Bangladesh Primary Education
Annual Sector Performance Report - 2014

(Final 11/08/2014)

Monitoring and Evaluation Division
Directorate of Primary Education
Government of the People's Republic of Bangladesh

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Preface

It gives me great pleasure to present the 2014 Annual Sector Performance Report (ASPR 2014). The Directorate of Primary Education (DPE) has produced ASPR every year since 2008 and ASPR 2014 represents the 7th edition of this report. Over the years, the Annual Sector Performance Report has served as the key monitoring/evaluation document of the primary education sector. The report benchmarks annual sector progress and identifies key performance trends to enhance our planning and decisions making processes.

The year 2014 also marks the halfway point of the Third Primary Education Development Program (PEDP3). I am delighted to say that our primary education system has made substantial improvements in many fronts over the past three years, thanks to the hard work and dedication of MoPME leadership, DPE central and field levels officials and our development partners.

During the PEDP3 Mid-term Review (MTR), we held extensive and in-depth discussions with our partners on future sector priorities with the aim of achieving the commitment of the Government of Bangladesh to the Millennium Development Goals (MDGs) and the Education for All (EFA) goals and targets. I am confident that the recommendations emerged from MTR will lead to concrete actions during the second half of PEDP3.

I wish to express my thanks and appreciation to the Monitoring and Evaluation Division, the Information Management Division, the ASPR task team and to all the officials and consultants within DPE who have contributed to the production of this report.

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Director General
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Ministry of Primary and Mass Education

Acknowledgement

The Monitoring and Evaluation Division takes great pride in being charged with the responsibility for the production of The Annual Sector Performance Report (ASPR). Therefore, it is always an auspicious occasion for our team when we present this ASPR 2014.

The overarching purpose of the ASPR is to enable an evidence-based approach in sector planning and resource allocation processes. We recognize that this emphasis on achievement of results rather than inputs and activities needs to be ingrained at all levels of planning and operation, including the Annual Operation Plan (AOP), the Upazila/Thana Primary Education Plan (UPEP/TPEP) and School Learning Improvement Plan (SLIP).

The main information source of ASPR is the Annual Primary School Census (APSC), jointly conducted by the Information Management Division and the Monitoring and Evaluation Division. Another objective of the ASPR is to also integrate all available and credible sources of primary education sector information. And wherever possible, data from external sources are used to triangulate with APSC data in order to improve quality of analysis and reporting. In spite of our best efforts some unintentional errors may have crept into this report. Suggestions and comments are highly appreciated and will be appropriately addressed in the next ASPR.

I would like to take this opportunity to acknowledge the M&E and Information Management Division (IMD) that have worked very diligently in gathering a wide range of data from the field through APSC 2013, I appreciate all of our team members for their hard work, collaboration and professionalism. In particular, Senior System Analyst Mr. Anuj Kumar Roy, IMD, DPE in managing the APSC information system and Mr. Md. Mezaul Islam, Deputy Director of M&E Division for coordinating the DPE inputs.

Finally, I would like to express my gratitude to 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
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Abbreviations

ACER	Australian Council for Education and Research
ADB	Annual Development Budget
ADPEO	Assistant District Primary Education Officer
AOP	Annual Operation Plan
ATEO	Assistant Thana Education Officer
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
ATEO	Assistant Thana Education Officer
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
DPEd	Diploma in Education
DLI	Disbursement-Linked Indicator
DP	Development Partner
DPE	Directorate of Primary Education
DR	Descriptive Role
ECNEC	Executive Committee for National Economic Council
EECE	Ebtedayee Education Completion Examination
EU	European Union
EFA	Education For All
EIA	English in Action
EHS	Education Household Survey
EDI	Education Development Index
ESR	Education Sector Report
GAR	Gross Attendance Rate
GER	Gross Enrolment Rate
GPS	Government Primary School
HIES	Household Income and Expenditure Survey
ICT	Information and Communication Technology
JARM	Joint Annual Review Mission
JICA	Japan International Cooperation Agency
KPI	Key Performance Indicator
LOC	Learning Outcome Category
MICS	Multiple Cluster Indicator Survey

M&E	Monitoring and Evaluation (Division)
IMD	Information Management (Division)
M&E	Monitoring and Evaluation
MOC	Ministry of Commerce
MOE	Ministry of Education
MoPA	Ministry of Public Administration
MoPME	Ministry of Primary and Mass Education
MOSW	Ministry of Social Welfare
MSS	Mean Scale Score
NAC	National Assessment Cell
NAPE	National Academy for Primary Education
NAR	Net Attendance Rate
NCTB	National Curriculum and Textbook Board
NER	Net Enrolment Rate
NFE	Non-Formal Education
NGO	Non-Government Organization
NNPS	Newly Nationalized Primary School
NSA	National Student Assessment
PECE	Primary Education Completion Examination
PEDP	Primary Education Development Programme
PPE	Pre-Primary Education
PPRC	Power and Participation Research Centre
PPS	Probability Proportionate to Size
PSQL	Primary School Quality Level
PTI	Primary Training Institute
RBM	Results-Based Management
RNGPS	Registered Non-Government Primary School (currently NNPS)
ROSC	Reaching Out-of-School Children
SCR	Student–Classroom Ratio
Sida	Swedish International Development Cooperation 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
TPEP	Thana Primary Education Plan
UEO	*Upazila* Education Officer
UEPP	Upazila Education Performance Profile
UK	United Kingdom
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational Scientific and Cultural Organization
UPEP	Upazila Primary Education Plan
URC	Upazila Resource Centre
WB	World Bank
WFP	World Food Programme

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Executive Summary

The Annual Sector Performance Report (ASPR) is the flagship report of DPE since 2009. It is one of the principle reports that describe the status of primary education in Bangladesh. The Government of Bangladesh is implementing the Third Primary Education Development Programme (PEDP3) following RBM approach which is reinforcing the primary education sector development. In addition to that there are few discrete projects those are also contributed to develop the quality of primary education. As a result, a vast amount of statistical information is presented in this report in order to support the decision-maker and planner for processing activities at DPE.

The PEDP3 creates many opportunities to improve the quality through institutionalization of some of its activities. The DPE gain experiences by introducing systemic reforms under PEDPII. The PEDPII lesson learning experiences helps DPE to accommodate a large proportion of activities and expected results within the period 2011-2016 under PEDP3. Since last year, the ASPR has increasingly reflected progress in other areas of primary education sector including discrete projects, which are outside PEDP3 and ensuring harmonization in the development of primary education. Considering inclusion of all these activities, the ASPR describes the situational analysis of Primary Education Sector Performance from the second year of PEDP3.

Basic Statistics

In the 2013 Annual Primary school census, the total number of schools was 106,859 (all 24 types of schools). Of these schools, 35.28% schools are GPS; 21.18% are newly nationalized primary schools (NNPS); and 13.2% are Kindergartens;

The total enrolled children were 19,584,972 (in all types of schools); girl students totaled 9,804,020 (50%). The percentages of girls in the two major categories of schools - GPS and NNPS were 51% and 50% respectively.

The total number of teachers was 466,508 (all types of schools). Of these teachers, female teachers totaled 265,776 (57%). The percentages of female teachers in the two major categories of schools - GPS and NNPS – were 64% and 45% respectively;

The Ministry of Primary and Mass Education (MoPME) is the main primary education provider in Bangladesh, accounted for a total 68,373 schools or 64%. The share of students in MOPME managed schools was 79.9% and the share of teachers was 69.2% in 2013.

Outcomes: KPI Performance

Learning Achievements:

The National Student Assessment (NSA) survey is designed as the main monitoring tool for measuring the learning achievement of students. In NSA 2013, the average scale score for Bangla was 104.2 (100.2 in 2011) and 115.2 (116.2 in 2011) in grade 3 and 5 respectively. This difference indicates strong growth in Bangla skills and understanding from grade 3 to grade 5. Three quarters (75%) of grade 3 students performed at grade 3 level or above in 2013 compare to 68% in 2011. This is a good sign, but only one quarter of grade 5 learners achieved at their grade level as n 2011 (i.e.25% both in 2011 and 2013).

In mathematics, the average scale scores for grade 3 increased by 3 scale score point from 100.8 during 2011 to 103.7 in 2013 and the average scale scores for grade 5 decreased by 3 scale score point from 118.6 during 2011 to 115.8 in 2013. Changes at both levels are small and are likely to have little practical significance. The main concerns are nearly 43% of grade 3 learners and 75% of grade 5 learners are far behind their expected grade level learning outcomes performance.

Another source of information on student achievement is the Primary Education Completion Examination (PECE). A total of 2,639,045 grade 5 students (54% girls) listed in the descriptive role (DR) from 87,189 formal and non-formal primary education institutions. More than 2.52 million students (54% girls) sat for the 2013 exam. The participation rate, or the proportion of eligible students (on the DR list) taking the exam, was 95%, slightly higher for girls at 96%. To pass the exam, the students are required to score at least 33% in all six subjects. The overall pass rate for students from formal and non-formal schools was 98.5%. Gender difference was negligible.

Participation and Disparity:

School participation continues to improve. The Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) both increased over the past year. The GER was 108.6% in 2013 (boys 106.8% and girls 110.5%) up from 104.4% in 2012. The NER was calculated to be 97.3% in 2013 (boys 96.2% and girls 98.4%) up from 96.7% in 2012. Concerns remain on the reliability of the underlying school age and population data for the calculation of these indicators.

Provision of pre-primary education (PPE),or 'baby classes' also has expanded. In 2013, there were 1.83 million pre-primary children in GPS/NNPS, more than double the enrolment of PEDP3 baseline year in 2010. Nearly 100% of GPS and 88% of NNPS now are offering pre-primary education. The percentage of grade 1 students with PPE also increased from 50% in 2012 to 67% in 2013.

The gender parity index was 1.03 for the GER and 1.02 for the NER in 2013, indicating that a higher proportion of girls than boys attending primary school. But the gender gap has narrowed significantly compare to PEDP3 baselines of 1.09 for the GER and 1.06 for the NER.

In order to monitor progress in reducing regional disparities, an Upazila composite performance index has been constructed based on three indicators: (i) girls enrolment ratio; (2) survival rate; and (3) PECE pass rate. The maximum value of the index is 3 and the minimum is 0. In 2013, the range/gap between the top and bottom group of *Upazilas* is 1.2, no change from the 2010 baseline. The average value for the bottom 20% of Upazilas was 1.38, represents an improvement of 0.1 from 2010.

Effectiveness and Efficiency:

The primary education completion rate has risen from 60% in 2010 to 79% in 2013, including a gain of nearly 5 percentage points between 2012 and 2013. The main factor contributed to this rapid improvement appears to be the introduction of PECE as more pupils outside of GPS/NNPS sat for the exam. The survival rate is the percentage of a cohort of students enrolled in grade 1 who reach grade 5. Similar to the completion rate, the overall trend of both completion and survival rates is significantly upwards since 2010. It was 67.2% in 2010 and 80.5% in 2013.

Repetition and dropout are key internal efficiency indicators that show how the system converts inputs (budgets) into outputs (students who completed primary education). In 2013 repetition

rate stands 6.9% in all grades, significantly improved from the PEDP3 baseline of 12.6%. The dropout rate has fallen markedly since 2008 (it was at about 50% in 2008) and 21.4% in 2013. This is a marked achievement but remains an ongoing challenge for DPE as every 100 children who enter into primary school, only 78 children are likely to complete grade 5.

"*Coefficient of Efficiency*" is a synthetic indicator summarises the consequences of repetition and dropout on the efficiency of the educational process in producing graduates. If there was no dropout or repetition, this indicator would measure 100%. The coefficient of efficiency has improved considerably between 2010 and 2013; from 62.2% in 2010 to 79.7% in 2013. The PEDP3 target for this indicator is set at 70% which has already been surpassed in 2012. New target will be established at the PEDP3 mid-term review in 2014.

"Years of Input per Graduate" is the total number of student years divided by the total number of graduates. If there was no repetition or dropout, then this figure would be five years for Bangladesh. The target of PEDP3 was set at 7.0 years against the baseline of 8.0 years in 2010. The PEDP3 target also was achieved in 2012 (6.5 years) and further reduced in 2013 (6.3 years).

