventions will be implemented through three key components to achieve the Project Development Objectives(PDO). The scope of the sub-grant will cover the Supporting Education Systems Recovery under Component 2, Sub-component 2.1. The sub-grants cover only around 20,000 government primary schools under the Directorate of Primary Education management under the MoPME.

4. Role of PIU

4.1 The project will be implemented within the Grant Agreement and Amendment,Project Appraisal Document (PAD), and the Technical Assistance Project Proposal (TAPP).

4.2 The Project Director(PD)is responsible for the overall coordination of the sub-grant scheme, including:

- Strategic coordination with co-applicant and sub-grantees;

- Coordination, guidance, and management of project staff;

- Assuring donor and compliance on all fiduciary and safeguard matters as laid out in the Grant Agreement and subsequent Amendment;

- Supervising/authorizing the transfer of funds and authorizing budget variations;

- Supervising monitoring plan and activities and ensuring regular reporting is submitted to WB;

- Assure achievement of expected results and objectives;

- Conflict resolution; and

- Ensure project activities meet environmental and social compliance;

5. Role of Deputy Director (DD) at Division level

- DD will supervise the program activities of the project for smooth running and effective implementation;

- Guide project activities to meet environmental and social compliance;

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6. Roleof the District Primary Education Officer, DPEO at District Level.

- DPEO will supervise the program activities of the project for smooth running and implementation effectively;
- DPEO will forward the reports to PD with comments within 7 (Seven) days of gettingthe report from UEO/TEO; and
- Ensure project activities are implemented to meet environmental and social compliance;

7. Role of Upazila/Thana Education Officer (UEO/ TEO)

7.1 The Upazila Education Officer is responsible for the operational aspects of the sub-grant scheme, including: -

- Opening an operating account at Upazila/Thana in the name of the project;

- Operational coordination with grant-supported schools;

- Ensuring understanding of the School Sub-Grant Implementation Manual;

- Preparation of work plan agreements with grant-supported schools;

- Transfer fund to the school authority through banks within (seven) working days of getting from PIU;

- Implementation of the monitoring plan, which includes monitoring missions and mission's reports;

- Collect the expenditure reports from the schools along with evidences in support of expenditure;

- Consolidate the expenditure report and submit it to PD for necessary actions;

- Quality check for sub-grantees' spending;

- UEO/TEO will provide a consolidated fund utilization report within 15 days of getting the report from SMC to PD through DPEO;

- Vouchers will be preserved at upazila level with a copy in the concerned school for audit purpose; and

- Ensure that activities are carried out to meet environmental and social compliance.

8. Role of Assistant Upazila/Thana Education Officer (AUEO/ATEO)

- The AUEO/ATEO will monitor and ensure proper implementation of the Program;
- Act as a support focal for grant-recipient schools on any queries related to the understanding of the Sub-Grant Implementation Manual; and
- Ensure that activities are carried out to meet environmental and social compliance.

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9. Role of School Management Committee

9.1 Each school will maintain one set of accounting records for the sub-grant and shall separately identify the receipts and disbursements for each sub-grant from the school bank account. The school bank account(s) will be operated by designated school personnel, who notify theUEO. Joint signatories should operate the Bank account. One is the Chairman of the School Management Committee (SMC) other one is the Headteacher of the school. The school management shall isolate and trace every sub-grant amount from receipt to expenditure and have appropriate supporting documentation for each transaction on file. The School Management Committee is responsible for the overall supervision of the financial aspects of the sub-grant scheme, including:

- Purchase of materials.(Any payment against a purchase shall be made only after duly approved by the School Management Committee);

- Supervise the implementation and management of the project activities

- Checks on sub-grantees financial documentation (Examples of documentation includes but is not limited to the following: Vendor Invoices, Bills, Purchase Orders, Payment Vouchers, Bank Statements, and Reconciliations) Documentation to be verified to ensure that only eligible expenditures were done, and Cash receipt logs are verified to ensure all funds received and the actual date of receipt.

- Fund utilization report will be send to UEO/TEO within one month through AUEO/ATEO.

- Vouchers will be prepared for Audit purposes and office Records.

- A set of vouchers will be sent to UEO/TEO office.

- Carryout project work to meet and report on the environment and social (ES) compliance.

10. Role of Environmental and Social (ES) Safeguard

10.1 A number of environmental and social (ES) documents have been prepared for the project to assess and manage ES-related risks and impacts.

10.2 Environmental and Social (ES) Safeguard Documents: The Environmental and Social Management Framework (ESMF) describes the policy and guidance for preparing various sub project-specific ES impact assessment and management plans. The Stakeholder Engagement Plan (SEP) illustrates how to consult with stakeholders at all stages of the project cycle, including a grievance redress mechanism. The Labor-Management Procedure (LMP) describes labor-related issues, including labor grievances. The Small Ethnic Community Development Framework (SECDF) directs how to consult with ethnic communities to ensure their participation in the project and safeguard their interest.

