

Bangladesh Primary education   
Annual Sector Performance Report - 2013



Monitoring and Evaluation Division

Directorate of Primary Education

Government of the People’s Republic of Bangladesh

**November 2013**

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|  | **Preface** |

I am delighted to present the 2013 Annual Sector Performance Report (ASPR 2013) which outlines the situation of primary education and the trends of some key indicators. Those are in line with the commitment of the Government of Bangladesh to the Millennium Development Goals (MDGs) and the Education For All (EFA) agenda. The Government is working towards achieving those goals as well as the PEDP3 objectives.

Annual Sector Performance Report serves as the key M&E document of the primary education sector. It outlines the progress made since 2008 based on information from Annual School Census and from some other credible sources that are available in recent years. Our intention is to use this report as a basis to improve our planning and decisions making processes.

I wish to express my thanks and appreciation to M&E Division colleagues, ASPR task team and to all those within DPE including RBM TA team who have been involved in producing this report.

In spite of our best efforts some unintentional errors may have crept into this report. Suggestions and comments are highly appreciated and will be appropriately address in the next ASPR.

Shyamal Kanti Ghosh

Director General   
Directorate of Primary Education

Ministry of Primary and Mass Education

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|  | **Acknowledgement** |

It is a great pleasure to me that the Monitoring & Evaluation Division of the Directorate of Primary Education has timely produced the 2013 Annual Sector Performance Report (ASPR 2013). The main objective of the current ASPR is to present the status of primary education and the results achieved in 2012.

This year ASPR preparation was mostly dependent on APSC 2012 data as other sources of data were not available this year, such as NSA 2013 report which will be completed in early 2014. Similarly the MICS 2013 report also will be published in 2014.

The M&E and Information Management Division (IMD) have worked very diligently gathering a wide range of data from the field through APSC 2012, from more than 104,000 schools of more than 13 categories of schools. I appreciate all of our team members for their hard work, collaboration and professionalism.

Here I like to acknowledge the efforts of Programmer Mr. Anuj Kumar Roy, IMD, DPE in managing the APSC information system, Mr. Md. Mezaul Islam, Deputy Director of M&E Division for coordinating the DPE inputs.

I also ppreciate the valuable contributions of Mr. Md. Nurul Islam and Mr. Md. Sajidul Islam, Consultants for providing the necessary technical support to carry out the task of processing the data, analyzing and preparing the report.

Finally, I would like to thanks Mr. Shyamal Kanti Ghosh, Director General, DPE and Mr. S.M Mesbahul Islam, Additional Director General, DPE for their guidance and active support for the preparation of this report

Md. Emran

Director  
M&E Division

Directorate of Primary Education

**Abbreviations**

ADB Annual Development Budget

ADPEO Assistant District Primary Education Officer

AOP Annual Operation Plan

AUEO Assistant Upazila Education Officer

ASC Annual School Census (As advised by MoPME re-phrasing the name as APSC)

APSC Annual Primary School Census

ASPR Annual Sector Performance Report

AV Audio Visual

B. Ed. Bachelor of Education

BDT Bangladesh Taka

BANBEIS Bangladesh Bureau of Educational Information and Statistics

BBS Bangladesh Bureau of Statistics

BNFE Bureau of Non-Formal Education

BRAC Bangladesh Rural Advancement Committee

C-in-Ed Certificate in Education

CAMPE Campaign for Popular Education

CDVAT Custom Duty and Value-Added Tax

CELS Child Education and Literacy Survey

CHTs Chittagong Hill Tracts

CPD Continuous Professional Development Training

DFID UK Department for International Development

Dip-in-Ed Diploma in Education

DLI Disbursement-Linked Indicator

DP Development Partner

DPE Directorate of Primary Education

EU European Union

EFA Education For All

EIA English in Action

EHS Education Household Survey

GER Gross Enrolment Rate

GPS Government Primary School

HIES Household Income and Expenditure Survey

ICT Information and Communication Technology

KPI Key Performance Indicator

LOC Learning Outcome Category

MICS Multiple Cluster Indicator Survey

IMD Information Management Division

M&E Monitoring and Evaluation

MOC Ministry of Commerce

MOE Ministry of Education

MoPME Ministry of Primary and Mass Education

MOSW Ministry of Social Welfare

NAC National Assessment Cell

NAPE National Academy for Primary Education

NAR Net Attendance Rate

NCTB National Curriculum and Textbook Board

NER Net Enrolment Rate

NFE Non-Formal Education

NGO Non-Government Organisation

NRNGPS Non-Registered Non-Government Primary School

NSA National Student Assessment

PECE Primary Education Completion Examination

PEDP Primary Education Development Programme

PPE Pre-Primary Education

PSQL Primary School Quality Level

PTI Primary Training Institute

RBM Results-Based Management

RNGPS Registered Non-Government Primary School

ROSC Reaching Out-of-School Children

SCR Student–Classroom Ratio

Sida Swedish International Development Agency

SLIP School-Level Improvement Plan/ School Learning Improvement Plan (rephrasing)

SMC School Management Committee

SPS Shikhbe Protiti Shishu (Each Child Learns)

SSPS Social Sector Performance Survey

STR Student–Teacher Ratio

SWAp Sector-Wide Approach

UEO *Upazila* Education Officer

UEPP Upazila Education Performance Profile

UK United Kingdom

UNICEF United Nations Children Fund

UNESCO United Nations Educational Scientific and Cultural Organisation

UPEP *Upazila* Primary Education Plan

URC Upazila Resource Centre

WB World Bank

WFP World Food Programme

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**Executive Summery**

The ASPR is one of DPE’s flagship reports since 2009 describing the state of primary education in Bangladesh. It has gained increased significance under PEDP3 due to the Programme’s results-based approach to education sector development. A vast amount of statistical information is presented in the report in order to support the decision-making and planning processes at DPE. In addition to providing updates on the current status, the report summarizes the key achievements over the previous year and highlights the inputs and results of all the main programme activities. RBM uses ‘the results chain’, which demonstrates how resources are used to produce short-term results. The resultant output in turn is expected to contribute to educational gains for children in schools in the medium term as well as to long-term benefits for society as a whole.

PEDP3 builds on many of the quality improvement, institutional, and systemic reforms introduced under PEDPII. It covers a large proportion of the activities and expected results spanning the period 2011–2016. For that reason, the ASPR describes sector performance from the point of view of PEDP3. It is anticipated that in future ASPR will increasingly reflect progress in other areas of primary education sector development, including discrete projects, which lie outside PEDP3. In fact, the principles, design and structure of PEDP3 strongly follow the RBM approach so that it is very clear that the RBM approach is not limited to a narrow M&E function of the programme; rather, it infuses the entire PEDP3.

This ASPR primarily draws on the APSC 2012 and the results of the primary education completion examination 2012 (formerly called “terminal examination”). In the absence of new education surveys conducted by other government agencies and development partners, it has not been possible to use multiple datasets for cross-validation purposes. Another caveat is the data on school age population is based on projected figures from the 2001 census (see figure 3.1). DPE is preparing a new set of population projections based on the 2011 census which will be incorporated in future APSC and ASPR reporting. Keeping these points in mind, below are some of the highlights of the ASPR 2013.

**Selected Main findings**

**Outcomes**

The following paragraphs summarize the major findings of the achievement of outcomes compared to the PEDP3 Baseline data;

* The Ministry of Primary and Mass Education (MoPME) is the main primary education provider in Bangladesh. In total, 104,017 primary educational institutions were recorded in this year’s APSC compared with 103,930 institutions registered for the 2012 primary education completion exam. Therefore it is reasonable to claim that the APSC is closing on 100% coverage on all types of schools. MoPME oversees more than 66.2% of these schools, and around 82.0% of total children enrolled in primary level educational institutions. In addition, around 70.7% primary teachers are working in MoPME/DPE managed schools.
* Overall gross intake rate in the formal primary school in 2012 was 105.8% (compared with 108.4% and 125.9% in 2005 and 2011 respectively), whereas the net intake rate in the same year was 97.4% (compared with 94.7% and 99.9% in 2005 and 2011 respectively).
* The gross enrolment rate (GER) - the number of children enrolled in grades 1–5 relative to the total population of children aged 6–10 (official primary school age) - was 104.4% in 2012 (up from 93.7% and 101.5% in 2005 and 2011 respectively).
* The net enrolment rate (NER) was calculated at 96.7% in 2012 (up from 87.2% and 94.9% in 2005 and 2011 respectively). Gender-wise, boy’s NER was 95.4% and girl’s NER was 98.1%. Total enrolment of children aged 6–10 has increased rapidly since 2010 and the trend continues in 2012. This trend is also reflected in the overall enrolment growth (irrespective of age). However, it needs to be acknowledged that the under-lying data on school age population has been uneven in recent years owing to the projected nature of these figures.
* The number of children with disabilities enrolled in Government Primary Schools (GPS) and registered non-government primary schools (RNGPS) remained unchanged between 2011 and 2012. This is despite the fact that between 2005 and 2011, there has been a sharp increase (e.g. trebling) in the numbers of physically impaired children
* Provision of pre-primary education (PPE) or ‘baby classes’ has seen substantial growth with the overall total for boys and girls in GPS and RNGPS rising from 949,159 to 2,599,561 between 2010 and 2012. This represents an overall enrollment increase of 174%.

**Internal efficiency:**

* Dropout rates have been falling in all grades in recent years, with the exception of Grade 5. Overall dropout rate declined by a further 2.5 percentage points in 2012 and stood at 26.2%; higher for boys (28.3%) than girls (24.2%).
* Similarly survival rate slightly dropped slightly from 79.5% in 2011 to 75.3% in 2012 (boys 73.5% and girls 77%), but still significantly higher than 2010 (67.2%),
* The cycle completion rate (or cohort completion rate – the percentage reaching Grade 5 and taking the Primary Education Completion Examination (Terminal Exam)) has seen gradual improvement since 2005. The rate rose more rapidly between 2010 and 2012, from 60.2% to 73.8%, an increase of over 10 percentage points. This trend continued in 2012 as the figure rose to 73.8% (boys 71.7% and girls 75.8%). The increase was equally shared between boys and girls.
* The coefficient of efficiency (a measure of repetition and dropout) has improved considerably between 2010 and 2012, from 62% to 77.4% (boys 75.6% and girls 79.2%).
* Years input per graduate also reduced from 7.2 in 2011 to 6.5 in 2012 (boys 6.6 and girls 6.3).
* The NSA survey is designed as the main monitoring tool on learning achievement. As a part of the December 2011 survey, up to 25 Grade 3 and 20 Grade 5 pupils from 726 schools were assessed, a total sample of more than 30,000 pupils. Achievement was rated as ‘satisfactory’ overall (that is, mean scores above 50%) in both grades and subjects: the general result in Bangla was 67% in Grade 3 and 25% in Grade 5; in mathematics was 50% in Grade 3 and 33% in Grade 5. In terms of variation in achievements, mean scores differed significantly for all subjects across geographical divisions. The achievement level of urban students was moderately better than that of rural students. In both Bangla and mathematics, there was a significant difference in performance between GPS and RNGPS, with GPS scoring higher in each at both levels.
* Another important instrument for monitoring student achievement is the grade 5 Primary Education Completion Examination (Terminal Exam). Since 2009, the total number of test takers from all school types has increased from 85,561 in 2011 to 103,930 in 2012. About 97.5% of the eligible students (on the ‘descriptive roll’) sat in the examination and 97.3% of the test takers passed the exam. Overall, 92% of eligible students passed the examination. The pass rate of Ebtadayee madrasahs students was 92.5% (boys 93.4% and girls 91.7%). However, it is recognized that high pass rate does not reflect improvement in learning as the test items of exam was only 10% competency based.

**Outputs**

* The average student absenteeism in the year 2012 was 14% compared with 14.9% in 2011 (or attendance rate of 86%). Absenteeism rate has reduced gradually since 2005 as well as from the 2010 baseline of PEDP3.
* Discounting double-shifting, only 21% of schools met the PEDP3 standard 40:1 student–classroom ratio (SCR) in 2011, a rise of only two percentage points from 2006. This remained unchanged in 2012 despite of construction of a large number of new classrooms under PEDPII. Hence this suggests that the enrolment growth has kept pace with infrastructure development from lowering of SCR. In addition compared to 2011, a lower proportion of classrooms were reported to be of standard size (38%, GPS 42% and RNGPS 31%) and in good condition (78%) in 2012.
* It is estimated that 49% of the schools (GPS 50% and RNGPS 47%) met the student teacher ratio of 46:1 in 2012, compared with 45% in 2011. This clearly indicates a positive trend in lowering student teacher ratio.
* About 97% (98% of GPS and 95% of RNGPS) reported to have a toilet in 2011, which was a modest improvement on 2010. However, this figure was down to 85% in 2012. The proportion of GPS with separate toilets specifically for girls was 65%, a significant improvement over 2011 (54%). In RNGPS, around 60% of the schools had separate toilets for girls in 2011 but this figure was down to 58% in 2012.
* Around 79% schools (GPS 83% and RNGPS 74%) reported availability of a safe drinking (potable) water source in 2012, compared with 77% in 2011. Almost all of the schools having tube wells, but some are not tested for arsenic contamination.
* With respect to the timely delivery of textbooks to schools, in 2012, 98% schoo*ls received all textbooks by 31st Janu*ary which is a landmark achievement. In contrast, the 2011 school census reported that only 47% of schools received all of their books in the first month of the school year.
* In 2012, 89% teachers of (GPS 91% & RNGPS 85%) schools have the professional q*ualifications,* compared with 82% in 2011. Similarly 86% of all teachers have received CPD training in 2012 which was up from 2011 (76.5%).
* On training of School Management Committee (SMC) members, the situation re*mains unchanged* compared with baseline figures from 2010: about one-third of GPS and RNGPS combined have at least three members trained. PEDP3 does not give priorities to this training.

In the conclusion section of ASPR 2012, there were recommendations on a number of studies for further in-depth investigation on some of the critical issues facing primary education system. Those suggestions are still relevant and valid for ASPR 2013. ASPR recognizes that need to continuously enrich the analysis and quality of the report in order for it to be useful for future sector planning and development.

**1. Introduction**

**1.1 Purpose of the report**

The Directorate of Primary Education (DPE) use the Result Based Management (RBM) approach since 2008 to present information in this report in order to support the decision-making and planning processes for policy and decision makers. The ASPR has made a vital contribution to decision-making and planning for the sector because it summarises the main achievements over the previous year in terms of highlighting the results of all the main processes as activities, inputs and efforts. Monitoring and Evaluation of PEDP3 is deliberately focused on a RBM approach as the Government of Bangladesh and the DPs want to base their decisions about the progress and success of the PEDP3 on results. This differs from other approaches in the past, which focused too heavily on inputs and activities, running the risk that insufficient attention was paid to how successful such inputs and activities were in terms of achieving better education for children.

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | **RESULTS** |  |  |
|  |  |  |  |  |  |  |  |  |
| **Inputs** |  | **(Activities)** |  | **Outputs** |  | **Outcomes** |  | **Impact** |
|  |  |  |  |  |  |  |  |  |
| **Short term** |  |  |  | **Timeline** |  |  |  | **Long term** |

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| Planning process using RBM approach  In evidence-based planning, policy makers, in this case the Government, begin by deciding what outcomes should be achieved. These outcomes are then stated clearly as ‘indicators’ which can be measured in a manner which is objective, in the sense that there can be no doubt about whether they have been achieved or not. Only after these desired outcomes are decided are the necessary inputs, activities and outputs identified. For planning purposes, this means starting at the right end of the figure above. The planner then moves along the chain to the left: from the desired impact back to the inputs and activities which are necessary to achieve that impact. This holds true both for the five-year planning of PEDP3 and also for year-wise planning. |

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

In primary education, the sector programme, PEDP3, covers a large proportion of the activities and expected results over the five-year period 2011–2016. For that reason, the ASPR describes sector performance from the point of view of PEDP3 implementation and results. It is anticipated that future ASPRs will increasingly reflect progress in other areas of primary sector as a whole including discrete projects, which lie outside PEDP3.

PEDP3 is guided by its Results and Programme Matrix, a logical framework which summarises what the Programme will do and what it plans to achieve. The PEDP3 M&E Matrix is shown in Annex A. It lists 15 KPIs and a set of 18 PSQL indicators and describes the results of activities and inputs that need to be monitored and evaluated to support the planning process. These two sets of indicators (KPI and PSQL) and related results that set are the main agenda for the ASPR.

The principles, design and structure of PEDP3 strongly follow the RBM approach: “Programme implementation will be carried out through a results-based management model” (PEDP3 Main Document, p.vii). PEDP3 identifies the Impact –*‘Quality education for all our children’*– together with clearly defined results at the Outcome level – summarised as *‘An efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh’s children for pre-primary through Grade V primary’*; also at the Output level, together with activities in general terms and Inputs. It also specifies the indicators which are to be used to monitor progress. Therefore, it is very clear that the RBM approach is not limited to a narrow M&E function of the Programme; rather, it infuses the entire PEDP3.

The expected outcomes and targets in the PEDP3 framework act as a guide and are flexible and open to change, not fixed. They provide a basis for monitoring, evaluation, analysis and planning. The information and explanations given in the ASPR therefore contribute to policy dialogue and decision-making and thus in turn lead to any changes considered necessary to PEDP3 over its five-year life-cycle.

It is difficult to establish direct links between outputs and outcomes because there are many factors at work outside management control. However, this does not reduce the importance of outcome indicators for analysis and planning. The planner investigates actual results to understand what to do, i.e. what works and what does not work. Other key questions include: What results do we want? What results are we getting? What should be done to solve the problem (if any)? What additional or different inputs and activities are required?

The report is structured as follows:

* Chapter 1 introduces the report, describes and explains the results-based approach in the context of PEDP3, including the results chain, and identifies the sources of data used to write the report;
* Chapter 2 outlines the results expected by the PEDP3 Programme Framework and presents three summary tables of actual results achieved between 2005 and 2012;
* Chapter 3 presents the evidence on medium-term performance (outcomes) from 2005 to 2012;
* Chapter 4 presents the evidence on short-term performance (outputs) from 2005 to 2012;
* Chapter 5 describes progress on key activities planned in the Programme Framework;
* Chapter 6 Budget of 2011-2012 and 2012-2013
* Chapter 7 concludes the report

# Data on primary education

Overview of primary school institutions, teachers and student

There are many types (about 24 types as mapped by M&E Division) of formal and non-formal primary education institutions in Bangladesh and this 2012 round APSC captured main 13 types including 783 schools in ‘Others’ categories. The management and coordination of these schools and madrasahs is highly fragmented with five different authorities. The Directorate of Primary Education directly controls six types of schools. For each school type, Table 1.1 shows the relevant authority and the number of institutions, teachers and students based on data from APSC 2012:

* **Share of institutes:** Of the 13 types, five types of formal (types 1–5 below) and one type of non-formal (type-12 below) primary school are under the Ministry of Primary and Mass Education (MoPME) - 66.6% share of total schools; type 6–8 of formal primary schools and madrasahs are under the Ministry of Education (MOE) - 8% share of total schools; type 10 is under the Ministry of Commerce - 12% share of total schools; types 9 & 11 are under ‘NGO bureau’ - 12.6% share of total schools and type 13 is under the Ministry of Social Welfare - 0.12% share of total schools, which is shown below Figure 1.2 (see Figure 1.1 on all types of schools/centres).
* **Share of teachers:** Of the 13 types, share of teachers in MoPME managed schools is 70.7%, MoE managed schools is 8%, MoC managed school is 17.5%, NGO Bureau managed schools is 3.4% and MOSW managed schools is 0.06% (see see Figure 1.3 on teacher shares).
* **Share of students:** Of the 13 types, share of students in MoPME managed schools is 82%, MoE managed schools is 7.7%, MoC managed school is 7.7%, NGO Bureau managed schools is 2.4% and MOSW managed schools is 0.07% (see Figure 1.4 on student shares).

With so many different authorities, collecting comprehensive data on primary education is a complex process. It is a great challenge to achieve 100% coverage on all types of institutes, particularly madrasahs and non-formal primary schools.

The improvement in the institutional coverage of the APSC 2012 was a major achievement. There were about 10% more institutions recorded in the Primary Education Completion Examination data (99,351 institutes) than in the APSC 2011 (89,712 institutes). But in 2012 APSC captured 87 more institutions (104,017) than the 2012 Primary Education Completion Exam data (103,930). Coverage of non-formal schools and madrasahs in the 2012 APSC also improved,

|  |
| --- |
| ***In-depth institutional survey is essential (jointly with BANBEIS) to know the actual types and number of primary education provider /institutes in Bangladesh.*** |

Key findings are:

* Table 1.1 shows the different types of primary schools in terms of their total number and Figure 1.1 shows their percentage shares. According to APSC, 36.2% schools are GPS; 21.3% are RNGPS; 0.05% is Experimental; 1.5% is community schools; 1.9% is NRNGPS; 1.3% is High School Attach Primary Section; 2.0% is Ebtedyee Madrasah; 4.7% are high Madrashah Attach Ebtedyee; 2.7% are NGO School; 12% are KG; 9.9% are BRAC learning Centers; 5.6% are ROSC schools; 0.1% is Shishu Kollyan; and 0.75% schools are included in others type.
* The six categories of schools managed by DPE accounted for a total 69,245 schools, or 66.2% of all primary schools.
* The total number of teachers was 449,799 (all types of schools). Of these teachers, female teachers totaled 261,887 (58.2%). The percentages of female teachers in the major two categories of schools - GPS and RNGPS – were 63% and 52% respectively.
* The total enrolled children were19,003,210 (all types of schools); girl students totaled 9,540,102. (50.2%). The percentages of girls in the major two categories of schools - GPS and RNGPS - were 51% and 50.4% respectively.

Alternative sources of information on non-formal schools are discussed in the next chapter

***Table 1.1 Primary education institutions, teachers and students from APSC 2012***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SL. #** | **School type** | **No. of School** | **Total Teachers** | | | **Total Students** | | | **STR** |
| **Total** | **Female** | **% of Female** | **Total** | **Girls** | **% of Girls** |
|  | **Formal schools and madrasahs** | | |  |  |  |  |  |  |
| 1 | GPS (MoPME/ DPE) | 37,672 | 214,658 | 135,319 | 63 | 10,756,766 | 5,476,811 | 50.9 | 50.11 |
| 2 | RNGPS (MoPME/ DPE) | 22,101 | 86,536 | 44,936 | 51.9 | 4,103,980 | 2,066,808 | 50.4 | 47.43 |
| 3 | Experimental School (MoPME/ DPE) | 56 | 232 | 206 | 88.8 | 11,377 | 5,618 | 49.4 | 49.04 |
| 4 | Community School (MoPME/ DPE) | 1,605 | 5,276 | 3,927 | 74.4 | 258,996 | 132,560 | 51.2 | 49.09 |
| 5 | NRNGPS (MoPME/DPE) | 1,949 | 6,647 | 4,603 | 69.2 | 280,051 | 138,800 | 49.6 | 42.13 |
| 6 | High School Attach Primary  Section (MoE) | 1,351 | 8,891 | 4,805 | 54 | 416,212 | 206,452 | 49.6 | 46.81 |
| 7 | Ebtedyee Madrasah (MoE) | 2,058 | 7,654 | 1,295 | 16.9 | 283,193 | 138,356 | 48.9 | 37.00 |
| 8 | High Madrashah Attach Ebtedyee (MoE) | 4,861 | 19,559 | 2,529 | 12.9 | 762,581 | 370,017 | 48.5 | 38.99 |
| 9 | NGO School (Gr1-5) (NGO Bureau) | 2,782 | 4,735 | 3,301 | 69.7 | 178,334 | 91,175 | 51.1 | 37.66 |
| 10 | Kindergarten (MoC) | 12,486 | 78,836 | 46,385 | 58.8 | 1,454,737 | 635,406 | 43.7 | 18.45 |
|  | **Non-formal schools** | | |  |  |  |  |  |  |
| 11 | BRAC Center (NGO Bureau) | 10,326 | 10,544 | 10,118 | 96 | 272,537 | 165,543 | 60.7 | 25.85 |
| 12 | ROSC (MoPME/DPE) | 5,862 | 4,802 | 3,587 | 74.7 | 174,009 | 87,140 | 50.1 | 36.24 |
| 13 | Shishu Kollyan (MOSW) | 125 | 308 | 223 | 72.4 | 12,734 | 6,981 | 54.8 | 41.34 |
| 14 | Other | 783 | 1,121 | 653 | 58.3 | 37,703 | 18,435 | 48.9 | 33.63 |
|  | **Total** | 104,017 | 449,799 | 261,887 | 58.2 | 19,003,210 | 9,540,102 | 50.2 | 42.25 |

Source: APSC 2012a

**Figure 1.1 Percentage of primary level educational institutions by type, 2012**

Source: APSC 2012

**Figure 1.2 Share of primary level institutions managed by agencies, 2012**

Source: APSC 2012

**Figure 1.3 Share of primary level teacher managed by agencies, 2012**

Source: APSC 2012

**Figure 1.4 Share of student managed by agencies, 2012**

Source: APSC 2012

There are other sources of data on some of the non-formal schools which appear to confirm the fact that the APSC 2012 only had partial coverage of non-formal schools. The Bureau of Non-Formal Education (BNFE) operates a non-formal education programme alongside a multitude of other public and private providers including:

* The Reaching Out-of-School Children (ROSC) project extended up to December 2014. ROSC project learning centres, also known as *Ananda* schools, run by one teacher. According to the latest ROSC Progress Report (ROSC 2012), a total of 548,826 students enrolled in 15,172 ROSC centres as of 2012.
* BRAC is the largest NGO with the biggest programme: there are about 670,815 students (63.9% female) in 22,618 schools or centres either managed directly by BRAC or through 441 partner NGOs. As of December 2012, 4.95 lac students completed the course and 4.6 lac children transferred into the formal schools. Of these 22,618 BRAC schools/ centres, APSC captured data only from 10,326 schools/ centres.
* There is a wide range of non-formal institutions: more than 500 NGOs run Learning Centers (only grade 1 or grade 1-2 etc.) or full-fledged primary education programmes. Many of these non-formal centers focus on assisting children from disadvantaged areas or groups to integrate into formal school system from Grade 3 or above.

There may be overlapping of student between the BNFE, BRAC and ROSC, as ROSC centres managed by NGOs as well. So this is very important to know the accurate figure of the children enrolled in non-formal education centers around the country.

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| There is no integrated management information system for non-formal primary education. It is essential to establish integrated database on non-formal education coverage. |

There are two types of information on the education system:

1. administrative data; and
2. Surveys.

Administrative data

The Annual School Census (see DPE 2012a; Table 1.1) is the main source for information on primary education. It has been in full operation since 2002 by the technical support of ESTEEM project. The questionnaire, management of data and the analysis has gradually improved and expanded based on PEDP3 requirement. However, as discussed above, the APSC does not yet fully cover all types of non-formal schools and English medium schools; it is expected that next year’s APSC will significantly improve its coverage of non-formal schools, and madrasahs, in particular:

* Only school types 1-4 (as per the table above, i.e. GPS, RNGPS, experimental, and community) including types 7& 8 of Ebtedyee madrasahs and high Madrashah attached Ebtedyee sections have been followed systematically between 2002 and 2012 (68.4% of total formal enrolment);
* School types 5, 6, 9 and 10 were included in the 2005 round but have not been covered systematically ever since (17.9% of total formal enrolment). Evidence from the Primary Education Completion Examination (Terminal Exam) suggests that the number of schools in this group has been increasing; and
* The specific responsibility for collecting data from school and Madrashah types 6 and 7 belonged to MOE/BANBEIS up to 2010 (3.3% of total formal enrolment). This information was collected through the APSC since 2011 with more coverage but, as will be discussed later in this report, coverage was partial. DPE does not know the accurate number of primary education institutes over all in Bangladesh.

Another important administrative source of information is now the nationwide Primary Education Completion Examination (Terminal Exam), which replaced the Grade 5 scholarship examination in 2009 and has included ROSC schools, non-formal schools (BRAC) and formal Madrasah since 2010. It provides information on the number of Grade 5 students who are eligible to take the exam (‘descriptive roll’), participate in the exam and pass – as well as the number of schools where they are enrolled (see DPE 2012b; Table 3.4).

Surveys

The following surveys provide alternative estimates for some core indicators or estimates for some indicators that the school census cannot measure:

DPE survey

* **2006/2008/2011 NSA:** As per DPE plan NSA survey conduct every 2 years. Accordingly, this survey administered in 2006, 2008, 2011 (2010 NSA shifted in 2011 as set baseline for PEDP3). This survey measures the achievement of Grade 3 and Grade 5 students on a set of curriculum learning outcomes in Bangla and mathematics. The sample is designed to be nationally representative of GPS and RNGPS students. The instruments have been evolving over time and the 2011 NSA is the most informative to date because the standardisation of test items allowed for the construction of a common measurement scale for Grade 3 and Grade 5 students for each subject. The next round NSA is due in 2013 and expect that the 2013 NSA report will be ready by June 2014, hopping the next year 2014 ASPR will analyse the 2013 NSA findings. More details of previous round 2011 NSA findings are given in the learning section of Chapter 3 as stated as same as 2012 ASPR.

Other surveys

* **2011 BBS Population Census**: The population census provides information on the size of the primary school-age population (aged 6–10).
* **2005/2010 BBS HIES**: The BBS conducts the HIES on a nationally representative sample of households every five years. It collects information on food and non-food consumption (to measure the rate of poverty) and on household characteristics, including education. The next HIES is due on 2013 and expect that the report will be available by June 2014
* **2006/2009 BBS/UNICEF MICS**: These surveys were part of an international Programme to collect data on children and women around the world. In 2006, the sample size was 62,000 households (representative at the district level) and in 2009 the sample size was 300,000 households (representative at the *Upazila* level). An education module provided information on enrolment, including in the non-formal sector. The next round MICS will conduct in 2013 and expect that the report will be available in December 2014, for publication (see BBS and UNICEF 2007, 2010 reports).
* **2008/2010 Education Watch CAMPE survey**: As part of the Education Watch series, the CAMPE conducted a survey of 440 primary schools and 24,000 households. This was valuable for primary education because it built on previous CAMPE surveys and so allows trends to be seen for some key indicators for the period 1998–2008 (see CAMPE 2009). CAMNE did not conduct any survey in 2012.

2. Expected results and summary of actual results

The ASPR 2013 presents the results achieved by the implementation of PEDP3 and the 2012–2013 AOP activities. It describes the sequence of events from spending inputs for implementing activities, through the resulting outputs down to actual outcome patterns and trends. The PEDP3 results matrix describes the expected performance of the sector (the targets) against the PEDP3 baseline, in terms of results to be achieved (see Annex A). It emphasises the intention that planning and delivery of the inputs and activities will lead to a set of outputs and accordingly of outcomes. This chapter sets out in more detail how the PEDP3 activities will contribute to the achievement these outputs and outcomes.

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| *Recent primary sector Programmes*  *Bangladesh has had three Primary Education Development Programmes (PEDPs), each with a distinct set of components or outcome areas:*  ***PEDP I: 1997–2003:*** *The First Primary Education Development Programme focused on 10specific objectives including improving enrolment, completion, providing more quality inputs and strengthening monitoring. PEDP I consisted of several projects managed and financed separately by eight DPs. Recognising that project-based approaches of this kind did not necessarily lead to long-term institutionalisation of achievements, the Government and DPs jointly agreed to adopt principles of a sector-wide approach (SWAp) to achieving high-quality primary education in future.*  ***PEDP II: 2004–2011:*** *The Second Primary Education Development Programme was a coordinated and integrated sector Programme within the DPE, with a focus on quality improvement, institutional capacity building, and systemic reform. PEDPII was the first education sector Programme to include many SWAp principles in its design. Coordinated by a lead agency, PEDP II was financed by the Government and 10DPs through a management and financing structure that was parallel to the Government’s.*  ***PEDP3: 2011–2016:*** *This Third Primary Education Development Programme incorporates additional features of a SWAp in matters of financial management, donor harmonisation and Programme scope. PEDP3 continues many of the quality improvement, institutional, and systemic reforms introduced under PEDPII with a much stronger focus on how inputs are used at the school level to improve learning outcomes in the classroom and raise primary school completion rates. The six results areas are: learning outcomes; participation; regional and other disparities; decentralisation; effective use of budget allocations; and Programme planning and management.* |

We use a results chain to review the performance of the PEDP3 Programme. The results chain compares the results we expected to get from Programme inputs and activities with what actually happened. Planners and decision makers will check expectations against the evidence from surveys, studies and research and will change the plan, the activities or the targets if necessary. In particular, the results of any one year will lead to the next year’s operational plan, which is itself set within the overall framework of expected results for the PEDP3 as a whole. The improvements expected under PEDP3 are shown below in the results chains for each component. Since this ASPR reports on the second year of PEDP3, it is to be expected that results may be limited by the short time period over which the Programme has been functioning. However, some results are also displayed for the previous period under PEDPll, as much of the current Programme is a continuation of PEDPll and aims to extend the gains made in that period. Tables and graphs and statistics have been included which enable trends to be seen across the PEDP II to PEDP3 time span.