To monitor the effectiveness of budget utilization, the PSQL composite indicator measures the percentage of schools that meet three out of four PSQL indicators: (i) availability of girls' toilets; (ii) availability of potable water; (3) school classroom ratio; and(iv) student-teacher ratio. In the baseline year 2010, only 17% of the GPS/NNPS met three out of the four PSQLS. The value of the KPI composite indicator increased to 24% in 2011 and stayed the same in 2012 and 2013. In 2013, the majority of the GPS/NNPS met 2 out of the 4 PSQLs (41%). 6% of the schools met all 4 PSQLs, but 9% of the schools that did not meet any of the four PSQL standards.

Outputs: PSQL Performance

Teaching and Learning:

Ensuring timely delivery of textbooks has been a major achievement in PEDP3. In 2010, only one-third of the schools received their textbook within the first month of the school year. In 2012, 98% of the schools received the textbooks on time. This positive trend continues. In 2013, nearly 100% schools received textbooks within the first month of the 2013 school year and 85% of the schools received their textbooks before starting of the academic calendar

The proportion of teachers meet the minimum professional qualification of trained to at least C-in-Ed has maintained at around 83% since 2010. There was a spike in 2012 (89%) and improved to 90% in 2013 (91% GPS; 86% NNPS). Among the various groups of teachers, both male and female head teachers in GPS and male head teachers in NNPS have met the PEDP3 target of 95%. The female assistant teachers in NNPS (78%) are the group furthest from achieving the PEDP3 target 95% by 2017.

In terms of the two types of in-service training (subject based and sub-cluster), there was an increase in the annual coverage of the sub-cluster training in 2013 (89%) after a two-year decline. However, there has been no increase in subject-based training. In 2013, only 62% of teachers (head and assistant) received the training compare to 85% in 2010

The proportion of schools (single shift only) which meet the minimum standard student–teacher ratio (STR) of 46:1 has increased markedly in GPS from 40% in 2010 to 51% in 2013, but over the same period has dropped in NNPS from 52% to 46%. The trend in GPS is partly explained by the

substantial recruitment of additional teachers (about 45,000) over the PEDPII period. If the common practice of double-shifting of teachers is taken into account, 82% of GPS and 93% of NNPS met the standard of 46 students per 'effective' teacher.

Water and Sanitation:

Separate functioning toilets for boys and girls: The PEDP3 target was for at least 80% of GPS to have separate toilets for girls by the end of the Programme. In 2013, the proportion of GPS with separate toilets specifically for girls was 68% and for NNPS was 57%. This is a major improvement from PEDP3 2010 baseline of 37% GPS and 20% NNPS.

Availability of at least one functioning toilet: About 85% of GPS and 80% of NNPS have a toilet, which is below the PEDP3 baseline of 97% of GPS and 94% of NNPS. Overall, around 17% of all types primary education institutions do not have at least one functioning toilet. It is uncertain why this indicator was on a downward trend since 2012.

In PEDP3 there are three PSQL standards on school water supply. There has been little change in the two indicators on potable water since the start of PEDP3: percentage of schools with potable water (PSQL 7); and percentage of schools which have a functioning water point that have potable water (PSQL 9). The only water related PSQL improved is the percentage of schools with functional water points (PSQL 8). In 2010, only 31% of GPS and 36% of NNPS report positively on this indicator, compared with 72% of GPS and 63% of NNPS in 2013.

School Infrastructure:

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" / 47.1m^2); and (iii) in good condition. The trend towards *pacca* classrooms has continued in a positive direction. About 98% GPS and 95% NNGPS classrooms are *pacca or semi-pacca*. However, the proportion of the GPS/NNGPS classrooms that meet the PSQL criteria on room size (26'X19'6'' or large) has been declining since 2010. The reason for the downward trend is that the PEDP 3's standard room size (19'X17'4'') for new construction is smaller than the PEDPII standard size. Hence, all the new classrooms built over the past three years do not meet this PSQL standard of PEDPII.

The responses from head teachers on the condition of their classrooms are very similar when compared up to 2012. Quite a high proportion of all classrooms (76%) were rated as 'good' or 'moderate', but lower than the baseline of 88% in 2010. This assessment however is highly subjective and depends on the head teacher's own interpretation on what constitutes a "good condition" classroom.

The PSQL standard under PEDP3 is that there should be 40 students per classroom. Because there are a large number of double shift schools, two different approaches were used to calculate the SCR. In the first approach, 21% of single shift schools met the average standard of 40 students per classroom in 2013, which is very close to the figure for 2012. The second approach takes double-shifting of classrooms into consideration. According to the second approach, 62% of schools met the SCR standard of 40 students per 'effective' classroom in 2013.

Education Decentralization:

Two training programs targeted at head teachers: (i) school management and leadership (PSQL14); and (ii) community mobilization for SLIP planning and monitoring. In 2013, the figures for GPS were 65% for school management/leadership and 48% for community mobilization training, whereas the equivalent figures for NNPS were 64% and 39%. Comparing to the 2010 baseline, the scope of the head teachers training has been reduced for both training programs.

There is one training program for school management committee (SMC) members (PSQL 15). The SMC training however has been de-prioritized since 2012 with no fund allocated for this activity in the past two years. As a result, the proportion of SMCs trained has been on a steady decline.

One of the key elements of the policy of decentralization in primary education is the promotion of the 'School Learning Improvement Plans' (SLIPs). In 2013, nearly two-thirds of schools (62%) received SLIP grants, up from 27% the previous year due to disbursement difficulties. A total of 23,166 GPS and 14,027 NNPS were provided SLIP grants (amounting Taka 117.9 crore). The SLIP coverage however, has not increased compared to the PEDP3 baseline of 64% of schools receiving funds.

Inputs

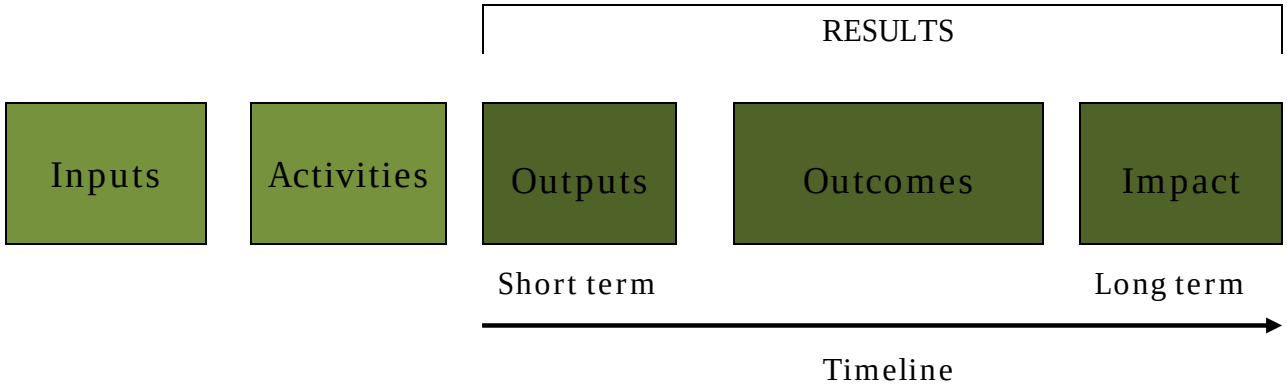
Government funding for education as a percentage of GDP increased to 2.11% in FY 2013/14, alongside modest rise in the education share of the total government spending. MoPME's budget as a percentage of the sector also has risen to 47.5% in 2013/14. Volume-wise, MoPME had a major budget increase (up 21.5%) from Taka 9,925 crore in 2012/13 to 11,935 crore in 2013/14. The composition of MoPME budget in 2013/14 was very similar to that of 2012/13. The development budget share was 44%, including PEDP3 development component at 22% and the discrete projects at 21% respectively.

1. INTRODUCTION

1.1 Purpose of the report

The Directorate of Primary Education (DPE) uses 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 summarizes 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 (GoB) and the Development Partners (DPs) want to base their decisions on the progress and constraints in improving sector performance. This differs from the approaches in the past, which focused mainly on inputs and activities, running the risk that insufficient attention was paid in terms of achieving better learning outcomes for the 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, it is then possible to 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')



Planning process using RBM approach

In evidence-based planning process, 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 (AOP at central level).

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.[1] For that reason, the ASPR describes sector performance from the point of view of PEDP3 implementation and results. It is hoped that future ASPRs will continue to reflect progress in other areas of primary sector as a whole including discrete projects, which lie outside PEDP3 as well second chance/non-formal education.

PEDP3 is guided by its Results and Programme Matrix, a logical framework which summarizes 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 – summarized as '*An efficient*, *inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh*'*s children for pre-primary through Grade V primary*'; 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?

[1] At the PDEP3 Mid-term Evaluation, it was jointly agreed to extend PEDP3 closing date to 2017.

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 2013;
- Chapter 3 presents the evidence on medium-term performance (outcomes) from 2005 to 2013;
- Chapter 4 presents the evidence on short-term performance (outputs) from 2005 to 2013;
- Chapter 5 presents sector budget trend and implementation
- Chapter 6 concludes the report

1.2 Source of Data on Primary Education

There are two types of information on the education system: (1) administrative data; and (2) Surveys.

Administrative data

- The Annual Primary School Census (APSC) is the main source for information on primary education. APSC 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. APSC school coverage has expanded in recent years; covering 24 types of schools in 2013 (see Table 1.1).

- APSC census focus mainly on four types of schools: (i) Government Primary Schools (GPS); (ii) Newly Nationalized Primary Schools (NNPS) former (RNGPS); (iii) Experimental Schools and; (iv). Community schools. To obtain data from other types of institutions, it requires cooperation of and coordination with other governmental agencies such as MOE/BANBEIS which collects data on madrashahs. APSC institutional coverage will be discussed in detail in the following section.

- 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. The Primary Education Completion Examination (PECE) 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

Surveys

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

DPE survey

- National Student Assessment (NSA): As per DPE plan NSA survey conduct every 2 years. Accordingly, this survey administered in 2006, 2008, 2011 and 2013 (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 7 categories schools (GPS, NNPS, NGPS, NGO schools, Experimental schools, community schools and *Shishu Kollyan* schools) students. In 2011 NSA conducted only in GPS and NNPS, hence only GPS/NNPS results from 2013 NSA are used to compare the performance between 2011 and 2013. In 2015 NSA will compare student achievements in all 7 categories of schools. The instruments have been evolving over time and the 2011/2013 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 both subjects. The next round NSA is due in 2015. More details on NSA findings are given in the learning section of Chapter 3.Other surveys

- Population Census: The 2011 population census provides information on the size of the primary school-age population (aged 6–10).

- Household Income and Expenditure Survey (HIES): The Bangladesh Bureau of Statistics (BBS) conducts the Household Income and Expenditure Survey (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 round of HIES is scheduled in 2015 and expect that the report will be available by June 2016. In between the 2010 and 2015 HIES, BBS has agreed to conduct an Education Household Survey (EHS) using a simplified survey instrument focusing only education information. EHS will allow PEDP3 to monitor the impact of its interventions at the mid-term point of the programme.

- Multiple Cluster Indicator Surveys (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 following round MICS was conducted in 2013, with results available in December 2014.

- 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). CAMPE did not conduct any survey from 2010 to2013.

In addition to these surveys, the 2014 ASPR draws many of its findings from the new World Bank education sector review report: "*Seeding Fertile Ground: Education That Works for Bangladesh*", published in early 2014.

1.3 Data on Primary Education

1.3.1 BASIC STATISTICS ON PRIMARY EDUCATION

DPE categorizes 24 types of formal and non-formal primary education institutions in Bangladesh and the APSC 2013 captured 13 main types including 3,150 schools in the 'Others' categories. The "Others" category comprises of schools/learning centre's in mosques and temples, prisons, tea gardens, muk-o-badir (hearing impaired), Chittagong hill tracks, as well as schools run by other governmental and autonomous organizations. The basic statistics on the primary education sub-sector is presented below (see Table 1.1 and Figure 1.1)

- The total number of schools was 106,859(all types of schools). Of these schools, 35.28% schools are GPS; 21.18% are newly nationalized primary school (NNPS); and 13.2% are Kindergartens;

- The total enrolled children in grade 1 to 5 were 19,584,972 (all 24 types of schools); girl students totaled 9,804,020. (50%). The percentages of girls in the two major categories of schools - GPS and NNPS were 51% and 50% respectively;[2]

- The total number of teachers was 466,508 (all types of schools). Of these teachers, female teachers totaled 265,776 (57%). The percentages of female teachers in the two major categories of schools - GPS and NNPS – were 64% and 45% respectively.