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10.3 ES risk Management and Environmental and Social Code of Practice (ESCoPs): Environmental and social impacts are not expected to be significant for the proposed activities.

a. A set of ESCoPs will be prepared by the PIU considering the ES risks and provisions of SEP, LMP, and SECDF and sent to the schools.

b. Orientation training would be provided on ES risks management and use of ESCoPs by the PIU to the DPEO/UEOs covering Upazila/Thana that receive the grant.

c. The planned activities would be carried out following the ESCoPs.

d. PIUES specialist or assigned third party monitoring firm will monitor the compliance on a sample basis and provide a monitoring report to be shared with the WB during implementation.

Orientation: An orientation on the ES-related activities will be provided to selected representatives of the DPEO/UPEOs and the SMCs jointly by the CSSR PIU and WB ES team by April 23, 2022.

11. Selection of 20,000 GPSs schools for Sub-Grants under GPE

The 20,000 GPSs have been selected for the following schools:

I.   13,296 government primary schools from 118upazila of remote areas have been selected. All schools in these remote Upazilas have been included.
II. 6,704 schools from 221 Upazila/Thana of comparatively disadvantaged areas of the country. Around 20% of the total number of schools of this Upazila/Thana has been included.

12. Timeline for implementation

12.1 Sub-grant Implementation Period means the period during which the sub-grant is to be carried out, beginning on the date of entry into force of the Agreement and ending on the Project Completion Date. Sub-grant will be disbursed in two Installments.1st Installment will be disbursed from January to June 2022, and the 2nd Installment will be disbursed from July to December 2022. The project's revised completion date is Dec 31st, 2022.

13. Eligible expenditures

13.1 The Financing under sub-grant shall be used exclusively to finance expenditures meeting each of the following eligibility requirements:

a. The expenditure shall meet the reasonable cost of goods required for the Project and be covered by the relevant approved list as per the work plan under sub-grant and procured in conformity with the Fund's Procurement Guidelines.

b. The expenditure shall be incurred during the Project Implementation Period.

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c. A government primary school shall incur the expenditure under DPE.

14. Ineligible expenditure

14.1 Ineligible expenditure is a cost that is:

a. Not allocable or beneficial to the Sub-grant, either directly or indirectly

b. Lacking the necessary documentation required by statute or regulation.

c. Not authorized under the grant agreement: or not allowable under the specific statute, regulation, or policy

15. Fund disbursement procedure
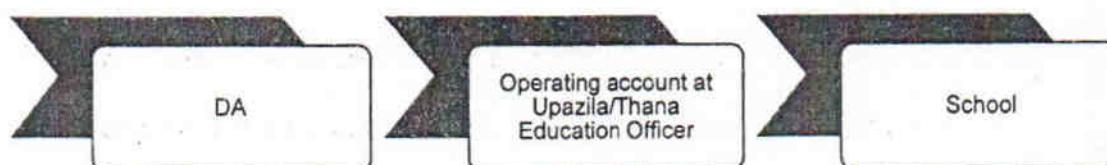
15.1 From CSSR to Upazila/ Thana operational Account: Under the cash advance method, the PIU will transfer the funds to the UEO/TEO. Each Upazila/Thana Education office will have a separate operational bank account for sub-grant, UEO/TEO will be the signatories. After opening the operating account, the CSSR PIU will determine the sub-grant allocation amount and will disburse the fund to the Upazila offices.

15.2 From operational Account to school management: The fund will be disbursed to the selected school in advance to their active bank account. The active account should be maintained so that each fund transfer and disbursement will be separately identified. They can use the existing bank account for receiving funds under the sub-grant. The bank account(s) will be operated by designated persons (HT & SMC Chairman) of the grant-recipient school, who will duly notifythe UEO/TEO and the PIU of CSSR.

16. Reporting Procedure

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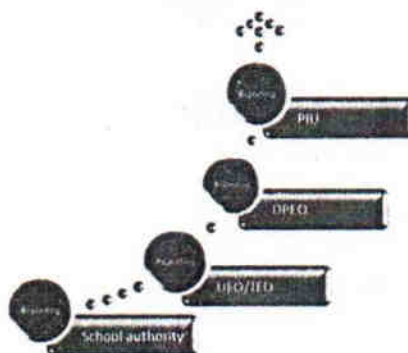
16.1 From School to UEO/TEO: Under the cash advance method, the school authority must report its sub-grant utilization report (Expenditure report; SoE) with supporting documentation .The Reporting Worksheet shall be filed once each calendar month and submitted to UEO.(please refer to Annex 1 Template b).