**PEDP3 result areas**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Goal/Impact** | |  | | ***“Quality education for all our children.”*→ Learning** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | |  |  |  | |  | | |  | | |  | | |  |  | | |  | | | |  | |  |  | |  | | | | | |  | |  | |  | |
| **Purpose/**  **Objectives** |  | | | **To establish *“an efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh’s children from pre-primary through Grade V primary.”*→ Learning** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | |  |  | |  | |  | | | |  | |  |  | | | |  | | |  |  | |  | | |  | | |  | | |  | |  | |  | | |
| **Results areas of PEDP3** |  | | | **Result Areas:**  **1. Learning outcomes** | | | | |  | | | **2. Universal access and participation and**  **3. Reducing disparities** | | | | | | |  | | | **4. *Upazila-* and school-level planning decentralised; and**  **5. Increased effectiveness of budget allocation** | | | | | | | | | | **6. Programme planning and management** | | | | | | | | |
| **Outcomes** |  | | | Learning outcomes by grade and subject  Terminal exam pass rate | | | | | | | | Increased GERs and NERs  Enrolled disabled and out-of-school children  Gender parity | | | | | | |  | | | Delegated functions  Survival rate  Number of input years per graduate  Percentage of schools meeting composite school-level quality indicators | | | | | | | | | |  | More terminal competencies achieved  Increased primary completion  Increased transition from primary to secondary level | | | | | | | |
|  |  | | |  |  | |  | | | |  | |  | |  |  | | | |  | | |  |  | |  | | |  | | |  | | |  | |  | |  | | |
| **Components of PEDP3** | | |  | **COMPONENT 1 Learning and Teaching** | | | | | |  | | **COMPONENT 2**  **Participation and disparities** | | | | | | |  | | | **COMPONENT 3**  **Decentralisation and effectiveness** | | | | | | | | | |  | | **COMPONENT 4**  **Programme**  **planning and management** | | | | | | |
|  |  | | |  |  | |  | | | |  | |  | |  |  | | | |  | | |  |  | |  | | |  | |  | | | |  | |  | |  | | |
| **Outputs** |  | | | Revised curriculum and textbooks  Trained teachers  Learning materials available | | | | | |  | | Approved policy and guidelines for PPE Inclusive education stipend Programme School feeding Programme  Children with disabilities enrolled | | | | | | |  | | | Devolution Plan  in place  Better infrastructure facilities and equipment  Separate functioning toilets for girls  SCR standard achieved  SLIP grants in place | | | | | | | | | |  | Improved sector planning and RBM partnership  STR standard achieved  Trained SMC members delegated authority | | | | | | | |
|  |  | | |  |  | |  | | | |  | |  | |  |  | | | |  | | |  |  | |  | | |  | |  | | | |  | |  | |  | | |
| **Inputs** |  | | | Curriculum Textbooks  Additional teachers post creation and in place  More staff  Training, guides, manuals and other materials | | | | | |  | | Policy  Guidelines on roles and  responsibilities for  delivering PPE  Inclusive Education, Stipend Programme,  School feeding  SLIP/UPEP grant | | | | | | |  | | | Devolution Plan  Civil works, Equipment, furniture and transport, Funds,  Grants and funds  Programme development  and studies | | | | | | | | | |  | | Capacity building (MoPME, DPE, NAPE, National Curriculum and Textbook Board (NCTB) and field office capacity)  Recruitment and  promotion rules and  career path | | | | | | |

*RESULTS CHAIN OF PEDP3*

PEDP3 *Component 1:* Learning and teaching

Improving learning outcomes and cycle completion are two of the major objectives of PEDP3. Accordingly Programme framework of PEDP3 is priorities as key for improving learning and teaching as component-1. It aims to strengthen the inter-relationship between curriculum, textbooks and materials, teacher training and student learning assessment. PEDP3 will use several mechanisms for collaboration and quality assurance. The expectations are that an improvement in quality of curriculum, textbooks, teacher training (pre-induction, upgraded Dip-in Ed) and other teaching learning materials including e-learning materials, plus classroom teaching and various forms of assessment, will lead to better achievement of learning outcomes by all children.

The component is also linked to the strengthening of the student assessment system as measured in the NSA survey, classroom-based assessment and the competency-based Grade 5 Primary Education Completion Examination (Terminal Exam). The overall assessment system reforms are part of Component 3 (effectiveness) but their implications for classroom-based assessment feed into this Component. The strong focus on competency-based assessment will have a significant positive effect on what and how teachers teach and children learn, as it will encourage and reward the development of a range of important skills and abilities. In summary, the outcomes expected for Component 1 are different from those for other components in that Component 1 should have a direct effect on the school classroom and pupils.

*Results Area: 1 Learning Outcomes*

Expected outcome:

* All children acquire grade-wise and subject-wise expected learning outcomes or competencies in the classroom.

The selected KPIs are used for measuring the performance of learning outcomes in addition to sub-component indicators (see the list of KPIs, PSQLs, DLIs and subcomponents as annexure:

In summary, the Component 1 results chain looks like this

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTIVITY**  Pilot activities to determine effective learning strategies in line with ‘Every child learns’  Competency-based curriculum, teaching and learning and assessment materials developed, piloted and produced  Provision of teacher and head teacher training targeted at ‘Every child learns’ and competency-based strategies |  | **OUTPUT**  Effective classroom learning strategies identified  Introduction of competency-based curriculum  Sufficient quantities of appropriate teaching and learning materials available  Appropriately trained and qualified teachers and head teachers in schools  Classroom and terminal assessment and exams based on competencies |  | **EARLY OUTCOME**  Teacher capacity to provide a competency-based learning experience for all children developed  Teachers held accountable for each child’s learning  Head teachers and other supervisors able to provide support to classroom teachers  Children develop a range of competencies especially in Bangla and mathematics |

We expect early outcomes to result in both medium- and long-term outcomes:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EARLY OUTCOME**  Teacher capacity to provide a competency-based learning experience for all children developed  Teachers held accountable for each child’s learning |  | **MEDIUM-TERM OUTCOME**  All children in grades 1 to 3 in participating schools acquire planned levels of competencies especially in Bangla and mathematics |  | **LONG-TERM OUTCOME**  All children acquire grade-wise and subject-wise expected learning outcomes, or competencies |

**Component 2: Participation and disparities**

Component-2 aims to provide: one year of PPE through all types of schools; opportunities for all children to benefit from primary-level education (equitable access means that all children have the same opportunity to go to school, even if they are poor, disabled or from minorities); equivalency of formal and non-formal education; broadening the concept of and mainstreaming inclusive education; providing education in emergencies and disasters; improving communications, reducing overcrowded classrooms through needs-based infrastructure development; providing sanitation and water facilities to schools; providing school health and school feeding Programmes; and providing stipends to the poorest children.

***Results Areas: 2. (2.1): Universal Access and Participation and***

***3. (2.2): Reducing Disparities***

**Expected outcome:**

* Participation of all children in PPE and primary education in all types of schools
* Regional and other disparities reduced in terms of participation, completion and learning outcomes.

In summary, the results chain of Component 2 expectations has the following shape:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTIVITY**  Needs-based infrastructure development –*Upazila* Resource Centre (URC), *Upazila* Education Officer *(*UEO), PTI buildings and classroom construction  Safe water and toilet facilities provided  Development of curriculum and books for PPE  Recruitment and training of pre-primary teachers  Stipends Programme reviewed to improve targeting  School health and feeding Programmes |  | **OUTPUT**  URC, UEO, Primary Teacher Institute (PTI) buildings and schools constructed  Well-maintained classrooms  Functional and safe tube wells  Sufficient, separate, working toilets for boys and girls  Facilities sustainably managed  Provision of PPE  NFE services aligned with formal schools  Well-targeted stipend Programme functioning  Needy children receive health and feeding inputs |  | **EARLY OUTCOME**  SCR improved  Pre-primary-age children receive a head start in their education  Children from marginalised families receive stipends, health and food benefits and remain in school  School environment improved |

We expect that early outcomes in terms of improved school environment and well-targeted support will ultimately lead to all children, including those from marginalised families, benefitting from and completing pre-primary and primary education.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EARLY OUTCOME**  SCR improved  Children from marginalised families receive stipends, health and food benefits and remain in school  Pre-primary-age children receive a head start in their education  School environment improved |  | **MEDIUM-TERM OUTCOME**    Enrolment increasing  Dropout and repetition decreasing  Completion increasing  Grade 1 pupils benefit from a year’s PPE |  | **LONG-TERM OUTCOME**  All children participate in pre- and primary education in all types of schools (formal, non-formal, madrasahs)  Regional and other disparities in facilities, participation, completion and learning outcomes reduced  Increased primary completion  Increased transition to secondary |

**Component 3: Decentralisation and effectiveness**

Component-3 aims to decentralise the primary education management system through capacity building, e.g. school-level leadership development; field offices strengthened; increased decentralisation of school, *Upazila* and district management; mainstreaming school, *Upazila* and district grant initiatives; and strengthening capacity at central level institutions, etc. This is so that the system meets the needs of children who have never attended formal primary school or who are at risk of dropping out of school due to poverty, disability or for any other reason. This component also aims to reform key education systems, e.g. teacher management, student assessment (e.g. Grade 5 Primary Education Completion Examination (Terminal Exam)), and M&E (e.g. strengthening the APSC).

***Results Area 4 (3.1): Decentralisation***

***5 (3.2): Effectiveness***

**Expected outcome:**

* *Upazila-* and school-level planning decentralised
* Increased effectiveness of budget allocation.

In summary, the results chain of Component 3 expectations takes the following shape:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTIVITY**  Head teachers, teachers, *Upazila* and district officials trained in managing School-Level Improvement Plans (SLIPs), *Upazila* Primary Education Plans (UPEPs) and District Primary Education Plans (DPEPs)  DPE and UEO offices, professional staff recruited and trained  Head teachers trained in school management and leadership  Grade 5Primary Education Completion Examination (Terminal Exam) orientated towards assessment of competencies  APSC reviewed |  | **OUTPUT**  Competent DPEP Officer and UEO professional staff in place  Head teachers are competent managers and leaders  Competency-based Grade 5examination progressively introduced  APSC improved |  | **EARLY OUTCOME**  Improved SLIPs, UPEPs and DPEPs produced, which contribute to better management  Head teachers manage effectively  Improved productivity in schools and offices  Dropout decreasing  Repetition decreasing  More appropriate examination stimulates mastery of essential competencies  Better statistical information available to assist decision-making |

It is expected that early outcomes will contribute to both medium- and long-term outcomes. Outcome expectations for Component 3 can be described as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EARLY OUTCOME**  Improved SLIPs, UPEPs and DPEPs produced, which contribute to better management  Head teachers manage effectively  Improved productivity in schools and offices  More appropriate examination stimulates mastery of essential competencies  Better statistical information available to assist decision-making |  | **MEDIUM-TERM OUTCOME**  More effective and efficient management at school, *Upazila* and district levels |  | **LONG-TERM OUTCOME**  *Upazila-* and school-level management decentralised  Increased effectiveness of Programme and budget allocation |

**Component 4: Planning and management**

**Component-4** aims to strengthen RBM through such measures as evidence and performance-based planning and outcome-level reporting. It also focuses on improved financial management and reporting systems, planning and management issues, staff development, sector finance and partnerships with NGOs and the private sector.

This component addresses management issues, e.g. PEDP3 is governed by an inter-ministerial steering committee. Day-to-day management of the Programme is undertaken by the line divisions of DPE and other agencies such as BNFE, National Academy for Primary Education (NAPE) and NCTB as part of their routine tasks. Coordination of activities between ministries, agencies under MoPME or divisions within DPE is managed by a new unit at MoPME and a new division of DPE. It is a key feature of PEDP3 that the Government’s own routine systems for financial management will be used for the first time for a large proportion of donor funding, an approach known as the ‘Treasury model’. The Ministry of Finance has undertaken to ensure that adequate financing is available for PEDP3.

The component also covers institutional aspects of M&E, including strengthening of MISs though the establishment of a new IMD Division of DPE to support and encourage evidence-based planning in PEDP3 at central levels – the AOP – and at local level – the SLIP, UPEP and DPEP. The M&E Division will be strengthened to improve the APSC and ASPR. The new Information Management Division hosts the education MIS and provides IT support. With stronger M&E we can expect better planning and implementation, both centrally and locally, assuming that these are genuinely results based. This ASPR is in itself an early outcome of improved M&E capacity.

The expected outputs and early outcomes from Component 4 are that:

* Strengthened governance systems will result in improved management and greater ownership of the developmental objectives of PEDP3;
* Performance-based financing, linked to a strengthened monitoring system, will raise the level of evidence-based planning and RBM and ensure that a strong focus is maintained on the achievement of agreed indicators;
* The human resources development Programme will result in officials at all levels competent to manage for results; and
* Involvement of NGOs and other partners will provide pre-primary, non-formal and some formal primary education, as well as support initiatives in ICT.

***Results Area 6 (4): Programme Planning and Management***

**Expected Outcome:**

* Improved sector planning and RBM.

**In summary, the Component 4 results chain looks like as follows:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTIVITY**  Governance and management structures established and staff recruited  Appropriate human resources development Programme designed and training implemented  Financial management capacity and systems developed  Opportunities for public–private partnerships identified and engaged |  | **OUTPUT**  More trained staff in place  Governance and management strengthened  Strengthened monitoring functions  NGO and other agencies able to contribute |  | **EARLY OUTCOME**  Organisational capacity  Increased use of monitoring mechanisms and reporting for performance-based management  Financial systems and management in line with government systems  More pre-primary, primary and non-formal primary education |

We expect early outcomes to result in both medium- and long-term outcomes as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EARLY OUTCOME**  Organisational capacity  Increased use of monitoring mechanisms and reporting for performance-based management  Financial systems and management increasingly in line with government systems  More pre-primary, primary and non-formal primary education |  | **MEDIUM-TERM OUTCOME**  Evidence- and performance-based planning fully operational  Government financial and management systems deliver more effective and efficient resources and programming |  | **LONG-TERM OUTCOME**  Effective Programme planning and management  Increased effectiveness of budget allocation |

*Note: The results web of 29 subcomponents of PEDP3 shown in below Table 2.1*

***Table 2. 1: Results Web: PEDP3 Components, Result Areas, and Sub-Components***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMPONENT 1:** TEACHING & LEARNING | **COMPONENT 2:**  PARTICIPATION AND DISPARITIES | | **COMPONENT 3:**  DECENTRALIATION & EFFECTIVENESS | | **COMPONENT 4:** PLANNING& MANAGEMENT |
| **Results Area 1:** LEARNING OUTCOMES | **Results Area 2.1:** PARTICIPATION | **Results Area 2.2:** DISPARITIES | **Results Area 3.1:**  DECENTRALIZATION | **Results Area 3.2:**  EFFECTIVENESS | **Results Area 4:**  PROGRAMME PLANNING  AND MANAGEMENT |
| 1.1. Each child learns | 2.1.1 Alternative and second chance(NFE) | 2.2.1 Stipends | 3.1.1 Field level offices strengthened | 3.2.1 Grade V Primary Education Completion Examination (Terminal Exam)  strengthened | 4.1 PEDP3 management  and Governance |
| 1.2 School and classroom  assessment | 2.1.2 Pre-primary  provision | 2.2.2 School health and  school feeding | 3.1.2 Decentralized school  management and  governance | 3.2.2 Teacher recruitment,  promotion and  deployment | 4.2 PEDP3 Financial  Management |
| 1.3 Curriculum  development | 2.1.3 Inclusive education | 2.2.3 Needs based  School Environment  improvement | 3.1.3 School level leadership  Development | 3.2.3 Annual School Census | 4.3 Sector finance |
| 1.4 Textbook distribution | 2.1.4 Education in  emergencies | 2.2.4 Needs based  infrastructure  development | 3.1.4 Org. review and  strengthening | 3.2.4 National Student  Assessment | 4.4 Strengthen Monitoring  Functions |
| 1.5 ICT in education | 2.1.5 Communications  and social  mobilization |  |  |  | 4.5 HRD |
| 1.6 Teacher Education and  Development |  |  |  |  | 4.6 Public Private  Partnerships |

***Note: PSQLs, KPIs and DLIs lists are available in the end of report as annexure***

Actual result achieved in 2012:

The structure of PEDP3 is organised into 29 sub-components. Several types of indicators (KPIs and PSQLs) have been specified in order to track the progress in these sub components. Each indicator requires collection of data from various sources mainly APSC and NSA in order to measure performance of the primary education sector. The detailed discussion of the achievement of results of PEDP3 is presented in chapters 3, 4, 5 and 6 of the report. Before this, the following two tables Table-2.2 summarise the achievement of KPIs and Table-2.3 summarise the achievement of PSQLs compare with the achievement of 2010, 2011, and 2012:

* The achievement of 2012 based on PEDP3 baselines and targets for the KPIs (Table 2.2); and
* The achievement of 2012 based on PEDP3 baselines and targets for the PSQL indicators (Table 2.3)

Programme Division of DPE is responsible for preparing the DLI progress report separately. As a result in the ASPR report do not prioritise so much to integrate the DLI progress. As advised by the ASPR taskforce committee in this year ASPR, included the DLI progress report which is summarised in the following Table 2.3

***Table 2.2 KPIs of PEDP3, 2005, 2010 - 2012***

| **SL** | **KPIs** |  | **2005** | **Baseline 2010** | **2011** | **2012** | **Target 2016** | **Comment** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Percentage of students achieving Grade 3 competencies (All; Boys; Girls) | a. Bangla | n/a | n/a | All: 67%; Boy: 66%; Girl: 68% | n/a | 75 | **The next round NSA survey being conducted in 2013** |
| b. Mathematics | n/a | n/a | All: 50%; Boy: 51%; Girl: 49% | n/a | 60 |
| 2. | Percentage of students achieving Grade 5 competencies (All; Boys; Girls) | a. Bangla | n/a | n/a | All: 25%; Boy: 25%; Girl:26% | n/a | \*50 | **The next round NSA survey being conducted in 2013** |
| b. Mathematics | n/a | n/a | All: 33%; Boy: 33%; Girl: 32% | n/a | \*60 |
| 3. | Grade 5 terminal examination pass rate | a. Total | n/a | 92.3% | 97.3% | 97.35% | n/a | Target to be set after exam is fully competency based |
| b. Boy | n/a | 92.7% | 97.5% | 97.53% | n/a |
| c. Girls | n/a | 92.0% | 97.1% | 97.19% | n/a |
| 4. | Percentage of children out of school (boys and girls) | a. 6–10 years | n/a | All: 15%, Boy: 17%: Girl: 13% | n/a | n/a | 5% | The phrasing of the original indicator was ‘Number of children’  *Sources: HIES 2010.* |
| b. 11–14 years | n/a | All: 22%, Boy: 28%; Girl:17% | n/a | n/a | 10% |
| 5. | GER [EFA 5] | a. Total | 93.7% | 107.7% | 101.5% | 104.4% | 105% | Increasing trend |
| b. Boy | 91.2% | 103.2% | 97.5% | 101.3% | 103% |
| c. Girls | 96.2% | 112.4% | 105.6% | 107.6% | 107% |
| 6. | NER [EFA 6] | a. Total | 87.2% | 94.8% | 94.9% | 96.7% | 98% | Increasing trend |
| b. Boy | 84.6% | 92.2% | 92.7% | 95.4% | 97% |
| c. Girls | 90.1% | 97.6% | 97.3% | 98.1% | 99% |
| 7. | [*Participation*] Gender parity index of GER |  | 1.05 | 1.09 | 1.08 | 1.06 | 1.03 | Disparity exist in favour of girls |
| 8. | [*Participation*] Net enrolment rate – Range between top 20% and bottom20% of households by consumption quintile (All, Boys, and Girls) |  | All: 58% to 80% | All: 77% to 88%  Boys:73% to88%  Girls: 82% to 87% | n/a | n/a | All: 82% to 90% | *Source of baseline data: HIES 2010.*  *\*\** The 2013 EHS is expected to completed in 2013-14. It may be comparable with HIES |
| 9. | *Upazila* composite performance indicator *(comprises: gender parity index for NER; survival rate to G5; and combined participation and pass rate in G5 terminal exam)*:   1. Range between average value of index for top 10% and bottom 10% of *Upazilas* | a. Bottom 10%  Top 10%  Range | n/a | Bottom 10% 1.1  Top 10%: 2.3  Range: 1.2 | **Bottom 10% 1.2**  **Top 10%: 2.3**  **Range: 1.1** | **Bottom 10% 1.3**  **Top 10%: 2.2**  **Range: 0.9** | Bottom. 10%: 1.5  Top 10%: 2.5  Range: 1.0 | The composite indicator for a particular Upazila ranges from 0–3 |
| 1. Average value of index for bottom 20% of *Upazilas* | b. Bottom 20% | n/a | Bottom 20%: 1.3 | **Bottom 20%: 1.3** | **Bottom 20%: 1.3** | Bottom. 20%: 1.7 |
| 10. | Number and types of functions delegated to district, *Upazilas* and schools |  | n/a | n/a | n/a | Districts 20  Upazilas 11  Schools 1 |  | Definition yet to set.  Based on 4 GOs issued by MoPME 2006-12 |
| 11. | Expenditure of block grants (conditional and unconditional) for *Upazilas* and schools |  | n/a | n/a | n/a | 87% |  | Aggregated original budget over actual expenditures of 7 block grants |
| 12. | Completion rate | a. Total | 52.8% | 60.2% | 70.3% | 73.8% | 80% | This is the primary cohort completion rate.  Increasing trend |
| b. Boy |  | 59.8% | 67.6% | 71.7% | 78% |
| c. Girls |  | 60.8% | 73.0% | 75.8% | 82% |
| 13. | Dropout rate | a. Total | 47.2% | 39.8% | 29.7% | 26.2% | 20% | This is the cycle dropout rate.  Dropout reducing |
| b. Boy | n/a | 40.3% | 32.4% | 28.3% | 22% |
| c. Girls | n/a | 39.3% | 27.0% | 24.2% | 18% |
| 14. | Coefficient of efficiency [EFA 14] | Ideal as % of actual | 61.8% | 62.2% | AV: 69.1, B: 67.7 and G: 70.5 | AV: 77.4, B: 75.6 and G: 79.2 | 70% | Target reached |
| Years input | 8.1 | 8.0 | Av: 7.2, B: 7.4 and G: 7.1 | Av: 6.5, B: 6.6 and G: 6.3 | 7.0 |
| 15. | Percentage of schools that meet three out of four PSQL indicators: (i) Girls’ toilets (PSQL 5); (ii) potable water (PSQL 7);and (iii) SCR (PSQL 11) (iv) STR (PSQL 16) |  | n/a | 17% | 24% | 37% | 50% | A list of 10% of lowest and 10% of highest performing Upzailas attached as Annex B. |

***Table 2.3 PSQL indicators of PEDP3, (GPS & RNGPS), 2010-2012***

| SL. | PSQL Indicator | Type | Baseline 2010 | 2011 | 2012 | Target 2016 | Comment |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Percentage of schools which received all new textbooks by January 31 | Total | 33 | 47 | 98 | 100 | Note[[1]](#footnote-2) |
| GPS | 31 | 45 | 98 | 100 |
| RNGPS | 36 | 51 | 98 | 100 |
| 2. | Percentage of (assistant and head) teachers with professional Qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.) | Total | 83 | 82 | 89 | 95 |  |
| GPS | 84 | 80 | 91 | 95 |
| RNGPS | 83 | 86 | 85 | 95 |
| 3. | Percentage of (assistant and head) teachers who receive continuous professional development training | Total | 88 | 78 | 86 | 95 | Calculation based on teachers participation in sub-cluster training |
| GPS | 87 | 75 | 86 | 95 |
| RNGPS | 88 | 87 | 87 | 95 |
| 4. | Number of enrolled children with disabilities | Total | 83,023 | 90,960 | 89,994 | n/a | Considered 6 types of special need children in the mainstream primary education |
| Boy | 47,029 | 51248 | 50,365 | n/a |
| Girl | 35,994 | 39,712 | 39,629 | n/a |
| 5. | Percentage of schools with separate functioning toilets for girls | Total | 31 | 48 | 63 | 80 |  |
| GPS | 37 | 54 | 65 | 80 |
| RNGPS | 20 | 40 | 60 | 80 |
| 6. | Percentage of schools with at least one functioning toilet | Total | 96 | 97 | 85 | 100 |  |
| GPS | 97 | 98 | 88 | 100 |
| RNGPS | 94 | 95 | 81 | 100 |
| 7. | Percentage of schools with potable water | Total | 71 | 77 | 79 | 100 |  |
| GPS | 75 | 84 | 83 | 100 |
| RNGPS | 64 | 68 | 74 | 95 |
| 8. | Percentage of schools which depend on water points for water where the water point is in working condition | Total | 33 | 47 | 67 | 95 |  |
| GPS | 31 | 45 | 66 | 95 |
| RNGPS | 36 | 51 | 68 | 100 |
| 9. | Percentage of schools which have a functioning water point that have potable water | Total | 83 | 82 | 92 | 95 |  |
| GPS | 84 | 80 | 92 | 95 |
| RNGPS | 83 | 86 | 90 | 95 |
| 10. | Percentage of classrooms that are in good condition | Total | 88 | 78 | 78 | n/a | ‘Good condition’ need to be defined |
| GPS | 87 | 75 | 78 | n/a |
| RNGPS | 88 | 87 | 78 | n/a |
| 11. | Percentage of schools that meet the SCR standard of 40 | Total | 20.6 | 21.3 | 21 | 25 | Considered single shift school |
| GPS | 21.8 | 21.9 | 20 | 25 |
| RNGPS | 18.5 | 20.2 | 22 | 25 |
| 12 | Percentage of standard size classrooms (26’X19’6’’) and larger | Total | 43 | 40 | 38 | n/a | PEDP3 size (19’x17’4’’)  Target to be decided after MTR |
| GPS | 46 | 44 | 42 | n/a |
| RNGPS | 37 | 32 | 31 | n/a |
| 13 | Percentage of classrooms which are in *pacca* | Total | 96 | 97 | 96 | 100 | Pacca refers to minimum cemented wall and floor. |
| GPS | 97 | 98 | 98 | 100 |
| RNGPS | 94 | 95 | 95 | 100 |
| 14 | Percentage of head teachers who received training on school management and leadership | Total | 71 | 77 | 46 | 85 | In FY 2011-12 sufficient training was not conducted. |
| GPS | 75 | 84 | 45 | 85 |
| RNGPS | 64 | 68 | 47 | 85 |
| 15. | Proportion of SMCs whose members were trained (at least three members) | Total | 33 | 47 | 34 | n/a | No provision of SMC training in the PEDP3 |
| GPS | 31 | 45 | 33 | n/a |
| RNGPS | 36 | 51 | 37 | n/a |
| 16 | Percentage of schools that meet the STR standard of 46 | Total | 44 | 45 | 49 | 75 | Average 49% single shift school met the ratio |
| GPS | 40 | 45 | 50 | 75 |
| RNGPS | 52 | 47 | 47 | 75 |
| 17 | Percentage of schools (GPS) with pre-primary classes | Total | 43 | 81 | 91 | 100 |  |
| GPS | 45 | 94 | 97 | 100 |
| RNGPS | 40 | 55 | 82 | 100 |
| 18 | Percentage of schools which receive SLIP grants | Total | 64 | 67 | 27 | 80 | Coverage was inadequate due to delayed SMC formation |
| GPS | n/a | 66 | 26 | 80 |
| RNGPS | n/a | 68 | 29 | 80 |

***Table 2.4: DLI Progress report, 2012***

| **Sl. No.** | **Areas of DLIs** | **Actions yet to be accomplished** | **Status as of April 2013** |
| --- | --- | --- | --- |
| **Status of year - 0** | |  |  |
| 9 | Sector Finance | Share of Primary Education- 1.03% of GDP | Unmet |
| **Status of year – 1** | | | |
| 1 | Textbook Printing and Distribution |  | Met |
| 2 | Teacher Education and Development |  | Met |
| 3 | Pre-Primary Education |  | Met |
| 4 | Need-based Infrastructure Development | 10% WASH Blocks need to be completed by DPHE | Unmet (to be met by June-2013) |
| 5 | Decentralized School Management and Governance |  | Met |
| 6 | Grade V Primary Education Completion Examination (Terminal Exam) |  | Met |
| 7 | Teacher Recruitment and Deployment |  | Met |
| 8 | Annual School Census | Recruitment of two statisticians as consultant (interim arrangement) | Unmet (to be met after recruitment of two consultant) |
| 9 | Sector Finance | Provision of adequate budget, more than Tk.80 billion (original budget of FY 2011-12) | Met (due to amendment of protocol in Nov. 2012) |
| Status of year - 2 | |  |  |
| 1 | Textbook Printing and Distribution | At least 85% of all eligible schools receive all approved textbooks (Grades 1 to 5) within one month of school opening day |  |
| 2 | Teacher Education and Development | Dip-in-Ed piloted in 7 PTIs with number of instructors according to the Plan. |  |
| 3 | Pre-Primary Education | At least 15,000 PPE teachers placed and trained in areas of greatest need |  |
| 4 | Need-based Infrastructure Development | At least 30% of planned needs-based infrastructure development completed according to agreed criteria and technical standards |  |
| 5 | Decentralized School Management and Governance | - At least 60% of schools having prepared SLIPs and received funds according to SMC guidelines  - At least 10% of Upazilas having prepared UPEPs and received funds according to UPEP guidelines |  |
| 6 | Grade V Terminal Examination (Primary Education Completion Examination) | Action plan implemented with at least 10% of items competency based introduced in the 2012 Grade 5 completion exam and an additional 15%of competency based items piloted |  |
| 7 | Teacher Recruitment and Deployment | (i) All teachers’ and head teachers’ positions (regular vacancies and newly created positions) filled according to merit-based recruitment procedures and on needs basis.  And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessments to be filled for the year filled |  |
| 8 | Annual School Census | APSC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools |  |
| 9 | Sector Finance | FY13-14Primary education budget aligned with Programme framework and consistent with FY13-18 MTBF  Actual primary education expenditures in FY12-13 within 15% deviation of the originally approved budget |  |

3. Outcomes

The scope of PEDP3 is the whole primary education sector, including pre-primary and non-formal education. The overall goal of PEDP3 is to provide “quality education for all our children”, with the specific objective of achieving “an efficient, inclusive and equitable primary education system delivering effective and relevant teaching and learning to all Bangladeshi children from pre-primary though grade 5 primary”. A review of primary education sector performance has to start from a look at medium-term outcomes. These have been grouped into three main categories:

* participation,
* Efficiency and
* Learning.

# Access and participation, primary education

Bangladesh is committed to provide access for all children to the primary education. Although school apparent intake rate and enrolment rates are over 100%, there are still over one million primary-school age children who do not attend formal schools. These include children who have never enrolled in school and children who drop out of school. Recognizing that there may always be some children whose needs are best served outside the formal school system, the national education policy affirms that children can participate in education through formal or non-formal channels.

The two main measures of participation are presented in Table 3.1 and Figure 3.1 (Note: There is an important caveat to the interpretation of trends in the participation data, given in Table 3.1 Note1).

* Based on APSC 2012 draft report, the overall gross intake rate in the formal primary education system in the year 2012 was 105%, whereas the net intake rate was 97%. In the Baseline of PEDP3, the gross intake and net intake rates were 116.9% and 99.1%, and 125.9% and 99.9% in 2011 respectively. These figures show that some children enrolled in the formal primary education system are under or over-aged from at the start of their schooling. The GER, in other words, regardless of age the number of children enrolled in grades 1–5 relative to the total population of children aged 6–10 years (official primary school age of Bangladesh) was 104.4% (boys 101.3% and girls 107.6%) in 2012 up from 101.5% (boys 97.5% girls 105.6%) in 2011.
* The NER, in other words the number of children of the official primary school age (6–10 years) enrolled in grades 1–5 relative to the total population of children aged 6–10 years was calculated to be 96.7% (boys 95.4% and girls 98.1%) in 2012 up from 94.9% (boys 92.7% and girls 97.3%) in 2011.
* It appears that both GER and NER have been increasing steadily since 2008 due to a number of Programmes aiming at reducing the costs of schooling for poor families, such as stipend, school feeding and free text books. In addition, various kinds of social mobilization activities through mass media and community mobilisation for 100% enrolment at the primary level also played a very positive role in this respect.

Table 3.1 Gross and net enrolment rate (GERs and NERs), 2005 to 2012

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** |
| Students in grades 1–5, GPS and RNGPS only | 13,056,577 | 12,939,129 | 12,916,522 | 13,010,370 | 13,281,194 | 13,554,878 | 14,526,281 | 14,860,746 |
| Total Students in grades1–5 all school | 16,225,658 | 16,385,847 | 16,312,907 | 16,001,605 | 16,539,363 | 16,957,894 | 18,432,499 | 19,003,210 |
| Students in grades 1–5 aged 6–10, All schools | 15,114,102 | 15,244,630 | 15,041,743 | 14,880,249 | 14,947,002 | 14,937,517 | 17,239,810 | **17,609,096** |
| Population of children aged 6–10 | 17,315,296 | 16,771,776 | 16,514,419 | 16,390,221 | 15,982,744 | 15,751,788 | 18,168,788 | 18,209,967 |
| GER (%) | 93.7 | 97.7 | 98.8 | 97.6 | 103.5 | 107.7 | 101.5 | 104.4 |
| Boys | 91.2 | 92.9 | 93.4 | 92.8 | 100.1 | 103.2 | 97.5 | 101.3 |
| Girls | 96.2 | 103.0 | 104.6 | 102.9 | 107.1 | 112.4 | 105.6 | 107.6 |
| Gender parity index | 1.05 | 1.11 | 1.12 | 1.11 | 1.07 | 1.09 | 1.08 | 1.06 |
| NER (%) | 87.2 | 90.9 | 91.1 | 90.8 | 93.9 | 94.8 | 94.9 | 96.7 |
| Boys | 84.6 | 87.6 | 87.8 | 87.9 | 89.1 | 92.2 | 92.7 | 95.4 |
| Girls | 90.1 | 94.5 | 94.7 | 94.0 | 99.1 | 97.6 | 97.3 | 98.1 |
| Gender parity index | 1.07 | 1.08 | 1.08 | 1.07 | 1.11 | 1.06 | 1.06 | 1.04 |

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

The accuracy of the GER and NER calculation depends on the accuracy of enrolment data from the APSC (numerator) and school-age population figure (denominator). These elements are discussed below.