Table 1.1: Primary Education Institutions, Teachers and Students, APSC 2013

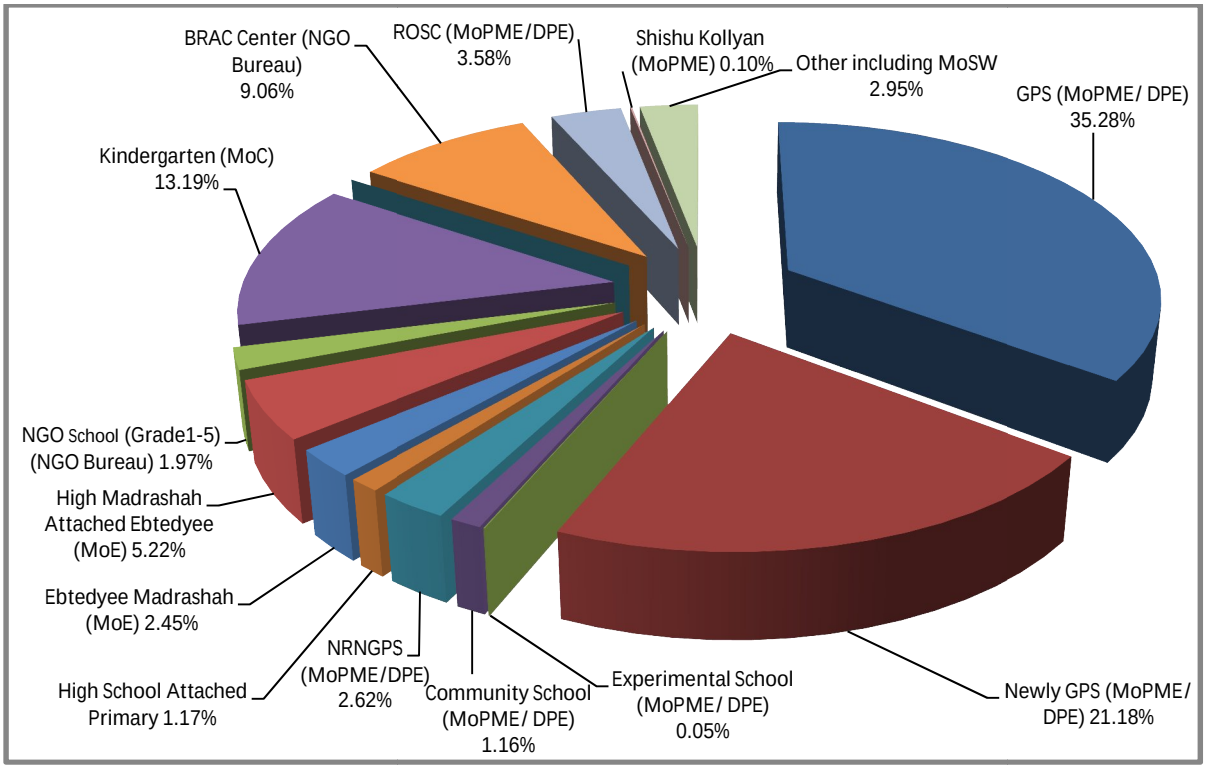
SL. #	School type	No. of school	Total Teacher			Total student			STR
			Total	Female	% of female	Total	Girl	% Girl	
	Formal schools and madrashahs								
1	GPS (MoPME/DPE)	37,700	213,791	137,334	64.2	10,564,331	5,370,884	50.8	49.4
2	NNPS(former RNGPS) (MoPME/DPE)	22,632	89,483	40,572	45.3	4,325,894	2,156,108	49.8	48.3
3	Experimental School (MoPME/DPE)	56	227	199	87.7	11,499	5,630	49	50.7
4	Community School (MoPME/DPE)	1,244	4,297	3,242	75.4	207,526	106,080	51.1	48.3
5	NRNGPS (MoPME/DPE)	2,799	10,767	7,573	70.3	443,724	215,265	48.5	41.2
6	High School Attach Primary Section (MoE)	1,245	8,090	4,436	54.8	467,926	242,888	51.9	57.8
7	Ebtedayee Madrashahs (MoE)	2,623	10,318	1,845	17.9	344,120	166,443	48.4	33.4

[2]It is reported that there are 640,000 pupils enrolled in the EU SAHARE Programme, it is uncertain whether or not these students are accounted for in the APSC.

SL. #	School type	No. of school	Total Teacher			Total student			STR
			Total	Female	% of female	Total	Girl	% Girl	
	Formal schools and madrashahs								
8	High Madrashahs Attached Ebtedayee(MoE)	5,583	22676	3,069	13.5	845,438	410,528	48.6	37.3
9	NGO School (Grade1-5) (NGO Bureau)	2,101	4,690	3,152	67.2	212,212	108,484	51.1	45.2
10	Kindergarten (MoC)	14,100	84,635	49,653	58.7	1,798,500	817,038	45.4	21.3
	Non-formal schools/centers								
11	BRAC Center (NGO Bureau)	9,683	9,744	9,472	97.2	214,161	129,590	60.5	22.0
12	ROSC (MoPME/DPE)	3,830	3,854	3,124	81.1	93,993	47,634	50.7	24.4
13	Shishu Kollyan (MoPME/DPE)	112	354	254	71.8	11,030	5,796	52.5	31.2
14	OTHERS (including MoSW)	3,151	3,582	1,851	51.7	44,618	21,652	48.5	12.5
	Total	106,859	466,508	265,776	57.0	19,584,972	9,804,020	50.1	42.0

Source: APSC 2013, Note: Added 28 more schools in the GPS stock from the Establishing 1500 School Project
**Note: Non formal schools include the schools having full-fledge five grades and non-formal centers, refer to the learning centers, which do not have full 5 grades*

Figure 1.1: Percentage of Primary Level Educational Institutions by Type 2013



Source: APSC 2013

The management and oversight of the primary school system is highly fragmented with five different authorities, including DPE. .

Table 1.1and Figure 1.1illustrate the relevant authority and the number and type of institutions, teachers and students based on APSC 2013 data:

- Share of institutes: Of the 13 types, five types of formal (types 1–5 below) and two types of non-formal (type-12 and 13 below) primary school are under the Ministry of Primary and Mass Education (MoPME), accounted for a total 68,373 schools or 64%; type 6–8 of formal primary schools and madrashahs are under the Ministry of Education (MOE) or about 8.8% share of total schools; type 10 is under the Ministry of Commerce or about 13.2% share of total schools; types 9 and 11 are under the NGO bureau at about 11% share of total schools/ learning centre's and type 14 is other types account for 2.9% share of total schools (see Figure 1.2)
- Share of teachers: Of the 13 types of schools, the share of teachers in MoPME managed schools is 69.2%, MoE managed schools is 8.8%, MoC managed school is 18.1%, NGO Bureau managed schools/ learning centre's is 3.1% and other types schools managed by different agencies is 0.8% (see Figure 1.3).

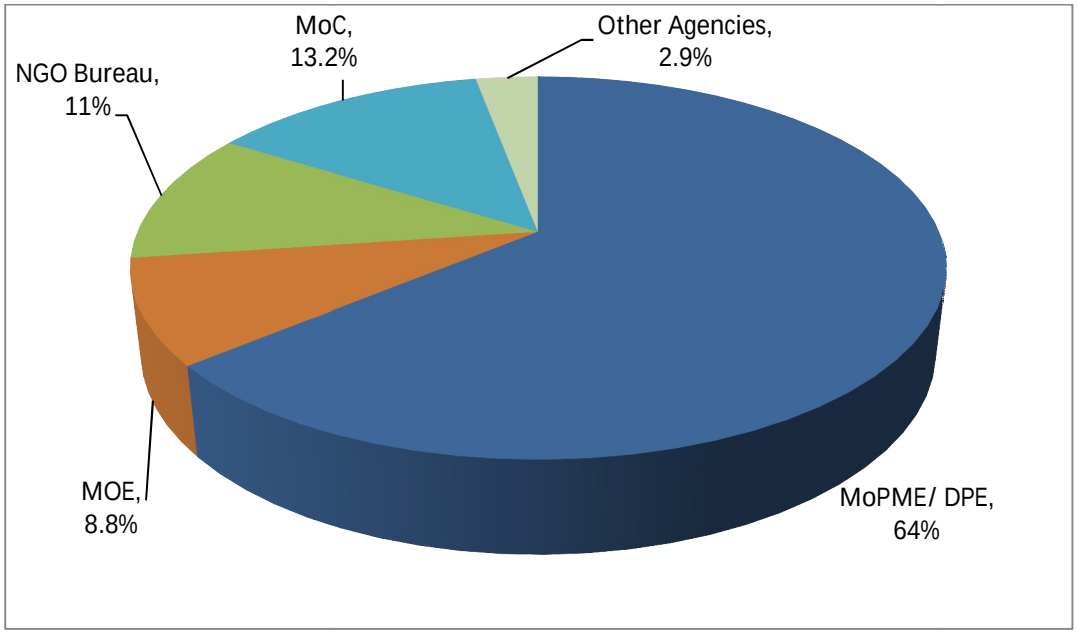
- Share of students: Of the 13 types, share of students in MoPME- managed schools is 79.9%, MoE- managed schools is 8.5%, MoC- managed school is 9.2%, NGO Bureau- managed schools/ learning centre's is 2.2% and other types schools managed by different agencies is 0.2% (see Figure 1.4).

With so many different managing agencies and providers, collecting data on all primary education institutions is a complex process, especially on Quomi madrashahs and non-formal primary schools/centers.

Non Formal Schools / Learning 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.

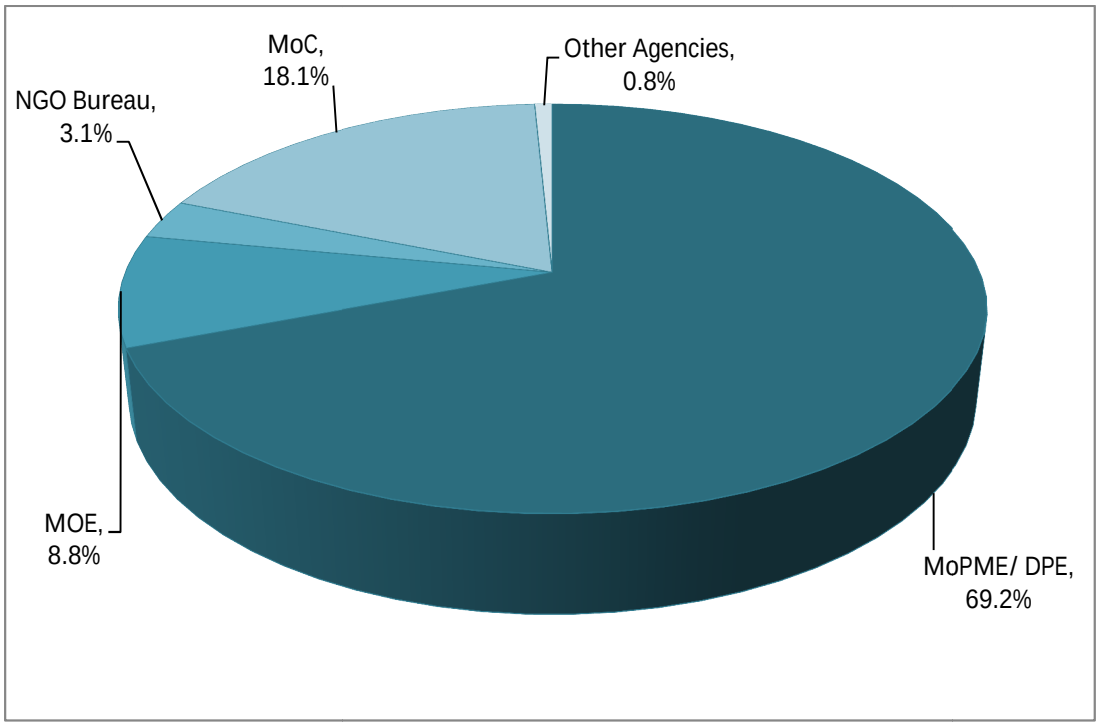
There are some data available on non-formal centers. The Bureau of Non-Formal Education (BNFE) operates a non-formal education programme and maintains a NFE database. The DPE' s Reaching Out-of-School Children (ROSC) project runs one-teacher learning centre, known as Ananda schools. According to the latest ROSC report, a total of around 320,000 students enrolled in 12,000 ROSC centres as of 2013. BRAC is the largest NGO with the biggest NFE programme: there are about 670,815 students in 22,618 schools or centres either managed directly by BRAC or through 441 partner NGOs. But on the whole, precise information on NFE coverage is difficult to obtain. There may be some double counting of NFE center and students between the major projects, such as BRAC, ROSC and EU supported SHARE Programme.