16.2 From Upazila/Thana Education Officer/ Thana Education Officer to District Primary Education Officer (DPEO): After receiving the report from the school authority, the Assistant Upazila/Thana Education Officer (AUEO/ATEO) should review all the supporting documents. After UEO approves the consolidated fund receipt, expenditure report, budget variance report must be arranged. The consolidated report should be submitted to the PIU through DPEO (please refer to Annex 1 Template c). At the end of the Sub-grant period, unused funds should be returned to PIU.

16.3 From DPEO to PIU: DPEO will be responsible for reporting to PIU by coordinating with the UEO/TEO's.

16.4 From PIU to World Bank: Accounting and financial reporting of the project will be prepared using the BACS. It would be maintained in iBAS++, it will be technically ready with users' access for this project for accounting and financial reporting. The DPE will prepare an interim unaudited financial report (IUFR) from iBAS++, in the format agreed with the World Bank, every quarter and submit it to the World Bank for its review and clearance within 45 days from the end of each quarter.

17. Approval Process of Sub-Grant Utilization Report

17.1 The concerned Upazila/Thana Education Officer will submit all relevant documents to PIU for advance adjustment. To ensure timely adjustment and settlement, project FMS will analyze and monitor the UEO/TEO on a monthly basis and notify the respective UEO for adjustment and settlement after exceeding three months. PIU or any officers on behalf of PIU will monitor the

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compliance of advance payment against this policy and procedure and related adjustment/settlement on a monthly basis. After receiving the report, the project FMS will review the utilization report and submit it for approval of the PD.
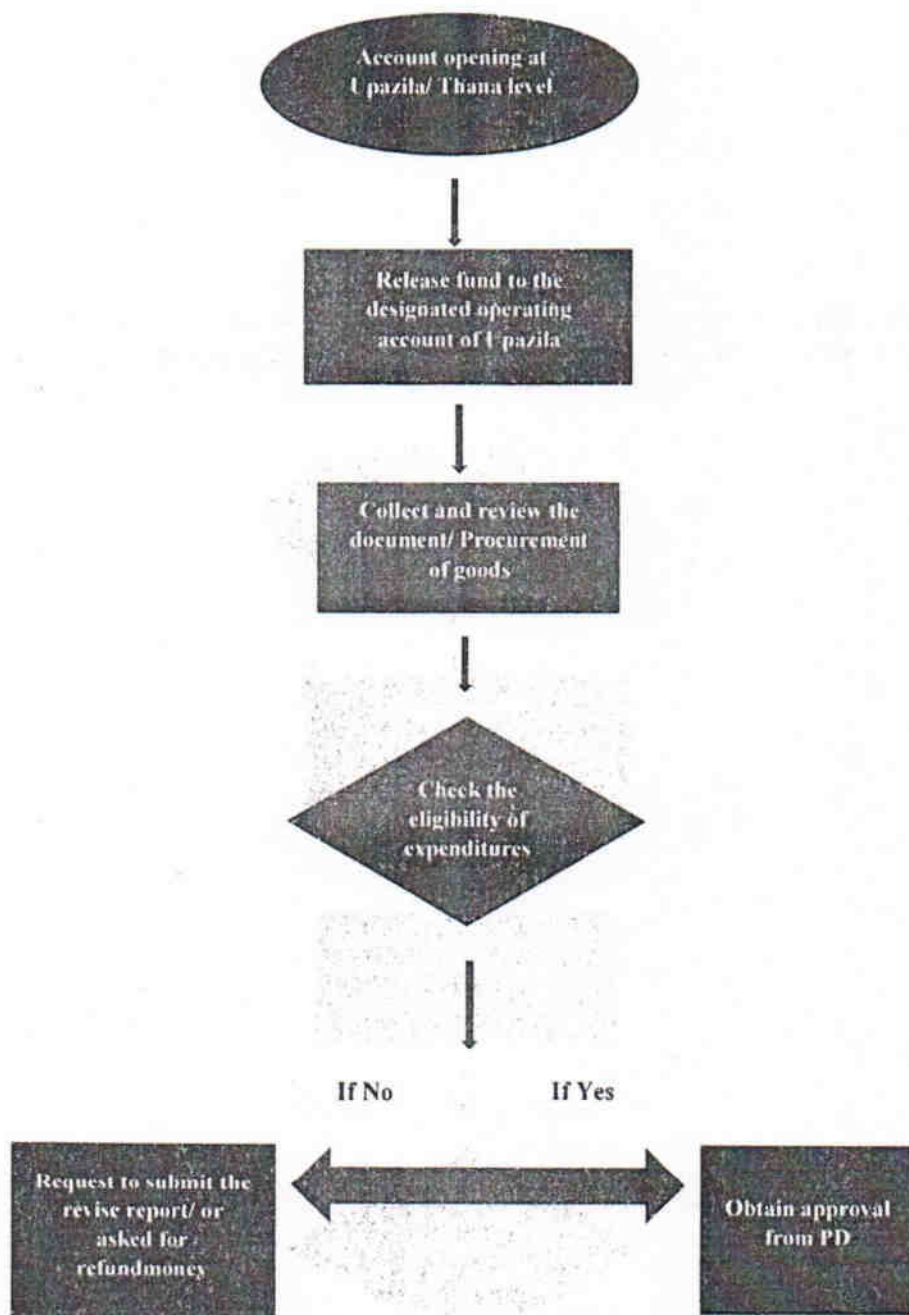