Enrolment: Above Figure 3.1 shows the rapid increase in enrolment of children in all types of primary schools since 2008. Annual growth in enrolment of primary education was about 2% between 2008 and 2010, but this has risen to as high as 9% between 2010 (total student were 16,957,894) and 2011 (total student were 18,432,499) and 3.1% between 2011 and 2012 (total student 19,003,210) which is close to the previous years between 2008 and 2010. Many factors might have contributed to the above, most importantly, vigorous communication campaigns in favour of 100% enrolment in 2010 and 2011 by the government which creates a positive impact among parents and guardians to send their children into the schools, as a result the GER and NER have been increasing gradually,

Coverage in terms of number of schools especially for GPS and RNGPS were the same, yet enrolment in these two types of schools increased by 7% between 2010 and 2011 (up 971,403 student) and 2.3% between 2011 and 2012 (up 334,465 student). Enrolment of children aged 6–10 in all types of schools has been almost constant between 2008 and 2010 (the line is flat in Figure 3.1) but increased by 15% between 2010 and 2011 and 3.1% (up 570,711) between 2011 and 2012.

Having reliable reporting on the age of children is critical to calculate the NER. At present, the school records are not verified against the birth registration records due to non-availability of birth registration of some school age children. Moreover, there are disincentives in the system for false reporting by head teachers, such as over reporting on the school’s grade 1 enrolment so more children can be eligible for stipend and other benefits. With the increase in pre-primary intake, it is hopeful that this situation could improve in the future. However, further study is required to know the real situation and the different contributing factors on enrolment trends and patterns.

School-age population: According to the BBS estimates for 2005–2010, based on the 2001 population census, the primary school-age cohort has been declining since 2005, as the steep downwards line shows in Figure 3.1. The 6-10 years population projection based on 2001 BBS population census for 2002-to 2010 was based on several assumptions, including declining fertility rate. By July 2012, BBS published data from the 2011 population census and DPE used these data to estimate the aged 6–10 population for 2011. DPE used Sprague multiplier to estimate the 2011 single age population utilized BBS published census report (table C4) with the consent and endorsement of BBS.

Accordingly 6-10 years population projected for the year 2012,[[2]](#footnote-3) the resulting figure is 18.2 million children which are 2.4 million higher than the projected estimate for 2010 (15.8 million, which explain above). In other words, it appears that the projected school-age population 2005–2010 were vastly under-estimated. The United Nations Population Division projections over the same period (2005–2010) estimated that the size of the cohort remained almost constant at 17.3 million.

The apparent growth in GER over three years 2008–2010 is driven by both the increase in primary enrolment and the decline in the school-age population. The growth in the NER over the same period is almost all driven by the downward trend in the school-age population. The large upward correction of the population aged 6–10 figure in 2011 would have resulted in a steep decline in the NER if enrolment growth had not been so high between 2010 and 2011. According to the 2012 projected population, the 6-10 years population cohort is 18,209,967, which is based on 2011 estimate as a result the same thing has happened like previous trend of 6-10 years population cohort (see figure 3.1). So it is important to have an estimate of 6-10 years population for whole PEDP3 period (2011-2016).

Figure 3.1 Primary enrolment and population cohort, 2005–2012 (in millions)

Sources: Enrolment data: APSC 2005 to 2012, BANBEIS 2005 to 2010; Population data: BBS estimates for 2005–2010 based on 2001 population census, BBS estimate for 2011 & 2012 based on 2011 population census Table C04. Note: (1) The 2012 enrolment rate estimates are comparable with 2011 but not strictly comparable to the previous years because the estimates of the population aged 6–10 for the denominators are based on different sources.

Coverage of enrolment in administrative data (APSC)

There are two key questions:

**Is coverage of schools and madrasahs in the APSC increasing?** Table 3.2 shows the number and type of schools and madrasahs that were included in the APSC 2011 and APSC 2012 is increasing. The final column calculates the difference between the two sets of figures and shows that total coverage has improved substantially in APSC since 2011. Over 11,029 institutions (up 11%) covered in 2011 than 2010, and also 14,303 more institutions covered (up 15%) in 2012 than 2011.

The coverage between 2011 and 2012 has rapidly increased but not been uniform across school types. There are 4 types of schools that have been captured systematically by APSC since 2002 (GPS, experimental, RNGPS and community schools). There was almost no change in coverage for the first two types in the table (GPS, and experimental). However, many full-fledged community schools merged with RNGPS, and as a result, RNGPS number increased by about 9% and community schools dropped by about 68%. There has been a major increase in coverage of the ‘other’ types of schools (about 23%), particularly NGO schools, kindergartens and non-registered non-government primary schools (NRNGPSs), alongside inclusion of non-formal ROSC and BRAC schools (58% increased). There has been a considerable drop in the coverage of the secondary schools with attached primary section (about 10%). Coverage on Ebtedyee madrasahs is stable but Ebtedyee section attached high Madrashah increased about 11%.

**How large is the coverage of schools and madrasahs in the APSC 2012?** The Grade 5 Primary Education Completion Examination (Terminal Exam) is open to students from all school types and provides a good source of data on the number of primary education institutions in Bangladesh which have Grade 5 students. Table 3.2 compares the number of institutions participating in the Primary Education Completion Examination (Terminal Exam) with those covered in the APSC for both 2011 and 2012.

Overall, the 2012 ASPC coverage represents a significant improvement over 2011 when the difference between APSC and Primary Education Completion Exam (PECE) amounted to about 9,000 institutions. In 2012, both APSC and PECE coverage was nearly identical with some exceptions in ROSC/BRAC and Madrashas coverage. In 2012, the number of BRAC/ROSC schools captured by APSC increased by nearly 10,000 schools, but many of these schools did not participated in the PECE, hence there is more BRAC/ROSC schools in APSC than in the PECE record. However, APSC coverage continued to be low for Ebtedyee Madrashahs and secondary schools with attached primary section. Clearly it is an ongoing priority to strengthen cooperation with BANBEIS to broaden coverage of the APSC on institutions offer primary education.

***Table 3.2 Number of schools and madrasahs in APSC and grade 5 Primary Education Completion Examination (Terminal Exam) records, 2010- 2012***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School type | | Number of schools and madrasahs | | % difference in coverage (2)/(1) | Number of schools and madrasahs | | % difference in coverage (4)/(3) | % difference in coverage (3)/(1) |
| **2011 APSC** | **2011 PECE** | **2012 APSC** | **2012 PECE** |
|
| **(1)** | **(2)** | **(3)** | **(4)** |
| GPS1 |  | 37,672 | 37,153 | -1% | 37,672 | 37,655 | 0% | 0% |
| Experimental |  | 55 | 55 | 0% | 56 | 55 | -1.8% | 2% |
| RNGPS |  | 20,168 | 21,336 | 6% | 22,101 | 23,027 | 4.0% | 9% |
| Community |  | 3,133 | 2,360 | -25% | 1605 | 954 | -68.0% | -95.0% |
| ‘Other’ | NGO, Kindergarten, NRNGPS | 13,960 | 15,952 | 14% | 18125 | 18,322 | 1.0% | 23% |
|  | Secondary school-attached | 1,494 | 1,770 | 18% | 1,351 | 1,793 | 24.6% | -10% |
|  | ROSC/BRAC | 6,804 | 8,622 | 27% | 16,188 | 10,522 | -53.0% | 58% |
| Madrasahs | Ebtedayee | 2,062 | 2,705 | 31% | 2,058 | 2,689 | 31.0% | 0% |
| Dakhil, Alim, Fazil, Kamil | 4,366 | 8,814 | 102% | 4,861 | 8,913 | 83.0% | 19% |
| **Total** |  | **89,714** | **99,265** | **11%** | **104,017** | **103,930** | **0.1%** | **14%** |

Note: (1) The GPS figures include data on 498 model GPS schools.

Age of students in administrative data (APSC)

The discussion on children not covered by the APSC raises some questions about the validity of the net enrolment estimates. Another reason for concern over the estimate relates to the accuracy of the age information on students in the APSC. Table 3.3 compares the percentage of children enrolled in each age group by grade according to the 2010, 2011 and 2012 APSC (which relies on head teachers to provide information on children’s ages) and the 2006 and 2009 rounds of the MICS household survey (which relies on parents to provide information on children’s ages). It is striking how similar the APSC estimates of children’s ages are between 2010, 2011 and 2012 and the same conclusion as discussed in last year’s ASPR applies. Assuming that parental estimates of child age are more accurate, it appears that the APSC under-estimates the percentage of children who are over-age for their grade. Figure 3.2 emphasises this point and provides at least one reason why APSC NERs may be overestimated.

*Table 3.3 Percentage of children by age for grade, APSC and MICS*

|  | **Under-age / Right age for grade** | | | | | **Over age by one year** | | | | | **Over age by two years or more** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **2006 MICS** | **2009 MICS** | **2010 APSC** | **2011 APSC** | **2012 APSC** | **2006 MICS** | **2009 MICS** | **2010 APSC** | **2011 APSC** | **2012 APSC** | **2006 MICS** | **2009 MICS** | **2010 APSC** | **2011 APSC** | **2012 APSC** |
| 1 | 39.7 | 59.4 | 87.9 | 81.8 | 84.6 | 28.5 | 21.6 | 10.3 | 12.6 | 11.8 | 31.9 | 18.9 | 1.9 | 3.4 | 3.6 |
| 2 | 31.7 | 52.7 | 85.7 | 81.7 | 80.2 | 28.8 | 25.3 | 11.2 | 12.4 | 13 | 39.5 | 22.0 | 3.0 | 3.6 | 6.8 |
| 3 | 28.4 | 45.3 | 83.7 | 79.1 | 80.7 | 23.6 | 22.3 | 13.5 | 14.3 | 15.7 | 48.1 | 32.4 | 2.9 | 4.0 | 4.1 |
| 4 | 29.1 | 40.6 | 83.0 | 77.4 | 80.5 | 29.5 | 28.6 | 13.7 | 14.6 | 14.4 | 41.5 | 30.8 | 3.3 | 4.9 | 5.1 |
| 5 | 35.0 | 42.1 | 87.5 | 78.7 | 79.8 | 22.8 | 20.4 | 8.9 | 12.0 | 13.4 | 42.3 | 37.6 | 3.6 | 5.1 | 6.8 |

Source: APSC 2010, 2011 and 2012, MICS 2006 and 2009

Figure 3.2 Percentage of children at least two years over-age for grade, APSC 2012 and MICS

Source: APSC 2010-2012, MICS 2006 and 2009

Net enrolment rate (NER) and percentage of out-of-school children

The estimate of the primary NER presented in Table 3.1 is based on administrative sources of data on enrolment (school records as reported in the APSC). A similar indicator of age-appropriate school attendance, the primary NAR, can be estimated using data from household surveys which ask parents/guardians whether their child attended school on any day since the beginning of the school year. This has two main advantages over administrative estimates of the NER:

* It captures enrolment in all types of primary-level institutions, whether formal or non-formal, Madrasah or school, so incomplete coverage is less of a problem;[[3]](#footnote-4) and
* The age of students is more likely to be accurate from parents and guardians than from school records.

Last year’s ASPR summarised the evidence from six household surveys conducted between 1998 and 2009 on school attendance rates for children aged 6–10. This together with more recent data on the same indicator from the HIES 2010 and from the BBS Population Census 2011 is shown below in Figure 3.3. The proportion of children who are out of school has fluctuated over the past decade between 15% and 25%. There may be important differences in the way school attendance status is measured by the different surveys, but on the face of it there does not appear to be a clear trend. The latest information from the BBS Population Census 2011 estimates that 23% of children aged 6–10 years are not participating in school (or pre-school), which means that the primary NAR is, at most, 77%. It is probably slightly lower than this because some children aged 6–10 are probably attending pre-school rather than primary school. This is far from the primary NER estimate for 2011 of 95% and 2012 of 96.8%.

***Figure 3.3 Children aged 6–10 by education status, MICS and CAMPE household surveys compare to 2011 population census***

25%

21%

15%

18%

17%

19%

15%

23%

0%

10%

20%

30%

40%

50%

60%

70%

80%

90%

100%

CAMPE

1998

CAMPE

2000

CAMPE

2005

MICS

2006

CAMPE

2008

MICS

2009

HIES

2010

BBS 2011

Out-of-school

Attending school

Source: CAMPE 1998, 2000, 2005, 2008; MICS 2006, 2009. HIES 2010. BBS Population Census 2011

The 2011 population census data also reveal the substantial geographical variation in rates of school exclusion for primary school-aged children, as Table 3.4 shows. Looking across the seven divisions, the proportion of out-of-school children varies from 19.7% in Khulna to 26.6% in Sylhet. The disparity at lower geographical units is even more marked: the average rate of school exclusion for the 10 lowest participation districts is 28.2% compared with 17.5% for the 10 highest participation districts. A slightly higher proportion of primary-aged boys (24%) are excluded from school compared with girls (22%).

The PEDP3 KPI 4 is intended to monitor out-of-school children. In the program document, this indicator was defined as ‘number of out-of-school children’. One disadvantage of reporting an absolute number is that it may not be very accurate particularly during the inter-census years, if it relies on household survey estimates applied to population projections. Also it is useful to understand the extent of school exclusion in the context of the total population of school-age. For this reason, the PEDP3 KPI has been changed to ‘percentage of out-of-school children in the school-age population’.

Participation rates in primary school also vary by poverty status. PEDP3 KPI 8 is designed to capture this by measuring the range between the primary NAR for the richest 20% and the poorest 20% of households (based on consumption quintile data). The latest source of data for this calculation is the 2010 HIES. Based on this survey, the primary NAR was 83%, but for the poorest 20% of households the NAR fell to 77% compared with 88% for the richest 20% of households. In other words, children aged 6–10 from the poorest households are much less likely to be attending primary school than children from the richest households. This gap in NAR for the poorest and richest households is much larger for boys (73% to 88%) than for girls (82% to 87%), suggesting that economic barriers to schooling may be more of a constraint for boys than girls. The next round HIES will be conducted in 2013 which shed light on any trend changes.

Table 3.4 Proportion of children aged 6–10 who are not attending school (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Male | Female | All |
| **All divisions** | 23.7 | 22.1 | 23.0 |
| Barisal division | 22.1 | 20.2 | 21.2 |
| Chittagong division | 23.8 | 22.3 | 23.1 |
| Dhaka division | 24.2 | 22.7 | 23.4 |
| Khulna division | 20.5 | 18.9 | 19.7 |
| Rajshahi division | 24.4 | 22.3 | 23.4 |
| Rangpur division | 23.5 | 22.0 | 22.8 |
| Sylhet division | 26.6 | 24.4 | 25.5 |
| Average for 10 districts with lowest rate of OOSC | 18.1 | 16.8 | 17.5 |
| Average for 10 districts With highest rate of OOSC | 29.3 | 27.1 | 28.2 |

Source: BBS Population Census 2011. Note: (1) OOSC = out of school children.

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

1. Children who have never been to school; and
2. Children who have dropped out.

It is useful to distinguish these groups to feed into the design of interventions to reduce school exclusion. Figure 3.4 provides the breakdown of these two groups using data from the 2006 and 2009 MICS. The results are very similar for both surveys:

* Children that have never been to school are the larger of the two groups. As many as 30% of children aged 6 are not in school. This is consistent with the evidence presented earlier from the MICS surveys on the large number of children who are older than would be expected given the grade they attend. In short, late entry into primary school is a major problem. The proportion of children who have never attended school falls rapidly between the ages of 6 and 8 years. However, about 7-9% of children aged 9-10 had still never been to school.
* Children that have dropped out of school are the smaller of the two groups. About 6% of children aged 10 were reported by their parents to have dropped out. This is a smaller number than implied by the dropout estimates based on administrative data (APSC), as will be discussed in section 3.3.1.

**Figure 3.4 Out-of-school children aged 6–10 by type and age, 2006 and 2009 MICS**

0%

5%

10%

15%

20%

25%

30%

35%

2006

2007

2008

2009

2010

Never attended school 2006

Never attended school 2009

Dropped out 2006

Dropped out 2009

Source: MICS 2006 and 2009.

**Gender parity**

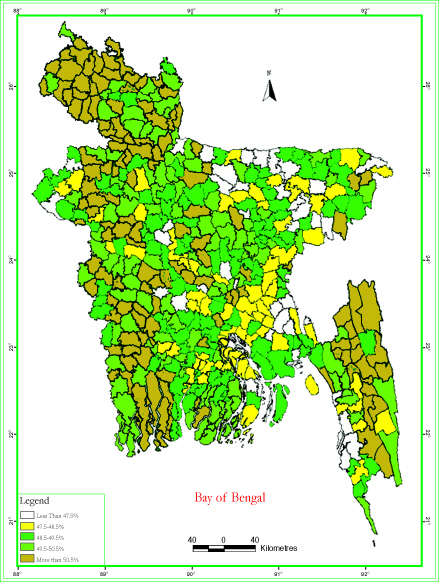
Gender parity in primary education based on 2012 APSC data shows in Table 3.1 that enrolment disparities continue between boys and girls. A standard measure of inequality is the gender parity index, i.e. the ratio between the female and male enrolment rates. When the index falls below 1 there is disparity in favour of boys, while when it exceeds 1 there is disparity in favour of girls. In Bangladesh, primary-age girls are more likely to be enrolled than boys. In 2012, the gender parity index was 1.06 for the GER and 1.04 for the NER. Which means there are gender disparity be in favour of girls in both GER and NER

Figure 3.5 shows the proportion of male students in total enrolment in GPS and RNGPS by *Upazila* in 2012. The proportion of boys in the population aged 6–10 is 51.3% and girls 48.7%. There are no major reasons for this proportion to vary across different parts of the country. If there were gender parity then the proportion of male students in total enrolment should also be 51.3% and female student 48.7%. The lowest shares of male students are observed in the east of the country along a belt that begins in Cox’s Bazar and continues through Comilla, Sylhet to Sunamganj and also Dhaka and neighbouring districts.

The lower school participation of males in the economically prosperous belt of Bangladesh suggests that there may be demand-side related issues (e.g. greater industrial demand for child workers) that may be also holding boys behind to girls.

|  |
| --- |
| *Disparity of enrolment between boys and girls in the specific areas needs to have further investigation*. |

***Figure 3.5 Percentage of male students in GPS and RNGPS by upazila, 2012***

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**Source APSC 2012**

# Access and participation, pre-primary education PPE

The 2010 National Education Policy sets out for policy directives related to Pre-Primary Education. The first priority is to establish an integrated school system encompassing pre-school to higher secondary levels under a unified framework for public, NGO and private education providers. The main objective of pre-primary education is to provide one-year of pre-primary education to create an atmosphere fostering physical and mental preparation before children enter into Grade I of formal primary school. During PEDP3, the Government will gradually introduce one-year pre-primary education in all schools nationwide. The entry age of children in pre-primary education is 5 to below 6 years.

In 1992, the government took the initiative to introduce pre-primary education (PPE) through the INFEP project. Since then however, the government has not given much attention to PPE. The NGOs have filled the gap in PPE provision by operating pre-primary classes at their learning centers. Recognizing the benefits of good quality pre-primary education, the Government re- introduced pre-primary classes (referred to as ‘baby classes’) under PEDPII. The operational framework for the development of PPE was approved by MoPME in 2010, which envisages formalization of the system through the development of curriculum and materials and the recruitment and professional development of PPE teachers. During PEDPII, DPE provided training for 2,243 PPE teachers of RNGPS

*Implementation* of this PPE framework through government and NGOs partnership, the DPE is committed to introduce gradually one year pre-primary for all children under the ‘Learning and Teaching’ component of PEDP3. Mapping of the pre-primary education provision was completed in 2011 by UNICEF, and based on which, the PPE expansion plan was prepared. GO-NGO implementation guidelines were also prepared and approved by MoPME. Minimum standard for pre-primary education have been defined and activities are being implemented according to the guidelines. Government has been providing PPE in only GPS, RNGPS and community schools & other areas have been provided by various qualified NGOs. NCTB has prepared the learning materials (textbook for children) based on the MoPME approved PPE curriculum. Accordingly, NAPE finalized PPE teaching learning materials and the draft Teachers Training Manual pending for MoPME’s final approval. Every GPS has received Tk.5,000 for procurement and preparation of supplementary teaching learning materials in the form of PPE operational cost. The government has created 37,672 additional posts of assistant teachers (one for each GPS) for PPE classes, among them recruitment of 15,000 assistant teachers is under process. In the meantime, DPE has provided one-day PPE orientation training for all field level officials including Head Teachers of all GPS, RNGPS and Community schools.

Table 3.5 shows the level of enrolment in the baby class in GPS and RNGPS. The absolute figures for 2012 are much higher than for 2010 as well as 2011, with the overall total for boys and girls in GPS and RNGPS rising from 895,524 to 1,545,828 between 2010 & 2011 and 1,545,828 to 1,680,104 between 2011 and 2012, which represents a 73% increase overall between 2010 and 2011 and 8.7% between 2011 & 2012 respectively. The growth in pre-primary institutes is particularly striking for all types of schools, increased from 63,348 PPE schools in 2011 to102,540 in 2012. The growth in pre-primary enrolment is also remarkable over the past three years, with a growth rate of 94.3% over 2010/11 and 9.4% over 2011/12.

Table 3.5 Enrolment in pre-primary education (GPS and RNGPS), 2010- 2012

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **2010** | | | **2011** | | | **2012** | | |
|  | **Boy** | **Girl** | **Total** | **Boy** | **Girl** | **Total** | **Boy** | **Girl** | **Total** |
| GPS | 320,707 | 314,226 | 634,933 | 614,828 | 594,460 | 1,209,288 | 592,435 | 585,876 | 1,178,311 |
| RNGPS | 130,936 | 129,655 | 260,591 | 168,669 | 167,871 | 336,540 | 249,457 | 252,336 | 501,793 |
| Total | 451,643 | 442,881 | 895,524 | 783,497 | 762,331 | 1,545,828 | 841,892 | 838,212 | 1,680,104 |

Source: APSC 2010, 2011 and 2012

Another indicator which is useful in tracking changes in the coverage of PPE is the *‘percentage of Grade-1 students in primary schools who have attended pre-primary education’*.[[4]](#footnote-5) Table 3.6 indicates that coverage of PPE in Grade-1 students appears to have dropped slightly from 42% in 2010 to 38% in 2011 and again increased to 50% (GPS 60% & RNGPS 40%) in 2012. However, the ASPR 2012 (Section 2.2) pointed out that there are some problems with the estimation of this indicator which makes this finding less reliable. One of issues is the response rate. Many schools did not provided answer and another issue is the reliability of the pre-primary age population cohort.

*Table 3.6 Grade1 students with pre-primary education (GPS & RNGPS), 2010-2012*

| **As percentage of:** | | **2010** | | | **2011** | | | **2012** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Boy** | **Girl** | **Total** | **Boy** | **Girl** | **Total** | **Boy** | **Girl** | **Total** |
| Grade 1 students | GPS | 40.9% | 44.7% | 42.8% | 37.3% | 40.2% | 38.7% | 59% | 61% | 60% |
|  | RNGPS | 40.1% | 42.5% | 41.3% | 34.1% | 36.3% | 35.2% | 40% | 42% | 40% |
|  | Total | 40.7% | 44.0% | 42.3% | 36.3% | 39.1% | 37.7% | 50% | 51% | 50% |

**Source: APSC 2010, 2011 and 2012**

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# Internal efficiency

## Promotion, repetition and dropout

Internal efficiency indicators show how the system converts inputs (budgets) into outputs (students who completed primary education): if students repeat grades or if they drop out of school before they complete the primary education cycle, then there is inefficiency and wastage of public as well as private resources.

Internal efficiency indicators are calculated using the UNESCO *reconstructed cohort* method, which requires data on efficiency by student flow with graduate (i.e. last year primary graduate number), enrolments by grade for two consecutive years and on repeaters for the current year. These help estimate the three possible events for students: either they enrol to the next grade the following year (promotion), enrol for a second time in the same grade (repetition) or leave school (dropout).

The accuracy of the reconstructed cohort method, and the resulting indicators of rates of promotion, repetition, dropout, survival and completion, rests on some assumptions:

* It assumes that there will be no additional new entrants to the original cohort in any of the subsequent years. However, in Bangladesh some non-formal schools run classes up to grades 3 and 4 with the intention to transfer these children to a formal school
* If schools exaggerate enrolment in Grade-1, this leads to *overestimate* the dropout rate. However, in Bangladesh there are two possible challenges:
* As part of government policy, the needy primary students (not all students) are eligible to receive a stipend, as long as they meet minimum attendance and exam result conditions. For eligible schools, the number of eligible students for stipend is a fixed percentage of a school’s total enrolment. This means that schools may have an incentive to exaggerate enrolment so that a larger percentage of students can benefit.
* In urban or well communicated areas (mainly Upazila and district HQs), there are over deployment of teachers. It is assumed that those schools maintain minimum level of enrolment for justifying additional teachers’ post. If a school falls below the minimum level, it risks losing some of the teachers. In that case, it may have an incentive to exaggerate enrolment to protect the teachers post.
* Internal efficiency indicators are calculated based on evidence from GPS, RNGPS and experimental schools from 2005 to 2011. In 2012 the internal efficiency has been calculated based on information of all types of schools.
* Declining trend of dropout rate and repetition rate contributed to the improvement of internal efficiency of the primary education.

The estimates of promotion, repetition and dropout rates by grade between 2005 and 2012 ar*e shown in Fi*gure 3.6, Figure 3.7, Table 3.7 and Table 3.8. The key findings are:

* Promotion rates in each grade have been raising in recent years, average around 4 percentage points gain from 2011 to 2012, with the exception of Grade 5 which increased by 11 percentage points. This however is partly due to a change in the definition of the grade-5 promotion rate.
* Promotion rates have increased between 2011 & 2012 in Grade 1 (it is possible that this is partly related to the removal of baby class enrolment from Grade 1 figures in 2012 for some schools but more evidence would be needed to confirm this).
* Dropout rates show the same trends to promotion rates. Dropout rate decreased slightly in 2012 (26.2%) compared to 2011(29.7%), dropout in grade 4 increased slightly but sharply fallen in grade 5 (from 11.3% in 2011 to only 1.9% in 2012). This high variation in dropout rates between different grades require further investigation especially on why grade 5 dropout rate sharply decreased within one year.
* The cycle dropout rate has fallen markedly since 2008 (when it was at about 50%) to 26.2% in 2012 (Table 3.7). This is a marked achievement but remains a major challenge for DPE as every 100 children who enter into primary school, only 73.8 children can graduate Grade 5 (as defined in the note below).
* Repetition rates are still high and have not changed much over the period, averaging 10–12% each year between 2005 and 2011, but sharply decreased (averaging 4 percentage points) in 2012 (average 7.3%) in all grades (see Table 3.7). There is some variation by grade: in 2011 repetition rates were 10–14% in grades 1-4 and 4% in grade 5. In 2012, repetition rates were 7-9% in grades1-4 and only 2.5% in grade 5. There is also a geographical variation: Figure 3.8 reveals that, Meherpur, Chuadanga and Khagrachhari districts (North East) and all the districts of Sylhet division have particularly high rates of repetition (more than 12%).

Note that the Grade 5 promotion rate is akin to a Grade 5 ‘graduation’ rate because it is based on the number of children who ‘graduate’ from primary school, rather than the number of children who enter (or are ‘promoted to’) secondary education. The data on the number of graduates come from the APSC, and its definition has changed in recent years, so the trends shown below partly reflect this. Until 2008, a pass in the school-based Grade 5 examination was the measure of ‘graduation’ but since 2009 participation in the national Grade 5 Primary Education Completion Examination (Terminal Exam) is the measure which is use in the re-constructed cohort for calculating internal efficiency indicators. This change also affects the measurement of Grade 5 dropout rates, since take for granted these are calculated as 100% minus the sum of the Grade 5 promotion and repetition rate.[[5]](#footnote-6)

Figure 3.6 Promotion rate (%) by grade, 2005–2012

**Source: APSC 2005–2012**

***Figure 3.7 Repetition and dropout rate, 2005-2012***

Source: APSC 2005-201

Table 3.7 Repetition and dropout rate (GPS and RNGPS), 2005–2012

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| (1) Repetition rate (%) | 10.5 | 11.2 | 11.6 | 11.3 | 12.1 | 12.6 | 11.1 | 7.3 |
| (2) Cycle dropout rate (%) | 47.2 | 50.5 | 50.5 | 49.3 | 45.1 | 39.8 | 29.7 | 26.2 |
| Cycle completion rate (%) [=100-(2)] | 52.8 | 49.5 | 49.5 | 50.7 | 54.9 | 60.2 | 70.3 | 73.8 |

Source: APSC 2005 to 2012.

Table 3.8 Repetition and dropout rate by grade and sex (GPS&RNGPS), 2010-2012

*By grade and sex, 2010*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Grade |  |  |  | Sex |  |
|  | 1 | 2 | 3 | 4 | 5 | Boys | Girls | Total |
| Repetition rate (%) | 11.4 | 12.1 | 14.1 | 16.5 | 7.1 | 12.8 | 12.4 | 12.6 |
| Dropout rate (%)1 | 8.5 | 3.0 | 7.7 | 12.2 | 9.5 | 40.3 | 39.3 | 39.8 |

*By grade and sex, 2011*

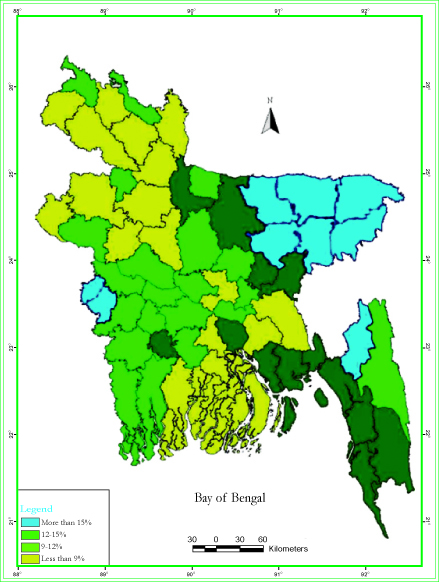
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | *Grade* |  |  |  | *Sex* |  |
|  | *1* | *2* | *3* | *4* | *5* | *Boys* | *Girls* | *Total* |
| Repetition rate (%) | *10.7* | *10.3* | *14.2* | *13.52* | *3.54* | *11.6* | *10.6* | *11.1* |
| Dropout rate (%)1 | *4.1* | *3.0* | *4.4* | *7.4* | *11.1* | *32.4* | *27* | *29.7* |

*By grade and sex, 2012*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Grade* | | | | | *Sex* | | |
|  | *1* | *2* | *3* | *4* | *5* | *Boys* | *Girls* | *Total* |
| *Repetition rate (%)* | *7.6* | *7.3* | *9.4* | *8.4* | *2.1* | *7.3* | *6.7* | *7.3* |
| *Dropout rate (%)1* | *6.3* | *3.5* | *5.1* | *10* | *1.9* | *28.3* | *24.2* | *26.2* |

Source: APSC 2010, 2011 and 2012. Note (1) The dropout rates by sex are cycle dropout rates, i.e. the cumulative dropout rate over all primary grades.

Figure 3.8 Repetition rate in GPS and RNGPS by district, 2012



Source 2012 APSC

Comparison of repetition and dropout rates based on APSC with the MICS

As discussed in 2011 ASPR, the repetition and dropout rates estimated by the 2009 MICS were very different to those based on APSC data:

* Repetition rates were 10.7% in Grade 1, about 2–3% in Grades 2-4 and 7.4% in Grade 5.
* Dropout rates were only 1% in grades 1-4 and 2.8% in Grade 5. This is consistent with another finding from the 2009 MICS that no more than 6% of children had dropped out of school by the age of 10.

The 2011 ASPR pointed out that this discrepancy between the APSC and the MICS is large and that research is needed to reconcile the two sets of estimates. To date there is no plan to conduct such research. The following two points can be a basis for broader discussion:

* The 2009 MICS may be under-estimating repetition. In the MICS, parents were asked to report for the current year whether their child was in school and at what level and what grade – and also answer the same questions for the previous year. In general, the number of children attending a particular grade in one year should not be very different to the number of children who were attending the same grade the previous year. However, the number of students who were reported attending a particular grade the previous year is consistently lower for all grades by at least 10% and the discrepancy is higher in grades 1–2. This suggests some form of recall error: some parents may not consider that their children were in school in the same grade the previous year if their attachment to school was weak (for example, they went for a few weeks early in the year).
* On the other hand, the APSC may have been over-estimating the dropout rates. If, as discussed in section 3.3.1 enrolment in Grade 1 was over-reported, then some of the children who appeared to be dropping out between Grade 1 and Grade 5 may not, in fact, have been real dropouts.

It will be useful to again compare the results of the next MICS, due to be conducted in 2013, with the equivalent APSC data.