Figure 1.2: Share of Primary Level Institutes managed by GoBMinistries2013



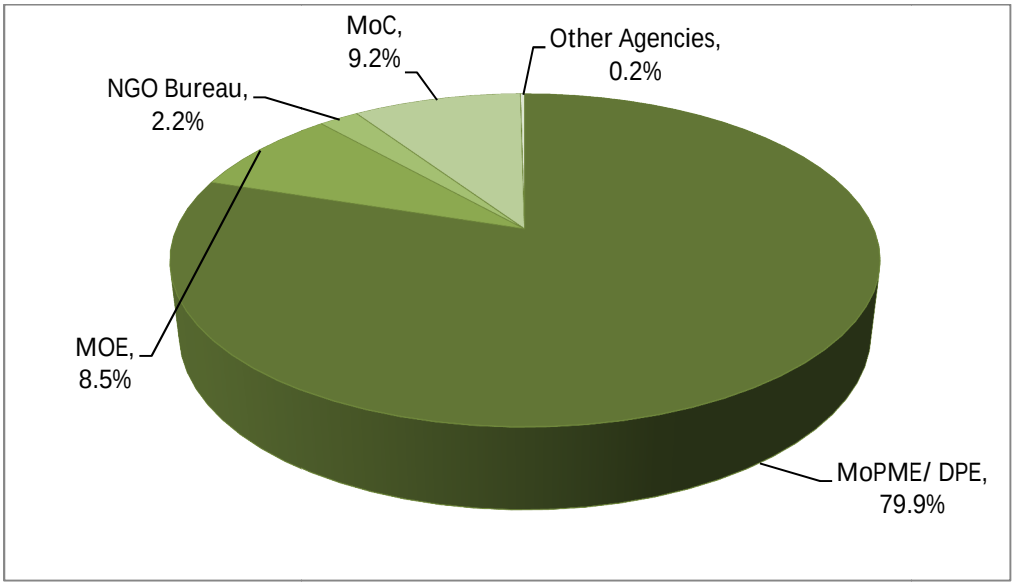
Source: APSC 2013

Figure 1.3: Share of Primary Level Teachers Managed by GoB Ministries, 2013



Source APSC 2013

Figure 1.4: Share of Students Managed by GoB Ministries 2013

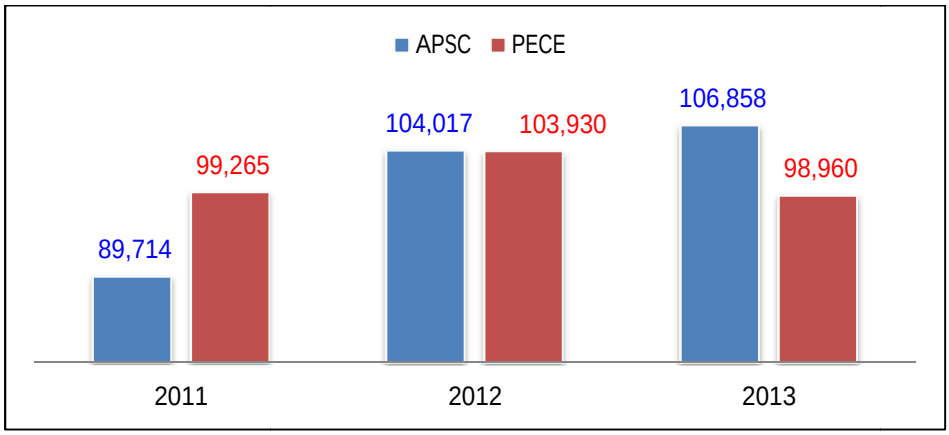


Source: APSC 23013

1.3.2 INSTITUTIONAL COVERAGE IN ADMINISTRATIVE DATA (APSC)

The expanded school coverage by APSC has been a major achievement since 2011. The total number of schools covered in APSC increased by 14,303(up 15%) in 2012andby 2,841 (up 2.7%) in 2013. Between 2012 and 2013, the major increase in coverage are madrashahs and schools in the 'Others' categories. However, there was considerable drop in the coverage of community schools, NGO schools and non-formal ROSC/BRAC schools/learning centre's. The reason for the decline in the number of community schools is that many of these schools merged with former RNGPS (newly nationalized primary school) since 2011, and as a result the number of community schools dropped by 68% in 2012 and 23% in 2013.

Figure 1.5: APSC and PECE Institutional Coverage 2011-2013



Source: APSC 23013, PECE 2013

At present, the total number of institutions offering primary education institutions is unknown. One way to assess the comprehensiveness of APSC is to compare its coverage with that of the Primary Education Completion Examination (PECE). In 2011, there were nearly 9,500 more schools in the PECE database than APSC. In 2012, both APSC and PECE coverage was nearly identical. In 2013, APSC has nearly 8,000 more schools/learning centers than PECE. This is due to no ROSC school participated in PECE last year (see Figure 1.5 and Table 1.2.)

Table 1.2: Number of Schools and Madrashahs in APSC and Primary Education Completion Examination (PECE), 2012- 2013

School type		Number of schools and madrashahs		% difference in coverage (2)/(1)	Number of schools and madrashahs		% difference in coverage (4)/(3)	% difference in coverage (3)/(1)
		2012 APSC	2012 PECE		2013 APSC	2013 PECE		
		(1)	(2)		(3)	(4)		
GPS[1]		37,672	37,655	-0.05	37,700	37,836	0.36	0.07
Experimental		56	55	-1.79	56	55	-1.79	0.00
NNPS		22,101	23,027	4.19	22,632	23,181	2.43	2.40
Community		1605	954	-40.56	1244	819	-34.16	-22.49
'Other'	NGO, Kindergarten, NNNPS, Temp.	18125	18,322	1.09	22262	19,573	-12.08	22.82
	Secondary school-attached	1,351	1,793	32.72	1,245	1,823	46.43	-7.85
	ROSC/BRAC/SK	16,188	16,188	10,522	13,513	3,902	-246.31	-16.52
Madrashahs	Ebtedayee	2,058	2,689	30.66	2,623	2,612	-0.42	27.45
	Dakhil, Alim, Fazil, Kamil	4,861	8,913	83.36	5,583	9,159	64.05	14.85
Total		104,017	103,930	-0.08	106,858	98,960	-7.39	2.73

Note: (1) The GPS figures include data on 498 model Government Primary Schools.

Source: APSC 2012-13, PECE 2012-13

1.3.3 Age of Students &Cohort Population Data

Age of students in administrative data (APSC): An ongoing quality concern in APSC reporting is over the accuracy of the age information on students provided by schools. Table 1.3compares 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). 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, especially over-age by 2 years or more. Hence, some of the aged-reference indicators (e.g., NER) might also be over-estimated.

Table 1.3: Percentage of Children by Age for Grade APSC and MICS

Grade	Under-age / Right age for grade					Over age by one year					Over age by two years or more				
	2009 MICS	2010 APSC	2011 APSC	2012 APSC	2013 APSC	2009 MICS	2010 APSC	2011 APSC	2012 APSC	2013 APSC	2009 MICS	2010 APSC	2011 APSC	2012 APSC	2013 APSC
1	59.4	87.9	81.8	84.6	85.8	21.6	10.3	12.6	11.8	10.3	18.9	1.9	3.4	3.6	3.9
2	52.7	85.7	81.7	80.2	84.2	25.3	11.2	12.4	13	12.1	22.0	3.0	3.6	6.8	3.7
3	45.3	83.7	79.1	80.7	83.1	22.3	13.5	14.3	15.7	12.8	32.4	2.9	4.0	4.1	4.2
4	40.6	83.0	77.4	80.5	84.1	28.6	13.7	14.6	14.4	11.7	30.8	3.3	4.9	5.1	4.2
5	42.1	87.5	78.7	79.8	85.3	20.4	8.9	12.0	13.4	10.1	37.6	3.6	5.1	6.8	4.6

Source: APSC 2010- 2013, MICS 2009

School-age population:

According to the BBS estimates based on the 2001 population census, the primary school-age cohort has been declining since 2005. This projection was based on several assumptions, including declining fertility rate. In July 2012, BBS published data from the 2011 population census. DPE used Sprague multiplier to estimate the 2011 primary school age population based on the new census data with the consent and endorsement of BBS[3] (see Table 1.4).

Table 1.4: APSC Aged 6-10 Population Baseline Data 2005-2013

(in million)	2005	2006	2007	2008	2009	2010	2011	2012	2013
Population of children aged 6–10	17.32	16.77	16.51	16.39	15.98	15.75	18.17	18.21	18.03

Accordingly 6-10 years population projected for the year 2011, the resulting estimate is 18.17 million children which are 2.4 million higher than the projected estimate for 2010. In other words, it appears that the projected school-age population 2005–2010 was 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.)

Lastly, there are disincentives for the schools to provide accurate reporting to the annual census. For instance 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. Another example is that in urban or well communicated areas

[3] 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.

(mainly Upazila and district HQs); there is some degree of over deployment of teachers. It is assumed that those schools maintain minimum level of enrolment for justifying additional teachers' posts. 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 teachers' posts.

2. EXPECTED RESULTS AND SUMMARY OF ACTUAL RESULTS

The ASPR 2014 presents the results achieved by the implementation of PEDP3 and the 2013–2014 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 emphasizes 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.

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 10 specific objectives including improving enrolment, completion, providing more quality inputs and strengthening monitoring. PEDP I consisted of several projects managed and financed separately by eight DPs. 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. The PEDP3 Result Chain is presented in Annex 1.

2.1 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 special need 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 More teachers recruited and deployed Trained teachers Learning materials available	Approved policy and guidelines for PPE Inclusive education stipend Programme School feeding Programme Children with special need 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 More staff Training, guides, manuals and other materials	Policy Guidelines on PPE Inclusive Education, Stipend Programme, School feeding SLIP/UPEP grant	Devolution Plan Civil works, Supply Equipment, furniture and transport, Adequate Funds, Grants and funds Programme dev. and studies	Capacity building (MoPME, DPE, NAPE, NCTB, and field office) Recruitment and promotion rules and career path

2.2 Actual result achieved in 2013

The structure of PEDP3 is organised into 29 sub-components (Table 2.1). 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 this report. Before this, the following three tables summarize the achievements of (i) Table 2.2: Key Performance Indicators (KPIs); (ii)Table 2.3: Primary School Quality Level Indicators (PSQLs); and (iii) Table 2.4: Disbursement Linked Indicators (DLIs).