Figure: Sub-Grant Fund Flow, Monitoring and Reporting Arrangements

18. Refund Procedure for unspent / undistributed fund / ineligible expenditure

18.1 Upazila/ ThanaOperational Account to Designated Account of PIU.

- If the PIU determines that any amount withdrawn from the Sub-grant Accounts was used to finance an expenditure other than an Eligible Expenditure, then the PIU office shall promptly ask for a refund of such amount from UEO.

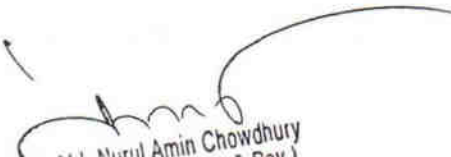- At the end of the sub grant period, unused funds shall be returned to PIU.

18.2 School Bank Account to Upazila/ ThanaOperational Account

- At the end of the sub grant period, unused funds shall be returned to UEO.

- If the UEO determines that any amount is withdrawn from the sub–Grant Accounts was used to finance expenditure other than an Eligible Expenditure or will not be needed after that to finance Eligible Expenditures, the Upazila education office shall promptly refund such amount to the Fund upon instruction by the UEO.

19. Audit procedure

20.1 The PMU or PIU FM staff, M& E officer, and the Internal Audit Unit (IAU) will conduct periodic visits to the UEOs to perform spot verifications to the SoE's submitted by UEO to confirm with Books of Accounts, compliance, and cost-efficiency and guarantee the quality of the financial reporting, verify the eligibility of expenditure incurred by each SMC. UEO shall enable and extend cooperation to representatives of PIU and designated officials.

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a. Template for Fund requisitions and Sub-Grant distribution plan

Fund Requisition/ Distribution format

Name of Upazila/Thana

Grant Amount: BDT

APPLICANT INFORMATION

Address:

Postal Code:

Primary Contact Person: Email

Bank Account Name: Bank Account Number

BUDGET INFORMATION
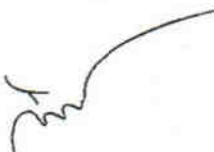
Provide all estimated expenses for project

Name of school	Description	Budget	Amount
X school		XXX	
Y school		XXX	
Total		XXXX	

Initiated by   Reviewed By   Approved BY

b. Simplified Template for Budget and expenditure report for School

Name of School: Name of Upazila

Name of project: **Bangladesh COVID-19 School Sector Response (CSSR) Project**   Approved
Budget:

Available budget:

Particulars	Actual			Planned			Variance		
	Rate	QTY	Total cost	Rate	QTY/unit	Total cost	Rate	QTY	Total cost
Cleaner			-	1000	6	6,000	-	-	-
Floor Cleaning Solution / Chemical				250	24	6,000			
Long Handled Broom / Mop for Floor Cleaning				200	2	400			
Broom (Coconut Leaf Spine / Wild Grass Bloom) [SholarJharu / PhulerJharu]				75	2	150			
Soap (bar / cake / ball) for Washing Hand				50	20	1,000			
Liquid Hand wash				100	30	3000			
Hand sanitizer				100	16	1600			
Face Mask (Made of cloth)				20	360	7,200			
Bucket and Mug				240	1	240			
First Aid box with health kits				1600	1	1600			
Bleaching Powder				400	1	400			
Hand Towel				100	4	400			
Floor MAT				150	2	300			
Extra one-time mask				3	100	300			
Miscellaneous					150	150			

Note: Items in this table constitute the 'eligible expenditure' list under the sub-grant

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Submitted by   Reviewed By   Approved By

Note:

1. Schools must purchase from within the items that appear in the list, which are considered as the eligible expenditure item list

2. Schools must remain within the "Total Indicative Cost / Budget per School."

3. Schools may decide not to purchase one or more items on the list.

4. Schools may purchase items at quantities and rates that are different from those indicated, provided they satisfy the above conditions

5. Vat & Tax, if applicable, would be deducted and deposited to the government treasury through chalan as per government rules.