## Survival, completion and transition

Survival rate to Grade 5

The survival rate is the percentage of a cohort of students enrolled in Grade 1 who reach Grade 5 regardless of repetition. It is calculated using the UNESCO reconstructed cohort approach and thus the accuracy of the survival rate estimates rest on the assumptions set out in section 3.3.1. Table 3.9 shows that the survival rate to Grade 5 increased rapidly from 52.9% in 2005 to 79.5% in 2011 and slightly dropped in 2012 (75.3%). This increase in survival rate to Grade 5 is important as it signals a considerable increase in commitment to keeping children in school right up to Grade 5. It is not known why this has occurred but one factor which could be contributing is the introduction of the new Primary Education Completion Examination (Terminal Exam). This perhaps provides an additional incentive for parents to retain their children in school in Grade 5 so they have a chance of taking and passing this examination. More research is needed to establish whether the apparent increase in survival rates is an accurate reflection of the situation and, if so, what are the main factors driving this change.

Table 3.9 Survival and cycle completion rate, 2005–2012

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| **(1) Survival rate (%)** | 52.9 | 50.2 | 51.9 | 54.8 | 59.7 | 67.2 | 79.5 | 75.3 |
| **(2) Cycle completion rate (%)** | 52.8 | 49.5 | 49.5 | 50.7 | 54.9 | 60.2 | 70.3 | 73.8 |

Source: APSC 2005–201

Primary cycle completion rate

One of the KPIs of PEDP3 is the completion rate. This indicator is a simple extension of the survival rate. It is the percentage of a cohort of students enrolled in Grade 1 who complete Grade 5 (and is the inverse of the cycle dropout rate as shown in (Table 3.7 and 3.9). It is calculated from APSC data using the UNESCO reconstructed cohort approach. This is known as cycle completion rate or primary cohort completion rate (as used the EFA Global Monitoring Report). As explained earlier (section 3.3.1), the measure of ‘graduation’ or ‘completion’ from primary school is participation in the national Grade 5 Primary Education Completion Examination (Terminal Exam) (prior to 2009 it was passing a school-based examination) see table 3.12a. Also Table 3.9 above shows the trend in cycle completion rates between 2005 and 2012. Since 2009, when the new definition was applied, cycle completion rates have risen from 55% in 2009 to 73.8% in 2012, including a gain of 10.1% between 2010 and 2011 and 3.5% between 2011 and 2012. The survival rate had a similar growth of 12.3% between 2010 and 2011 but decreased by 4.2% between 2011 and 2012.

With the introduction of the national level primary education completion exam, more and more children are encouraged to appear in the exam which could be one of the factors for increase in the completion rate. Other possible factors could include free secondary education for girls and the stipend Programme that provide incentives for more students completing primary education.

Transition rate

The transition rate to secondary education is the proportion of primary school graduates who continue to Grade 6:

|  |  |  |
| --- | --- | --- |
| Transition rate = | Number of new entrants to Grade 6, 2013 |  |
| Number of children passed primary education completion exam 2012 |

As explained in last year’s ASPR, the calculation of the transition rate is hindered by the fragmentation of the education statistical system. One problem identified that the lack of comprehensive information on the number of children who passed the Grade 5 Primary Education Completion Examination (Terminal Exam). This information is available after introduction of Primary Education Completion Examination (Terminal Exam) but the calculation also relies on information on repeater and new entrants to Grade 6. Data on secondary schools and madrasahs is the responsibility of BANBEIS and, at the time of writing this report, BANBEIS were unable to provide the relevant information. Based on the latest figure of BANBEIS published in 2008, the transition rate was 97.5%, representing a steady increase from 92.4% in 2005.

## Coefficient of efficiency and years input per graduate

There are two KPIs used in PEDPII and continued into PEDP3 which composite measure of internal efficiency of primary education provision:

1. the coefficient of efficiency; and
2. The number of years per graduate.

The calculation of these indicators again relies on the UNESCO reconstructed cohort method, so the assumptions in section 3.3.1 should be borne in mind. The meaning of the indicators is explained below and trends from 2005 to 2011 are in Table 3.10 below.

* The ideal number of student years necessary to produce primary graduates equals the number of graduates multiplied by the number of grades (five). The ratio between the actual number of pupil years taken, as estimated by the reconstructed cohort approach (which counts years of repetition and the years dropouts spend in school) and the ideal number of student years gives the *coefficient of efficiency*. If there was no dropout or repetition, this indicator would measure 100%. The coefficient of efficiency has improved considerably between 2010 and 2012, from 62.2% in 2010 to 69.1% in 2011 and 77.4% in 2012. In the years prior to this it was in the range 58–62%.
* The total number of student years divided by the total number of graduates gives the *years of input per graduate*. If there was no repetition or dropout, then this figure would be five years. The target of PEDPII was for this indicator to fall to 7.5 years from 8.1 years in 2005. This was not achieved during the 2006–2010 period but in 2012 this indicator was at 6.5 years representing a tremendous achievement.

***Table 3.10 Internal efficiency indicators, 2005–2012***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Coefficient of efficiency (%) | 61.8 | 59 | 58.8 | 58.3 | 61 | 62.2 | 69.1 | 77.4 |
| Years of input per graduate | 8.1 | 8.5 | 8.5 | 8.6 | 8.2 | 8 | 7.2 | 6.5 |
| Boys | 8.6 | 8.8 | 8.9 | 8.7 | 8.5 | 8 | 7.4 | 6.6 |
| Girls | 7.9 | 8.2 | 8.2 | 8.5 | 8 | 8.1 | 7.1 | 6.3 |

**Source: APSC 2005–2012**

***Figure 3.8a internal efficiency indicators (%), 2012***

**Source: APSC 2012**

# Learning

Learning achievement of children is the ultimate outcome in the primary education sector and is an important indicator of PEDP3. The first two KPIs for PEDP3 measure learning achievement in Bangla and mathematics of grades 3 and 5. There are three national data sources on learning assessment:

1. NSA surveys (conduct in every two year);
2. The Education Watch CAMPE survey (conduct annually, but not regular after 2010); and
3. The Grade 5 Primary Education Completion Examination (Terminal Exam) (administrative source, since 2009 but test item not fully competency based yet).

This section presents the results from each of these sources in turn.

## NSA 2008 and 2011

*(The NSA 2013 report will be completed in 2014. As a result, the following section was based on the NSA 2008 and 2011 findings).*

The National Student Assessment (NSA) tests Grade 3 and Grade 5 students in Bangla and mathematics. There have been three rounds of NSA carried out in 2006, 2008 and 2011. The last round of NSA was originally planned for 2010. But due to the need to establish PEDP3 baseline on student achievement, it was jointly agreed between the government and DPs to shift the 2010 NSA to 2011. While each survey provides important insights into learning and factors which are correlated with learning, the results from these surveys cannot be compared because of there being insufficient standardisation of tests items and so no trend analysis is possible. However, this will be possible in future; the design of the 2011 NSA marks an improvement on the previous surveys in two key respects:

* Results from the 2013 NSA will be validly comparable with 2011 NSA, and so the 2011 results provide a credible baseline for PEDP3; and
* Learning growth between grades 3 and 5 has been validly measured.

The results of the 2006 and 2008 surveys have been reported in previous ASPRs. A summary of key findings from the 2008 NSA is presented below, but the main discussion focuses on the 2011 NSA.

3.4.1.1 Summary of sample and results from NSA 2008

Up to 25 Grade 3 and 20 Grade 5 pupils from 720 schools were assessed, giving a total sample of almost 30,000 pupils. All test items were based on selected lists of learning outcomes prescribed for each grade by subject (Bangla and mathematics in Grade 3; Bangla, mathematics, English, science and social studies in Grade 5). Related learning outcomes of each subject were grouped together into learning outcome categories (LOCs).

The main results for Grade 3 and Grade 5 learning achievement in Bangla and mathematics in 2008 were:

* Achievement was satisfactory (in the sense that the correct responses were 50% or more for more than half of the learning outcomes of the respective subjects) in terms of ‘mean scores’ of learning outcomes and in terms of ‘mean scores’ for all subjects in both grades. The mean score in Bangla was 67% in Grade 3 and 69% in Grade 5. The mean score in mathematics was 59% in Grade 3 and 63% in Grade 5.
* Achievement in all subjects was weak when judged by attainment of ‘mastery’ in subject LOCs (which requires student to score 80% or more of the marks allocated). Moreover, achievement was extremely weak if judged by attainment of ‘mastery’ in *all* LOCs of a subject. The percentages of students who mastered all LOCs by subject were 1.7%.for Grade 3 Bangla, 13.7% for Grade 5 Bangla, 1.0% for Grade 3 mathematics and 3.1% for Grade 5 mathematics.
* In terms of variation in achievement results:
* Mean scores differed significantly for all subjects across geographical divisions. There was a difference of about 10 percentage points in mean scores between the best (Khulna or Barisal) and worst ( Sylhet) performing divisions in most subjects
* Achievement of boys was marginally better than that of girls for all subjects by mean scores but it is unclear whether any of these differences was statistically significant.
* Achievement of urban students was moderately better than that of rural students.
* Achievement of GPS students was substantially better than that of RNGPS students for all subjects by mean scores.

An analysis of the determinants of achievement in the 2008 NSA report (Chapter 11) showed that:

* + The regression model does not explain much of the variation; and
  + Teacher qualifications, head teacher training, number of school active days and class size had a statistically significant positive effect on the achievement score.

### NSA 2011

As with previous rounds, NSA 2011 provides information on the learning outcomes of pupils in grades 3 and 5 in Bangla and Mathematics. The NSA also collects information on factors such as gender, geographical location, and socioeconomic status –factors that are known to have an impact on student learning outcomes – and investigates the correlations between these factors and learning outcomes. The assessment sample remains comparable to previous rounds, comprising up to 25 Grade 3 and 20 Grade 5 students from 726 schools (GPS and RNGPSs), giving a total sample of more than 30,000 students. The full results are available in ACER (June 2012) and a selection of the key results is presented here.

Table 3.11 below presents mean test scores in Bangla and mathematics for girls and boys in grades 3 and 5, as well as a breakdown by school type, based on the sample of students for whom all background variables are available (about 3,500 grade 3 students and 3,500 grade 5 students). The mean scores for each subject and grade are fairly similar and range from 59% to 66%. Note that the mean score estimates presented in the full report on the NSA 2011 (ACER, 2012) are given in parenthesis (with a range from 61% to 67%); these are based on the full sample of students (i.e. including those without background data). There is little gender difference in mean scores.[[6]](#footnote-7) Children in GPS have a higher mean score in both subjects and grade than their peers in RNGPS.

Table 3.11 NSA 2011: Mean raw test scores, Bangla and mathematics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **2011** | | | |
|  |  | **Bangla** | | **Mathematics** | |
|  |  | **Grade 3** | **Grade 5** | **Grade 3** | **Grade 5** |
| National mean score | Total1 2 | 59 | 64 | 62 | 66 |
|  | Multiple choice questions | 62 | 65 | 65 | 71 |
|  | Structured choice questions | 50 | 64 | 52 | 56 |
|  | Boys | 59 | 65 | 63 | 67 |
|  | Girls | 60 | 65 | 61 | 66 |
|  | GPS | 61 | 66 | 63 | 66 |
|  | RNGPS | 55 | 60 | 60 | 63 |
| Proportion of pupils who scored: | 50% or more | 71 | 84 | 72 | 76 |
| 80% or more | 16 | 15 | 27 | 31 |

Source: NSA 2011 data.

In order to improve learning achievement in Bangladesh, policy-makers need information on what interventions (school factors) has most impact on test scores. It is essential to carried out an assessment by carefully examining correlates of student test scores.

**Test scores and grade levels**

It is difficult to interpret the meaning of raw test scores in relation to the skills and understanding that are expected at each grade level. It is also not possible to compare raw scores between grades 3 and 5 to see if skills and understanding have improved. To overcome these problems, the NSA 2011 analysts used item response theory to construct a common measurement scale for Grade 3 and Grade 5 for Bangla and for mathematics. For each subject, this scale represents a continuum of skills and understandings for the subject based on the test questions in order of increasing difficulty. Both scales have a range of about 60 to 180. Each subject scale was split into five bands, which show the grade level that students are working at:

* Band 1: students working well below Grade 3 level
* Band 2: students working below Grade 3 level
* Band 3: students working at Grade 3 level
* Band 4: students working above Grade 3 level
* Band 5: students working at Grade 5 level

The results based on the common scale are discussed below.

Performance in Bangla test

The key findings are:

* The average scale score for Bangla was 100.2 (Band 3) and 116.2 (Band 4) for Grade 3 and 5 respectively. This difference is strongly statistically significant, indicating strong growth in Bangla skills and understanding from Grade 3 to Grade 5. This is a good sign, but it is of concern that the majority of Grade 5 students are not working at their expected grade level (3.4.1.2.1.1).
* Two-thirds (67.3%) of Grade 3 students are working at Grade 3 level or above, while one-quarter of Grade 5 students are working at their expected level. There is a small percentage of Grade 3 students (6.2%) who are very far behind their peers (Band 1). The majority of Grade 5 students are working at Grade 4 level, but 18% are working below this.
* Gender differences in Bangla scores are very small and not statistically significant at the 5% level of significance.
* Students in GPS performed higher than those in RNGPS in Grade 3 and Grade 5, and the differences at both grade levels are statistically significant.

Figure 3.9 Percentage of students in bands for Grade 3 and Grade 5 Bangla



Source: NSA 2011 data as cited in ASER, 2012

Performance in mathematics test

The key findings are:

* The average scale scores for mathematics are 100.8 (Band 2) and 118.6 (Band 4) for grades 3 and 5 respectively. This difference is strongly statistically significant, indicating strong growth in mathematics learning from Grade 3 to Grade 5. This is a positive result, but it is of concern that close to two-thirds (67.5%) of Grade 5 students are working below their expected grade level (3.4.1.2.1.2). Almost 5% of Grade 5 students are working below Grade 3 level.
* A higher degree of grade-appropriate learning is in evidence for Grade 3 students: about half of Grade 3 students are working at Grade 3 level or above. However, there is a worryingly high proportion (17.9%) of Grade 3 children working well below their expected grade in mathematics (Band 1). There is a clear danger that without remedial action to support the weakest learners in mathematics, they will fall further behind and potentially drop out.
* Gender differences in mathematics were small but statistically significant. This difference is not likely to be of practical significance, however, since it is the equivalent of less than one score point on the tests.
* As in Bangla, mean score in mathematics for GPS students was higher than for students in RNGPSs, with the difference being statistically significant for both Grade 3 and 5.

***Figure 3.10 Percentage of students in bands for Grade 3 and 5 mathematics***



Source: NSA 2011 data as cited in ASER, 2012

## 2008 CAMPE survey

Similar to NSA, the 2013 ASPR is unable to update this section due to CAPME has not conducted any new survey since 2008. This section hence draws from findings from earlier ASPRs.

The 2008 Education Watch CAMPE survey establishes a long-term trend in achievement because it used exactly the same tests that had been used in the 2000 Education Watch CAMPE survey. As only very small changes had been noticed in the 27 (out of 50) curriculum terminal competencies under assessment, the instrument was not modified precisely in order to enable learning achievement to be compared between 2000 and 2008. The test was administered to more than 7,000 Grade 5 students in 440 schools in 2008. Figure 3.11 shows the key results.

*Figure 3.11 Mean number of competencies achieved, 2008 CAMPE survey by school type, 2000-2008*

16.1

19.0

15.2

18.0

17.2

20.0

**0**

**27**

**2000**

**2008**

GPS

RNGPS

Non-formal schools

Figure 3.11 reveals a modest improvement in student performance in 27 measurable competencies. However, we do not know the reasons for the observed improvement and what factors may have limited improvement over time. To this end, Asadullah (2012) carried out a decomposition analysis in an effort to analyse the factors driving the increase in measurable competencies in primary school.[[7]](#footnote-8) Between 2000 and 2008, the overall test score increased by 0.17 of a standard deviation. The decomposition results suggest that almost the entire test score increase is explained by the returns to characteristics and institution type. Learning growth is highest in non-formal schools and lowest in RNGPS, However, observed student backgrounds account for only 4% of the changes in learning in the non-formal school sample, whilst the share is much larger (13%) for the GPS sample.

## Grade 5 Primary Education Completion Examination (Terminal Exam) 2012

The Grade 5 scholarship examination was replaced by a nationwide Primary Education Completion Examination (Terminal Exam) for the first time in 2009. The main objective of the Primary Education Completion Examination (Terminal Exam) is to certify that a child has successfully completed the primary education cycle.

The Primary Education Completion Examination (Terminal Exam) for 2012 was held in 21-29 November, 2012. The total marks for the exam was 600, comprising 100 marks in each subject of Bengali, English, Mathematics, Environmental Social Science, Environmental Science and Religion. The exam was held at *6,176 exam centres* covering seven divisions and including *8 centres* abroad. The coverage of the exam – especially in the number of institutes and number of students – has gradually increased considerably since 2009

The results of the 2012 Primary Education Completion Examination (Terminal Exam) are in Table 3.12 and Figure 3.12. The key findings are as follows:

* A total of 2,641,903 students listed in the descriptive role from 92,328 formal and non-formal primary education institutions. Out of these, 1,206,694 were boys (45.7%) and 1,435,209 were girls (54.3%). The participation rate was 93.9% with a total of 2,481,119 students sat for the exam.
* Gender-wise, the participation rate of girls was higher than boys, but boys performed slightly better than girls in pass rate.
* From 11,602 Madrashahs, a total of 329,769 students were listed in the descriptive role, and out which, 157,121 were boys (47.7%) and 172,648 were girls (52.4%). The overall participation rate was 83.81% with a total of 276,373 students sat for the exam.
* The overall pass rate for students taking the examination from formal and non-formal schools was 97.4%. There was little gender difference in the pass rate (e.g., boys 97.5% and girls 97.1%).
* The pass rate was lower (92.45%) for students from madrasahs. Male Madrasah students (93.3%) had a slightly higher pass rate than their female counterparts (91.7%). Students are required to pass all six subjects, which mean that they must score at least 33% in each subject.
* All eligible students of Grade 5 from the formal and non-formal institutes did not take the Primary Education Completion Examination (Terminal Exam). The participation rate of female students was higher (97.5%) than male students (93.3%). All together, the participation rate is 93.9%.
* Not all eligible students of Grade 5 from Madrashahs took the primary education completion exam. Only 83.8% (boys 82.6% and girls 84.9%) of the madrasahs students appeared for the examination. ***The reasons for lower participation rate for students in madrasahs merits further investigation which also was recommended in the 2012 ASPR***.
* There was not much variation in the pass rates by school type. Almost all formal and non-formal school types have pass rates above 95%. The clear exception to this is Ananda schools, where only 82.3% of students taking the examination passed (and only 54.0% of eligible Grade 5 students participated). *Ananda* schools were established under the ROSC project and target some of the most marginalised children in Bangladesh. The disadvantaged background of these students may well explain a large part of their poorer performance (for example, having to combine work and school). It is however also worth finding out how some of these disadvantage students manage to overcome their difficult circumstances to achieve grade 5 level competencies.
* Looking at the Figure 3.12 it is clear that the vast majority of *Upazilas* have pass rates in the Primary Education Completion Examination (Terminal Exam) of more than 92.5%. Barisal Division has the best performance (pass rate: 99.2%) while schools in Sylhet Division (especially in *haor* areas) and along the *char* areas along the Jamuna River have the lowest performance. Considering the 64 districts, Lalmonirhat district is ranked first (pass rate: 100%) and Shiragganj district is the lowest (pass rate: 92.0%). Considering the 505 upazilas/Thanas 39 upazilas pass rate is 100%, whilst Nasirnagar upazila of Brahmonbaria district is ranked lowest (pass rate 78.3%)
* 5,502 children (boys 2,792 and girls 2,710) with special needs listed in the DR and 4,979 children (boys 2,509 and girls 2,470) took the exam and 4,794 students passed. The participation and pass rate is 90.5% and 96.3% respectively
* 4,751 children (boys 2,841 and girls 1,910) of English Version listed in the DR and 4,538 children (boys 2,716 and girls 1,822) took the exam and 4,511 students passed. The participation and pass rate is 95.5% and 99.4% respectively.

Table 3.12a below shows the trend of primary education completion exam data between 2009 and 2012. Over this period, the number of institutes participated in the exam grew by 27.7%, the number of students listed in DR grew by 50%, the number of students appeared in the exam grew by 51.2% and the number of students passing the exam grew by 64.9%. These factors clearly indicate why the cycle completion rate has been increasing since 2009.

***Table 3.12a Results of Primary Education Completion Examination (Terminal Exam), 2009-2012***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **No. of Inst.** | **Descriptive Roll (DR)** | | | **Appeared in the Exam** | | | **Passed in the Exam** | | |
| **Boy** | **Girl** | **Total** | **Boy** | **Girl** | **Total** | **Boy** | **Girl** | **Total** |
| 2009 | **81,389** | 907,570 | 1,072,325 | 1,979,895 | 830,880 | 992,585 | 1,823,465 | 751,466 | 868,588 | 1,620,054 |
| 2010 | 97,344 | 1,161,875 | 1,326,454 | 2,488,329 | 1,016,394 | 1,188,803 | 2,205,197 | 934,699 | 1,079,267 | 2,013,966 |
| 2011 | 99,351 | 1,216,846 | 1,420,835 | 2,637,681 | 1,126,357 | 1,331,561 | 2,457,918 | 1,091,719 | 1,282,584 | 2,374,303 |
| 2012 | 103,930 | 1,363,815 | 1,607,857 | 2,971,672 | 1,255,652 | 1,501,840 | 2,757,492 | 1,219,163 | 1,451,672 | 2,670,835 |

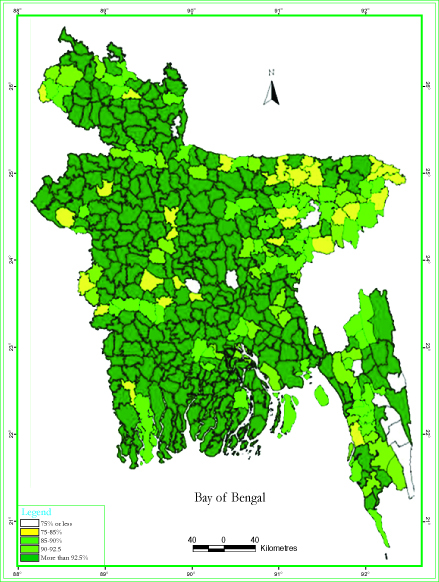
|  |  |
| --- | --- |
|  |  |

***Table 3.12 Results of 2012 Primary Education Completion Examination (Terminal Exam)***

|  | Schools | Eligible students (DR) | Present students | Participation rate | Students passed | Pass rate, as percentage of present students | Pass rate, as percentage of eligible students |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | (1) | (2) | (3) | =(3)/(2) | (4) | =(4)/(3) | =(4)/(2) |
| **Formal schools** |  |  |  |  |  |  |  |
| 1. GPS | 37,154 | 1404997 | 1,338,929 | 95.29% | 1,308,000 | 97.69% | 93.09% |
| 2. RNGPS | 23,027 | 493,410 | 458,229 | 92.86% | 439,318 | 95.87% | 89.03% |
| 3. Model Govt. | 501 | 48,161 | 46,556 | 96.66% | 45,884 | 98.55% | 95.27% |
| 4. Experimental | 55 | 1,870 | 1,832 | 97.96% | 1,830 | 99.89% | 97.86% |
| 8. Community | 954 | 12660 | 11458 | 90.50% | 10,965 | 95.69% | 86.61% |
| 10. NRNGPS | 2,689 | 31,805 | 27,665 | 86.98% | 26,283 | 95.00% | 82.63% |
| 11. High school attached primary | 1,793 | 136,783 | 130,347 | 95.29% | 128,352 | 98.46% | 93.83% |
| **Non-formal schools** |  |  |  |  |  |  |  |
| 6. Kindergarten | 13,131 | 200,102 | 188,137 | 94.02% | 185,940 | 98.83% | 92.92% |
| 7. NGO | 2,421 | 36,163 | 31,401 | 86.83% | 29,719 | 94.64% | 82.18% |
| 12. BRAC | 7,663 | 215,336 | 206,544 | 95.91% | 205,988 | 99.73% | 95.65% |
| 13. *Ananda* | 2,859 | 59,228 | 38,864 | 65.61% | 31,980 | 82.28% | 53.99% |
| 14. Shishu Kallyan | 81 | 1,388 | 1,157 | 83.35% | 1,082 | 93.51% | 77.95% |
| **Total** | 92,328 | 2,641,903 | 2,481,119 | 93.91% | 2,415,341 | 97.35% | 91.42% |
| **Boy** |  | 1206694 (45.67%) | 1125834 (45.37%) | 93.29% | 1,098,073 (45.46%) | 97.50% | 91.40% |
| **Girl** |  | 1435209 (54.32%) | 1355285 (54.62%) | 97.54% | 1,317,268 (54.54%) | 97.10% | 92.10% |
| Madrashah |  |  |  |  |  |  |  |
| Ebtedyee | 8,913 | 283,274 | 238,578 | 84.22% | 220,981 | 92.62% | 78.00% |
| Dakhil and higher | 2,689 | 46,495 | 37,795 | 81.28% | 34,513 | 89.50% | 72.80% |
| **Total** | 11,602 | 329,769 | 276,373 (83.80%) | 83.80% | 255,494 | 92.45% | 77.74% |
| **Boy** |  | 157,121 (47.64%) | 129,818 (46.97%) | 82.62% | 121,090 (47.39%) | 93.27% | 77.06% |
| **Girl** |  | 172,648 (52.35%) | 146,555 (53.02%) | 84.88% | 134,404 (52.61%) | 91.70% | 77.84% |

Source: 2012 Primary Education Completion Examination (Terminal Exam) Result.

Figure 3.12 *Pass rate among eligible students by Upazila, 2012 primary ed. completion exam*

** Source: 2012 Primary Education Completion Examination (Terminal Exam)

Plans for the Primary Education Completion Examination (Terminal Exam) 2013 under PEDP3 and beyond

2011 was the last year in which the national Grade 5 Primary Education Completion Examination (Terminal Exam) was conducted in its traditional form. It will be important to take account of the significant changes which are scheduled to take place in the content and style of the examination from 2012 onwards. PEDP3 has programmed the gradual introduction of competency-based test items, starting with ‘at least 10% of items’ in the 2012 examination and ‘at least 25% of items’ in the 2013 examination, followed by ‘further increase in the percentage of competency-based items in 2014 and 2015’. Accordingly, NAPE, NCTB and NAC, DPE have jointly been working to gradual transform the competency based test item. Under the leadership of NAPE, it is quite possible these new elements in the examinations may contribute to quite different results in 2013-2015, given that they will test different abilities such as thinking and problem-solving skills and understanding. In parallel, there will be a gradual reduction in the emphasis given to factual recall. It is possible that levels of performance may appear to decline in the short to medium term as the primary school system accustoms itself to the challenges of the new approaches. Consideration will need to be given as to how to measure performance in the context of a competency-based curriculum and how to evaluate the results. This point was noted in the PEDP3 M&E Matrix (P-41 of implementation guide), where it states that targets for the Grade 5 Primary Education Completion Examination (Terminal Exam) and participation rate will be set when the examination is fully competency based.

# *Education Decentralization*

Decentralization of is one of the six core outcome areas of PEDP3, monitored through two KPIs:

* KPI 10: Number and types of functions delegated to districts, upazilas and schools; and
* KPI 11: Expenditure of block grants (conditional and unconditional) for upazilas and schools.

These two KPIs are complementary in the way that KPI 10 tracks decentralization policy formulation and promulgation by the central government and KPI 11 assesses the efficacy of local government in policy and programme implementation.

***KPI 10: Definition and Status***

Broadly speaking, the typology of decentralization covers political, administrative, fiscal, and market decentralization. At the PEDP 3 sector level monitoring however, only administrative decentralization applies, including re-distribution of authority and responsibility in budget management among different levels of government.

In this regard, the type of functions performed by the District Primary Education Offices (DPEO) and the Upazila Education offices may be categories broadly into: 1) Administration and 2) Financial Management. These categories of functions have been delegated to the district and Upazilas as per the Government Orders (GOs) issued by MoPME which are updated from time to time in accordance with changes in central government policies.

All together, there are 4 Government Order (GOs) issued by MoPME over 2006-2012 on the subject of functional reassignment. The most comprehensive GO is the MoPME’s guidelines on “*Delegation of Financial Power to DG DPE and Sub-ordinate Official Heads* (MoPME/ADMIN-2/2A-6/98, dated 14 May 2006). This guideline is based on the 2005 Ministry of Finance circular that sets out the sub-delegation model in order to provide greater authority to the attached departments and sub-ordinate offices.[[8]](#footnote-9)

Based on a review of these 4 GOs, a total of 50 functions are identified, including 25 administrative and 25 financial functions. Delegation of the function at the sub-national level is follows:

***Table 3.13 Type and Number of Decentralized Functions***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Administrative Level** | **Administrative**  **Functions** | **Financial Management Functions** | **TOTAL**  **Functions** | **No. of**  **Government Orders** |
| District levels | 8 | 12 | 20 | 4 GOs |
| Upazila levels | 5 | 6 | 11 | 4 GOs |
| School levels | 1 | 0 | 1 | 1 GO |

*Source: Administrative Division, DPE/MoPME*

There are some constraints in using this indictor to monitor decentralization policies. Firstly, it is difficult to set definitive target and timeline on decentralization as any new decentralization policy is originated at the central government level, rather than at the sector level. Secondly, systematic decentralization of functions is only on utilization of non-development budget. For development budget, functional decentralization is determined on a project by project basis and lasts only over the course of project duration. This makes it more difficult to systematically account for all delegated functions at the district/upazila and school levels.

Given these complexities, it might be useful to consider alternative indicator(s) to capture the process of decentralization and their effectiveness. The new indicators should be limited, manageable and measurable drawing on available data within the existing system.

***KPI 11: Definition and Status***

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

One of the key sub-components of Decentralization is the Decentralized school management and governance through the decentralized planning, management and monitoring of school performance. Upazila Primary Education Plan (UPEP) and School level Improvement Plan (SLIP) are the main activities in introducing the participatory, demand driven bottom up planning process to improve the present situation of primary education. The Upazilas and schools are allocated with block grants to implement their plans. There is a budget provision in the Annual Operation Plan (AOP) particularly to implement the SLIPs. There are approved guidelines for the heads of expenditure where the block allocations may be spent at the school levels. DPE HQ release block funds to the Upazilas which is onward placed to the schools to implement their planned activities. At present the Upazilas and the schools receive grant allocations at flat rate. It is expected that in the future the fund will be allocated according to the requirement of implementing the approved UPEP and SLIP.

Based on a review of the AOP, there are 7 types of block grants currently under implementation:

*Unconditional Grant:*

* SLIP
* UPEP

*Conditional Grant:*

* Inclusive Education
* Pre-primary Operational Cost
* Education in Emergency
* School Health/Medical Team
* Para Teachers

All block grants were assigned under the economic code 5900 Grants in Aid in the DPE budget. In AOP 2012-13, funds were allocated to these block grants for the first time, totaling TK. 13,417 Lakh or roughly 7% of the overall AOP 2012-13 budget. Budget implementation against the original budget is 87%. In AOP 2013-14, total allocation for the 7 block grants is Tk. 15,253 or an increase 14% from the year before.

Detailed block grant budgets in AOP 2012-13 are shown in table below.

***Table 3.14 Block Grant Budget and Expenditures FY 2012-13***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PEDP3 Sub-components**  *(Taka lakh)* | **2012-13 Original**  **Budget** | **2012-13 Revised**  **Budget** | **2012-13 Actual**  **Expenditure** | **Actual/**  **Original** | **Actual/**  **Revised** |
| 2.1.2) PPE operation cost (annual block amount | 2,834 | 1,884 | 1,884 | *66%* | *100%* |
| 2.1.3) Block grants for inclusive education to UPEP | 101 | 99 | 97 | *96%* | *98%* |
| 2.1.4) Education in emergency (through UPEP) | 82 | 60 | n.a. | *n.a.* | *n.a.* |
| 2.2.2) Annual block grant for medical team (through UPEP)[[9]](#footnote-10) | 100 | 99 | 99 | *99%* | *100%* |
| 3.1.2) SLIP school funding | 10,000 | 9,626 | 9,596 | *96%* | *100%* |
| 3.1.2) UPEP Upazila Funding | 100 | 5 | 5 | *5%* | *100%* |
| 3.1.2) Para Teacher (through UPEP) | 200 | 0 | n.a. | *n.a.* | *n.a.* |
| **TOTAL** | 13,417 | 11,772 | 11,681 | *87%* | *99%* |

*Source: AOP 2012-13 and 2013-14*

For PEDP3 monitoring purposes, the baseline data for KPI 11 on block grant expenditure is 87% over the original budget allocation. This indicator can be annually updated using AOP as the primary information source.

# *Composite indicator for measuring Upazila*-level outcomes

PEDP3 has to address five major outcomes. Outcome B3 is to ensure that ‘regional and other disparities in participation, completion and learning outcomes’ will be minimised. In order to monitor progress in narrowing geographical disparities, an *Upazila* composite performance index has been constructed based on three performance indicators.

The three component indicators are briefly described below. More details on the rationale for their selection are given in Annex C:

Participation indicator: Absolute difference between (i) the ratio of girls in the total number of children enrolled in the *Upazila* and (ii) the average ratio of girls in the population. An *Upazila* gets maximum score if the ratio of girls in the total number of children enrolled in the *Upazila* is 48.5%, which is the ratio of girls in the population of children aged 6-10 years. An *Upazila* gets a lower score the further this ratio is from 48.5% (either above or below).