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 AND 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	4.1 PEDP3 management and Governance
1.2 School and classroom assessment	2.1.2 Pre-primary education 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
Anticipated Outcome: All children acquire grade-wise and subject-wise expected learning Outcomes or competencies in the classroom.	Anticipated Outcome: Participation of all children in pre- and primary education in all types of schools	Anticipated Outcome: Regional and other disparities reduced in terms of participation, completion and learning outcomes	Anticipated Outcome: Upazila and school level planning decentralised	Outcome: Increased effectiveness of budget allocation	Outcomes: Improved sector planning and results based management
Reforms: Fresh pedagogies; teachers accountable for each child's learning; revised curriculum and textbooks; classroom and school-based assessment; teacher pre-induction training upgraded to Diploma in Education.	Reforms: One year pre-primary education through GPS; equivalency of formal and non-formal education; broadening the concept and mainstreaming inclusive education; providing education in emergencies and disasters; improving communications	Reforms: Reducing overcrowded classrooms through needs based infrastructure development; providing sanitation and water to schools on a needs basis, providing school health and school feeding programmes; providing stipends to the poorest children	Reforms: School level leadership development; field offices strengthened; increase decentralization of school management; mainstreaming school and upazila grants initiative; strengthening capacity at central level institutions.	Reforms: Strengthening Grade V examination, the annual school census, and the national student assessment systems; strengthening systems for teacher recruitment, deployment and promotion.	Reforms: Strengthening results based management; formalizing public-private partnerships; assuring adequate sector finance
Measuring Performance: 3KPIs (1, 2 & 3) 4 PSQLs: (1, 2,3 & 16) Sub-Component indicators: 21 (26)	Measuring Performance: 3KPIs (4, 5 & 6) *2 PSQLs: 4 & 17and Sub-Component indicators: 5 (11)*	Measuring Performance: 3KPIs (7,8 &9) 6 PSQLs: (5, 6, 7, 8 &9) and Sub-Component indicators: 8 (17)	Measuring Performance: 2KPIs (10 &11) 2 PSQLs: (10, 11, 12 & 13) and Sub-Component indicators: 4 (8)	Measuring Performance: 4KPIs (12, 13, 14 & 15) 1 PSQL: (14, 15 & 18) and Sub-Component indicators: 12 (14)	Measuring Performance: Sub-Component indicators: 14 (18)

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

Table 2.2: Key Performance of Indicators of PEDP3 2005, 2010 - 2013

SL	KPIs		2005	Baseline 2010	2011	2012	2013	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	All: 74%; Boy: 73%; Girl: 75%	75%	Targets based on NSA 2017 ** NSA 2013 result is preliminary estimates. Final result will be available in September 2014
		b. Mathematics	n/a	n/a	All: 50%; Boy: 51%; Girl: 49%	n/a	All: 58%; Boy: 59%; Girl: 57%	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	All: 25%; Boy: 24%; Girl:25%	50%	Targets based on NSA 2017; Target revised at MTR ** NSA 2013 result is preliminary estimates. Final result will be available in September 2014
		b. Mathematics	n/a	n/a	All: 33%; Boy: 33%; Girl: 32%	n/a	All: 25%; Boy: 25%; Girl: 25%	60%	
3.	Grade 5 terminal examination pass rate	a. Total	n/a	92.3%	97.3%	97.4%	98.5%	n/a	Target to be set after reforming grade V exam through inclusion of competency based test items
		b. Boy	n/a	92.7%	97.5%	97.5%	98.6%	n/a	
		c. Girls	n/a	92.0%	97.1%	97.2%	98.5%	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	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	n/a	10%	
5.	GER [EFA 5]	a. Total	93.7%	107.7%	101.5%	104.4%	108.6%	105%	
		b. Boy	91.2%	103.2%	97.5%	101.3%	106.8%	103%	
		c. Girls	96.2%	112.4%	105.6%	107.6%	110.5%	107%	
6.	NER [EFA 6]	a. Total	87.2%	94.8%	94.9%	96.7%	97.3%	98%	
		b. Boy	84.6%	92.2%	92.7%	95.4%	96.2%	97%	
		c. Girls	90.1%	97.6%	97.3%	98.1%	98.4%	99%	
7.	[*Participation*] Gender parity index of GER		1.05	1.09	1.08	1.06	1.02	1.03	Disparity exist in favour of girls

SL	KPIs		2005	Baseline 2010	2011	2012	2013	Target 2016	Comment
8.	[*Participation*] Net attendance rate (NAR) – 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	n/a	All: 82% to 90%	*Source of baseline data: HIES 2010.* ** The 2013 EHS is expected to complete 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)*: 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% 1.2 Top 10%: 2.3 Range: 1.1	Bottom 10% 1.2 Top 10%: 2.4 Range: 1.2	Bottom. 10%: 1.5 Top 10%: 2.5 Range: 1.0	The composite indicator for a particular Upazila ranges from 0–3
	Average value of index for bottom 20% of *Upazilas*[4]	b. Bottom 20%	n/a	Bottom 20%: 1.3	Bottom 20%: 1.3	Bottom 20%: 1.3	Bottom 20%: 1.4	Bottom. 20%: 1.7	
10.	Number and types of functions delegated to district, *Upazilas* and schools		n/a	n/a	n/a	Districts 21 Upazilas 12 Schools 1	Districts 21 Upazilas 12 Schools 1		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%	81% (up to March)		Aggregated original budget over actual expenditures of 7 block grants
12.	Completion rate[5]	a. Total	52.8%	60.2%	70.3%	73.8%	78.6%	80%	Calculation Reconstructed Cohort
		b. Boy		59.8%	67.6%	71.7%	75.1%	78%	

[4] KPI 9B is an EU only disbursement trigger, starting in 2014.
[5] KPI 12 is an EU only disbursement trigger, starting in 2014.

SL	KPIs		2005	Baseline 2010	2011	2012	2013	Target 2016	Comment
		c. Girls		60.8%	73.0%	75.8%	82.1%	82%	
13.	Dropout rate	a. Total	47.2%	39.8%	29.7%	26.2%	21.4%	20%	Calculation Reconstructed Cohort
		b. Boy	n/a	40.3%	32.4%	28.3%	24.9%	22%	
		c. Girls	n/a	39.3%	27.0%	24.2%	17.9%	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	Av: 79.7 Boy: 77.3 & Girl: 82	70%	Target reached
		Years inputs per graduate	8.1	8.0	Av: 7.2, B: 7.4 and G: 7.1	Av: 6.5, B: 6.6 and G: 6.3	Av: 6.3 Boy: 6.5 & Girl: 6.1	7.0	
15.	Percentage of schools (GPS/NNPS) that meet three out of four PSQL indicators: (i) Girls' toilets (PSQL 5); (ii) potable water (PSQL 7);and (iii) SCR (PSQL 11) (iv) STR (PSQL 16)		n/a	17%	24%	24%	24%	50%	A list of 10% of lowest and 10% of highest performing Upazilas attached as Annex C.

Table 2.3: Primary School Level Indicators of PEDP3 (GPS &NNPS) 2010-2013

SL.	PSQL Indicator	Type	Baseline 2010	2011	2012	2013	Target 2016	Comment
1.	Percentage of schools which received all new textbooks by January 31	Total	33	47	98	99	100	
		GPS	31	45	98	99	100	
		NNPS	36	51	98	99	100	
2.	Percentage of (assistant and head) teachers with professional Qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.)	Total	83	82	89	90	95	
		Male	84	80	91	91	95	
		Female	83	86	85	86	95	
3.	Percentage of (assistant and head) teachers who receive continuous professional development training	Total	88	78	86	89	95	Calculation based on teachers participation in sub-cluster training
		GPS	87	75	86	89	95	
		NNPS	88	87	87	87	95	
4.	Number of enrolled children with disabilities	Total	83,023	90,960	89,994	82,708	n/a	Considered 6 types of special need children in the mainstream primary education
		Boy	47,029	51248	50,365	45,858	n/a	
		Girl	35,994	39,712	39,629	36,850	n/a	
5.	Percentage of schools with separate functioning toilets for girls	Total	31	48	63	64	80	
		GPS	37	54	65	68	80	
		NNPS	20	40	60	57	80	
6.	Percentage of schools with at least one functioning toilet	Total	96	97	85	83	100	
		GPS	97	98	88	85	100	
		NNPS	94	95	81	80	100	
7.	Percentage of schools with potable water	Total	71	77	79	74	100	
		GPS	75	84	83	78	100	
		NNPS	64	68	74	68	95	
8.	Percentage of schools which depend on water points for water where the water point is in working condition	Total	33	47	67	68	95	
		GPS	31	45	66	72	95	
		NNPS	36	51	68	63	100	
9.	Percentage of schools which have a functioning water point that have potable water	Total	83	82	92	83	95	
		GPS	84	80	92	85	95	
		NNPS	83	86	90	80	95	
10.	Percentage of classrooms that are in good condition	Total	88	78	78	76	n/a	Include both “Good” and “Moderate” condition classrooms
		GPS	87	75	78	77	n/a	
		NNPS	88	87	78	77	n/a	
11.	Percentage of schools that meet the SCR standard of 40	Total	20.6	21.3	21	21	25	Considered single shift school
		GPS	21.8	21.9	20	20	25	

SL.	PSQL Indicator	Type	Baseline 2010	2011	2012	2013	Target 2016	Comment
		NNPS	18.5	20.2	22	22	25	
12	Percentage of standard size classrooms (26'X19'6'') and larger	Total	43	40	38	38	n/a	PEDP3 size (19'x17'4'')
		GPS	46	44	42	42	n/a	
		NNPS	37	32	31	31	n/a	
13	Percentage of classrooms which are in *Pacca*	Total	96	97	96	97	100	Include Semi-Pacca classrooms (e.g., to minimum cemented wall and floor.)
		GPS	97	98	98	98	100	
		NNPS	94	95	95	95	100	
14	Percentage of head teachers who received training on school management and leadership	Total	71	77	46	65	85	In FY 2011-12 sufficient training was not conducted.
		GPS	75	84	45	65	85	
		NNPS	64	68	47	64	85	
15.	Proportion of SMCs whose members were trained (at least three members)	Total	33	47	34	n/a	n/a	No provision of SMC training in the PEDP3
		GPS	31	45	33	n/a	n/a	
		NNPS	36	51	37	n/a	n/a	
16	Percentage of schools that meet the STR standard of 46	Total	44	45	49	51	75	Single shift school only
		GPS	40	45	50	51	75	
		NNPS	52	47	47	46	75	
17	Percentage of schools (GPS) with pre-primary classes	Total	43	81	91	95	100	
		GPS	45	94	97	99	100	
		NNPS	40	55	82	88	100	
18	Percentage of schools which receive SLIP grants	Total	64	67	27	62	80	Coverage was inadequate due to delayed SMC formation
		GPS	n/a	66	26	62	80	
		NNPS	n/a	68	29	62	80	

Table 2.4: DLI Milestones & Dates of Achievement 2013

Sl. No.	DLI	Year 0		Year 1		Year 2		Remarks
		Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	
Summary		*8 DLI Met* *1DLI Unmet*		*9DLIs Met*		*7 DLIs Met* *2 DLIs Unmet*		
1	Production and distribution of textbook	At least 75% of all eligible schools receive all approved textbooks (Grades 1 to 5) within one month of school opening day	JCM Nov. 2011	At least 80% of all eligible schools receive all approved textbooks (Grades 1 to 5) within one month of school opening day Third Party validation of monitoring mechanism completed	JCM Sept. 2012	At least 85% of all eligible schools receive all approved textbooks (Grades 1 to 5) within one month of school opening day Monitoring mechanism improved with actions agreed upon by MoPME and MOE based on validation results.	JCM Sept. 2013	DLIs of Yr 0, 1 & 2 Met
2	Teacher Education and Professional Development	Comprehensive TED plan prepared and adopted by MOPME	JCM Nov. 2011	All preparatory steps for introduction of Dip-in-Ed completed in accordance with the plan	JCM Sept. 2012	Dip-in-Ed piloted in 7 PTIs with number of instructors according to the Plan	JCM Sept. 2013	DLIs of Yr 0, 1 & 2 Met
3	Pre-Primary Education	Guidelines prepared and endorsed by MOPME on the role of NGOs in pre-primary education	JCM Nov. 2011	Integrated database of PPE provision by type of provider completed Plan for PPE expansion plan approved by MOPME	JCM March 2013	At least 15,000 PPE teachers placed and trained in areas of greatest need. Curriculum, standards, and materials for PPE, and teacher training approved by MoPME	Unmet	Year 2 unmet
4	Needs-based Infrastructure Development	Plan for prioritized needs based infrastructure finalized and approved by MOPME	JCM Sept. 2012	At least 10% of planned needs-based infrastructure development completed according to criteria and technical standards.	JCM March 2014	At least 30% of planned needs-based infrastructure development completed according to agreed criteria and technical standards. Third party validation of infrastructure development according	Unmet	Year 2 unmet