	Code No.	Rate
VAT	1-1133-0035-0311	7.50%
Income Tax (IT)	1-1141-0005-0111	3.00%

c. Template for UEO to submit consolidated report to CSSR

A. Consolidated Project Sources and Uses of Funds Bangladesh COVID-19 School Sector Response (CSSR) project

Particulars	Current quarter	Year to Date	Cumulative to Date
Opening Cash Balance: (Designated Account)			
Funds Received from CSSR :			
Designated Account			
Total Receipt			
Less Fund disbursed to School authority			
X school			
Y school			
Z school			
Total disbursement			
Closing Balance:			
IDA Designated Account			
Other operational Bank Account			

Submitted by   Reviewed By   Approved By

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d. Designated Account (DA) Reconciliation Statement

Bangladesh COVID-19 School Sector Response (GPE) Project

For the quarter ended 2022

In Local Currency Unit (BDT)

	Particulars	Amount	
	Closing DA Balance as at the end of the Reporting Period	XXXXXX	
Less:	Cheque issued but not presented	***	
	Closing Cash Book Balance as at the end of the Reporting Period	*****	

Submitted by   Reviewed By   Approved By

- Note: Bank statement should be attached in support of this.

e. Monthly Report of Direct Cash Purchase in Upazila

Name of upazila/Thana:
Number of schools:
Report for the month ended:

(Must be forwarded to the Project Office within the third week of the the month following the reporting month)

SL No.	Description of Item	Units	Purchased during the month		Cumulative to month-end	
			Quantity	Cost (BDT)	Quantity	Cost (BDT)
1	Cleaning Personnel	MM				
2	Floor Cleaning Solution / Chemical	Pcs				
3	Long Handled Broom / Mop for Floor Cleaning	Pcs				
4	Broom (Coconut Leaf Spine / Wild Grass Bloom) [SholarJharu / PhulerJharu]	Pcs				
5	Soap (bar / cake / ball) for Washing Hand	Pcs				
6	Soap (liquid) for Washing Hand	Pcs				
7	Hand Sanitizer	Pcs				
8	Face Mask (2 masks per student)	Pcs				
9	Bucket and Mug (PVC / Plastic)	Pcs				
10	Air Pressure Bottle for Spraying Disinfectant (upto 5 liters)	Pcs				
11	First Aid Box with Health Kit	Pcs				
12	Bleaching Powder	Pcs				
13	Hand Towel	Pcs				
14	Floor Mat (Paposh); plain without bristles	Pcs				
15	Extra One-time Mask	Pcs				
16	Miscellaneous	LS				
	Total Indicative Cost / Budget per School:		**Total**		**Total**	0.00

1) The Upazila/Thana Education Office certifies that cumulative purchases by each school remain within the indicative budget envelop.
Prescribed in the Sub-Grant Implementation Guidelines / Manual.

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2) The Upazila/Thana Education Office certifies that the schools used Sub-grant funds to purchase only those items that appear in this list.
3) The Upazila/Thana Education Office certifies that it has verified, on a sample basis, that goods and services were purchased as reported by the school
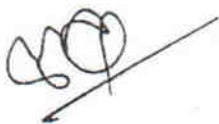
Date

Authorized Officer
(signature and seal)

f. Template for zero balance/ Balance certificate from school

Date:

Upazila/Thana Education officer
XXXX
XXX

Sub: Balance Confirmation.

Dear Sir/Madam

This is to certify that the present balance of A/C No............................... stands as zero as on
....

Yours Faithfully,

Mr.X

Head teacher of X school

g. **Template for zero balance certificate from a Upazila/Thana operational bank account**

Date:

The Project Director
CSSR project
XXX

Sub: Balance Confirmation.

Dear Sir/Madam

This is to certify that the present balance of A/C No............................... stands as zero as on
....

Yours Faithfully,

Mr.X
Upazila Education Officer
XXX Upazila

h. Statement of Expenditure

Upazila or Thana:

District:

Project Name: Bangladesh COVID-19 School Sector Response Project

SL.No	Name of School	Brief Description of the Nature of Grant	Total Amount of Grant	Amount Transferred from Upazila Education Office (UEO) to School	Date of Transferred from UEO to School	Amount of Expenses incurred and paid by the school	Amount of unspent Grant& amount on hand with school	Remarks
Total								

Note: Please attach the Bank Statement of all Schools and the Bank Statement of UEO sub-grant.