Completion indicator (proxy): Survival rate to Grade 5. The survival rate is calculated using the reconstructed cohort model. An *Upazila* gets a higher score the higher the survival rate. This is a proxy measure because data were not available to calculate the cohort completion rate at *Upazila* level (or a population-based measure of primary completion).

Learning outcomes indicator: The percentage of children who passed the grade 5 Primary Education Completion Examination (Terminal Exam) among those that was eligible to sit for the exam. In other words, this combines the participation and the pass rate. An *Upazila* gets higher score the higher the combined participation and pass rate.

To develop the composite indicator, the following steps have been taken, in line with the method used for the calculation of the United Nations Human Development Index.

* Minimum and maximum values were set for each component indicator to transform the indicators into indices between 0 and 1.

­ Maximum values were set at or near the actual observed maximum

­ Minimum values were similarly set at or near the actual observed minimum: progress will therefore be measured against minimum levels at the closing stages of PEDP II

* The formula for the calculation of the contribution of each component indicator to the composite indicator is the following:

|  |  |  |
| --- | --- | --- |
| **Component indicator *Upazila*** = | **Actual value *Upazila* – Minimum value** |  |
| **Maximum value – Minimum value** |

In this way, each component indicator in a particular *Upazila* ranges:

* from zero if the value of a component indicator is equal to the minimum value
* to one if the value of a component indicator is equal to the maximum value

For each *Upazila*, the composite indicator is calculated as the sum of the values for the three component indicators. In this way, the composite performance indicator ranges from 0 to 3 for each *Upazila*.

Because of APSC 2012 report was not finalise yet 2013 ASPR is unable to update this section

In 2010, the *Upazila* composite index ranged from 0.7 (Lakhai upazila) to 2.6 (Mojibnagar). When *Upazilas* are ranked according to the composite index, the average value of the index for the bottom 10% of *Upazilas* was 1.1, while the average value for the top 10% of *Upazilas* was 2.3. The range between the top and bottom group of *Upazilas* is therefore 1.2. PEDP3 aims to narrow this gap over time, by targeting interventions in those *Upazilas* which are lagging. By 2016, the target is to reduce the gap to 0.5. Annex C contains a list of the 10% of *Upazilas* with the lowest score on the *Upazila* composite indicator in 2010.

4. Outputs

# PSQL indicators

PSQL indicators were first used to track minimum standards in primary schools under PEDP2. This chapter presents information on PSQL indicators of PEDP3 (except the PSQL indicator ‘percentage of schools with pre-primary classes’, which was discussed in Chapter 3). The data is from the APSC and covers both GPS and RNGPS.

## Student attendance

Based on the APSC, which relies on administrative information from school registers, the student attendance rate has been following a increasing trend between 2005 and 2012 among both boys and girls and came to stand at 86 % (up from 85.1% in 2011). In 2012, attendance rate was slightly higher for girls (87%) than boys (85%). However, reporting based on registers may not be entirely reliable because schools have incentives to under-report absenteeism, especially to help poor students who may otherwise lose their eligibility for a stipend. A number of surveys in recent years have visited random samples of schools and counted the students attendance. Figure 4.1 compares the evidence between register- and headcount-based attendance rates:

* The headcount-based attendance rate is at least 10 percentage points lower than ` register-based attendance rate.
* However, headcount-based accounts of absenteeism also agree that the attendance rate has been improving significantly (from 58% in 2000 to 86% in 2012). The key factors in improved attendance rate may be attributed to the stipend and school feeding Programmes.

Figure 4.1 Student attendance rate (GPS and RNGPS), 2000–2012

Source: APSC (various years for register-based estimates), CAMPE, FMRP 2006 (SSPS).

## 4.1.2 Children with special needs

To monitor progress in inclusive education, the school census collects data on enrolment for three main categories of disadvantaged children: (1) children with special needs because of disability; (2) children from religious minorities; and (3) children from tribal communities. This sub-section presents the trends on children with disabilities of five types including others type (physical, visual, hearing, speaking and mental).

Under PEDPII, the number of children with disabilities enrolled in GPS and RNGPS was targeted to increase by 5% per year compared to the baseline level in 2005. In other words, the aim was to enroll 28% more students of each type by 2010. This ambition has been carried into the ‘mainstreaming inclusive education’ sub-component of PEDP3 and the number of children with disabilities is a PSQL indicator. Figure 4.2 shows that that the number of children with disabilities enrolled in GPS and RNGPS grew faster than the PEDPII target for all types and in particular for children with physical disabilities and eyesight problems. Between 2005 and 2011, the trend continued upwards, slightly declined in 2012 (89,994) compared to 2011 (90,936). There was a particularly striking 50% increase in the numbers of physically impaired children between 2010 and 2011. Such a large increase is puzzling and it would be useful to investigate this specific issue further as well as to understand the reasons underlying the overall increase in the numbers reported between 2005 and 2011. For example, it is not clear to what extent the increasing trend represents the fact that head teachers have become better at identifying students with disabilities or whether the school environment has become more attractive for these children. The final project completion report for PEDPII does not imply that the school environment has changed markedly for children with special needs, stating: *‘*due to the lack of institutional experience and capacity, opportunities for special needs, tribal and vulnerable children have not been created to the expected level’. Enrollment of children with disabilities in 2012 shown in the Table 4.1 and trend shows in the Figure 4.2

***Table 4.1 Number of enrolled children with disabilities in GPS and RNGPS, 2012***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of disabilities** | **GPS** | | | **RNGPS** | | | **GPS & RNGPS** | | |
| **Boy** | **Girl** | **Total** | **Boy** | **Girl** | **Total** | **Boy** | **Girl** | **Total** |
| 1. Physical, | 12,791 | 9,530 | 22,321 | 4,283 | 3,155 | 7,438 | 17,074 | 12,685 | 29,759 |
| 2. Visual, | 5,220 | 4,348 | 9,568 | 1,624 | 1,346 | 2,970 | 6,844 | 5,694 | 12,538 |
| 3. Hearing, | 1,984 | 1,891 | 3,875 | 747 | 680 | 1,427 | 2,731 | 2,571 | 5,302 |
| 4. Speaking | 8,588 | 6,405 | 14,993 | 3,443 | 2,506 | 5,949 | 12,031 | 8,911 | 20,942 |
| 5. Mental | 8,434 | 7,068 | 15,502 | 2,231 | 1,850 | 4,081 | 10,665 | 8,918 | 19,583 |
| 6. Other | 780 | 623 | 1,403 | 240 | 227 | 467 | 1,020 | 850 | 1,870 |
| **Total** | **37,797** | **29,865** | **67,662** | **12,568** | **9,764** | **22,332** | **50,365** | **39,629** | **89,994** |

**Source: 2012 APSC**

***Figure 4.2 Number of enrolled children with disabilities in GPS and RNGPS, 2005, 2010-2012***

Source: APSC, various years.

Another source of information on children with special needs is the 2010 Child Education and Literacy Survey (CELS) draft report published in 2012. This survey found that 118,575 children aged 3 to 14 years with special needs were enrolled in various types of schools. This is not far from the APSC 2012 figure of 89,994 in GPS and RNGPS combined (based on five types of disability), given that standard definitions are difficult to apply in the field of disability. CELS also estimated the proportion of children in the population with a disability that were enrolled in school. It found that 59.4% of children (boys: 58.4%; girls: 60.8%) were enrolled, out of a total of 197,159 children with disability aged 3-14 years nationally. The enrolment rate for rural children with disabilities (60.7%) was higher than for urban children (54.3%). Among the seven divisions, Rajshahi had the highest proportion of children with disabilities enrolled (63.4%) and Sylhet the lowest (51.9%). There is an important caveat to these enrolment rate figures: the population of children with a disability reported here (197,159) represents less than 1% of the population aged 3–14 years; this is much lower than would normally be expected.

* + 1. **Students per classroom (SCR)**

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

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

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

Given that the school census does not collect information on which grade uses a particular classroom, the calculation is at the level of the school: it is possible that within a particular school, which does not meet the standard on the whole, the standard is achieved at Grade 4 and Grade 5 where the level of enrolment is lower; conversely, it is possible that within a school, which meets the standard on the whole, the standard is not achieved in lower grades where enrolment is higher.

Table 4.2 shows that there is an acute shortage of classrooms in both GPS and RNGPS based on the PSQL and progress slightly decline compared to 2012 because of increased enrolment:

* According to the first approach, 21% of schools met the average standard of 40 students per classroom in 2012, which is very close to the figure for 2011. There has been little movement in this ratio for GPS since 2006, despite the addition of more than 40,000 classrooms to the GPS classroom stock during PEDP II, because enrolment levels have grown as well. There has been a small improvement in the SCR for RNGPS of about 3.5 percentage points since 2006.
* According to the second approach, 62% of schools met the average standard of 40 students per ‘effective’ classroom in 2012. A considerably higher proportion of RNGPS met the standard than GPS.

Table 4.2 Schools (GPS and RNGPS) which meet the students-per-classroom standard

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year | GPS | RNGPS | Total |
| Percentage of schools which meet the standard:  40 students per classroom | 2006 | 20.2 | 16.7 | 19.0 |
| 2010 | 21.8 | 18.5 | 20.6 |
| 2011 | 21.9 | 20.2 | 21.3 |
| **2012** | 20 | 21.7 | 213 |
| Percentage of schools which meet the standard:  40 students per ‘effective’ classroom | 2006 | 62.6 | 76.6 | 67.4 |
| 2010 | 60.0 | 75.7 | 65.3 |
| 2011 | 60.0 | 78.9 | 66.5 |
| **2012** | 56 | 73 | 62 |

Source: APSC 2006, 2010 and 2012

The students-per-classroom indicator ignores the fact that classroom sizes vary: whether 40 students are attending lessons in a large classroom or are cramped in a small classroom does not change the indicator. An alternative approach is therefore to measure the number of students per classroom square metre. The school census collects information on classroom size. A classroom of sufficient size for 40 students is (26’ x 19’6’’=) 507 ft2 / 47.1 m2, which is equal to 1.18 m2 per student. Table 4.3 shows that 38% of schools meet this implicit minimum standard, a slight drop on the figure for 2011. A higher percentage of GPS meet the standard compared to RNGPS because GPS classrooms tend to be 50% larger.

Table 4.3 Schools (GPS and RNGPS) which meet the area-per-student standard

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | GPS | RNGPS | Total |
| Percentage of schools which meet the standard:  40 students in a 26’ x 19’6’’ classroom | 2010 | 46 | 37 | 43 |
| 2011 | 44 | 32 | 40 |
| 2012 | 42 | 31 | 38 |

Source: APSC 2010-2012

Table 4.3 shows that the area-per-student standard has experienced a small drop in GPS and RNGPS is 1-2 percentage points. It is difficult to explain this drop over a period, but one explanation may be that no more bigger-sized classrooms are being built in 2012.

No adjustment has been made above for actual student attendance. If, as suggested in sub-section 4.1.1, attendance is around 86% (and that this may represent an unknown element of over-reporting), then fewer children than those enrolled are actually in the classroom and the proportion of schools that meet the standard in practice is in fact higher.

## 4.1.4. Students per teacher (STR)

This PSQL standard continued in PEDP3 which is that there should be one teacher per 46 students. In order to calculate how many schools achieve the standard, two different approaches were used:

* The total number of enrolled students was divided by the total number of working teachers for each GPS and RNGPS (head and assistant teachers); and
* The total number of enrolled students was divided by the ‘effective’ number of working teachers for each GPS and RNGPS. To calculate the number of ‘effective‘ teachers the number of teachers was multiplied by two in double-shift schools, which assumes that all teachers teach in both shifts.

Table 4.4 shows the proportion of schools which meet the standard, that is, where the number of students per teacher is below 46. Using the first approach shows that there has been substantial improvement in the share of GPS meeting the standard, from 35% in 2006 to 47% in 2012, but that over the same period the situation in RNGPS is steady (59%). It appears that the recruitment of additional RNGPS teachers did not keep pace with rising enrolment. Combining this finding with that of Table 4.3, it seems that the situation in RNGPS is worsening in terms of both number of students per teacher and classroom size.

Under the second approach, which takes account of double-shift schools, 85% of GPS meet the standard STR ratio, compared with 93% of RNGPS. Although these are fairly high proportions, it is important to remember that *double-shift schools deliver far fewer contract hours than the standard defined*. The overall implication of the figures in Table 4.4 is that there is still an acute shortage of primary teachers based on the PSQL.

Table 4.4 Schools (GPS and RNGPS) which meet the students-per-teacher standard

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year | GPS | RNGPS | Total |
| Percentage of schools which meet the standard:  46 students per teacher | 2005 | 35 | 59 | 43 |
| 2010 | 40 | 52 | 44 |
| 2011 | 45 | 47 | 45 |
| **2012** | 50 | 47 | 49 |
| Percentage of schools which meet the standard:  46 students per ‘effective’ teacher | 2005 | 81 | 93 | 85 |
| 2010 | 82 | 93 | 86 |
| 2011 | 82 | 90 | 85 |
| **2012** | 85 | 93 | 88 |

Source: APSC 2005, 2010, 2011and 2012, note: in 2012-13 financial year a total of 12,701 teachers newly recruited. 2012 APSC did not capture this information, if adding this number in total stock of teachers than STR will be reduced from current figure (1:47)

Figure 4.3 Average numbers of teachers per school (GPS and RNGPS), 2005–2012

Source: APSC, various years. For the 2010 estimate APSC data was supplemented by DPE administrative data on the number of new teachers recruited. Note: there are two estimates for 2011; 2011(a) includes para-teachers.

The increase in the proportion of GPS meeting the STR standard over the PEDPII period is partly explained by the recruitment of some 45,000 additional GPS teachers between 2004 and 2011, which represented an increase of about 15% in the teaching force. This also resulted in an increase in the average number of teachers per GPS (Figure 4.3). At the same time, the average number of teachers per RNGPS appears to have dropped slightly

## Construction of new classrooms

The original aim of PEDPII was to have 30,000 new classrooms constructed but in 2009 this target was updated to 43,350 and, according to DPE records, 40,440 had been constructed by March 2011.

In order to reduce overcrowding and disparities in school facilities, PEDP3 uses a transparent, need based approach to infrastructure development. Some additional classrooms will be built to reduce overcrowding in GPS during PEDP3. In constructing new classrooms, priority was supposed to be given to three types of areas. Last year’s ASPR looked at where the changes in classroom stock over the PEDPII period took place, and concluded:

* **Remote:** About 21% of head teachers claimed that their school was difficult to reach. Similarly, about 9% of schools were 25 kilometres or more away from the *Upazila* headquarters. There is no evidence that preference was given to constructing classrooms in hard-to-reach or distant areas.
* **Underserved:** There is no formal definition of what is an ‘underserved’ area. However, as mentioned above, the school census has started identifying areas that are generally considered to be underprivileged. The evidence shows that lower priority was given to *haor* and hilly areas than in the rest of the country (in terms of the proportion of the total current stock of classrooms built in schools in these areas during PEDP II) but that schools in *char* areas were given equal priority.
* **Inhabited by tribal communities:** The 2009 school census instrument included a question on whether a school was located in a tribal/ethnic minority area (about 2% of schools). The evidence shows that schools in tribal/ethnic minority areas were not given priority.

It is noteworthy that a discrete project has been underway to build 1,500 new schools in underserved areas of Bangladesh between 2011 and 2014. While this construction Programme lies outside PEDP3, it is expected to have a positive impact on overall enrolment, retention and completion. This project is also expected to reduce disparities, so should contribute to the reduction in regional disparities, one of the results areas targeted in PEDP3. As such, its progress should be reported in future ASPRs.

## Properly constructed classrooms

## There are three PEDP3 PSQL standards for classrooms; to meet these a classroom must be: (i) *pacca* (built with durable materials); (ii) large (at least 26' x 19'6” / 47.1m2); and (iii) in good condition. The APSC contains questions on all three criteria, although the last is subjective and depends on the head teacher’s assessment.

Figure 4.4 Proportion of properly constructed classrooms, 2005–2012

Source: APSC various years

Figure 4.4 displays the proportion of classrooms which are *pacca* or large by type of school. It shows that for GPS the trend towards *pacca* classrooms has continued in a positive direction, with the proportion of *pacca* classrooms now over 80% (up from 58% in 2005). About 72% GPS and 82% RNGPS classrooms are *pacca* and there has been little change recorded between 2005 and 2012. The vast majority of RNGPS classrooms do not meet the large criterion and again the trend is rather flat over the period 2005–2011 but sharply increased in 2012. An increasing proportion of GPS classrooms are large, but this figure still stood at less than 22 % in 2012.

*Table 4.5 Classrooms (GPS & RNGPS) which meet the size standard by year of construction (%)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Built in period 1980–2004 | Built in period 2005–2012 | All classrooms (regardless of when built) |
| GPS |  | 6 | 45 | 17 |
| RNGPS |  | 3 | 4 | 4 |

Source: APSC 2012

As noted in last year’s report, the number of large classrooms in GPS built in the period 2005 **-**2011 under PEDPII was more than double the number built in the much longer period 1980 **-**2004. Taking account of new construction in 2011, the proportion of large classrooms in GPS built since 2005 is now 45% up from 43% reported in 2010. For RNGPS, the picture is much less positive; only 4% of classrooms built over the period 2005 **-** 2011 meet the large standard, the same as reported in 2010. 2012 APSC has unable to collect credible information about construction of bigger size classroom within March 2012. Over all the classroom stock, only 22% of GPS classrooms and 29% of RNGPS classrooms meet the size standard.

Table 4.6 Classroom (GPS and RNGPS) conditions in 2012

|  |  | **Classroom condition in 2011 (%)** | | | | | **Classroom condition in 2012 (%)** | | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Building** | **Good** | **Moderate** | **Bad** | **Unusable** | **Total** | **Good** | **Moderate** | **Bad** | **Unusable** | **Total** |
| GPS | *Pacca* | 67 | 23 | 8 | 2 | 100 | 59 | 30 | 9 | 2 | 100 |
|  | Not *pacca* | 22 | 39 | 31 | 8 | 100 | 10 | 42 | 38 | 10 | 100 |
|  | **Total** | **53** | **28** | **15** | **4** | **100** | **45** | **33** | **17** | **4** | **100** |
| RNGPS | *Pacca* | 49 | 34 | 15 | 2 | 100 | 37 | 42 | 18 | 2 | 100 |
|  | Not *pacca* | 42 | 34 | 21 | 3 | 100 | 14 | 51 | 31 | 4 | 100 |
|  | **Total** | **48** | **35** | **15** | **2** | **100** | **35** | **43** | **19** | **3** | **100** |
| All | *Pacca* | 62 | 26 | 10 | 2 | 100 | 52 | 34 | 12 | 2 | 100 |
|  | Not *pacca* | 25 | 38 | 30 | 7 | 100 | 10 | 43 | 37 | 9 | 100 |
|  | **Total** | **52** | **30** | **15** | **3** | **100** | **42** | **36** | **18** | **40** | **100** |

Source: APSC 2012

Table 4.6 displays the responses of head teachers on the condition of their classrooms. The numbers are very similar when compared up to 2011.Quite a high proportion of all classrooms were rated as ‘good’ or ‘moderate’. However, the percentage of classrooms rate as good was distinctively lower than the previous year. Some 18% classrooms were reported to be ‘bad’ and 40% were ‘un-usable’. The main reason for decline in classroom condition is due to the changing criteria in the APSC 2012 questionnaire. The school construction project currently in progress to build 1,500 schools in underserved areas may address some of these deficiencies, as may inputs carried out as part of PEDP3’s commitment to reducing overcrowded classrooms through needs-based infrastructure development as part of Component 2: Participation and Disparities.

## School toilets

There are two PEDP3 PSQL standards on school toilets:

* Availability of at least one functioning toilet: About 88% of GPS and 81% of RNGPS have a toilet, which is on average 13% less compare to 2011 in both school types. Overall, only 15% of schools do not have at least one functioning toilet.
* Separate functioning toilets for boys and girls: The PEDP II target was for at least 60% of GPS to have separate toilets for boys and girls by the end of the Programme. Progress has been made in the provision of separate toilets for girls and boys, but the PEDP II target has not been reached during PEDPII, targets reached in 2012. The proportion of GPS with separate toilets specifically for girls was 65% (54% in 2011) and for RNGPS was 60% (40% in 2011) which is a huge improvement within one year.

## School water supply

## There are three PEDP3 PSQL standards on school water supply; to meet these:

## Percentage of schools with potable water i.e. the water supply must be potable (safe);

## Percentage of schools which depend on water points for water where the water point is in working condition i.e. if the water supply is a water point (tubewell), it must be functional; and

## Percentage of schools which have a functioning water point that have potable water i.e. if the water supply is a functional water point (tubewell), it must be potable (safe from arsenic).

More than three-quarters of GPS and RNGPS rely on tubewells as their water source, which is the reason for the specific criteria on this source. Figure 4.5 and Table 4.7 highlights on recent trends in the PSQL water supply indicators. In general, there was a marked increase in the availability of safe water in 2012. It is strange why there should have been such an improvement identified between 2010 and 2012. The likely reason was the change in the questionnaire, resulting in low response rate. In 2012 only 79% schools reported that they have potable water; it was 77% in 2011 and 71% in 2010. Similarly 67% schools reported they have functional water points (tubewell) compared to 47% in 2011 and 33% in 2010; and 92% schools reported that their functional water point has potable water compared to 82% in 2011 and 83% in 2010.

More over 67% of schools with tubewells report them to be working and this proportion has remained similar since 2007. There was also a substantial reduction in the percentage of tubewells which had not been tested for arsenic, from 34.9% (2010) down to 12.3% (2011). At the same time, there was a significant increase in the proportion of tubewells tested positive for arsenic (from 6.1% in 2010 to 9% in 2011), presumably reflecting the needs for more regular testing. In 2012 this data should not process well because of change APSC questionnaire.

*Figure 4.5 Schools with working and arsenic-free tube wells, 2005–2012*

|  |  |
| --- | --- |
| Proportion of schools  with working tube wells | Quality of water  among schools with working tube wells |
|  |  |

Source: APSC various years

Table 4.7 Water supply (GPS and RNGPS), 2012

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **2010** |  |  | **2011** |  |  | **2012** |  |
| Percentage of schools (%): |  | GPS | RNGPS | Total | GPS | RNGPS | Total | GPS | RNGPS | Total |
| (1) With water |  | 87 | 78 | 84 | 88 | 82 | 86 | 85.7 | 84.7 | 85.4 |
| (2) With safe water if school has: | Any source of water | 86 | 82 | 85 | 96 | 83 | 90 | 71.8 | 59.6 | 67.3 |
|  | Tap water (21% of schools with water) | 87 | 87 | 87 | 98 | 90 | 93 | 77.5 | 80.3 | 78.4 |
|  | Tube well (78% of schools with water) | 87 | 81 | 85 | 95 | 82 | 89 | 85.9 | 82.2 | 84.7 |
|  | Pond/river (1% of schools with water) | 21 | 17 | 19 | . | . | . | . | . | . |
| (3) With safe water [= (1) x (2)] |  | 75 | 64 | 71 | 84 | 68 | 77 | 61.5 | 50.5 | 57.5 |
| (4) If source is tap water: | Free of arsenic | 61 | 59 | 60 | 7 | 7 | 7 | n/a | n/a | n/a |
|  | Not tested | 30 | 31 | 30 | 9 | 11 | 9 |  |  |  |
|  | With arsenic | 9 | 10 | 10 |  |  |  |  |  |  |
| (5) If source is tube well: | Functional tube well | 88 | 83 | 86 | 88 | 83 | 86 | n/a | n/a | n/a |
| (6) If source is functional tube well: | Free of arsenic | 60 | 57 | 59 | 84 | 81 | 82 |  |  |  |
|  | Not tested | 34 | 36 | 35 | 8 | 8 | 8 |  |  |  |
|  | With arsenic | 6 | 7 | 6 | 9 | 11 | 9 |  |  |  |

Source: APSC 2010-2012

**4.1.9 School contact hours**

In Bangladesh, increasing the school contact hours is a high priority, but there is no systematic approach to monitoring contact hours. However, it is possible to distinguish four factors which affect the number of contact hours students receive: (i). Patterns of double-shifting; (ii). Number of days schools are open; (iii). Teacher absenteeism; and (iv) Teacher lateness. These are considered in turn below.

School shifts

Although this is not a PEDP3 PSQL, ASPR accords high importance to this indicator as it helps to monitor the teacher student interaction time. The main factor expected to lead to an increase in the number of contact hours is the move to single-shift schedules. The proportion of single-shift schools was targeted to rise to 28% by the end of PEDPII. There was significant progress towards the target, as the proportion of GPS operating on a single shift has increased from 12% in 2005 to 21.3% in 2012. However, this was still some way short of the target and it seems that the majority of children in GPS will continue to be educated in a double-shift system for the foreseeable future. The situation in RNGPS is very much worse, as the percentage of single-shift schools actually declined from only 3.6% in 2005 to 2.5% in 2012. Taking the figures for the two types of schools together, it seems that there will continue to be a serious challenge in reaching a situation where pupils in primary schools have sufficient contact hours with their teachers to really benefit from their school experience.

*Figure 4.6 Single-shift schools (%), 2005, 2010–2012*

Source: APSC 2005, 2010 and 2012

Number of days that the school is open

The school census does not collect relevant information on this and a special study would be required to examine all the issues. For example, the Social Sector Performance Survey (SSPS) from 2006 found out that:

* On average, primary schools were open for 228 days compared to the officially sanctioned 242 days; and
* While the average timetable in double-shift schools is three hours, in practice grades 1**–**2 only receive two hours of lessons, while grades 3**–**5 receive 3.5 hours of lessons.

These factors contributes to reduce the actual number of contact hours to well below the PEDP II target of 900 hours per year: children in grades 1–2 in double-shift schools only attend 520 hours per year on average.

However, it should be underlined that the evidence discussed here is out of date. A new study which provides information on school opening and actual timetabling practices in double-shift and single-shift schools is needed.

Teacher absenteeism

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

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

The surveys agree that unauthorised teacher absenteeism is not a significant problem; only 1–2% of teachers are absent without permission. However, the level of official absenteeism is fairly high and seems bound to affect lesson delivery (either via larger classes or fewer contact hours), since there is no robust system of providing temporary cover teachers.

Teacher lateness

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

* SSPS (2006) found that 15% of teachers were late by at least 30 minutes, particularly if they lived relatively far from school; and
* The 2008 CAMPE survey found that 47% of GPS (50% of RNGPS) teachers arrived late and the average delay of these teachers was 30 and 35 minutes respectively.

Combining these four factors into a measure of contact hours would show the complexity of the challenge in reaching the PEDP II contact hours’ target.

## Timeliness of textbook distribution

The school census questionnaire asks head teachers to report the starting date and the end date of textbook delivery without differentiating between textbooks of different grades and subjects. According to the PEDPII standard for this PSQL, the delivery of textbooks to schools should have been completed before the academic year begins (‘Textbooks available from the first day of the new school year’). In PEDP3, the equivalent PSQL is less demanding, being stated as ‘Number of schools which received new textbooks within the first month of the year’ and included in Table 2.3 as ‘percentage of schools which received all new textbooks by January 31’.[[10]](#footnote-11)

Figure 4.7 Distributions of Textbooks, 2005-2012

0%

20%

40%

60%

80%

100%

01-Nov

01-Dec

01-Jan

01-Feb

01-Mar

01-Apr

01-May

01-Jun

01-Jul

2005 Start

2005 End

2010 Start

2010 End

2012 Start

2012 End

Source: APSC 2005, 2010 and 2012

**Figure 4.7** shows that the 2012 school census recorded the very credible result of delivering all most all the books about to 98% of the schools by the end of January 2012 had received all their books. This is remarkable performance compared with 2011, when only 48% of schools had received all their books by the end of January 2011.

## Textbook availability

According to this PSQL standard under PEDPII, every student should have access to free (used or new) textbooks for each subject. (This is not an explicit PSQL under PEDP3). This information is not collected by the school census but, according to DPE administrative records, only a handful of *Upazilas* reported shortages in some subject books for particular grades. DPE receives information from UEOs on books received and distributed to schools and also a report from NCTB on textbook delivery. Accordingly DPE supported MIS for established database of book distribution with the provision of update information by upazila. According to the report generated from the database that 97.3% schools received textbooks in time for 2012 academic year.

## Teaching aids

According to this PSQL standard under PEDPII, all schools should be provided with teaching aids and supplementary reading and learning materials. (This is not an explicit PSQL under PEDP3). The available information on this is very out of date:

* The school census collected information in 2005 and 2006 on *teaching aids* (e.g. flip charts, maps, education kit, etc.) but has not done so since 2007 so no recent trend can be established.
* The school census does not collect information on the distribution of *supplementary reading and learning material*s including recently distributed for pre-primary classes.

There is no evidence on the use students make of these materials and the effect they have.

## Initial teacher training

This PSQL standard continued in PEDP3 which is that all teachers be trained to at least C-in-Ed level. Figure 4.8 shows the changes in the proportion of teachers (of different categories, gender and school type) with at least C-in-Ed qualification between 2005 and 2012. The key points are:

* The proportion of teachers trained to at least C-in-Ed level increased by about nine percentage points on average to 83% between 2005 and 2010, but there was a dip in 2011 to 82% and again increased in 2012 (89%). In the latest survey, newly recruited teachers were not accounted because they joined after the survey.
* Another implication of the addition to the teaching stock in GPS of unqualified teachers in 2012 is that assistant teachers in RNGPS are now more likely to have the minimum qualification than their GPS counterparts (91% vs. 85%). However, head teachers in GPS are a bit more qualified than their counterparts in RNGPS (96% vs.87%).
* Among the various groups of teachers, female assistant teachers are the group furthest from achieving the target (77% in GPS and 82% RNGPS).compare to their male counterparts.

Figure 4.8 Proportion of teachers (in GPS and RNGPS) with at least C-in-Ed, 2005, 2010-2012 (%)

Source: APSC 2005, 2010 and 2012.

## Gender balance in teacher stock

Aside from increasing the number of primary teachers, there has been a concerted effort to shift the gender balance towards female teachers in recent years. According to the Bangladesh Economic Review (GoB 2010), Government policy is to reserve 60% of posts in GPS for females. The PEDPII Programme Completion Report (P.53) states that 60% of the 45,000 extra teachers recruited for GPS schools under PEDPII were women.

Figure 4.9 shows data from the school census on the proportion of female teachers in schools. It is clear that the recruitment strategy in GPS has worked. By 2012, 61% teachers in GPS were female, up from 50% in 2005. There has also been an impressive increase in the proportion of female head teachers in RNGPS from 22% to 42% over the same period. There has been some positive trend in female representation in RNGPS teachers and head teachers, but the changes are small and overall rates are much still much lower than in GPS (in RNGPS, females account for 11% of head teachers and 42% of assistant teachers).

Figure 4.9 Proportion of female teachers in GPS and RNGPS, 2005–2012 (%)

Source: APSC various years

## In-service teacher training

The PSQL standard in PEDPII was that all teachers receive:

* Regular, annual, in-service training: the Programme Framework target was to increase the proportion of teachers who have received five days of subject-based training to 70%; and
* Sub-cluster training: the Programme Framework target was that all teachers receive six days of sub-cluster training each year.

The PSQL standard for PEDP3 is ‘Percentage of (assistant and head) teachers who receive continuous professional development training’. The amount and type of training is unspecified.

Three types of in-service training are recorded in the school census: subject-based, classroom learning methods and sub-cluster. The information is recorded in the form of the ‘number of teachers trained’ by teacher type (head or assistant) and gender. The following figures show the proportion of teachers who received each type of training annually.

Figure 4.10 below displays results for participation in subject-, classroom- and sub-cluster-based training of all types of teachers in GPS and RNGPS schools for 2005, 2010, 2011 and 2012. It is clear that there was an increase in the annual coverage of each of the three types of training between 2005 and 2011 and slightly decline in 2012, especially in subject based, and the PEDPII target of 70% participation was reached. Between 2011 and 2012 there has been a fall in participation rates, but they are still above on average 61% for subject- and 78% for sub-cluster-based training.

For the calculation of the PEDP3 PSQL, sub-cluster training only was considered, following the method of calculation used in previous years. The percentage of GPS teachers (head and assistant) who received sub-cluster training in 2012 was 78.8% compared with 75.9% for RNGPS teachers.

**Figure 4.10 *Proportion of teachers (GPS and RNGPS) who received in-service training by type of training, 2005–2012 (%)***

**Source: APSC 2005, 2010-2012**

**Figure 4.11 *Proportion of teachers (GPS and RNGPS) who received in-service training by school type and type of training, 2005–2012 (%)***

Source: APSC 2005, 2010 – 2012

Figure 4.11 above shows the results for the three types of training disaggregated by GPS and RNGPS. This shows that, whereas the proportion of teachers in GPS/RNGPS who were trained across the three categories fell, it was less so for sub-cluster training which has maintained at relatively the same level over 2010-2012. The rate reduction in RNGPS was less drastic than GPS. One explanation is that RNGPS did not benefit from the large number of new teachers, which in the case of GPS was achieved by recruiting untrained teachers who perhaps had less opportunity to attend in-service courses because of the timing of their recruitment.