Sl. No.	DLI	Year 0		Year 1		Year 2		Remarks
		Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	
						to technical criteria and standards.		
5	Decentralized School Management and Governance	Revised circular/ guidelines for SLIPs, including monitoring arrangements, approved by MOPME and distributed to all children	JCM Nov. 2011	SMC guidelines in accordance with and including reference to SLIP guidelines) and mechanism for funds flow approved by MOPME 50% of schools having prepared SLIPs and received funds according to the SMC guidelines Revised guidelines for UPEPs, including identification of expenditures for block grants, approved by MOPME and distributed to all Upazilas	JCM March 2013	At least 60% of schools 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.	JCM April 2014	Year 0, 1 and 2 met
6	6. Grade 5 Completion Exam	A five-year action plan for improvements in Grade V terminal examination developed by NAPE and endorsed by MOPME and including revised test items to gradually transform exam into competency based-test New test items	JCM Nov. 2011	Revised 2011 Grade V terminal examination based on action plan and pilot results, implemented, including guidelines developed for markers and training of markers Analysis of results of 2011 Grade V terminal examination completed by DPE and NAPE and results disseminated	JCM Sept. 2012	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. Analysis of results of 2012 Grade 5 completion exam completed by DPE and NAPE and results disseminated	JCM Sept. 2013	DLIs of Yr 0, 1 & 2 Met

Sl. No.	DLI	Year 0		Year 1		Year 2		Remarks
		Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	
		developed by NAPE on selected competencies and piloted with accompanying guidelines for pilot test administration and training of test administrators						
7	Teacher recruitment and deployment	Assessment of needs for new teachers based on; (i) verification of current teaching force and (ii) needs based infrastructure plan completed and approved by MOPME	JCM Nov. 2011	All teachers and head teachers' position are (vacancies and new positions) filled according to agreed recruitment procedures and on needs basis And at least 90% of new teachers and head teacher posts identified by the Year 0 assessment to be filled for the year filled Revised final proposal of career paths for teachers and head teachers and, career paths, recruitment and promotion rules for DPE officers (field and head quarter) submitted by MOPME to the committee of Joint Secretary, Regulations, Ministry of Public Administration	JCM Sept. 2012	(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.	JCM Sept. 2013	DLIs of Yr 0, 1 & 2 Met

Sl. No.	DLI	Year 0		Year 1		Year 2		Remarks
		Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	
8	Annual School Census (M&E	ASC questionnaire to meet PEDP-3 requirements as approved by MOPME	JCM Nov. 2011	Plan approved by DPE to expand coverage of monitoring system to all primary schools with periodic validations New ASC questionnaire fully implemented IT function separated from EMIS function, EMIS and M&E staffed with at least 2 statisticians each	JCM Sept. 2013	ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools. Internal data validation mechanisms in place and validation of data accuracy completed as reported in an annex of the ASC report describing the background check used during data entry and the data cleaning rules and possible other validation mechanism.	JCM April 2014	DLIs of Yr 0, 1 & 2 Met
9	Education Sector Financing	FY 11 Primary education budget aligned with program framework and consistent with MTBF 11-16	UNMET	FY 12 Primary education budget aligned with program framework and consistent with MTBF 12-17 Actual primary education expenditures in FY12-13 within 15% deviation of the originally approved budget	JCM Sept. 2012	FY13-14Primary education budget aligned with program framework and consistent with FY13-18 MTBF Actual primary education expenditures in FY12-13 within 15% deviation of the originally approved budget	JCM April 2014	Year 1 & 2 met.

3. SECTOR PERFORMANCE AND 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 five result areas:

- Teaching and Learning
- Participation (Primary, Pre-Primary, NFE)
- Disparity Reduction
- Decentralization
- Effectiveness & Efficiency

For each result area, Key Performance Indicators (KPIs) and non-KPIs are designated to monitor the overall progress of PEDP3 interventions at the outcome and impact levels (see Table 3.1 below).

Table 3.1: Key Performance Indicators by PEDP3 Result Areas

Component 1: Teaching & Learning	Component 2: Participation & Disparities		Component 3: Decentralization & Effectiveness	
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
KPI 1: % of students achieving Grade 3 competencies (All; Boys; Girls)	KPI 4: % of children out of school (boys and girls)	KPI 7: Gender parity index of GER	KPI 10: No. and types of functions delegated to district, Upazilas and schools	KPI 12: Completion rate
KPI 2: % of students achieving Grade 5 competencies (All; Boys; Girls)	KPI 5: GER [EFA 5]	KPI 8: NER – Range between top and bottom20% of households by consumption quintile	KPI 11: Expenditure of block grants (conditional and unconditional) for Upazilas and schools	KPI 13: Dropout rate
KPI 3: Grade 5 terminal examination pass rate	KPI 6: NER [EFA 6]	KPI 9: Upazila composite performance indicator		KPI 14: Coefficient of efficiency [EFA 14]
				KPI 15: % of schools that meet 3 out of 4 PSQL indicators

3.1 Teaching and Learning

Improving learning outcomes is one of the major objectives of PEDP3 and learning achievement of children is the ultimate outcome in the primary education sector. There are three KPIs defined for measuring the learning outcomes under PEDP3 and first two KPIs are intended to measure the learning achievement in Bangla and mathematics of grades 3 and 5 students.

The two data sources on learning assessment are:

- NSA surveys (conduct in every two year);
- The grade 5 Primary Education Completion Examination (PECE) (administrative source, since 2009).

In addition, CAMPE conducted the Education Watch survey annually up to 2008. Unlike the NSA, the CAMPE survey establishes a long-term trend in learning achievement by using the same tests in all the surveys since the 2000.

3.1.1 2013 National Student Assessment (NSA)

The National Student Assessment (NSA) tests grade 3 and grade 5 students in Bangla and mathematics. There have been four rounds of NSA carried out in 2006, 2008, 2011 and 2013. The 2011 round of NSA was originally planned for 2010. But due to the need to establish 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 the first two rounds (2006 and 2008) of surveys under PEDPII were incompatible because of there being insufficient standardization of tests items. In PEDP3 the DPE developed standardized test items in collaboration with NCTB under the guidance of ACER supported by WB from 2011 and onward. As a result the NSA 2011 and NSA 2013 conducted under PEDP3 are compatible because of their standard and uniqueness.

The NSA 2011and 2013 analysts used item response theory to construct a common measurement scale for grade 3 and grade 5 for Bangla and mathematics. For each subject, this scale represents a continuum of skills and understandings for the subject based on the test items in order of increasing difficulty. Both scales have a range of about 60 to 180. Performance of students has been reported as achievement levels (band). Band is the reference indicator of student's level of proficiency in a subject and helps to track the present and future performance of the students. Band 1 is considered as the basic level of proficiency while band 5 is considered the highest skill level.

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

Band 1:	Students working well below grade 3 level
Band 2:	Students working below grade 3 level
Band 3:	Students working at grade 3 level
Band 4:	Students working above grade 3 level
Band 5:	Students working at grade 5 level

The 2013 NSA sample size remains comparable to previous rounds, comprising up to grade 3 (22,871) and grade 5 (17,828) students selected using probability proportionate to size (PPS) sampling from nationally representative 1,001 sampled schools (in 2011 were 726 schools and30,000 students).

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

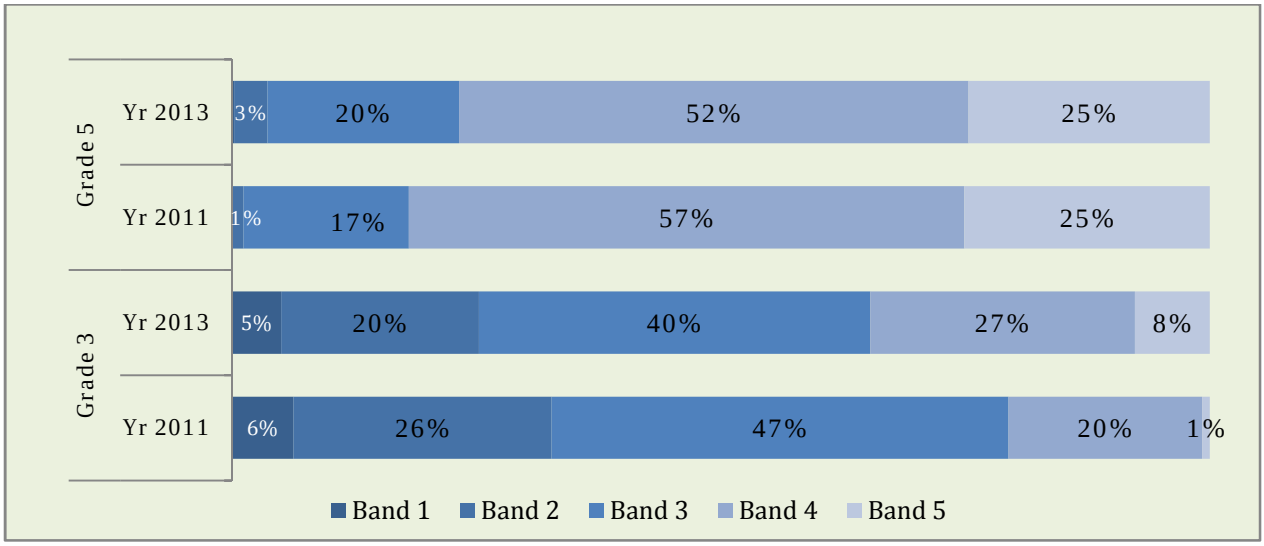
3.1.1.1 Performance in Bangla Test (preliminary estimates)

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

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

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

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



Source: NSA 2011 and 2013

The preliminary findings on the Bangla test are:

- In NSA 2013, the average scale score for Bangla was 104.2 (100.2 in 2011) Band 3 and 115.2 (116.2 in 2011), 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. Three quarters (75%) of grade 3 students are working at grade 3 level or above in 2013 compare to 68% in 2011.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 (only 25% both in 2011 and 2013).

- There are a small percentage of grade 3 students (5% in 2013 and 6.2% in 2011) who are very far behind their peers (band 1). The majority of grade 5 students are working at grade 4 level (52% in 2013 and 57% in 2011), but nearly 23% in 2013 (18% in 2011) are working well below their grade level i.e. band 1 and 2.

- Gender differences in Bangla scores are very small and not statistically significant. Bangla achievement of boys and girls of grade 3 in 2013 increased by 4 scale score points as compared to 2011 which is considered medium as per the effect size. However for Grade 5, Bangla achievement of boys and girls in 2013 is similar to that of boys and girls in 2011.

- The average scale score for grade 3 increased by 3 to 4 scale score points between 2011 and 2013 for both boys and girls. However, the average scale score for grade 5 decreased by 3 scale score points between 2011 and 2013. Changes at both levels are small and are likely to have little practical significance.

- Students in GPS performed better than those in NNPS including other sampled types in grade 3 and grade 5, and the differences at both grade levels are statistically significant.

- In grade 3, the average scale score of students in KG schools was the highest in Bangla (107.1 BSS), while the average scale score in BRAC Learning Centres (LC) was the lowest (98.7 BSS). There was a medium to large difference in Bangla scale score between BRAC centre and other school types. However, there was a small difference in BSS among other school types.

- In grade 5, the average scale score of students in KG schools was the highest in Bangla (118.2 BSS), while the average scale score in madrashahs was the lowest (110.4 BSS). There was a medium to large difference in Bangla scale score between madrashahs and KG schools, madrashahs and GPS, and KG and NNPS.