Name and Signature:
Designation:
(Seal)

এনভায়রনমেন্টাল অ্যান্ড সোশ্যাল কোড অফ প্র্যাকটিস (ESCoPs)

COVID-১৯ স্কুল সেক্টর রেসপন্স (CSSR) প্রকল্পের জন্য প্রযোজ্য

COVID-১৯ স্কুল সেক্টর রেসপন্স (CSSR) প্রকল্পের কার্যক্রমের সাথে সম্পৃক্ত পরিবেশগত এবং সামাজিক ঝুঁকি ও প্রভাবসমূহ ব্যবস্থাপনা বিষয়ে এনভায়রনমেন্টাল অ্যান্ড সোশ্যাল কোড অফ প্র্যাকটিস (ESCoPs) প্রণয়ন করা হয়েছে। ESCoPs এর মাধ্যমে COVID-১৯ পরবর্তীকালে বিদ্যালয়সমূহ পুনরায় খোলার পর বিদ্যালয় প্রাঙ্গণে উদ্ভূত সকল ধরণের পরিবেশগত এবং সামাজিক সমস্যাসমূহ দূরীকরণ ও টেকসই ব্যবস্থাপনার লক্ষ্যে যথাযথ মান পূরণ পূর্বক প্রয়োজনীয় উপকরণাদি চিহ্নিতকরণ এবং কার্যকর প্রক্রিয়া নির্ধারণের বিষয়ে আলোকপাত করা হয়েছে। প্রকল্পের পরিবেশ ও সামাজিক ব্যবস্থাপনা কাঠামো (ESMF) অনুসরণ পূর্বক আলোচ্য এনভায়রনমেন্টাল অ্যান্ড সোশ্যাল কোড অফ প্র্যাকটিস (ESCoPs) প্রস্তুত করা হয়েছে।

উল্লেখ্য যে, সকল ধরণের জীবাণুনাশক পরিচ্ছন্নতা কার্যক্রম বিদ্যালয় ছুটির সময় পরিচালনা করা হবে। কোন বিদ্যালয় খোলা থাকলে সেক্ষেত্রে সাপ্তাহিক বা অন্যান্য ছুটির দিনে এ কার্যক্রম পরিচালনা করা যাবে।

সংশ্লিষ্ট অংশীজন/স্টেকহোল্ডারদের সাথে আলোচনা করে এসএমসি/উপজেলা প্রাথমিক শিক্ষা অফিসার জীবাণুনাশক পরিচ্ছন্নতা কার্যক্রমের বাস্তবায়ন তত্ত্বাবধান করবেন।

ESCoP নং	পরিবেশ ও সামাজিক বিষয়সমূহ	সম্পাদনযোগ্য কার্যাবলী
১	ক্লিনিং এজেন্ট / জীবাণুনাশক উপকরণ নির্বাচন	• ক্লাসরুম এবং স্কুল প্রাঙ্গণ পরিষ্কার/জীবাণুমুক্ত করার জন্য BSTI কর্তৃক অনুমোদিত সাবান, সাধারণ টয়লেট/মেঝে পরিষ্কারের উপকরণ অথবা ব্লিচিং পাউডার ব্যবহার করা যেতে পারে। • অন্য কোন রাসায়নিক ব্যবহার করার আগে, PIU থেকে অনুমোদন গ্রহণ করতে হবে।
২	ক্লিনিং এজেন্ট / জীবাণুনাশক সংরক্ষণ এবং ব্যবস্থাপনা	• ক্লিনিং এজেন্ট/রাসায়নিক জীবাণুনাশক সংরক্ষণের জন্য ক্লাসরুম থেকে নিরাপদ দূরত্বে থাকা একটি এলাকা/কক্ষ (স্টোরেজ) নির্বাচন করতে হবে। • সংরক্ষণ এলাকা/কক্ষ (স্টোরেজ)-তে প্রবেশাধিকার সীমিত ও নিয়ন্ত্রিত রাখতে হবে। • সংরক্ষণ এলাকা/কক্ষ (স্টোরেজ)-টি যথাযথ বিপদ সংকেত দ্বারা চিহ্নিত করতে হবে। • সংরক্ষণ এলাকা/কক্ষ (স্টোরেজ)-এ পর্যাপ্ত বায়ু চলাচল ও সঞ্চালনের ব্যবস্থা আছে কিনা তা নিশ্চিত করতে হবে। • যে কোন ধরণের রাসায়নিক পদার্থ ছড়িয়ে পড়াজনিত দুর্ঘটনা নিয়ন্ত্রণ করার জন্য সঠিক এবং উপযুক্ত শোষণকারী উপকরণ মজুদ রাখতে হবে। • নিরাপদভাবে প্রয়োজনীয় উপকরণাদি/সরঞ্জামাদি পরিচালন পদ্ধতি, সংগ্রহ, মজুদ এবং বর্জ্য নিষ্কাশন বিষয়ে প্রশিক্ষণ প্রদান করতে হবে।
৩	সকল প্রকার ক্লিনিং এজেন্ট / জীবাণুনাশক বর্জ্য নিষ্কাশন ব্যবস্থাপনা	• ব্লিচিং পাউডার বা অন্য কোনো ক্লিনিং এজেন্ট জলাশয়ে ফেলা যাবে না। • উপাদানের ধরনের উপর নির্ভর করে ব্যবহৃত পাত্রসমূহ পুনর্ব্যবহারের অনুশীলন করতে হবে। • ডিটারজেন্ট পাউডার রাখার জন্য ব্যবহৃত কার্ডবোর্ডের বাক্সগুলিকে অন্যান্য কাগজের পণ্যের সাথে পুনর্ব্যবহার করতে হবে।