Figure 4.12 Proportion of teachers (GPS and RNGPS) who received in-service training by level, 2005–2012 (%)

Source: APSC 2005, 2010-2012

Figure 4.12 above displays a different pattern in the proportions of head teachers attending in-service training compared with assistant teachers. For head teachers, participation was maintained across the three categories more or less but it fell gradually for assistant teachers. This could possibly indicate that head teachers were prioritizing their own training at the expense of their assistant teachers.

Figure 4.13 Proportion of teacher who received in-service training by sex, 2005–2012 (%)

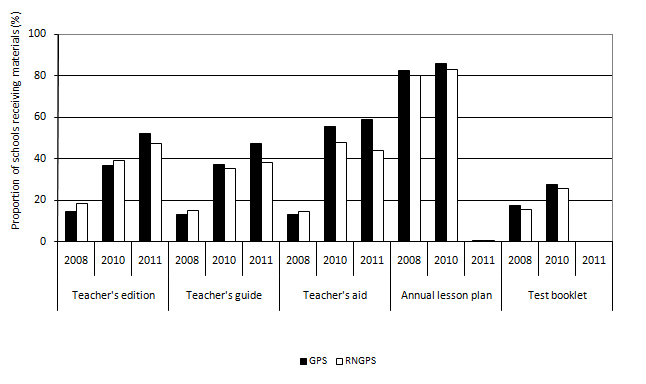
Source: APSC 2005, 2010 - 2012

Figure 4.13 above displays teachers’ participation in in-service training disaggregated by sex. It shows that in all types of in-service training females lagged behind males, with 64.4% of males having had subject-based training compared to 58.4% of females,24.9% of males having had classroom-based training compared to 13.7% of females, and 79.7% of males having undertook sub-cluster training compared to 76.9% of females. This pattern parallels that of 2005 and; in each year in each category females have less training than males. It is not clear why these disparities exist but they require further study and analysis to discover the causes so that they can be addressed.

## Teachers’ editions, guides and aids

There is no distribution of any teachers’ edition, guides and aids at school level during 2012. Figure 4.14 below shows the progress as of December 2011 that there was an increase in the scale of provision of teachers’ editions, guides and aids between 2010 and 2011 (except for teachers’ aids in RNGPS, where there was a slight decrease). Assuming that these reference materials are supposed to last for several years, it is useful to look at Figure 4.15, which shows the proportion of schools that have received materials of different types in the past three years. This chart reveals that over 90% of schools have received lesson plans but that coverage of the other materials is far from universal, particularly for test booklets.

Figure 4.14 Proportion of schools receiving teacher resources, 2008, 2010–11 (%)



Source: APSC 2008, 2010 and 2011

Figure 4.15 Proportion of school receiving materials at least once during 2009-2011 (%)

## Head teacher training

The PSQL standard in PEDP3 has a slightly different definition compared to PEDPII; it is stated as ‘percentage of head teachers who received training on school management and leadership’. Among those schools with a head teacher, Figure 4.16 below shows the proportion of head teachers who received each type of training (in addition to the other training outlined above in the sub-section 4.1.14). It appears that all three types of training for head teachers have fallen off to some extent in 2011, in a similar way to that observed for other types of training. Overall, heads of RNGPS were slightly more likely to receive management and teacher support training than those in GPS in 2012. For GPS heads, the figures were 80.2% for school management, 46.0% for teacher support, and 34.6% for community mobilization, whereas the equivalent figures for RNGPS were 74.9%, 43.9% and 37.7% respectively. The PSQL indicator for PEDP3 was taken as the proportion of head teachers who received management training, which was 78% on average across the two types of schools, down from 84% the previous year.

Figure 4.16 Proportion of head teacher (GPS & RNGPS) who received training, 2005–2011 (%)

Source: APSC 2005, 2010-2012.

## SMC training

In order to improve the capacity of SMCs, PEDP3 aimed to ensure that three members of every SMC were trained. This PSQL indicator is ‘percentage of schools whose members were trained (at least three members)’. Table 4.8 reports that 32% of GPS and 36% of RNGPS met this standard (34% overall) in 2012. This is one percentage point increase on 2011, but still lower than the proportion trained in 2009. About two-thirds of both GPS and RNGPS had at least one member trained in 2011, but this means that one-third of SMCs did not receive any training in 2012. The cause of low coverage is because of the formation of all new SMCs in the schools

***Table 4.8 Percentage of school whose SMC members were trained, 2005–2012 (%)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** |
| At least one member | GPS | n/a | n/a | n/a | 70 | 76 | 58 | 68 | 58 |
|  | RNGPS | n/a | n/a | n/a | 50 | 71 | 60 | 68 | 57 |
| At least three members | GPS | 41 | 49 | 57 | 37 | 37 | 25 | 30 | 32 |
|  | RNGPS | 26 | 28 | 25 | 27 | 38 | 30 | 37 | 36 |

Source: APSC 2005-2012. Note: The figures for 2005–2007 reproduce the findings of the School Census Report.

Table 4.9 Percentage of SMC members trained by sex, 2005–2012 (%)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Male** | |  |  |  |  |  | **Female** | | | |  |  |  |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| **GPS** | 17 | 15 | 9 | 13 | NA | NA | 14 | 14 | 18 | 22 | 29 | 39 | 32 | 15 | 16 | 15.5 |
| **RNGPS** | 8 | 7 | 6 | 9 | NA | NA | 16 | 14 | 9 | 9 | 8 | 30 | 36 | 19 | 18 | 17 |

Source: APSC 2005-2012. Note: The figures for 2005–2007 reproduce the findings of the School Census Report. NA = not available

Table 4.9 reports the percentage of SMC members trained, by sex, and shows that in 2012 the percentage of male and female SMC members trained in GPS and RNGPS were broadly comparable. For unexplained reasons, figures for male SMC members trained in 2009 and 2010 were not available and therefore not included in previous reports, meaning this report of the situation in 2012 provides the overall picture for the first time since 2008. The table illustrates the significant bulge in the training of female SMC members that occurred in SMC training between 2007 and 2009, during PEDPII, which peaked at over one-third in 2008 (for GPS) and 2009 (for RNGPS). As noted in the 2012 ASPR, the proportion of members trained in RNGPS is higher than in GPS, but this can be explained by reference to the lower percentages in RNGPS in the period from 2005 to 2008. It is reasonable to expect that numbers and percentages would tail off once the majority of members had received training. On the other hand, there will always be a requirement for training to be provided for new or recently appointed SMC members.

PEDP3 is prioritising increased decentralised management and governance to district and school levels. The Government is currently reviewing the structure and functions of the SMC to make it a more effective body with responsiveness and accountability to the school community. For example, there will be new requirements for SLIPs, including for monitoring, not least in the context of RBM. This review can be seen in the light of the lessons from PEDPII in this area. The project completion report of PEDPII reports that overall some 174,750 SMC members were trained, which is a considerable achievement. However, the final project completion report published in December 2011 found that “lack of clarity about accountability for decisions, overlapping functions, and concerns about the composition of the committees has delayed achieving the goal of increasing community participation in decision-making throughout the school system”.

## School-level improvement planning (SLIP) and UPEP

A key dimension of PEDP3 is to expand decentralized planning management and monitoring at district, upazila and school levels. The School Level Improvement Plans (SLIPs) currently phrasing ‘School Learning Improvement Plans’ (SLIPs) will address school and community-wide matters linked with learning outcomes and primary completion. Upazila Primary Education Plans (UPEPs) will help reduce disparities between areas within upazilas leading, eventually to a reduction of disparities between upazilas.

One of the key elements of the policy of decentralisation in primary education is the promotion of SLIPs. Under PEDPII, this initiative was supported by the provision of school-level improvement planning grants and this has been continued and scaled up under PEDP3. The coverage of SLIP grants across schools is a PSQL indicator. In 2011, two-thirds of schools (67%) received SLIP grants, up from 64% the previous year. The target is for all schools to receive SLIP grants. A qualitative evaluation of SLIP, conducted in 2010 by UNICEF, found local and national agreement that SLIP grants have enabled schools to plan and implement limited improvements in their physical environment, towards creating a more welcoming learning space for children. However, the study also found that the SLIP initiative had made more limited progress in supporting a fuller decentralisation of education management functions, including those which impact directly on teaching and learning.PEDP3 aims to take the SLIP initiative further and promote the decentralisation of a more extensive set of functions. In 2012-2013 financial year, 31,807 schools (20,800 GPS and 11,007 RNGPS) were provided SLIP grants (total Taka 95.5 crore) at the rate Taka 30,000 in each school covering 53 districts and 280 upazilas. And 50 upazilas were also provided training and UPEP preparation cost (Total Taka 5 lac) at the rate Taka 10,000 in each upazila covering 26 districts.

* 1. Other outputs including discrete project

In addition to the outputs measured by the PSQL indicators, there are also other outputs, whether identified in the Programme Framework or not, which are very important performance measures for the primary education sector and are not measured through the APSC. Some of these have already been discussed in this chapter, such as teacher absenteeism. Others will need to be included in this report during PEDP3, as part of the attempt to gradually transform the ASPR into a comprehensive report on the primary education sector using all the available information. A key priority for the next ASPR is to include results from the discrete projects which cover, at the very least, the infrastructure, school feeding and stipend Programmes etc. The following sub-section discuss the progress of some discrete projects

**4.2.1 Establishment of 1,500 primary schools project**

The ‘Establishment of 1,500 primary school project’ was initiated in 2010 to establish schools in un-served areas. The project will be phased out in June 2014. Of these 1,500 schools, 1,300 schools (A type) will be established at the cost of Taka 498.43 crore in the outside of flood affected areas (flood free zone), and 200 schools (D type) will be established in Char, Hawor and river course changed areas at the cost of Taka 25.24 crore. In line with this, country wide survey was conducted and found 6,670 villages where there is no school. But DPE identified un-served 1,943 villages. The progress as of today shows in the Table below

|  |  |  |  |
| --- | --- | --- | --- |
| **SL #** | **Planned activities** | **Status as of April 2013** | **Remarks** |
| 1 | Approved village to establish school (1st phase) | 686 villages |  |
| 2 | Approved village to establish school (2nd phase) | 329 villages |  |
| 3 | Approved village to establish school (3rd phase) | 368 villages |  |
| 4 | Approved village to establish school (4th phase) | 204 villages |  |
| 5 | Tendering by LGED | 1,157 schools |  |
| 6 | Work order given by LGED | 942 schools |  |
| 7 | Land acquisition | 18 schools |  |
| 8 | Total allocation 2012-2013 f/y | Taka 20000.00 lac |  |
| 9 | Total expenditure 2012-2013 f/y | Taka 14881.17 lac |  |
| 10 | Total cumulative expenditure 2012-2013 f/y | Taka 22826.84 lac |  |
| 11 | Progress of work (establishment of schools) | 201 schools | 100% completed |
|  |  | 311 schools | 60-99% completed |
|  |  | 191 schools | 30-59% completed |
|  |  | 239 schools | 0-29% completed |
| 12 | Completed schools handed over to DG-DPE | 137 schools | 2 teachers already appointed and will operate classes in January 2013 |
| 13 | Send request letter to MoPME for creation of teachers post for 142 schools | 710 teachers post |  |

**4.2.2 Needs Based Infrastructure Development (renovation of GPS) project**

In order to reduce overcrowding and disparities in terms of school buildings, PEDP3 uses a transparent, needs-based approach to infrastructure development. Some additional classrooms will be built to reduce overcrowding in GPS under PEDP3. In financial year 2009-2010, a total of 4,284 GPS were renovated in large scale at the cost of Taka 39 crore 12 lac, in 2010-11 financial year a total of 2,625 GPS were renovated in large scale at the cost of Taka 40 crore 15 lac

**4.2.3 School feeding Programme in Bangladesh**

World Food Programme launched school feeding as an emergency programme in Jessore in 2001. The Ministry of Primary and Mass Education (MoPME) and Directorate of Primary Education (DPE) provided support to it. In view of success in Jessore, WFP subsequently incorporated the school feeding into its regular country programme. The MoPME has long been implementing a number of programmes to expand and improved quality of primary education, observed poverty as a major deterrent in attaining the universal primary education and 100 percent literacy. Accordingly Bangladesh Government has been implementing the project “School Feeding Programme in Poverty Prone Areas” since 2010. The total cost of the project is Tk 157,793.11 Lac (GoB 87,574.5 Lac and Project Aids 70,218. 61 Lac). School Feeding Programme funded by GoB covers 1,790,419 pre-primary and primary school students in 42 upazilas under 16 districts and the WFP Programme covers 892,243 students in 30 upazilas under 8 districts. An additional 250,000 students are also being benefited under another feeding programme implemented with the assistance of European Union. In the current programme, children are provided daily with 75 grams of fortified high energy biscuit in poverty stricken 82 upazilas across the country. In accordance with the project document children enrolled with all government primary schools, registered non-government primary schools run by Shishu Kallyan Trust, independent ebtadayee madrashs and NGO run schools in the assisted upazilas.

A qualitative evaluation of this programme found school feeding have enabled schools to improve enrollment (by about 100%), regular attendance (increased about 5-13%), primary education cycle completion rate as well as the nutrition level of the children compared to non feeding schools. They also found that the impact of feeding directly contribute to children for improved classroom learning, better health and noticeable changes in the quality of education.

The most encouraging part of school feeding is apart from food support the programme provides an essential learning package to children, guardians DPE officials, SMC members and community for motivation. The package involves:

1. Setting of school vegetable garden.
2. Sanitation and hygiene, health, nutrition.
3. Intake de-worming twice in a year.
4. Increase participation of female into the SMC.
5. Aware SMC and community to the risk of HIV AIDS.
6. Awareness on disaster risk reduction and impact of climate change.

The school feeding programme will continue to serve the school going children of poor families and contribute to building the quality human resources.

**4.2.4 Targeted Stipends:**

Reducing disparities is a major concern of the Government and a key result area for PEDP3. The Government’s response to this challenge includes a range of pro-poor strategies to address the schooling needs of children from poor families. Accordingly, the targeted stipend programme will continue under PEDP3. The Primary Education Stipend Project (Phase II) reaches 40 percent (4.8 million) of the students with stipend facilities and it is planned to extend to 7.9 million children under the revised project. Under this programme, a monthly stipend (amounting to BDT 100 for one child and BDT 125 to families with more than one child) is given to the families of the poor children, conditional upon regular school attendance as well as passed in the school exam. It is reported that the current stipends programme is not effective in targeting the poor. A comprehensive study is currently being conducted to assess the effectiveness of the programme in benefitting the poor.

In 2010, new stipend criteria were adopted to increase the programme coverage. Based on the poverty mapping jointly prepared by BBS and WFP, beneficiary coverage was re-defined based on identified poverty prone areas. The revised criteria are as follows;

1. A total of 67 upazilas were identified in the poverty map where poverty rate is above 60%; in those upazilas’ 90% children are eligible to receive stipend;
2. A total of 122 upazilas were identified in the poverty map where poverty rate is within 48.1-60%, in those upazilas’ 75% children are eligible to receive stipend;
3. A total of 140 upazilas were identified in the poverty map where poverty rate is within 36.1-48%; in upazilas’ 50% children are eligible to receive stipend;
4. A total of 154 upazilas were identified in the poverty map where poverty rate is up to 36%; in those upazilas’ 45% children are eligible to receive stipend.

The key achievement as follows

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| In lac Taka | | | | | | | |
| SL # | Financial year | Allocation  (Taka) | Actual  Expenditure | Status of achievement | Beneficiaries | | Remarks |
| Target | Achievement |
| 1 | 2008-2009 | 48,800 | 48,355.55 | 99.09% | 4.8 million | 4.75 million |  |
| 2 | 2009-2010 | 57,484 | 57,387.14 | 99.83% | 6.3 million | 6.2 million |  |
| 3 | 2010-2011 | 86,500 | 86,434.64 | 99.92% | 7.8 million | 7.62 million |  |
| 4 | 2011-2012 | 90,000 | 89,963.81 | 99.96% | 7.8 million | 7.72 million |  |
| 5 | 2012-2013 | 94,900 | 44,106.69 | 46.48% | 7.9 million | 7.72 million |  |

* + 1. **English in Action Project (EIA)**

The EIA project was initiated at the request of the government of Bangladesh, the UK government provides development assistance through DFID to promote economic and social development in Bangladesh. Accordingly, the UK government allocated GBP 50 million for this project period from May 2009 to July 2017 period as a grant. The total cost of the project is Taka 14,445.62 lac (grant). The purpose of this project is to increase significantly the number of people able to communicate in English to levels that enables them to participate fully in economic and social activities and opportunities. The specific objectives are as follows;

1. To enhance primary and secondary school student’s proficiency in communicative English;
2. To enhance teacher’s ability to teach communicative English to their students development under this project using AV and ICT materials;
3. To develop a sustainable structure to continue the pedagogical approaches developed under this project.
4. To enhance English curriculum for Grade-1 to Grade -9 students and to advise on adjustments in the assessment mechanisms for the English subject;
5. To contribute to the economic growth of Bangladesh by providing English language as a tool for better access to higher education and the world economy.

In line with the above objectives the project will cover 51,000 school teachers (45,000 primary school teachers and 6,000 secondary school teachers) and 7 million students (4.5, primary students and 2.5 million secondary students). Around every 3,500 population will get 1 trained primary teacher.

* + 1. **School feeding Programme supported by EU**

EU has been supporting the DPE managed school feeding programme since PEDPII and continues in PEDP3. The total cost is Taka: 20,336.34 lac (GOB 7,536.60 lac and RPA 12799.74 lac Taka), which has been implementing from January 2009 to December 2014. In the current programme, children are provided daily with 75 grams of fortified biscuits in 10 poverty-stricken upazilas across the country. The total beneficiaries under this programme are 214,666 students.

* + 1. **Reaching out of children project (ROSC)**

In line with the EFA’s goals and targets of achieving universal primary education and eradication of illiteracy, the government established 22,500 learning centres namely ‘Ananda School’ for 7.5 lac children. These schools provide a second chance opportunity for out-of school children to resume their education. The project started in 2004 and will continue up to 2014 with the estimated cost of Taka 68,432.29 lac. Major achievement as follows;

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **F/Y** | **Activity** | **Target** | | **Achievement** | |
| **Physical** | **Financial** | **Physical** | **Financial** |
| 2008-2009 | Educational allowance for children | 417,707 | 2,900.00 | 41770 | 2,898.92 |
| Educational grant for LC | 15,077 | 4,800.00 | 15077 | 4,799.59 |
| 2009-2010 | Educational allowance for children | 665,247 | 3,860.00 | 665,247 | 3,680.07 |
| Educational grant for LC | 15,848 | 6,063.53 | 15,848 | 6,041.32 |
| 2010-2011 | Educational allowance for children | 458,593 | 3,944.00 | 458,593 | 3,905.68 |
| Educational grant for LC | 15,245 | 7,049.00 | 15,245 | 6,537.87 |
| 2011-2012 | Educational allowance for children | 458,826 | 2,704.00 | 548,826 | 2,703.58 |
| Educational grant for LC | 15,172 | 3,054.00 | 15,172 | 3,053.65 |

* + 1. **Establishment of 12 PTIs project**

Out of the 64 districts in Bangladesh, 12 districts do not have a PTI. To address this shortfall in teacher training facility, the government has initiated a new project called “Establishment of 12 PTIs project” at the cost of Taka 24,808 lac (revised budget is Taka 26,231.43 lac). The implementation period is from January 2011 to December 2014. The work will be completed under two packages; Package-1: (i) construction of academic cum administrative building; (ii) construction of residence for PTI super and hostel super; and (iii) construction of PTI experimental school); and Package-2: construction of male and female hostels for 200 learners (6 storied building).

Major achievement as of March 2013 is follows;

|  |  |  |  |
| --- | --- | --- | --- |
| **SL #** | **Planned activities** | **Status as of March 2013** | **Remarks** |
| 1 | Dhaka PTI, Mirpur | Tender is processing | ‘Special’ category -due to scarcity of land constructed 10 storied building |
| 2 | Narayanganj PTI, Shiachar, Sadar | 15% work completed | ‘A’ category |
| 3 | Gopalganj PTI, Bhetodor, Sadar | 33% work completed | ‘A’ category |
| 4 | Shariatpur PTI, Balochara, Sadar | 30% work completed | ‘B’ category |
| 5 | Sherpur PTI, Bhatshala, Sadar | 75% work completed | ‘B’ category |
| 6 | Rajbari PTI, Sadar | 23% work completed | ‘C’ category |
| 7 | Bandarban PTI, Sadar | 70% work completed | ‘C’ category |
| 8 | Khagrachari, PTI Sadar | 54% work completed | ‘C’ category |
| 9 | Narail PTI, Sadar | 77% work completed | ‘C’ category |
| 10 | Meherpur PTI, Sadar | 42% work completed | ‘C’ category |
| 11 | Jhalokathi PTI, Sadar | 33% work completed | ‘B’ category |
| 12 | Lalmonirhat PTI, Sadar | 75% work completed | ‘B’ category |

* 1. **Non-formal Education**

**4.3.1 SHARE Programme Overview and Progress Report-2012**

The SHARE (Supporting the Hardest to Reach through Basic Education) Programme is designed to bring basic education to the hardest to reach children in Bangladesh. The European Union (EU) contributes nearly 49 million Euros to the SHARE Programme, complementary to EU’s support for PEDP3. The funding to SHARE is guaranteed for 72 months in order to provide more sustain lo for non-formal education development.

The programme started at the end of 2011. The overall objective of the SHARE Programme is *to contribute to the achievement of Bangladesh’s development goals and to a national basic education framework*.

SHARE has two Components. SHARE Component I is made up of four sub-projects, namely Aloghar (Lighthouse), SHIKHON (Learning) II, SUSTAIN by and UNIQUE II. These four projects are jointly bringing basic education to at least 655,460 hardest to reach children in 219 upazilas/ thanas in 47 districts of Bangladesh. The following is given very brief summary of the four projects that make up Component I. For details of their work please see SHARE

Website ([www.share-education.org](http://www.share-education.org)):

* The Aloghar (Lighthouse) project is implemented by the Caritas Bangladesh. The direct beneficiaries of the Aloghar project will be 158,605 children of 104 upazilas, who are in the most geographically inaccessible areas, from the poorest quintile of society; tribal children from the remotest areas and disabled children who need special care and attention.
* SHIKHON (Learning) II is managed by the Save the Children Int. with three implementing partners-Community Development Centre, RDRS Bangladesh and Village Education Resource Centre. The project’s purpose is to promote access and increase basic education outcomes for 160,400 of the hardest to reach and marginalized children of 55 upazilas in Bangladesh.
* Support Urban Slum Children to Access Inclusive Non-Formal Education-SUSTAIN is managed by Save the Children with its five implementing partners- Organization for Women's Development in Bangladesh, Social & Economic Enhancement Programme, Nari Maitree Association, Society for Underprivileged Families and Underprivileged Children’s Educational Programmes Bangladesh. This project’s purpose is to increase equal access to quality basic education in a safe learning environment for almost 40,000 hardest to reach children in 17 wards of Dhaka city and 15 wards of Chittagong city.
* Unique Intervention for Quality Primary Education-UNIQUE II is implemented by a consortium of partners with Dhaka Ahsania Mission as the lead agency. The other implementing partners of the project are Assistance for Social Organization and Development, Christian Commission for Development in Bangladesh, Development Organisation of the Rural Poor, Padakhep Manabik Unnayan Kendra, SUROVI, Voluntary Association for Rural Development and Young Power in Social Action. Plan Bangladesh supports the project as a technical partner. The project is to provide primary and pre-primary education to 297,467 children of 84 upazilas of Bangladesh.

SHARE Component II works with Component I to support knowledge management, capacity building and coordination within the overall SHARE Programme. This component is designed to learn and disseminate lessons about what works best and why, to share best practices, and to help build results based management capacity and culture, as well as facilitating linkages with the formal primary education system and other non-formal education initiatives. SHARE Component II is implemented by a consortium led by Human Dynamics, Austria. Consortium members are Centre for British Teachers (CfBT Education Trust), UK; The Institute of Governance Studies (IGS), BRAC, Bangladesh; and CARE Osterreich, Austria.

**SHARE Programme Progress Report 2012**

Below is an overview of Component I’s progress. Progress is recorded against 5 indicators. Much more has been done that is not possible to record here.

**A brief report on SHARE Component 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Aloghar Project** | **SHIKHON II Project** | **SUSTAIN Project** | **UNIQUE II Project** |
| 1 | Schools established |  |  |  |  |
|  | Non Formal Primary Education (NFPE) | 1,005 | 1,266 | 156 | 2,489 |
|  | Pre-Primary/school readiness | 1,005 | 1,266 | 27 | 183 |
| 2 | Students enrolled |  |  |  |  |
|  | NFPE | 59,219 | 38,809 | 14,047 | 92,417 |
|  | Girls | 31,183 | 18,757 | 7,336 | 42,689 |
|  | Boys | 28,036 | 20,052 | 6,711 | 49,728 |
|  | Pre-Primary | 31,662 | 38,809 | 1,350 | 4,575 |
|  | Girls | 15,530 | 18,757 | 713 | 2,170 |
|  | Boys | 16,132 | 20,052 | 637 | 2,405 |
| 3 | Teachers recruited and trained |  |  |  |  |
|  | PPE Tutor/Teacher | 1,339 | 1,266 | 27 | 297 |
|  | NFPE Tutor/Teacher | 1,339 | 1,266 | 234 | 2,489 |
| 4 | Parenting education | N/A | 28,188 | 7,816 | N/A |
| 5 | School management committees established | 1,005 | 1,266 | 39 | 2,489 |

**A brief report on SHARE Component II**

In the first year of operation Component II has worked to establish good working relationships between the SHARE partners and between SHARE, Government and other NGOs. A SHARE Coordinating Group of representatives of Component I and II and the EU has been established to oversee joint activity. In the first year, activities have included two crossfield visits, to see the work of other partners in practice in NFPE. The SHARE Annual Conference will offer organizations, both Government and NGOs, a chance to display their work and provide a forum for the discussion of a broad range issues concerning NFPE in Bangladesh.

5. Activities (Based on 2012-13 AOP)

Apart from output (PSQL) and outcome (KPI) indicators, the PEDP3 Programme Framework also includes 29 sub-components and its activity indicators. The results chain analysis considers activities that will produce expected outputs leading to outcomes. This short chapter summarises in table form the progress as of March 2013 with respect to PEDP3 activities based on AOP 2012–13 which were not covered in the previous chapters.

|  |  |  | **In Lac Taka** |
| --- | --- | --- | --- |
| **SL #** | **Activity** | **Responsible Division** | **Money Spent as of March 2013** |
| 1 | Each Child Learns Programme piloting was expanded to 300 schools in Brahmon Baria and Gazipur district | Programme | 2.81 |
| 2 | Development of teachers edition of textbooks (33 in number) (1.1 - 1.5) | NCTB | 1.15 |
| 3 | English Version textbook (2.1 - 2.2) | NCTB | 44.78 |
| 4 | Orientation / briefing on book distribution management | Admin | 20.0 |
| 5 | Orientation on student database software for DPE HQ officials | M&E | 0.62 |
| 6 | ICT Education - School Teachers: | Training, IMD | 484.47 |
| 7 | ICT - Single user Anti-virus for 1613 schools & Offices | IMD | 44.39 |
| 8 | ICT - computers (laptop)- for GPS (including multimedia, screen & speakers) | IMD | 1299.64 |
| 9 | Sub-cluster training- mat dev & printing | NAPE | 3.16 |
| 10 | Subject based training- mat dev, printing & TOT | Training | 13.36 |
| 11 | Diploma in Education- implementation (materials development, piloting, dissemination, printing, distribution) | Training | 387.03 |
| 12 | Diploma in Pry. Education- implementation (stipend & allowance) | Training | 143.44 |
| 13 | Certificate- in-Education for assistant teachers: | Training | 1500.02 |
| 14 | Orientation & subject based training for newly recruited teachers-(Induction) incl. mat dev & printing | Training | 444.28 |
| 15 | Sub-cluster training- training in 12000 (app) cluster | Training | 4516.0 |
| 16 | Need based Sub-cluster training & piloting | Training | 4.85 |
| 17 | Orientation on competency based test of field level officials | Training | 83.74 |
| 18 | Subject based training other than 5 subjects- | Training | 9.06 |
| 19 | Teacher support network through lesson study | Training | 124.33 |
| 20 | Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher education | Training | 182.86 |
| 21 | Need based technical support for revision of primary curriculum by NCTB | Training | 229.80 |
| 22 | Technical support f or the introduction of demand based teacher training and improved class room teaching through the dissemination of TPs | Training | 135.96 |
| 23 | Need based technical support for development of DIP in ED curriculum and related teaching materials | Training | 135.96 |
|  | **Total of Component 1: Learning and Teaching** |  | **9811.71** |
| 24 | PPE Material development | P&O | 26.69 |
| 25 | PPE textbook printing & distribution | P&O | 272.54 |
| 26 | PPE operation cost (block amount yearly) | P&O | 1883.6 |
| 27 | Training activities on inclusive education for teachers (with dissemination of Gender tool kits) | P&O | 10.10 |
| 28 | Workshop on Communication and Soc Mob | P&O | 152.41 |
| 29 | Broadcasting for Soc Mob (in TV & Radio.) | P&O | 0.75 |
| 30 | Bangabandhu gold-cup football tournament | Admin | 81.66 |
| 31 | Bangamata Begum Fazilatunnesa Mujib gold-cup football tournament | Admin | 81.56 |
| 32 | National Events (education week, EFA, ICT Fair, national days & others) | Admin | 10.80 |
| 33 | National Events (sports competition, education week, EFA, Meena day, Education Fair, National days & others) | P&O | 1.84 |
| 34 | Inter-school cultural & sports competition | P&O | 1000.00 |
| 35 | Sinking of Deep Tube Well | P&D | 2550.00 |
| 36 | Sinking of Shallow Tube Well | P&D | 50.00 |
| 37 | Sinking of Tara Pump | P&D | 225.00 |
| 38 | Test for Arsenic Contamination | P&D | 25.00 |
| 39 | Professional fee for DPHE | P&D | 16.84 |
| 40 | Construction of schools - GPS | P&D | 30000.00 |
| 41 | Construction of additional classrooms | P&D | 59,900.00 |
| 42 | Repair and maintenance of schools- to be replaced | P&D | 1,000.00 |
| 43 | Repair and maintenance of schools- major cat. 1 | P&D | 1,500.00 |
| 44 | Professional Fee for LGED | P&D | 928.84 |
| 45 | Repair and maintenance of schools- major cat. 2 | P&D | 494.36 |
|  | Routine maintenance of schools | P&D | 999.90 |
|  | **Total of Component2: Participation and Disparities** |  | **101211.9** |
| 46 | SLIP stakeholder training | P&D | 139.82 |
| 47 | SLIP school funding | P&D | 9606.00 |
| 48 | UPEP master training | P&D | 9.47 |
| 49 | Learning mat dev, printing & TOT | Training | 113.84 |
| 50 | Head teacher training on school level leadership | Training | 6.10 |
| 51 | Additional manpower DPE officer | Admin | 47.96 |
| 52 | Annual School Census (Orientation) | M&E | 30.77 |
| 53 | National Assessment of Students | M&E | 20.73 |
|  | **Total of Component 3: Decentralization and Effectiveness** |  | **9974.69** |
| 54 | Workshop/ seminar (t.b.d) managed by Programme Division | Programme | 8.07 |
| 55 | National consultant (pool) individual | Programme | 18.60 |
| 56 | National consultant (pool) individual - financial management, procurement and IT specialist for computer accounting system | FPD | 62.30 |
| 57 | National consultant (pool) individual - CR and TED | Training | 30.96 |
| 58 | Programme Division Officer | Programme | 8.69 |
| 59 | Operational Cost of PEDP-3 (contingency) | Programme | 1228.43 |
| 60 | Training on accounting system & PPR -2008 | FPD | 24.82 |
| 61 | **Workshop & Seminar** Inspection-73, QSTF-14, Progress Monitoring ; national- 1, divisional- 7AD | M&E | 2.46 |
| 62 | Progress review meeting Divisional level | M&E | 16.36 |
| 63 | Orientation on PEDP3 in line with RBM approach for DPE officials (national & sub-national level) | M&E | 75.48 |
| 64 | Initial training for new AUEOs- for 2 months | Training | 56.58 |
| 65 | Training of management and staff - central level, DPEO, ADPEO, AD | Admin | 0.36 |
| 66 | Training of management and staff -DPE and field level (office management and computer) | Admin | 150.00 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Total of Component 4: Planning and Management** |  | **1683.11** |

# 6. Budgets

# 6.1 Overview of primary education budget

The previous chapters have presented education results from the 2012 school year. The school calendar year (January-December) straddles two financial years that start on 1 July and ends on 30 June. This chapter will therefore discuss the level and composition of the primary education budget for the previous financial year 2011/12 and the current financial year 2012-13.

The 2011/12 financial year was the first year of the PEDP3 Programme. PEDP3 is implemented using a different financing modality (a treasury model, where external funds are deposited into the general consolidated fund managed by the Ministry of Finance), underpinned by a holistic sector planning approach. This is exemplified by the AOP for PEDP3, which covers all planned spending in the sector (including non-development budget, discrete projects and the block allocation for unapproved projects). For the purpose of accounting, information on the four components of PEDP3 is reported separately. A number of discrete projects, which were operating during PEDPII, are continuing in 2012/13, although in the medium term the intention is to integrate them into the PEDP3 components. Some elements of the non-development budget are explicitly linked to the PEDP3 components, e.g. provision for textbooks.