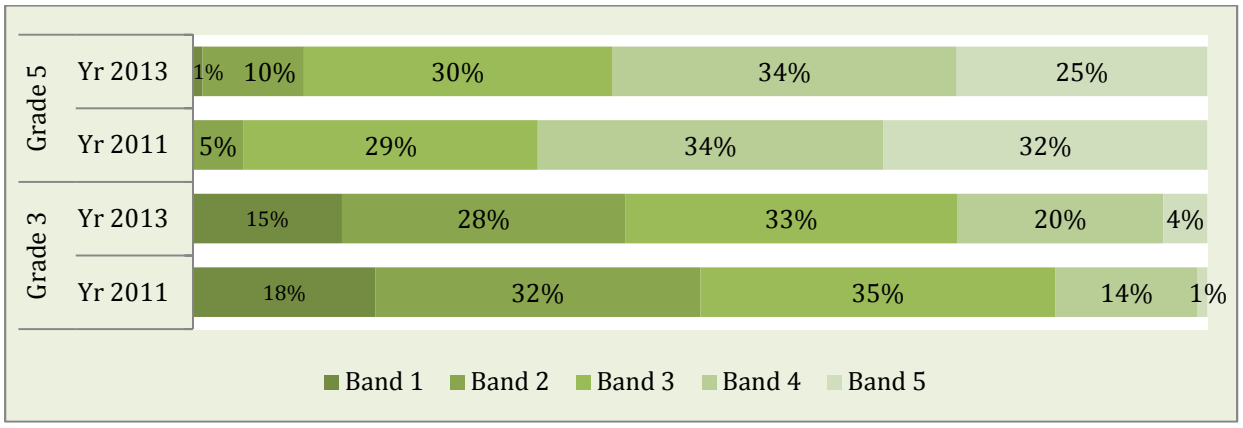
3.1.1.2 Performance in Mathematics Test (preliminary estimates)

Table 3.3: Band Distribution in Mathematics by Grade 2013 NSA

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

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

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



Source: NSA 2011 and 2013 data as cited in ACER

The preliminary findings on the mathematics test are:

- The average scale scores for Grade 3 increased by 3 scale score point from 100.8 during 2011 to 103.7 in 2013 band 2 and the average scale scores for grade 5 decreased by 3 scale score point from 118.6 during 2011 to 115.8 in 2013 and band 4 respectively. Changes at both levels are small and are likely to have little practical significance. The main concerns are nearly 43% of Grade 3 students and 75% of grade 5 students are working below their grade level as shown in Table 3.3 and Figure 3.2 above

- A higher proportion of grade-appropriate learning is in evidence for grade 3 students compare to 2011. However, there is a worryingly high proportion (15%) of grade 3 children working well below their expected grade in mathematics (Band 1). There is a clear danger that without remedial action to support the weakest learners in mathematics, they will fall further behind and potentially drop out.

- Gender differences in mathematics were small, equivalent of less than one score point on the tests, hence not likely to be of practical significance.

- As in Bangla, mean score in mathematics for GPS students was higher than for students in NNPS, with the difference being statistically significant for both Grade 3 and 5.

- In Grade 3, the average scale score of pupils in KG schools was the highest in mathematics (105 MSS), while the average scale score in BRAC Learning Centres was the lowest (97.5 MSS). There was a medium to large difference in mathematics scale score between BRAC Learning Centres and KG schools, BRAC and madrashahs, and BRAC and GPS schools.

- In grade 5, the average scale score of pupils in GPS was the highest in mathematics (117.2 MSS), while the average scale score in BRAC Learning Centres was the lowest (110.2 MSS). There was a medium to large difference in mathematics scale score between BRAC and GPS and BRAC and KG schools.

3.1.1.3 NSA 2011 and NSA 2013 (preliminary estimates) Performance Comparison

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

- There is no significant change in overall student achievement between 2011 and 2013 assessments. The student achievement of Grade 3 Bangla was on average a little bit higher in NSA 2013 than in NSA 2011, however this difference was moderate. Similarly student achievement of grade 5 Bangla in NSA 2013 was on a par with NSA 2011.

- Grade 3 mathematics mean performance was a little higher in NSA 2013 than in NSA 2011, however this difference was very small. Mathematics grade 5 mean performance was a little higher in NSA 2011 than in NSA 2013. This difference was also very small.

- Mean performances by division in grade 3 shows a significant difference for Barisal, Rajshahi and Rangpur. Dhaka, which had the highest mean in 2011, remained consistent at

102 in 2013. Further investigation is required to uncover the reasons for significant improvements in some divisions. The rank order of the highest achieving districts has changed since 2011. Barisal and Rajshahi are high performers while Sylhet remains the lowest for both subjects in both grades.

- Gender differences are negligible and indicative of the equity achieved by the Bangladesh primary education system. This is consistent across the grades, and subjects between assessment cycles.

- In both grades, performance of rural students was slightly better than their urban counterparts in mathematics.

- Overall performance of Government Primary Schools is higher from all other sampled 7 types of primary schools and this again is consistent from 2011. However, further school effectiveness studies need to be undertaken to analyze and explain the between- school variations.

The preliminary results of NSA 2013 show that the share of grade 5 students meeting the relevant competency level in math is slightly lower than that of 2011. A number of factors might have influenced the results, including:

1) *Curriculum reform*: The new curriculum and textbooks were introduced in 2012 and 2013. The preliminary finding of NSA 2013 highlights that there are several important lessons/concepts that were included in the old grade 5 textbook (i.e. until 2012) but the contents were not covered (or only partly covered) in the new grade 5 textbook because they are moved to the new grade 4 textbook in 2013. As a result, the cadre of students that took NSA 2013 missed out on those lessons/concepts when they were in grade 4 in 2012 and again in grade 5 in 2013.

2) *Lack of teacher orientation on new curriculum*: Teachers did not receive any training or orientation on the new curriculum. Teachers' guides, teachers' addition and question booklet also were not yet finalized in 2012/13. As a result, the teachers did not have any supplementary materials or training opportunities to familiarize themselves with the instructional concepts of the new curriculum.

3) *School sampling and comparability*: NSA 2011 included only GPS and NNPS while NSA 2013 includes all 7types of schools including non-formal schools such as BRAC and other NGO schools. Hence, the school samples between NSA 2011 and 2013 vary across a number of factors such as teachers profiles (qualification and training), student's background (socio-economic conditions),and school physical facilities etc.

4) *Country's situation in 2013:* The political situation for a few months before the national election in January 2014 was volatile. Schools closures were reported in many cases and the number of hours of instruction might have been affected.

These factors will be further investigated and discussed in the final NSA 2013 national report.

3.1.2 2011 National Student Assessment (NSA): Which factors make a difference to student achievement?

In order to improve learning achievement in Bangladesh, policy-makers need information on what interventions (school factors) has most impact on test scores. The NSA therefore collects information on factors such as gender, geographical location, and socioeconomic status –factors that are known to have an impact on student learning outcomes – and investigates the correlations between these factors and learning outcomes. It is essential to carried out an assessment by carefully examining correlates of student test scores.

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

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

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

Source: World Bank "Seeding Fertile Ground: Education That Works for Bangladesh" 2014
Note: "+" indicates positive correlation; "-" indicates negative correlation.

The Main Findings on NSA 2011 are:

Although there are regional differences, the school, as a singular entity, is one of the most important factors on student learning outcomes. This finding is re-confirmed by NSA 2013 which found wider gap in achievements between schools than within schools.[6]In other words, well managed schools (e.g., head teacher) with active community participation (SMC) can lead to improved student learning.

On household characteristics, poverty is correlated with low student performance. Students from poor households perform about three-fourths of a year behind their wealthier counterparts in Bangla and half a school year behind in mathematics. Parental education (especially the mother's) is another household factor impacting student learning. Test scores are generally higher for children who have books and read at home. Households with more educated parents are more likely to have books at home.

There appears to be little correlation between years of teaching experience and student learning outcomes. On the contrary, teachers with more than 20 years of experience appear to be negatively correlated with student performance.

With regard to teacher's formal educational certification, the students of teachers who possess only an SSC underperform. However, there appear to be no consistent differences in student performance among teachers with qualifications beyond an HSC. This finding indicates that there might be a need to review the policy on minimum qualification for new teachers, which was last done 2002/3, taking account of the over-supply of graduates, both females and males

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

Lastly, "Time on Task" affects student's achievement. There is strong correlation between the number of days of student absence and their poor performance at the test. For example, in the month of November 2011, 8 percent of primary school students were absent from school for more than six days within the month, and their performance was markedly lower when compared to students who were not absent. Teacher absenteeism/tardiness is another important indicator of "Time on Task" but this information not collected through NSA or APSC.

3.1.3 GRADE 5 PRIMARY EDUCATION COMPLETION EXAMINATION (PECE) 2013

The purpose of the Primary Education Completion Exam (PECE) is to certify that a child has successfully completed the primary education cycle. PECE replaced the Grade 5 primary scholarship examination in 2009 Students from formal and non-formal institutes took the exam in the first year. Students from Ebtedayee madrashahs participated in the exam in 2010.

[6] The NSA 2013 found for Bangla, 72 percent was between schools and 28 per cent within school. Similarly for mathematics, 76 percent variation was found between schools and 24 per cent variation was within the school.

Table 3.5 below shows the trend of primary education completion exam data between 2009 and 2013. Over this period, the number of institutes participated in the exam grew by 21.6%, the number of students listed in DR grew by 49.6%, the number of students appeared in the exam grew by 53.2% and the number of students passing the exam grew by 69.5%. The reason for the drop in the number of institutions in 2013 is that majority of the ROSC-Ananda schools did not participate in the exam due to completion of the first phase of the ROSC project.

Table 3.5: Results of Primary Education Completion Examination [PECE] 2009-2013

Year	No. of Inst.	Descriptive Roll (DR)			Appeared in the Exam			Passed in the Exam		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
2009	81,389	907,570	1,072,325	1,979,895	830,880	992,585	1,823,465	751,466	868,588	1,620,054
2010	97,344	1,161,875	1,326,454	2,488,329	1,016,394	1,188,803	2,205,197	934,699	1,079,267	2,013,966
2011	99,351	1,216,846	1,420,835	2,637,681	1,126,357	1,331,561	2,457,918	1,091,719	1,282,584	2,374,303
2012	103,930	1,363,815	1,607,857	2,971,672	1,255,652	1,501,840	2,757,492	1,219,163	1,451,672	2,670,835
2013	98,960	1,376,253	1,584,984	2,961,237	1,289,266	1,503,748	2,793,014	1,268,221	1,477,396	2,745,614

Source: PECE results, 2009-2013.

The PECE for 2013 was held in 20 November to 6 December, 2013. The total marks for the examination was 600, comprising 100 marks in each subject of Bengali, English, Mathematics, Bangladesh and Global Studies, Environmental Science and Religion. The exam was held at 6,574 exam centres covering seven divisions and including 8 centres abroad. A summary of the 2013 PECE results are shown in Table 3.6.

Table 3.6: Results of 2013 Primary Education Completion Examination 2013

	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	37,334	1,493,416	1,434,875	96.08%	1,417,290	98.77%	94.90%
2. NNPS	23,181	527,421	495,658	93.98%	483,041	97.45%	91.59%
3. Model Govt.	502	49,168	47,865	97.35%	47,426	99.08%	96.46%
4. Experimental	55	1,874	1,845	98.45%	1,842	99.84%	98.29%
5. Temporary Reg. Non.Gov. Pry. Sch.	347	4,772	4,239	88.83%	4,126	97.33%	86.46%
8. Community	819	12,857	11,834	92.04%	11,441	96.68%	88.99%
09. NNNPS	3,020	36,841	32,486	88.18%	31,362	96.54%	85.13%
10. High school attached primary	1,823	139,920	134,921	96.43%	134,000	99.32%	95.77%
Non-formal schools							
6. Kindergarten	15,046	231,036	219,538	95.02%	218,197	99.39%	94.44%
7. NGO	1,160	29,357	26,575	90.52%	25,483	95.89%	86.80%
11. BRAC	3,798	110,695	107,700	97.29%	107,514	99.83%	97.13%
12. Shishu Kollyan	104	1,688	1,496	88.63%	1,420	94.92%	84.12%
Total	87,189	2,639,045	2,519,032	95.45%	2,483,142	98.58%	94.09%
Boy		1,215,332 (46.05%)	1154805 (45.84%)	95.02%	1138898 (45.87%)	98.62%	93.71%
Girl		1,423,713 (53.95%)	1364227 (54.16%)	95.82%	1344244 (54.13%)	98.54%	94.42%
Madrashahs							
1. Ebtedayee	9,159	283,177	241,863	85.41%	231,614	95.76%	81.79%
2. Dakhil& higher	2,612	39,015	32,116	82.32%	30,858	96.08%	79.09%
Total	11,771	322,192	273,979 (85.03%)	85.04%	262,472	95.80%	81.46%
Boy		160,921 (49.95%)	134,458 (83.56%)	83.56%	129320 (49.27%)	96.18%	80.36%
Girl		161271 (50.05%)	139,521 (86.51%)	86.51%	133152 (50.73%)	95.44%	82.56%
Total: Combined PE &Madrashahs	98,960	2,961,237	2,793,011	94.32%	2,745,614	98.30%	92.72%

Source: 2013 Primary Education Completion Examination Result (PECE).