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ESCoP নং	পরিবেশ ও সামাজিক বিষয়সমূহ	সম্পাদনযোগ্য কার্যাবলী
8	স্বাস্থ্য ও নিরাপত্তা বিষয়ক কার্যক্রম (OHS)	• সম্ভাব্য বিপদের উপর ভিত্তি করে কী কী PPE (যেমন গ্লাভস, চশমা বা গগলস) প্রয়োজন তা নিশ্চিত করার জন্য পণ্যের লেবেল পর্যবেক্ষণ করতে হবে। • ব্যক্তিগত সুরক্ষা সরঞ্জাম (PPE), যেমন মাস্ক, গ্লাভস, প্রতিরক্ষামূলক পোশাক, গগলস ইত্যাদির প্রাপ্যতা যাচাই করতে হবে। • হাত ধোয়ার বুথ/সুবিধা পর্যাপ্ত ব্যবস্থা আছে কিনা তা যাচাই করতে হবে। • পরিচ্ছন্নতা কর্মীদের জন্য প্রাথমিক চিকিৎসা সুবিধা নিশ্চিত করতে হবে। • পরিষ্কার/জীবাণুমুক্ত করার সময় PPE যথাযথভাবে ব্যবহার করা হয়েছে কিনা তা যাচাই করতে হবে। • পরিচ্ছন্নতা কার্যক্রম পরিচালনার সময়ে জীবাণুনাশক এজেন্ট ব্যবহারের ক্ষেত্রে সকল প্রকার ঝুঁকি নেওয়া থেকে বিরত থাকা বিষয়ে পরিচ্ছন্নতা কর্মীদের যথাযথভাবে অবহিত করতে হবে। বিশেষ করে, দুর্ঘটনাক্রমে কোন জীবাণুনাশক এজেন্ট ভুলবশতঃ গিলে ফেলা, চোখের সংস্পর্শে আসা বা নিঃশ্বাসের মাধ্যমে গ্রহণ করার বিষয়ে পর্যাপ্ত সতর্কতা অবলম্বন এবং এক্ষেত্রে চিকিৎসা সহায়তা প্রাপ্তি বিষয়ে গুরুত্বারোপ করতে হবে। • পরিচ্ছন্নতা কর্মীগণ কর্তৃক জাতীয় COVID-১৯ নির্দেশিকা অনুসরণ এবং সর্বদা নিরাপদ দূরত্ব বজায় রাখার বিষয়সমূহ নিশ্চিত করতে হবে।
৫	সরঞ্জাম ব্যবহার	• স্কুল চলাকালীন সময়ে জীবাণুমুক্তকরণের উদ্দেশ্যে কোনো যন্ত্রপাতি ব্যবহার করা হলে, শব্দ দূষণ এড়ানোর জন্য তা শ্রেণীকক্ষ বা জমায়েতের স্থান থেকে দূরে রাখার বিষয়টি নিশ্চিত করতে হবে। • সকল প্রকার সরঞ্জাম সচল ও কর্মক্ষম অবস্থায় আছে কি না এবং প্রস্তুতকারক প্রতিষ্ঠানের রক্ষণাবেক্ষণ পদ্ধতি অনুসরণ করা হচ্ছে কি না তা যাচাই করতে হবে। • চুরি যাওয়া, মাত্রাতিরিক্ত ও অননুমোদিত ব্যবহার ইত্যাদি হতে রক্ষার নিমিত্ত সকল প্রকার সরঞ্জাম ও উপকরণাদি তালিকাবদ্ধ করে জবাবদিহিতার আওতায় এনে নিরাপত্তা নিশ্চিত করতে হবে।
৬	শ্রম ব্যবস্থাপনা এবং অভিযোগ প্রতিকার প্রক্রিয়া (GRM)	• প্রকল্পের কার্যক্রমে কোনো শিশু (১৮ বছরের নিচে) বা অন্য কাউকে জোর পূর্বক পরিচ্ছন্নতা কাজে ব্যবহার করা হচ্ছে কি না তা নিশ্চিত করতে হবে। • সম্ভাব্য বিপদ এবং ঝুঁকি সম্পর্কে পরিচ্ছন্নতা কর্মীদের বিশদভাবে ব্যাখ্যা করতে হবে। • পরিষ্কার/জীবাণুমুক্তকরণ কার্যক্রমের সময় যেন লিঙ্গ ভিত্তিক কোন সহিংসতা না হয় তা কঠোরভাবে নিয়ন্ত্রণ করতে হবে। • কোনো প্রকার দুর্ঘটনা ঘটলে তা তাৎক্ষণিকভাবে সুপারভাইজার বা স্কুল কর্তৃপক্ষকে জানানোর বিষয়ে পরিচ্ছন্নতা কর্মীদের অবহিত করতে হবে। • প্রকল্পের সাথে সম্পৃক্ত যে কোন অভিযোগ দাখিল/নিরসনের লক্ষ্যে প্রকল্পের GRM পদ্ধতি অবহিত করতে হবে। • জীবাণুনাশক কার্যক্রমে মহিলাদের জন্য সমান সুযোগ নিশ্চিত করতে হবে।