Education Financing Trend

Government funding for education as a percentage of GDP declined to 2.06% in FY 2012/13 alongside falling in the education share of the total government spending. In spite of these downturns, MoPME budget volume increased by around by 10% in FY 2012/13, and as a result, MoPME budget as a percentage of the sector has risen to nearly 46% in 2012/13.

**Table 6.1: Education Budget Overview: Five Year Trend**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **2012-13** |
| **Allocation of Education as % of GDP** | 2.09 | 2.04 | 2.30 | 2.20 | 2.06 |
| **Education as % of All Sectors** | 14.9 | 14.0 | 15.8 | 14.8 | 13.9 |
| **Allocation MoPME (Cror Taka)** | 5,972 | 6,611 | 8,062 | 8,956 | 9,825 |
| **MoPME Budget as % of Education Sector** | 46.6 | 47.2 | 45.0 | 45.2 | 45.9 |

*Source: MoF budget documents (compiled by Dr. Delwar Hassain)*

Budget Composition

Over the past two years, the composition of MoPME budget has shifted from higher non-development budget towards higher development budget due to increase in PEDP3 components from 2% in 2011/12 to 20% in 2012/13. The share of discreet projects remains high at over 23% attributed to launching of the second phase of the ROSC project and expansion of the school feeding programme. The unplanned block allocation of the development budget however was reduced from 10% in FY 2011/12 to 0.5% in FY 2012/13 as a number of pipeline projects come online over the past year (including PEDP3). To get an overview on the primary education budget, the figure below displays a snapshot of the MoPME budget in 2011/12 and 2012/13.

Figure 6.1 MoPME budget by type of budget, 2011/12 and 2012/13

|  |  |
| --- | --- |
|  |  |

Sources: MoPME PEDP3 AOP 2011/12 and 2012/13

**Budget Revision**

Although the original budget for 2012/13 was cut by about 4%, the magnitude of mid-year budget revision was much smaller compared to the previous years. One main factor for improved budget credibility was reduced block allocation for unapproved projects which presented great budgetary uncertainty in FY 2011/12. Nevertheless, both PEDP3 and BNFE original budget was reduced significantly during mid-year budget adjustment by 20% and 61% respectively.

**Table 6.2: Comparison of MoPME original and revised budget 2011/12 and 2012/13**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *(in Crore Taka)* | **2011–12** | | | **2012-13** | | |
| Original | Revised | %Change | Original | Revised | %Change |
| **Development budget** | **3,514** | **2,466** | -30% | **4,382** | **3,916** | -11% |
| * *PEDP3 (DPE)* | *150* | *154* | 3% | *1,953* | 1,560 | -20% |
| * *Discrete projects* | *2,418* | *2,237* | -7% | 2,298 | 2,208 | -4% |
| * *Block allocation* | *945* | *45* | -95% | 49 | 19 | -61% |
| * *BNFE* | *-* | *-* | - | 82 | 129 | 57% |
| **Non-development** | **5,442** | **5,267** | -3% | **5,443** | **5,537** | 2% |
| **MoPME Budget Total** | **8,956** | **7,727** | -14% | **9,825** | **9,453** | -4% |

Sources: MoPME PEDP3 AOP 2011/12 and 2012/13

**Budget Execution**

Budget execution (against the original budget) has been robust over the past three years, consistently at above 90%. The non-development budget had some slight overspending which is not surprising given that a high proportion of this budget is non-discretionary (e.g., remuneration). Spending on development budget was more uneven, although the execution rate was much improved in 2012/13 compared with 2011/12.

In 2011/12, PEDP3 had a very slow start, due to the late approval of the AOP (which perhaps accounts for the large block allocation in 2011/12 shown in Table 6.2 above). The 2011/12 AOP for PEDP3 was finally approved by all parties in October 2012, four months into the financial year. In 2012/13, the AOP planning process was much improved, resulting in an overall improvement in the execution of the development budget.

**Table 6.3 MoPME Budget Execution Rates for 2010/11, 2011/12 and 2012/13 (%)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2010-11** | | **2011/12** | | **2012/13** | |
|  | Actual / Original | Actual / Revised | Actual / Original | Actual / Revised | Actual / Original | Actual / Revised |
| **Development budget** | 76% | 87% | 69% | 98% | 86% | 96% |
| * *PEDP (2 & 3)* | 80% | 94% | 91% | 88% | 77% | 96% |
| **Non-development** | 105% | 103% | 106% | 109% | 104% | 102% |
| **Total MoPME Budget** | 93% | 97% | 91% | 106% | 96% | 99% |

**6.2 PEDP3 component planned and actual budget**

PEDP3 is the flagship programme of the MoPME. In the context of the overall primary education budget in 2012/13, the allocation to PEDP3 development components alone amounts to 20% of the overall MoPME budget and 40% of the development budget. In the short to medium term, it is expected that PEDP3 will continue to play a major role in the development of the sector, hence merits a more detailed analysis of its budget composition and performance.

Table 6.4 presents the PEDP3 budget allocation and expenditures by the four components in FY 2012/13. Overall, the composition of the 2012/13 budget was more consistent with the overall PEDP3 financing framework than the previous year. The first two results areas (e.g. learning/teaching, participation/disparities) altogether account for 89% of the planned costs. Component 2 Participation/Disparities attract the largest share, at nearly 73% due to its large civil works component.

**Table 6.4 PEDP3 component budget and expenditure FY 2012/13 (CroreTaka)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Original Budget | Revise Budget | Actual Expenditure |
| 1. Learning and teaching | 306 | 131 | 120 |
| 1. Participation & Disparity | 1,425 | 1,298 | 1,280 |
| 1. Decentralization & Effectiveness | 166 | 108 | 106 |
| 1. Planning and management | 45 | 24 | 23 |
| *Contingency/CDVAT* | 10 | - | - |
| **Total** | **1,953** | **1,560** | **1,530** |

Mid-year PEDP3 budget revision however was quite substantive at minus 20%. Except for component 2, all other components received substantial budget cut, especially component 1 teaching/learning at negative 59%. Consequently, budget execution rates (against the original budget) for these three components were low at 39%, 64% and 51% respectively. Because component 2 occupied a large share of the PEDP3 budget (at 73%), it masked the under-performance of the three other components.

**Table 6.5 PEDP3 Component Budget Revision and Execution Rate FY 2012/13 (%)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Budget Revision** | **Budget Execution** | |
|  | % Change | Actual/Original | Actual/Revised |
| 1. Learning and teaching | -57% | 39% | 92% |
| 1. Participation & Disparity | -9% | 90% | 99% |
| 1. Decentralization & Effectiveness | -35% | 64% | 99% |
| 1. Planning and management | -48% | 51% | 97% |
| *5. Contingency/CDVAT* | -100% | 0% | - |
| **Total** | -20% | 78% | 98% |

**Sources: PEDP3 Programme documents; Revised AOP PEDP3 (revised budget 2013/14)**

At the sub-component level, budget execution was equally uneven. Out of the 29 PEDP3 sub-components, only six sub-components achieved a budget execution rate above 75% (or around PEDP 3 norm of 78%) as shown in Table 6.5. On the other hand, more than half of the subcomponents spent less than one-quarter (25%) of its original budget, including 5 sub-components with 0% budget spent (see Figure 6.2%).

**Figure 6.2 PEDP3 Sub-Component Budget Execution 2012/13**



**Sources: Revised AOP PEDP3 (revised budget 2013/14)**

The six top performing subcomponents, in terms of budget execution, were:

* 2.2.4 - Need based infrastructure development (109%)
* 3.1.3 - School level Leadership Development (98%)
* 1.1 - Each Child Learns (94%)
* 3.1.2 - Decentralized School Management & Governance (93%)
* 2.2.2 - School Health & Feeding (86%)
* 1.2 - School and classroom based assessment (76%)

The five subcomponents with no budget spent were:

* 2.1.4 - Education in Emergencies
* 2.2.1 - Targeted Stipend
* 3.2.2 - Teacher recruitment and deployment
* 4.3 - Sector finance
* 4.6 - Public private partnership

Two sub-components – Targeted Stipend and Sector Finance – did not have any fund allocated in their original budget and the other 3 subcomponents totaled only Taka 5.1 crore (or less than 0.5% of PEDP3 budget). Hence, these five sub-components had limited impact on the overall performance of PEDP3 budget execution in 2012/13.

7. Conclusion

Most of the conclusions of ASPR 2012 remain equally relevant and valid in 2013. It is important to check how much the findings of the ASPR are being considered and used in the planning and management processes of PEDP3 and thus to improve the situation of primary education. The conclusion first summarises three main findings from ASPR 2013 and discusses some implications for annual operational plan going forward. The second proposes some follow-up studies to feed into next year’s ASPR, based on key gaps in knowledge identified in ASPR 2013. The third highlights some of the key data issues and proposes follow-up action.

Key findings and implications for annual operational planning

**Participation in primary education:** About 19 million children are enrolled in primary school and the GER is over 104% and NER is about to 97% according to administrative estimates. This indicates that the system has sufficient capacity to accommodate all children of school age. However, internal efficiency is low and almost 27% of children (in GPS and RNGPS) drop out before completing Grade 5. The latest information from the BBS Population Census 2011 estimates that 23% of children aged 6–10 are not participating in school (or pre-school), which means that the primary NAR is, at best, 77%. Looking across the seven divisions, the proportion of out-of-school children varies from 19.7% in Khulna to 26.6% in Sylhet. The disparity at lower geographical units is even more marked. Participation rates in primary school also vary by poverty status. Household survey data from 2010 reveal that the gap between the NAR of the poorest and richest households is 11 percentage points. This gap in NAR for the poorest and richest households is much larger for boys (15 percentage points) than for girls (5 percentage points), suggesting that economic barriers to schooling may be more of a constraint for boys than girls. Overall, a lower proportion of boys than girls attend primary school. The lowest proportions of male students overall are in the east of the country along a belt that begins in Chittagong and continues through Comilla to Sylhet and also Dhaka and the surrounding districts.

PEDP3 has identified specific demand- and supply-side strategies for improving participation, and reducing disparities (Component 2). It is important that these interventions are targeted at the children who are most likely to be out of school based on the evidence presented here in this report, as well as on other studies. For example, specific strategies may be needed to target the participation of two different groups of out-of-school boys, both those who live in poorer households and those who live in particular *Upazilas* in the eastern belt. Bangladesh participated in the UNICEF/UIS global Out-of-School Children Initiative. The resulting report (Antoninis and Ahmadullah, 2012), which was finalized recently, used household survey data to create profiles of out-of-school children. This is a good additional source of information to assist in targeting the most vulnerable and excluded children.

Learning achievement in Bangla and mathematics: The results of the NSA show strong growth in Bangla skills and understanding between grades 3 and 5. However, the majority of Grade 5 students are not working at their expected grade level. There has also been strong growth in mathematics learning from Grade 3 to Grade 5, but about two-thirds of Grade 5 students and about half of Grade 3 pupils are working below their expected grade level. Some 17.9% of Grade 3 children are working well below their expected grade in mathematics. Therefore, while the report identifies significant gains in skills and understanding, there is still much room for improvement. It is clearly important to identify which groups of children are struggling most. There is no clear gender gap in Bangla and mathematics scores, but there is a significant difference in performance between GPS and RNGPS, with GPS students scoring higher in each at both levels.

PEDP3 Component 1 covers multiple interventions designed to strengthen teaching and learning, including school- and classroom-based assessment. The design and roll-out of these interventions needs to take account of the substantial proportion of children who have already fallen behind their grade level in Bangla and mathematics. Children in RNGPS are more likely to have fallen behind than their peers in GPS. Providing a clear Programme of support to this group of children to enable them to ‘catch up’ should be a high priority.

Schools which meet minimum input standards: Over the PEDPII period there was substantial progress in the provision of basic school infrastructure and additional teachers: over 40,000 classrooms were constructed and over 40,000 additional teachers were recruited. Nonetheless, in 2011 just less than one-quarter of schools (GPS and RNGPS) meet three out of four key PSQL indicators. This demonstrates the huge need for investment in basic infrastructure and teachers in order to meet minimum standards related to the SCR, STR, availability of safe water, and separate toilets for girls. Moreover, it is the SCR and STR where most progress needs to be made, yet these are the most expensive of the four PSQL standards to meet. This underscores the need to target investment. There are wide geographical disparities in the extent to which there is adequate provision of these basic inputs. Annex B contains a list of 20% of the lowest performing *Upazilas* based on the average proportion of schools per *Upazila* which meet the composite PSQL indicator (KPI 15b).

PEDP3 Sub-component 2.2.4 covers infrastructure development. The intention is to use a transparent needs-based approach to planning new infrastructure and rehabilitation. Given the huge need and limited resources, it is essential that this prioritisation process takes place using the available data. Similarly, under PEDP3 Sub-component 3.2.2 there is to be a shift towards needs-based recruitment and deployment of teachers, which should reduce the wide geographical disparities in STRs over time.

# Suggested areas for further research

A number of findings from this ASPR 2012 merit further research, to provide evidence which may mean that adjustments to existing interventions, or new interventions, are needed to ensure that PEDP3 reaches its goals. These include the following:

1. The lower school participation of boys compared to girls in the economically prosperous belt of Bangladesh suggests that there may be demand-side issues (e.g. greater industrial demand for child workers) that are holding boys behind relative to girls. Some evidence of this was marshalled in the recent Out-of-School Children Initiative report, but more detailed follow-up work is needed.
2. The increase in survival rate to Grade 5 and completion rates are important as they signal a considerable increase in commitment to keeping children in school right up to Grade 5. It needs to be established if this apparent increase in rates is an accurate reflection of the situation, and, if so, what the main factors driving this change are (including the beneficial effects of the new Primary Education Completion Examination (Terminal Exam)).
3. What explains the difference in Bangla and mathematics test scores between GPS and RNGPS students? What are the characteristics of those students, and the schools they attend, who are performing below grade level? Further work could be done, with existing data, on the determinants of learning achievement.
4. What are the reasons for the far lower participation rate in the Grade 5 Primary Education Completion Examination (Terminal Exam) for students of madrasahs, at 85% compared to 94% in all other schools?
5. While formal and non-formal schools have an overall pass rate in the Primary Education Completion Examination (Terminal Exam) of over 90%, in *Ananda* schools only 63% of eligible students entered and of these only 73% passed. Non-school factors are probably important, but teaching and learning practices need to be investigated and improved as required.
6. In the context of very high pass rates in the Grade 5 Primary Education Completion Examination (Terminal Exam), the link between Primary Education Completion Examination (Terminal Exam) participation and basic competence achievement needs to be documented.
7. With regard to the teaching workforce, there appears to be a long-term trend in the smaller percentages of females receiving various types of training compared to males. Further study and analysis is necessary to discover the causes of the disparities in order that they can be addressed.

# Data issues and suggested action

A number of issues related to the underlying data sources were identified. Some imply a continuation of existing strategies, while others imply further work is needed in order to understand them more fully and assist in determining necessary actions. These include the following:

1. The improvement in the institutional coverage of the APSC 2012 is a major achievement and needs to continue (there were about 10% institutions recorded either in the Grade 5 Primary Education Completion Examination (Terminal Exam) or in the APSC 2012). The present APSC data are only complete enough to enable the calculation of internal efficiency statistics for GPS and RNGPS. As coverage of schools and madrasahs in the APSC not very much improves.
2. An integrated APSC data validation exercise would considerably improve the capacity of the data-generation process at DPE. This exercise would test the current practice of gathering and cross-validating data on key variables in APSC. This way, future rounds of APSC can be suitably revised to improve the quality of the data collected.
3. The Primary Education Completion Examination (Terminal Exam) data are an extremely useful administrative source to complement the APSC. At present, however, the coding and classification of school types is not identical in the two sources, which creates analytical difficulties. More cooperation between the APSC and Primary Education Completion Examination (Terminal Exam) data-collection systems is needed to create a common classification system.
4. The fragmentation of the data-collection system for school education is problematic. The strategy of targeting complete institutional coverage of the APSC mitigates this to a large extent, but other institutions still collect vital data. For example, BANBEIS was unable to provide information on new entrants to secondary schools in 2011 and so it was not possible to report transition rates between primary and secondary education in this year’s ASPR. This needs to be followed up.
5. The large differences in the estimates of key indicators derived from APSC and household survey sources needs to be understood better. Both measures of coverage (for example, NER vs. NAR) and internal efficiency (repetition, dropout survival rates, etc.) differ considerably between the two types of source. A systematic review of existing evidence and targeted follow-up work should be considered a priority.
6. The recent publication of the 2011 population census provides data on the primary school-age population (aged 6–10) for 2011, which is needed to calculate the GER and NER. It was noted that the projections of the school-age population based on the previous census in 2001 had become very inaccurate, such that it is difficult to be confident about the accuracy of recent GER and NER statistics. Going forward, a standard method for projecting the school-age population should be applied and documented in the APSC (and ASPR).
7. There is little or no recent evidence on the number of days on which schools are open (this report draws on information from 2006) and the number of hours of instruction different classes receive each day. Credible information is also absent relating to student and teacher absenteeism. A new study which provides information on school opening, actual timetabling practices in double-shift and single-shift schools, and student and teacher absenteeism is needed.

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**Annex A. PEDP3 M&E Matrix**

***B. Outcome Level***

| **SL.** | **Sub-components  and results areas** |  | **Indicator** | **Source** | **Baseline 2011** | **Target 2016** | **2011** | **2012** | **2013** | **2014** | **2015** | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | **IMPACT** | **Quality education for all our children** | |  |  |  |  |  |  |  |  |  |
| **B** | **OUTCOME** |  | An efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh’s children from pre-primary through to Grade 5primary |  |  |  |  |  |  |  |  |  |
| B1 | Learning outcomes: All  children acquire grade-  wise and subject-wise expected learning outcomes or competencies, in the  classroom | 1KPI | 1. Level of achievement in Grade 3: mean score (boys and girls)  a. Bangla  b. Mathematics | NSA report | 67 | Target to be based on 2011 NSA | X |  | X |  | X | Baseline available in 2011. Target  will be set after baseline is available) |
|  |  | 59 |
|  | 2KPI | 2. Level of achievement in Grade 5: mean score (boys and girls)  a. Bangla  b. Mathematics | NSA report | 69  63 | Target to be based on 2011 NSA | X |  | X |  | x | (Baseline available in 2011. Target will be set after baseline is available) |
|  | 3 KPI | Grade 5Primary Education Completion Examination (Terminal Exam) pass rate as percentage of present students(boys and girls) | Terminal exam report | 91.2% (2010 exam) 92.8% (boys)92.0% (girls) |  |  |  |  |  |  | (when exam is fully competency based,  a target will be set, until then not a KPI and will be a monitoring indicator) |
|  | 4 | Grade 5 Primary Education Completion Examination (Terminal Exam) participation rate | Terminal exam report | 87.7% (2010 exam) |  | X | X | X | X | X | Non-KPI Monitoring Indicator. Can be used to enrich the analysis of B1.3. |
| B2 | Participation of all children in pre-and primary schools (formal, non- formal, Madrasah)  Education in all types | 1 KPI | Number of children out of school (boys and girls) | HIES/EHS 2010 | HIES/EHS 2010 | Target to be based on HIES 2011 |  |  | X |  | X | Can be used to calculate the primary school completion rate (net and gross) |
|  | 6–10 years old |
|  | 10–14 years old |
|  | 2KPI | GER (boys and girls) | APSC | 111% 104.4% (B - 2010) 111.6% (G – 2010) | 105%  100% (B)  110% (G) | X | X | X | X | X | (Indicative target, the main enrolment  target is NER).  MICS and HIES/EHS will cover all schools |
|  |  | 5 KPI | NER (boys and girls) | APSC | 95.6% (2010) 92% (B – 2010) 99. % (G – 2010) | 98%  96% (B)  99% (G) | X | X | X | X | X |  |
|  |  | 6 | Repetition rate by grade | APSC | I:11.4%,  II: 12.1%, III:14.1%,  IV: 16.5% & V:7.1% (2010) |  | X | X | X | X | X | Non-KPI Monitoring Indicator. Can be |
|  |  | 7 | Percentage of Grade1 new intakes who completed PPE(boys and girls) | APSC | 48.0% (2010) |  | X | X | X | X | X | Non-KPI Monitoring Indicator. Can be used to enrich the analysis of B2.5 |
|  |  | 8 | Number of children from NFE institutions taking Grade 5examination | Terminal exam report | 209,929 (2010) |  | X | X | X | X | X | Non-KPI Monitoring Indicator. Can be used to enrich the analysis of B1.4 |
|  |  | 9 | Student attendance rate (boys and girls) | APSC | 83.4% (2010) |  | X | X | X | X | X | Non-KPI Monitoring Indicator. Can be used to enrich the analysis of B2.6 |
| B3 | Regional and other disparities in participation, completion and learning | 1 KPI | [*Participation*] Gender parity index of GER | APSC | 1.09 (2010) | 1.03 | X | X | X | X | X | Enrolment of boys is much lower than girls, which is expected to improve |
|  | 2KPI | [*Participation*] NER: Range between top 20% and bottom 20% of households by consumption quintile | HIES/EHS | Bottom 20: 58% Top 20: 80% | *70%*  *90%* | X |  | X |  | X | Indicative target adjusted after HIES |
|  | 3KPI | *Upazila* level composite performance indicator | APSC | 1.33 (2009) | 1.56% | X | X | X | X | X | Indicators, baseline and target available in July 2012 |
|  |  | a). Annual improvement of 20% lowest performing *Upazila*’s | 0.99 (2009) | 0.55 |  |  |
|  |  | * Range between top 10% and bottom 10% of *Upazilas* |  |  |  |  |  |  |  |  |  |
|  | 4 | *Completion*] Completion rate |  | Bottom 10:84.2% |  | X | X | X | X | X | Non-KPI Monitoring Indicator. |
|  |  | * Range between top 10% and bottom 10% of *Upazilas*. |  | Top 10: 96.2% |  |  |  |  |  |  |  |
|  | 5 | [*Learning outcomes*] Grade5 Primary Education Completion Examination (Terminal Exam) participation rate | APSC | Bottom 10: 84.2% |  | X | X | X | X | X | Non-KPI Monitoring Indicator. |
|  |  | * Range between top 10% and bottom 10% of *Upazilas* |  | Top 10: 96.2% |  |  |  |  |  |  |  |
| B4 | *Upazila-*and school-level  management  decentralised | 1 KPI | Number and types of functions delegated to districts, *Upazilas* and schools | Admin and P&O Divisions | District: upazila, school | Significant increase expected | X | X | X | X | X | Indicator maybe re-phrased to clarify typology of functional decentralisation) |
|  |  | 2 KPI | Expenditure of block grants (conditional and unconditional) for *Upazilas* and schools | DPE | *Upazila*: 0, School: BDT 20,000/school | Significant increase expected | X | X | X | X | X |  |
| B5 | Increased effectiveness of budget allocation | 1 KPI | Completion rate, primary education (boys and girls)  Boy | APSC | 60.2% (2010) | 75% | X | X | X | X | X | Data from MICS and HIES/EHS will be triangulated with APSC data in order to improve quality of reporting |
| Girl |  |  |  |  |  |  |  |  |
|  |  | 2KPI | Dropout rate by grade | APSC | I: 8.5%(2010) | 5.5% | X | X | X | X | X |  |
|  |  |  |  |  | II: 3.0%(2010) | 4% |  |  |  |  |  |  |
|  |  |  |  |  | III: 7.7%(2010) | 5.5% |  |  |  |  |  |  |
|  |  |  |  |  | IV: 12.2%(2010) | 6% |  |  |  |  |  |  |
|  |  |  |  |  | V: 9.5%(2010) | 2% |  |  |  |  |  |  |
|  |  | 3 | Number of input years per graduate | APSC | 8.0 (2010) | 7 | X | X | X | X | X | Number of input years per graduate |
|  |  | 4KPI | Percentage of schools that meet composite school-level quality indicators | APSC | 17% (2010) | 70% | X | X | X | X | X | Define as meeting three of four PSQL Indicators of the composite index |
|  |  | 5 | Transition rate from Grade 5 to Grade 6 | APSC&BANBEIS | 97.5% (2008) |  | X | X | X | X | X | Non-KPI Monitoring indicator. Data provided by BANBEIS as available. |
|  |  | 5 | Public education expenditure as percentage of GDP | DPE | 28.0% (2010) |  |  | X | X | X | X | Non-KPI Monitoring Indicator. Can be used to support the analysis of sector  finance DLI. |
|  |  | 7 | Public expenditure on primary education as % of total public expenditure on education | DPE | 45% (2010) |  |  | X | X | X | X | Non-KPI Monitoring Indicator. Can be used to enrich the analysis of KPI 14. |