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সিএসএসআর প্রকল্পের সাথে সম্পর্কিত অভিযোগ প্রতিকার ব্যবস্থা (GRS) দাখিল বিষয়ক বিবরণ:

বাংলাদেশ কোভিড-১৯ স্কুল সেক্টর রেসপন্স (সিএসএসআর) প্রকল্প বাস্তবায়নে পরিবেশ ও সামাজিক সুরক্ষা বিষয়ক নির্দেশিকাসমূহ অনুসরণের ক্ষেত্রে প্রকল্পভুক্ত সকল বিদ্যালয় ও এ সংশ্লিষ্ট সকলকে তাদের স্বাস্থ্য সুরক্ষা ও নিরাপত্তা ব্যবস্থাকে সর্বোচ্চ অগ্রাধিকারের সহিত বিবেচনা করে সকল পরিকল্পনা গ্রহণ করার জন্য পরামর্শ প্রদান করা হলো। Grievance Redress Mechanism (GRM) অর্থাৎ অভিযোগ প্রতিকার ব্যবস্থার আওতায় প্রকল্প কার্যক্রম বিষয়ক সকল প্রকার অভিযোগ দাখিল করার বিষয়টি অংশীজনদের জন্য উন্মুক্ত রাখা হয়েছে।

দালিখকৃত অভিযোগের গ্রহণযোগ্যতার ধরণ:

একটি অভিযোগ জিআরএম কর্তৃক তখনই গ্রহণযোগ্য বলে বিবেচিত হবে যখন

- অভিযোগটি সিএসএসআর প্রকল্প সংশ্লিষ্ট হবে।
- অভিযোগটি যথাযথ ব্যক্তি বা কর্তৃপক্ষ কর্তৃক উপস্থাপিত হবে।
- প্রকল্পের বিরূপ প্রভাব অভিযোগপত্রে পরিস্কারভাবে সন্নিবেশিত থাকবে।
- অভিযোগকারী ব্যক্তি বা ব্যক্তিগণের পরিচয় সুনির্দিষ্টভাবে উল্লেখ থাকবে।
- প্রকল্প দ্বারা সরাসরি প্রভাবিত ব্যক্তির বা ব্যক্তিগণের প্রতিনিধি দ্বারা অভিযোগটি উপস্থাপিত হয়েছে কিনা তার বিবরণ উল্লেখ থাকবে।

অভিযোগ দাখিল প্রক্রিয়া:

অভিযোগ লিখিত আকারে আবশ্যিকভাবে ইমেইলে, রেজিস্টার্ড ডাকযোগে কিংবা সরাসরি নিম্নলিখিত ঠিকানায় পৌছাতে হবে।

প্রকল্প পরিচালক,
বাংলাদেশ কোভিড-১৯ স্কুল সেক্টর রেসপন্স (সিএসএসআর) প্রকল্প,
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জিআরএম বিষয়ক অতিরিক্ত তথ্যাবলিঃ

- ➢ সকল প্রকার অভিযোগ কঠোরভাবে গোপনীয়তার সাথে মোকাবেলা করা হবে।
- ➢ অভিযোগকারীর অনুমোদন ব্যতিত কোন ব্যক্তিগত তথ্য প্রকাশ করা হবে না।
- ➢ প্রয়োজনীয় প্রমাণক অভিযোগ প্রমাণে সহায়ক হিসেবে বিবেচিত হবে (আবশ্যক নয়)।
- ➢ অভিযোগকারী তার উপস্থাপিত অভিযোগপত্রে তা সমাধানের প্রয়োজনীয় পরামর্শ প্রদান করতে পারবেন।