***C. Component Level***

| SL. | Sub-component and result area |  | Indicator | Source | Baseline 2011 | Target 2016 | 2011 | 2012 | 2013 | 2014 | 2015 | Remarks |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Component:1** |  |  |  |  |  |  |  |  |  |  |  |
|  | **Result area 1.1**  **Learning outcomes** |  | **All children acquire grade-wise and subject-wise expected learning outcomes or competencies** |  |  |  |  |  |  |  |  |  |
| 1.1 | **Shikhbe Protiti Shishu [Each Child Learns]**   * Teachers held accountable for each child’s learning * Effective classroom learning practices identified   All children in grades 1 to 3 in participating schools | 1 | Number of clusters/*Upazilas* which participate in SPS intervention | Programme Division | 0 | ... | X | X | X | X | X |  |
|  | 2 | Percentage of schools participating in SPS intervention where specific effective classroom learning practices are observed | Special survey  (Learning in SPS schools) | ... | ... |  |  |  |  |  | To be refined |
|  | 3 | Percentage of students from SPS participating schools who achieve **mastery of learning outcomes**:   1. Bangla, Grade3, and 2. Mathematics, Grade 3 |  | ... | ... | X |  | X |  | X |  |
|  | 4 | Percentage of students from SPS participating schools who achieve **mastery of subject outcomes**:  a. Bangla, Grade  b. Mathematics, Grade 3 | NSA report | ... | ... | X |  | X |  | X |  |
|  | 5 | Percentage of students who achieve **mastery of learning outcomes**:   1. Bangla, Grade 3 2. Mathematics, Grade 3 | NSA report | ... | ... | X |  | X |  | X |  |
|  | 6 | Percentage of students who achieve **mastery of subject**:   1. Bangla, Grade 3 2. Mathematics, Grade 3 | NSA report | ... | ... | X |  | X |  | X |  |
| 1.2 | **School and classroom- based assessment**  **-** Modified tools | 1 | Number of teachers whose head teachers who received school-based assessment training | Training Division | 0 | ... | X | X | X | X | X |  |
| 1.3 | **Curriculum and textbooks strengthened**  Curriculum and teaching and learning materials (TLM)are competency based and supportive of each child’s learning in | 1 | Number of grades where curriculum revision has been approved | NCTB | 0 | 5 | X | X | X | X | X |  |
|  | 2 | Number of grades where new textbooks have been developed based on revised curriculum | NCTB | 0 | 5 | X | X | X | X | X |  |
|  | 3 | Number of grades where new teacher guides have been introduced based on revised curriculum | NCTB | 0 | 5 | X | X | X | X | X |  |
|  |  | 4 | Quality of curriculum in terms of identified principles (coherence, relevance, breadth gender sensitivity, etc.) | Expert report (Curriculum quality) |  |  |  | X |  |  | X | International institution |
| 1.4 | **Production and distribution of textbooks and TLM**  Timely production  and distribution of  appropriate  textbooks | 1 | Textbooks for each subject produced and distributed to all eligible schools within a month of opening day | DPE’s monitoring records and third party validation | 33% (2010) |  |  | x | x | x | x | DLI  PSQL1 |
| DLI | 2 | Percentage of schools which received full set of (revised) teacher guides for all teachers | APSC | 100% | 100% | x | x | x | x | x |  |
| 1.5 | **ICT in education**  • Using electronic and  new media as  supplementary teaching materials | 1 | Number of model GPS where a multimedia classroom has  been set up | Administration Division | 0 | 100% | x | x | x | x | x | Add to APSC |
|  | 2 | Number of GPS which have received laptops | APSC | 0 | -- | x | x | x | x | x | Add to APSC |
|  | 3 | Number of GPS with a least one functional computer | APSC | -- | 100% | x | x | x | x | x | Add to APSC |
| 1.6 | Teacher education and professional  development  • PTI strengthened  • Teacher and head  teacher competencies  • dip-in-ed provided | 1 | Number of new teachers each year receiving dip-in-ed. | Training Division | 0 | 11,000 | X | X | X | X | X | DLI |
| DLI | 2 | Percentage of (assistant and head) teachers with professional qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.) | APSC | 83% (2010) | ... | X | X | X | X | X | SQL - 2 |
|  | 3 | Percentage of (assistant and head) teachers who receive continuous professional development training: | APSC | 85% (Subject  Training  88% (Sub-cluster  Training ) | ... | X | X | X | X | X | PSQL - 3 |
|  | 4 | PTI Strengthened in terms of staffing | Administration Division |  |  |  |  |  |  |  | DLI |
|  | 5 | Teacher and head teacher competencies defined | Training Division |  |  |  |  |  |  |  | DLI |
|  | **COMPONENT 2** |  | **PARTICIPATION AND DISPARITIES** |  |  |  |  |  |  |  |  |  |
|  | **RESULTS AREA 2.1PARTICIPATION** |  | **All children participate in pre- and primary education in all types of schools (formal, non-formal, Madrasah)** |  |  |  |  |  |  |  |  |  |
| 2.1.1 | **Second chance and alternative education**  • NFE services aligned with formal schools | 1 | Number of children ages 6-14 enrolled in NFE learning  centers | BNFE survey | 3.2 million | … | x | x | x | x | x | No target proposed as purpose is equivalence with formal education rather than increased enrolment in NFE |
|  | 2 | Pass rate from NFE schools in Grade 5 terminal exam | Terminal exam report | BRAC: 99.2%  Shishu Kallyan:76.7%  Ananda: 48.7% | … | x | x | x | x | x | NFE quality indicator |
| 2.1.2 | Pre-primary education | 1 | Number of children enrolled in Formal PPE schools | 1,730,169 (2010 | 1,730,169 (2010 GPS/RNGPS) |  | X | X | X | X | X |  |
| DLI |  | 2 | Number of children enrolled in non-formal PPE schools | BNFE survey | 2.2 million in  ECCD Programmes |  |  |  |  |  |  |  |
|  |  | 3 | GER, PPE | MICS | 22.9% (2009) |  |  | X |  |  | X |  |
|  |  | 4 | Number of PPE teachers recruited | Policy and Op Division | ... |  | X | X | X | X | X |  |
|  |  | 5 | Number of PPE teachers trained in new curriculum | Training Division | ... |  | X | X | X | X | X |  |
|  |  | 6 | Number of GPS with pre-primary classes |  | 43% (2010) |  |  |  |  |  |  | PSQL 17 |
|  |  | 7 | Number of children enrolled in formal GPS PPE Programmes |  | 1,226,104 |  |  |  |  |  |  | DLI |
|  |  | 8 | Percentage of children entering Grade1 with GPS PPE (Grade 1 new entrants) |  | 48. % |  |  |  |  |  |  | DLI |
| 2.1.3 | **Mainstreaming**  **inclusive education**  • All children participate  in school equally | 1 | Number of disadvantaged children enrolled | APSC | 83,046 (2010) |  | X | X | X | X | X |  |
|  | 2 | Number of enrolled children with disabilities | APSC | 85,026 (2010)  (36,877 girls) | ... | X | X | X | X | X | PSQL 4 |
|  | 3 | Number of assistance teachers trained in inclusive education | Policy Division | 0 | ... | X | X | X | X | X |  |
|  | 4 | Number of schools receive gender tool kit and training | Policy Division | 0 | ... | X | X | X | X | X |  |
|  | 5 | Number of disabled children receive assistive device | Policy Division | 0 | ... | X | X | X | X | X |  |
| 2.1.4 | **Education in**  **emergencies**  • Schooling continued  after disasters | 1 | Number of schools from flood / cyclone prone areas whose stakeholders received training on education in emergencies | Planning Division | ~ | ~ |  |  |  |  |  |  |
|  | 2 | Number of schools closed due to an emergency that have been accommodated in temporary schools | Planning Division | ... | ... |  |  |  |  |  | Only applies in emergency |
| 2.1.5 | **Communications and**  **social mobilization** |  | Coverage of education events by media type | Communication Cell | ... | ... | X | X | X | X | X |  |
|  | **RESULTS AREA**  **2.2 DISPARITIES** |  | **Regional and other disparities in facilities, participation,**  **completion and learning outcomes** |  |  |  |  |  |  |  |  |  |
| 2.2.1 | **Targeted stipend**  Children from  marginalised  families receive  stipends and  remain in school | 1 | Number of children benefitting from targeted stipend each quarter | Stipend project report | 46% (2010 all  school types) | ... | X | X | X | X | X |  |
|  | 2 | Percentage of children who receive targeted stipend by consumption quintile | HIES | ... | ... | X |  |  |  | X |  |
| 2.2.2 | **School health and**  **school feeding**  • School feeding  • First aid kits  • Health check-ups | 1 | Percentage of schools which provide school feeding | APSC and Planning Division | 14% (2010 all  school types) | ... | X | X | X | X | X | Added to APSC |
|  | 2 | Percentage of children who receive school feeding | APSC and Planning Division | 16% (2010 all  school types) | ... | X | X | X | X | X | Added to APSC |
|  | 3 | Percentage of schools with first aid kits | APSC | 8% (2010 all  school types) | ... | X | X | X | X | X | Added to APSC |
|  | 4 | Student attendance rate | APSC | 83% | ... | X | X | X | X | X |  |
| 2.2.3 | **Needs based school**  **Environment**  • Sufficient toilets for  girls, clean water  supply, age appropriate  furniture etc | 1 | Percentage of schools with separate functioning toilets for girls | APSC | 31% (2010  GPS/RNGPS) | 95% | X | X | X | X | X | PSQL 5 |
|  | 2 | Percentage of schools with at least one functioning toilet | APSC | 96% (2010  GPS/RNGPS) | 00% | X | X | X | X | X | PSQL 5 |
|  | 3 | Percentage of schools with potable water | APSC | 71% (2010  GPS/RNGPS) |  | X | X | X | X | X | PSQL 7 |
|  | 4 | Percentage of schools which depend on water points for water where the water point is in working condition | APSC | 86% (2010  GPS/RNGPS) | 100% | X | X | X | X | X | PSQL 8 |
|  | 5 | Percentage of schools which have a functioning water point with arsenic-free water | APSC | 59% (2010  GPS/RNGPS) | 90% | X | X | X | X | X | PSQL 9 |
| 2.2.4  DLI | Needs based  infrastructure  development  • student classroom  ratio | 1 | Percentage of classrooms reconstructed or constructed according to criteria and standards of PEDP3 | Planning Division | 0 |  | X | X | X | X | X |  |
|  | 2 | Number of new classrooms constructed | Planning Division | 0 | 34,070 | X | X | X | X | X | PEDP II: 41,000 classrooms in 20,500 GPS |
|  | 3 | Number of schools repaired (needs based) | Planning Division | 0 | ... | X | X | X | X | X | (PEDPII : 6,929 GPS) |
|  | 4 | Percentage of classrooms that are in good condition |  | 71% (2010  GPS/RNGPS ) |  |  |  |  |  |  | PSQL 10 |
|  | 5 | SCR | APSC | 62.4 (2010 GPS and RNGPS) | ... | X | X | X | X | X | PSQL 11 |
|  |  | 6 | Percentage of schools where SCR s above the target | APSC | 21% (2010  GPS/RNGPS) | ... | X | X | X | X | X | PSQL |
|  |  | 7 | Percentage of standard-size classrooms (26’x19’6”) and larger | APSC | 10% (2010  GPS/RNGPS) | ... | X | X | X | X | X | PSQL 12 |
|  |  | 8 | Percentage of classrooms which are *pacca* | APSC | 74% (2010  GPS/RNGPS) | ... | X | X | X | X | X | PSQL 13 |
|  | **COMPONENT 3** |  | **DECENTRALIZATION AND EFFECTIVENESS** |  |  |  |  |  |  |  |  |  |
|  | **RESULTS AREA 3.1PARTICIPATION** |  | **Upazila and school level planning functions decentralized** |  |  |  |  |  |  |  |  |  |
| 3.1.1 | **Field level offices**  **Strengthened**  **•** vacancies filled | 1 | Number of District Primary Education Officer and UEO professional staff recruited | Administration Division |  |  | X | X | X | X | X |  |
|  | 2 | Number of District Primary Education Officer and UEO support staff recruited | **‘’** |  |  | X | X | X | X | X |  |
|  | 3 | Number of PTI and URC professional staff recruited | **‘’** |  |  | X | X | X | X | X |  |
|  | 4 | Number of PEI and URC support staff recruited | **‘’** |  |  | X | X | X | X | X |  |
| 3.1.2 | **Decentralized school**  **management and**  **governance**  **•** schools, upazilas and  districts managing slips, upeps, and dpeps | 1 | Percentage of schools which have prepared SLIP | SLIP cell | 64% (2010  GPS/RNGPS ) | ... | X | X | X | X | X |  |
| DLI | 2 | Percentage of schools having received SLIP grants | special survey (expenditure tracking) | 0% | 100% | X | X | X | X | X | PSQL - 18 |
|  | 3 | Percentage of *Upazilas* which have prepared UPEP | SLIP cell |  |  | X | X | X | X | X |  |
|  |  | 4 | Percentage of *Upazilas* having received UPEP funds validated by expenditure-tracking surveys | special survey (expenditure tracking) | 0% | 50% |  |  |  |  |  |  |
|  |  | 5 | Percentage of districts which have prepared DPEP | SLIP cell | ... | ... |  |  |  |  |  |  |
| 3.1.3 | **School level leadership**  **development** | 1 | Percentage of head teachers who received training on school management and leadership | APSC and Training Division | 84% (2010  GPS/RNGPS) | ... | X | X | X | X | X | PSQL 14 |
|  | 2 | Proportion of SMCs whose members were trained (at least three members) | APSC and Training Division | 27% (2010  GPS/RNGPS) | ... | X | X | X | X | X | PSQL 15 |
|  | **RESULTS AREA3.2**  **EFFECTIVENESS** |  | Increased effectiveness of Programme and budget allocation |  |  |  |  |  |  |  |  |  |
| 3.2.1 DLI | **Grade V Primary Education Completion Examination (Terminal Exam)** | 1 | Percentage of mathematics test items competency based NAPE 0% | NAPE | 0% | ---- |  |  | x | x | x |  |
| 3.2.2 | **Teacher recruitment,**  **promotion and**  **deployment**  • fair and transparent  recruitment and verified  needs based  deployment | 1 | Percentage of teacher vacancies filled in | Administration Division | ... | ... | x | x | x | x | x |  |
|  | 2 | Percentage of head teacher vacancies filled in | Administration Division | ... | ... | x | x | x | x | x |  |
| DLI | 3 | Student teacher ratio (Standard 46:1) | APSC | 47.% (2010)  46.1 (GPS)  49.5 (RNGPS | ... |  |  |  |  |  | PSQL -16 |
|  | 4 | Percentage of schools where str is above the target | APSC | 65% (2010) | ... | x | x | x | x | x |  |
|  | 5 | Student teacher ratio (str), pre-primary education | APSC | ... | ... |  | x |  |  | x | Add to APSC |
| 3.2.3 | **Annual school census**  • census administration,  accuracy and timeliness | 1 | Accuracy of school census in selected indicators | special survey (school census validation) | ... | ... |  |  | x | x | x |  |
|  | 2 | Publication of school census report by December | Information Management and M&E div. | ... | ... | x | x | x | x | x |  |
| DLI | 3 | Percentage of schools covered by APSC | APSC | 77% (201) | ... | x | x | x | x | x |  |
| 3.2.4 | **National Student**  **Assessment (NSA)**  • Periodic National  Student Assessment of Grade III and Grade V conducted | 1 | Development of National Assessment Cell (NAC) into a semiautonomous assessment centre | DPE | not yet commence | ... |  |  |  |  |  |  |
|  | 2 | Number of NAC core staff with professional competencies in  assessment | Expert report (NAC competencies) | ... | ... |  |  |  |  |  | International  institution |
|  | 3 | NSA conducted every 2 years | DPE | ... | ... | x |  | x |  | x |  |
|  | **COMPONENT 4** |  | **PLANNING AND MANAGEMENT** |  |  |  |  |  |  |  |  |  |
|  | **RESULTS AREA4.1**  **PLANNING AND**  **MANAGEMENT** |  | **Effective Programme planning and management** |  |  |  |  |  |  |  |  |  |
| 4.1 | **PEDP3 management**  **and governance** | 1 | Percentage of Annual Operational Plan implemented | ASPR | ... | ... | x | x | x | x | x |  |
|  | 2 | Percentage of funds linked to DLI disbursed | ASPR | ... | ... | x | x | x | x | x |  |
| 4.2 | **PEDP 3vvfinancial**  **management** | 1 | Number of irregularities reported in the annual audit | Finance Division | ... | ... | x | x | x | x | x |  |
| 2 | Percentage of irregularities in the annual audit resolved | Finance Division | ... | ... | x | x | x | x | x |  |
| 4.3 | **Sector finance** | 1 | Public expenditure on education as percentage of GDP | ministry of finance | 2.3% | ... | x | x | x | x | x |  |
| DLI |  | 2 | Primary education expenditure on as percentage of total public expenditure on education | ministry of finance | 45.4% | ... | x | x | x | x | x |  |
| 4.4 | **Strengthen monitoring**  **functions** | 1 | Percentage of approved positions at appropriate levels filled | Administration Division | ... | ... | x | x | x | x | x | ... |
|  | 2 | Number of staff at central and field level trained according to appropriate plans in analysis, reporting and planning following RBM approach | M&E & Training Division | ... | ... | x | x | x | x | x | ... |
|  | 3 | Annual consolidated report on findings from school inspection linking findings to other monitoring functions | M&E Division | ... | ... | x | x | x | x | x | ... |
| 4.5 | **Human resource**  **development** | 1 | Number of annual requests for training by line divisions | Training Division | ... | ... | x | x | x | x | x | ... |
|  | 2 | Quality of training Programmes | Expert report  Training | ... | ... | x | x | x | x | x | ... |
| 4.6 | **Public Private**  **Partnerships** | 1 | Number of partnership agreements / MoUs issued | Administration Division | ... | ... | x | x | x | x | x | ... |
|  | 2 | Number of NGO partners in service provision | Administration Division | ... | ... | x | x | x | x | x | ... |

Note: In the M&E matrix there is some gap in the baseline and targets against KPIs moreover no targets against PSQLs. It is essential to set the baseline and targets for KPIs and PSQLs as DPE desired. M&E division may take necessary measures to set the targets so that the M&E matrix will be updated

*Annex B: Upazila* performance on selected PSQL indicators in 2012

Table B1. List of the 10% highest and 10% lowest performing Upazilas based on average percentage of schools meeting 3 out 4 PSQL Indicators

| **Top 10%** *(not in ranked order)* | | **Bottom 10%** *(not in ranked order)* | |
| --- | --- | --- | --- |
| **District** | **Upazilla** | **District** | **Upazilla** |
| Bogra | Dhupchachia | Bhola | Charfashion |
| Sherpur | Lalmohan |
| Chuadanga | Damurhuda | Manpura |
| Comilla | Comilla Sadar | Brahmonbaria | Bancharampur |
| Cox's Bazar | Pekua | Kashba |
| Dhaka | Keranigonj | Nasirnagar |
| Ramna | Sarail |
| Savar | Chittagong | Bashkhali |
| Dinajpur | Birol | Fatikchhari |
| Bochagonj | Comilla | Homna |
| Chirirbandar | Cox's Bazar | Chakoria |
| Dinajpur Sadar | Teknaf |
| Ghoraghat | Faridpur | Shaltha |
| Faridpur | Faridpur Sadar | Gazipur | Kaligonj |
| Feni | Chagalnaiya | Hobigonj | Banichang |
| Gazipur | Gazipur Sadar | Jamalpur | Bakshigonj |
| Kaliakoir | Dewangonj |
| Hobigonj | Nabigonj | Khagrachhari | Khagrachhari Sadar |
| Jaipurhat | Jaipurhat Sadar | Kishorgonj | Astogram |
| Kalai | Katiadi |
| Khetlal | Kishoregonj Sadar |
| Pachbibi | Kuliarchar |
| Jessore | Avoynagar | Mithamoin |
| Manirampur | Tarail |
| Jhenaidah | Jhenaidah Sadar | Kurigram | Bhurungamari |
| Kaligonj | Kurigram Sadar |
| Khagrachhari | Mahalchhari | Nageswari |
| Panchari | Rowmari |
| Lalmonirhat | Patgram | Lalmonirhat | Aditmari |
| Meherpur | Meherpur Sadar | Luxmipur | Kamalnagar |
| Moulvibazar | Kamalgonj | Ramgati |
| Munshigonj | Sreenagar | Madaripur | Kalkini |
| Naogaon | Badalgachhi | Madaripur Sadar |
| Dhamurhat | Shibchar |
| Patnitala | Mymensingh | Fulpur |
| Narayangonj | Narayangonj Sadar | Gaffargaon |
| Nilphamari | Saidpur | Iswargonj |
| Pabna | Chatmahar | Nandail |
| Panchagarh | Atwari | Nawabgonj | Bholahat |
| Boda | Netrokona | Barhatta |
| Panchagarh Sadar | Kandua |
| Patuakhali | Dumki | Mohanganj |
| Mirzagonj | Nilphamari | Nilphamari Sadar |
| Pirojpur | Kaukhali | Noakhali | Kabirhat |
| Rajshahi | Bagha | Pabna | Bera |
| Rangamati | Jurachhari | Pirojpur | Mothbaria |
| Tangail | Dhanbari | Shariatpur | Goshairhat |
| Gopalpur | Sunamgonj | Jagannathpur |
| Thakurgaon | Pirgonj | Sylhet | Companigonj |
| Ranishonkoil | Jaintapur |

Note: (i) This composite indicator is KPI 15. The four PSQL indicators are: (i) girls toilet (PSQL 5); (ii) potable water (PSQL 7); (iii) SCR (PSQR 11); and (iv) STR (PSQL 16).

*Annex C: Upazila* composite performance indicator

C1 Further details on the upazila composite performance indicator

C1.1 Rationale for selection of component indicators

The following principles were considered in selecting component indicators:

* The data should be available every year and be of reliable quality to reflect true conditions at the Upazila level. It is often the case that some critical pieces of information may not be available on an annual basis or some critical information may not be of good quality.
* There should be at least one component indicator for each of the three dimensions of disparity: participation, completion and learning outcomes.
* To the extent possible, the indicators should be part of a regular reporting system and avoid imposing additional calculation requirements on the DPE: the first three indicators below are already included in the Upazila education performance profile.

**(i) Participation: Gender disparity in enrolment**

The most appropriate measure of participation would have been the (gross or net) enrolment rate. However, it is currently not possible to calculate enrolment rates because population is not projected at upazila level. The population census that is taking place in 2011 will provide upazila enrolment rates by 2012 or 2013 but again it is not expected that there will be a reliable mechanism of population projections at the upazila level thereafter. It is therefore necessary to develop an alternative indicator that captures a dimension of education participation.

It is proposed that a measure of enrolment inequality between boys and girls is used instead. The obvious indicator should have been the gender parity index but this is not possible either because it is the ratio of female to male enrolment rates. It is proposed instead to consider the following alternative. The ratio of girls in the population of children aged 6-10 is 48.5%. Ideally, the ratio of girls in the total number of children enrolled should therefore also be in the range of 48.5%.

The disadvantage of the indicator is that the ratio of girls in the population may differ across upazilas. However, such differences are expected to be small and not to bias the indicator.

**(ii) Completion: Survival rate to Grade 5**

The most appropriate measure of participation would have been the cohort completion rate or the population-based proxy measure of completion, which is calculated as the number of children who complete the primary education cycle as a proportion of children aged 10 years. Data constraints meant that an alternative proposal is necessary.

It is proposed instead to use the survival rate to Grade 5. The advantage of the survival rate is that it is conceptually very similar to the completion rate and is not dependent on population figures. The survival rate is calculated using the reconstructed cohort model.

**(iii) Learning: Combined participation and pass rate in Grade 5 Primary Education Completion Examination (Terminal Exam)**

It is not easy to obtain measures of learning across the country. However, as of 2009, the Grade 5 Primary Education Completion Examination (Terminal Exam) provides a proxy measure. It is proposed that the following indicator is used: the percentage of children who passed the exam among those that were eligible to sit for the exam. In other words, this combines the participation and the pass rate. This variant is more interesting because (i) it has a wider variation than the simple pass rate and (ii) it takes into account that a considerable number of children do not actually take the exam largely because their learning achievement had not reached the stage that would have allowed them to pass.

C1.2 Calculation of *Upazila* composite performance indicator

To develop the composite indicator, the following steps have been taken, in line with the method used for the calculation of the United Nations Human Development Index.

* Minimum and maximum values were set for each component indicator to transform the indicators into indices between 0 and 1.

­ Maximum values were set at or near the actual observed maximum

­ Minimum values were similarly set at or near the actual observed minimum: progress will therefore be measured against minimum levels at the closing stages of PEDP II

* The formula for the calculation of the contribution of each component indicator to the composite indicator is the following:

Component indicator upazila i = Actual value upazila i – Minimum value

Maximum value – Minimum value

In this way, each component indicator in a particular upazila ranges:

­ from zero if the value of a component indicator is equal to the minimum value

­ to one if the value of a component indicator is equal to the maximum value

* In order to aggregate the component indicators into a single figure, the Human Development Index has recently adopted the geometric mean approach. This was intended to highlight that the components could not be substituted for each other. However, this does not apply in the case of the upazila indicator. Therefore, it is more appropriate to calculate the composite indicator as the sum of the values of the four component indicators:

Composite indicator upazila i=Component 1upazila i+ Component 2upazila i + Component 3upazila i

In this way, the composite indicator in a particular upazila ranges from 0 to 3.

C.2 Lowest and highest performing *Upazilas* based on composite performance indicator 2012

Table C.1 List of 10% of the highest and lowest performing *Upazilas* based on composite performance index 2012

| **Top 10%** *(not in ranked order)* | | **Bottom 10%** *(not in ranked order)* | |
| --- | --- | --- | --- |
| **District** | **Upazila** | **District** | **Upazila** |
| Barisal | Barisal Sadar | Bandarban | Ali Kadam |
| Gouranadi | Bandarban Sadar |
| Wazirpur | Lama |
| Chandpur | Comilla Sadar Daxin | Ruma |
| Hajigonj | Thanchi |
| Matlab Daxin | Bhola | Char Fasson |
| Shahrasti | Bogra | Shahjahanpur |
| Chittagong | Bandar | Brahmonbaria | Nasirnagar |
| Boalkhali | Sarial |
| Fulgazi | Chuadanga | Alamdanga |
| Kotwali | Comilla | Comilla Adarsha Sadar |
| Rangunia | Daudkandi |
| Sitakunda | Laksham |
| Comilla | Chowddagram | Cox's Bazar | Ramu |
| Monohorganj | Teknaf |
| Titas | Faridpur | Nagarkanda |
| Dhaka | Lalbag | Gaibandha | Palashbari |
| Gopalganj | Shariatpur Sadar | Shaghata |
| Tungipara | Habiganj | Bahubal |
| Habiganj | Habiganj Sadar | Jamalpur | Dewanganj |
| Jessore | Avoynagar | Islampur |
| Bagarpara | Madarganj |
| Jessore Sadar | Khagrachhari | Pekua |
| Jhikargacha | Kishoreganj | Itna |
| Jhenidah | Soilkupa | Astagram |
| Khulna | Batiaghata | Bajitpur |
| Dacope | Karimganj |
| Digholia | Katiadi |
| Rupsha | Tarail |
| Bheramara | Kurigram | Chilmari |
| Laksmipur | Matlab Uttar | Kurigram Sadar |
| Ramganj | Manikganj | Daulatpur |
| Manikganj | Saturia | Moulvbazar | Kulaura |
| Munshiganj | Gazaria | Mymensingh | Trishal |
| Lowhajang | Naogaon | Atrai |
| Sirajdikhan | Netrokona | Atpara |
| Sreenagar | Madan |
| Narail | Lohagara | Noakhali | Hatiya |
| Narayanganj | Sonargaon | Patuakhali | Patuakhali Sadar |
| Natore | Bagatipara | Sherpur | Jhenaigati |
| Noakhali | Chatkhil | Nakla |
| Chhagalnaiya | Sreebordi |
| Feni Sadar | Sirajganj | Shajadpur |
| Senbagh | Sunamganj | Jamalganj |
| Sonaimori | Sunamganj Sadar |
| Pabna | Ishwardi | Tahirpur |
| Rajshahi | Godagari | Sylhet | Companiganj |
| Rangamati | Rajasthali | Gowainghat |
| Tangail | Mirzapur | Jaintapur |
| Thakurgaon | Pirganj | Sylhet Sadar |

Annex D: Glossary

1. **Class size:**

**Definition**: The average number of students enrolled per class.

**Purpose**: To measure the average number of children being taught together at one time. The results can be compared with established national norms.

**Calculation method:** Divide the total number of students enrolled by the total number of classes.

1. **Coefficient of efficiency**:

**Definition**: The ideal (optimal) number of pupil years required (i.e. in the absence of repetition and dropout) to produce a number of graduates from a given school cohort for primary education expressed as a percentage of the actual number of pupil years spent to produce the same number of graduates

**Purpose**: This is an indicator of the internal efficiency of an educational system. It summarises the consequences of repetition and dropout on the efficiency of the educational process in producing graduates

**Calculation method:** Divide the ideal number of pupil years required to produce a number of graduates from a given school cohort for the specified level of education by the actual number of pupil years spent to produce the same number of graduates, then multiply the result by 100. The coefficient of efficiency is calculated on the basis of the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.

1. **Cohort completion rate for primary education (CCR):**

**Definition**: Percentage of a cohort of pupils enrolled in the first grade of primary education in a given school year expected to complete primary education. The CCR is the product of the probability of reaching the last grade (survival rate) and the probability of graduating from the last grade.

**Purpose:** To assess the likelihood that pupils of the same cohort, including repeaters, complete primary education.

**Calculation method:** Divide the number of graduates from primary education in a given year by the difference between enrolment in the last grade in the same year and repeaters in the last grade in the following year, then multiply the result by the survival rate to the last grade of primary education in the given year, then multiply by 100.

1. **Dropout rate by grade**:

**Definition**: Proportion of pupils from a cohort enrolled in a given grade in a given school year no longer enrolled in the following school year.

**Purpose**: To measure the phenomenon of pupils from a cohort leaving school without completion and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.

**Calculation method**: Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. The **cumulative dropout rate in primary education** is calculated by subtracting the survival rate from 100 at a given grade (see *survival rate*).

1. **Ebtedyee Madrasah:**

**Definition**: The level of Madrasah system offering education equivalent to the primary level of general education. It offers both religious and general education instruction to Muslim students.

1. **Graduate:**

**Definition**: A pupil or student who successfully completes a level of education, such as primary education.

1. **Gross enrolment rate (GER)**:

**Definition**: Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population (6–10 years in Bangladesh) corresponding to the same level of education in a given school year.

**Purpose:** To show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group. It can also be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment.

**Calculation method**: Divide the number of pupils (or students) enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education, then multiply the result by 100.

In Bangladesh, GER is over 100% due to the inclusion of over-aged and under-aged students because of early or late entrants and grade repetition. In this case, a rigorous interpretation of GER needs additional information to assess the extent of repetition, late entrants, etc.

1. **Net enrolment rate (NER)**:

**Definition**: Enrolment of the official age group for a given level of education (6–10 years in Bangladesh) expressed as a percentage of the corresponding population.

**Purpose:** To show the extent of coverage in a given level of education of children and youths belonging to the official age group corresponding to the given level of education.

**Calculation method**: Divide the number of pupils enrolled who are of the official age group for a given level of education by the population for the same age group and multiply the result by 100.

This indicator is difficult to calculate accurately, partly because data on the exact birth date of students is needed to precisely determine whether they are part of the official age group. Age data are usually reported in whole years and even then are often inaccurate. In Bangladesh, children must be six years old on a specific date in January to be eligible to enroll in Grade 1 of primary school. If data are collected a few months into the school year, say in March, then some Grade 1 children from the eligible entry cohort (i.e. not over-age) will already be seven years old.

Although the NER cannot exceed 100% by definition, in Bangladesh values up to 105% have been obtained for district NERs and in these cases there are inconsistencies in the enrolment and/or population data.

1. **New Entrants:**

**Definition**: Pupils who enter Grade I of primary education for the first time.

1. **Primary education (formal):**

**Definition**: Refers to education, as determined by the government for the children of age group 6+ to 10+ years in grades1 to 5 having a prescribed national curriculum, textbooks, school hours and the school year, which begins in January and ends in December.

1. **Promotion rate by grade**:

**Definition**: Proportion of pupils from a cohort enrolled in a given grade in a given school year those studies in the next grade in the following school year.  
  
**Purpose:** To measure the performance of the education system in promoting pupils from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analysing and projecting pupil flows from grade to grade within the educational cycle.

**Calculation method:** Divide the number of new enrolments in a given grade in a given school year (t+1) by the number of pupils from the same cohort enrolled in the preceding grade in the previous school year (t).

1. **Pupil cohort:**

**Definition**: A group of pupils who enter into Grade 1 of education in the same school year and subsequently experience promotion, repetition and dropout each in his or her own way.

1. **Pupil year:**

**Definition**: A non-monetary measure of educational inputs or resources. One pupil year denotes the resources spent to maintain a pupil in school for one year.

1. **Repetition rate**:

**Definition**: Proportion of pupils from a cohort enrolled in a given grade in a given school year those studies in the same grade in the following school year.

**Purpose:** To measure the rate at which pupils from a cohort repeat a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.

**Calculation method**: Divide the number of repeaters in a given grade in a given school year (t+1) by the number of pupils from the same cohort enrolled in the same grade in the previous school year (t).

1. **Student–teacher ratio (STR)**:

**Definition**: Average number of pupils (students) per teacher at a specific level of education in a given school year.

**Purpose:** To measure the level of human resources input in terms of the number of teachers in relation to the size of the pupil population. The results can be compared with established national norms on the number of pupils per teacher.

**Calculation method**: Divide the total number of pupils enrolled at the specified level of education by the number of teachers at the same level.

1. **Survival rate**:

**Definition**: Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school year expected to reach successive grades, regardless of repetition.

**Purpose:** To measure the retention capacity and internal efficiency of an education system. It illustrates the situation regarding retention of pupils (or students) from grade to grade in schools, and conversely the magnitude of dropout by grade.

**Calculation method**: Divide the total number of pupils belonging to a pupil cohort who reached each successive grade of the specified level of education by the number of pupils in the school cohort, i.e. those originally enrolled in the first grade of primary education, and multiply the result by 100. Current survival rates can be estimated using the **reconstructed cohort method**. This technique calculates the survival rate for a theoretical cohort of children who experience the current promotion, repetition and dropout rates at each grade as they move through the schooling system. It uses data on enrolment and repeaters for two consecutive years.

1. **Transition Rate:**

**Definition**: The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year.

**Purpose:** To convey information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator. Viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements.

**Calculation method**: Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of pupils who were enrolled in the final grade of the preceding cycle or level of education in the previous school year, then multiply by 100.

1. **Years of input per graduate**:

**Definition**: The estimated average numbers of pupil years spent by pupils (or students) from a given cohort who graduate from primary education, taking into account the pupil years wasted due to dropout and repetition. One school year spent in a grade by a pupil is equal to one pupil year.

**Purpose:** To assess the extent of educational internal efficiency in terms of the estimated average number of years to be invested in producing a graduate.

**Calculation method:** Divide the total number of pupil years spent by a pupil cohort (graduates plus dropouts) in the specified level of education by the sum of the successive batch of graduates belonging to the same cohort. This indicator is estimated using the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.

**Source:** SL # I-XII UNESCO Institute of Statistics, Education Indicator, Technical Guidelines

## Audio-Visual Aids

## a. Audio-Visual Aids use the senses of both sights (seeing) and sound (hearing) collectively or sometimes individually. These aids include Sound Films; Filmstrips; Tapes/Slides, Broadcast Television, Closed Circuit Television (CCTV), Video-Recording etc. Recently, microprocessors have also been used in computer-assisted learning/training.

**Annex E: UNESCO Re-constructed Cohort Model**



***Annex F: List of Disbursement Linked Indicators (DLIs)***

|  |  |  |
| --- | --- | --- |
| SL | Monitoring Indicator | *Source* |
| 1 | Textbooks for each subject produced and distributed to all eligible schools within a month of opening day | Admin/ NCTB |
| 2 | Teacher education and professional development: 1. PTI strengthened 2. Teacher and head teacher competencies; and 3. Dip-in-Ed provided | Training |
| 3 | PPE: 1. Number of children enrolled in formal GPS PPE 2. Percentage of children entering Grade 1with GPS PPE | Policy and Operations |
| 4 | Needs-based infrastructure development | Planning and Development |
| 5 | Decentralised school management and governance | P and Dev. |
| 6 | Grade 5Primary Education Completion Examination (Terminal Exam) strengthened | NAPE |
| 7 | Teacher recruitment and deployment | Admin |
| 8 | APSC | M&E/Information |
| 9 | Sector finance: Primary education budget aligned with Programme Framework and consistent with medium term budget framework | MoPME |

***Annex G: List of Key Performance Indicators (KPIs)***

|  |  |  |
| --- | --- | --- |
| SL | Monitoring Indicator | *Source* |
| 1 | Level of achievement in Grade III: mean score (boys and girls)a.  Bangla b. Mathematics | NSA report |
| 2 | Level of achievement in Grade V: mean score (boys and girls)  a. Bangla b. Mathematics | NSA report |
| 3 | Grade V examination pass rate (boys and girls) | Grade 5exam report |
| 4 | Number of children out of school (boys and girls) 6-10 years old and 11-14 years old | HIES/Education Household Survey (EHS) |
| 5 | Gross enrolment rate, primary education (boys and girls) | APSC |
| 6 | Net enrolment rate, primary education (boys and girls) | APSC |
| 7 | [*Participation*] Gender parity index of gross enrolment rate | APSC |
| 8 | [*Participation*] Net enrolment rate  – Range between top 20% and bottom 20% of households by consumption quintile | HIES/EHS |
| 9 | Upazila level composite performance indicator  a. Annual improvement of 20 percent lowest performing Upazila’s  b. Range between top 10% and bottom 10% of Upazila | APSC |
| 10 | Number and types of functions delegated to districts, upazilas and schools | Admin |
| 11 | Expenditure of block grants (conditional and unconditional) for upazilas and schools | P&D |
| 12 | Completion rate, primary education (boys and girls) | APSC |
| 13 | Dropout rate by grade | APSC |
| 14 | Number of input years per graduate | APSC |
| 15 | Percentage of schools that meet composite primary school-level quality indicators | APSC |

***Annex H: List of Primary School Quality Level Indicators (PSQLs)***

|  |  |  |
| --- | --- | --- |
| SL | Monitoring Indicator | Remarks |
| 1 | Number of schools which received new textbooks within the first month of the year | NCTB |
| 2 | Percentage of (assistant and head) teachers with professional qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.) | APSC |
| 3 | Percentage of (assistant and head) teachers who receive continuous professional development training | APSC |
| 4 | Number of enrolled children with disabilities | APSC |
| 5 | Percentage of schools with separate functioning toilets for girls | APSC |
| 6 | Percentage of schools without at least one functioning toilet | APSC |
| 7 | Percentage of schools with potable water | APSC |
| 8 | Percentage of schools which depend on water points for water where the water point is in working condition | APSC |
| 9 | Percentage of schools which have a functioning water point that have potable water | APSC |
| 10 | Percentage of classrooms that are in good condition | APSC |
| 11 | Percentage of schools that meet the SCR standard of 40 | APSC |
| 12 | Percentage of standard-size classrooms (26’x19’6’’) and larger | APSC |
| 13 | Percentage of classrooms which are in *pacca* | APSC |
| 14 | Percentage of head teachers who received training on school management and leadership training | APSC/Training Division |
| 15 | Proportion of SMC whose members were trained (at least three members) | APSC/Training Division |
| 16 | Percentage of schools that meet the STR standard of 46 | APSC |
| 17 | Number of schools (GPS) with pre-primary classes | APSC |
| 18 | Percentage of schools which receive SLIP grants | APSC |

1. Note: A total of107.89.million textbook were printed by November 2011, 93.30 million (91.95%) textbook (Grade-1-5) were delivered by the end of December 2012 and within one month of school opening day a total of 98.82 million (97.09%) books were distributed . Source DPE administrative data compared to APSC2012 (98.1%) [↑](#footnote-ref-2)
2. The estimate of the population 6–10 years for 2011 is based on Table C04 from the 2011 population census. This table shows the population in five-year groups (0–4, 5–9, 10–14, etc.). Hence DPE applied the Sprague multiplier for smoothing BBS 2011 data for creating single year age population (0-14) with the consent of BBS. [↑](#footnote-ref-3)
3. Household surveys do not attain complete coverage either, because they are sample surveys and it is difficult to capture certain types of households in the sampling frame, e.g. nomadic households, seasonal migrants’ families, etc. [↑](#footnote-ref-4)
4. However, it should be noted that a better indicator would be the ‘percentage of new entrants to Grade-1 with PPE’ because this would exclude repeaters and hence provide a more current picture of coverage of PPE. [↑](#footnote-ref-5)
5. If any children will appear in the terminal exam and believe that they should not be able to pass the terminal exam they may be detained in grade-4, in other hand it is also not clear if the number of children listed in DR but should not participating in the Grade 5 Primary Education Completion Examination (Terminal Exam) and who failed what is the status of those children, are they repeater or dropout. These are the contributing factors [↑](#footnote-ref-6)
6. There is an important caveat related to the gender disaggregation: background information such as pupils’ gender was collected from only a subset of the sample (five pupils in each class groups or slightly less than 20% of the total sample), thus reducing the statistical power to detect significant differences. [↑](#footnote-ref-7)
7. The test score increase is assessed in relation to family, student and institutional characteristics. The gap over time is decomposed into its constituent components based on the estimation of cognitive achievement production functions. [↑](#footnote-ref-8)
8. MoF Sub-delegation of Financial Power (AM/AB/BAN-s/DP-1/2000/12), Dated 03.02.2l005 [↑](#footnote-ref-9)
9. Allocation for UPEP in SY 2012/13 is only for UPEP planning, not for UPEP implementation [↑](#footnote-ref-10)
10. The PSQL was rephrased in line with the indicator listed in the PEDP3 M&E matrix (results area 1.4 ‘Production and Distribution of Textbooks’, P-5 of implementation guide). [↑](#footnote-ref-11)