The main findings of the results of the 2013 PECE are as follows:

- A total of 2,639,045 grade 5 students (54% girls) listed in the descriptive role (DR) from 87,189formal and non-formal primary education institutions (compared with 92,328 institutes participated in 2012).

- A total of 2.52 million students (54% girls) sat for the 2013 exam. The participation rate, or the proportion of eligible students (on the DR list) taking the exam, was 95%, slightly higher for girls at 96%.

- To pass the exam, the students are required to score at least 33% in all six subjects. The overall pass rate for students from formal and non-formal schools was 99%. Gender difference was negligible: boys 98.6% and girls 98.5%.

- A total of 322,192 students (160,921 boys and 161271 girls) were listed in the DR from the 11,771 Ebtedayee madrashahs and Ebtedayee sections of higher madrashahs. Not all eligible students of Grade 5 from madrashahs took the primary education completion examination. Only 85% (boys 84% and girls 87%) of the madrashahs students appeared for the examination, totaling 279,979 students (134,458 boys and 139,521 girls).

- The pass rate was lower (96%) for madrashahs students. Boys (96% pass rate) did slightly better than their female counterparts (95%).

- There was not much variation in the pass rates by school type. Almost all formal and non-formal school types have pass rates near or above to 98%.

- Rajshahi Division has the highest pass rate at 99.97%. District-wise, Jessore and Lalmonirhat districts ranked first at with pass rate of 100%. Sylhet district had the lowest pass rate at 95.8%).

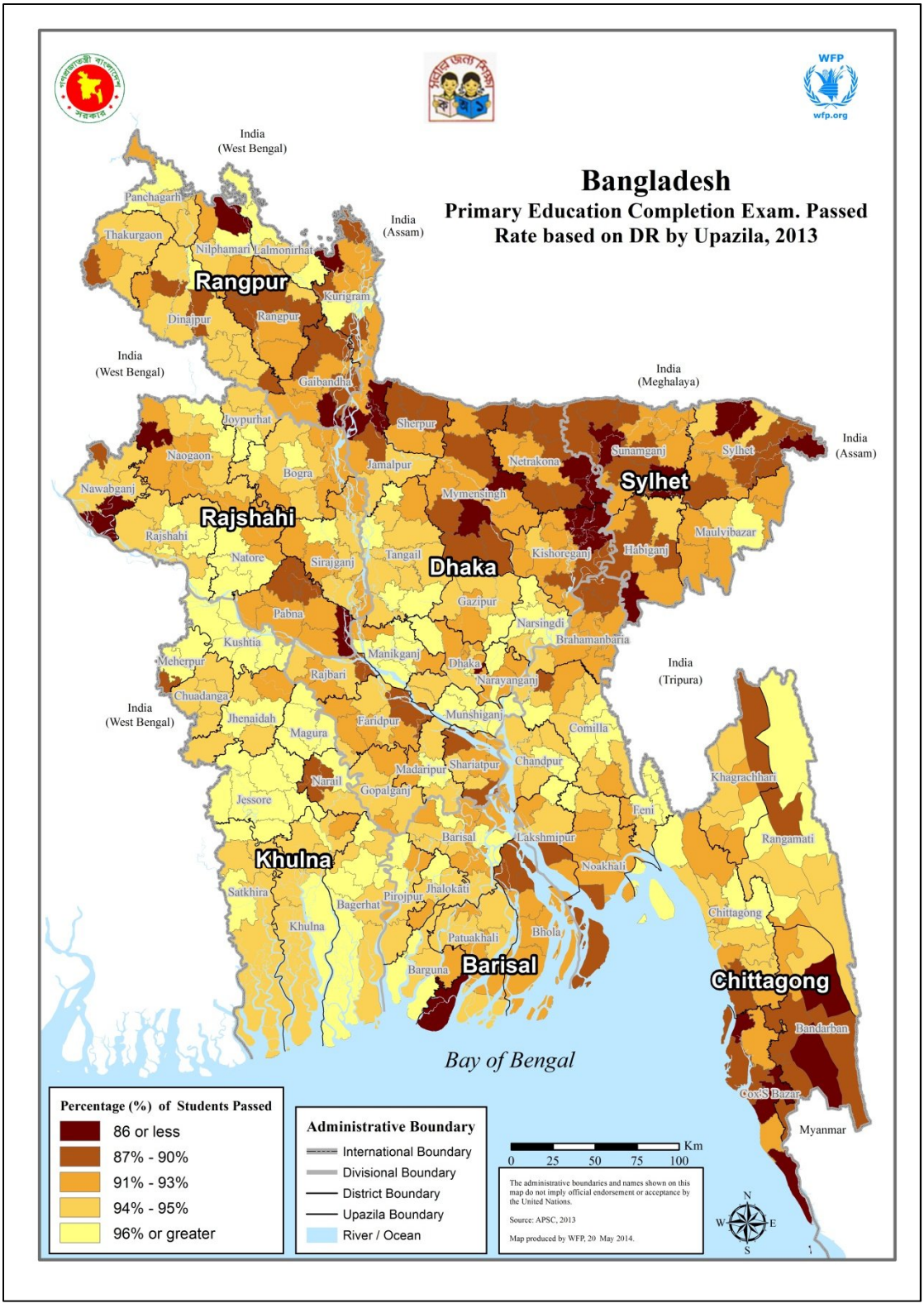
- The vast majority of Upazilas have achieved pass rates near or above 98%, including36 upazilas with 100% pass rate. Alikadam upazila in Bandarban district ranked the lowest at 79%)

- From primary education, 3,839 children (2,042 boys and 1,797 girls)with special needs were on the DR list; 3,613 of the students (1,910 boys and 1,703 girls) sat for the exam and 3,513 students passed.

- From madrashahs education, 283 children (151 boys and 132 girls) with special needs were on the DR list; 217 of these students (117 boys and 110 girls) took the exam and 202 students passed. The participation and pass rate is 76.68% % and 93.09% respectively

The formal grade 5 terminal examination was based on memory recall of textbook content. Under PEDP3, DPE is committed to reform the test items by progressively introducing competency-based test items. In 2012, 10% of the test items were competency based and 25% in 2013. As the examination system moves towards being competency-based, with markers having discretion over grading exam papers, the management of test administration, marking, and scoring also will require strengthened to enable PECE to also become a viable instrument on student learning achievements.

Figure 3.3: PECE Pass Rate among Eligible Students by Upazila 2013



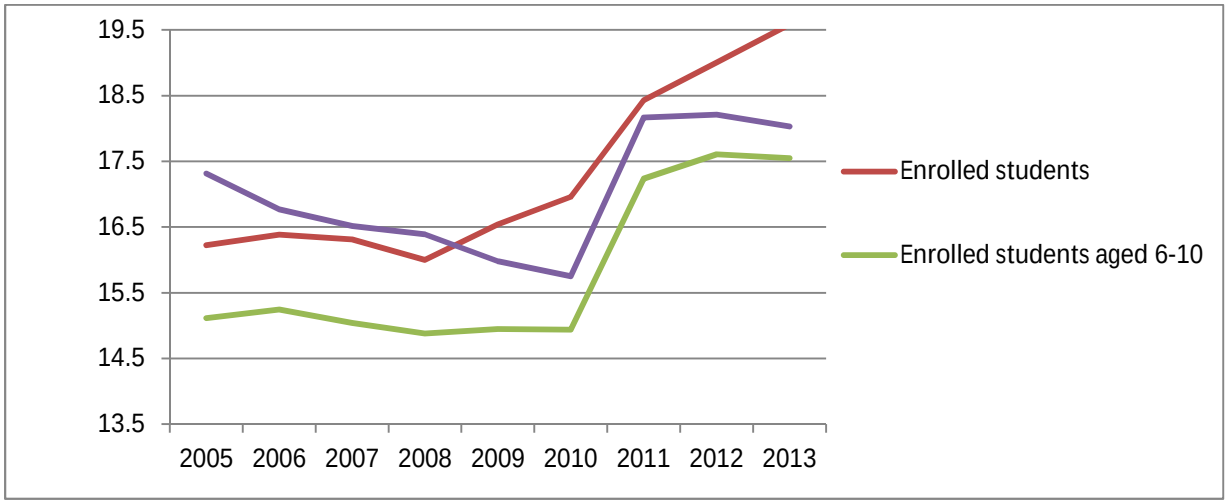
3.2 Participation

3.2.1 PRIMARY EDUCATION

Bangladesh has been making steady progress to provide access for all children to the primary education. There has been increase in enrolment of children in all types of primary schools since 2008due to a number of programs aiming at reducing the costs of schooling for poor families, such as stipend, school feeding and free text books.

Annual growth rate in all types of primary schools was about 2% between 2008 and 2010, but risen sharply by nearly 9% in 2011. Enrolment of children aged 6–10 however has been almost constant between 2008 and 2010, but increased sharply by 15% between 2010 and 2011.Many factors might have contributed to the above, but most importantly, vigorous enrolment campaigns and community mobilization efforts in 2010 and 2011 by the government created awareness among parents and guardians to send their children into the schools (see Figure 3.4 and Table 3.7)

Figure 3.4: Primary Enrolment and Population Cohort 2005–2013 (in millions)



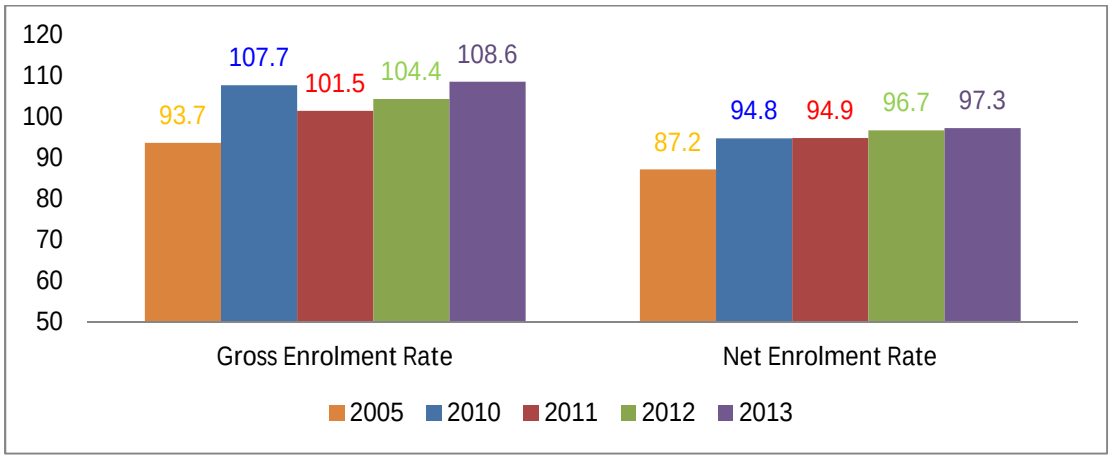
Sources: Enrolment data: APSC 2005 to 2013, BANBEIS 2005 to 2010; Population data: BBS estimates for 2005–2010 based on 2001 population census, BBS estimate for 20112012, & 2013 based on 2011 population census. Note: The 2013 enrolment rate estimates are comparable with 2011 and 2012 but not strictly comparable to the previous years because the estimates of the population aged 6–10 for the denominators are based on different sources.

The two main measures of participation, Gross and Net Enrolment Rates (GER, NER) are presented in Table 3.7, alongside an important caveat to the interpretation of trends in the participation data. The main findings of APSC 2013 on participation rates are as follows:

- The Gross Enrolment Rate (GER) is the number of children, regardless of age, enrolled in grades 1–5 relative to the total population of children aged 6–10 years (official primary school age of Bangladesh). GER was 108.6% in 2013 (boys 106.8% and girls 110.5%) up from the baseline of 107.7% (boys 103.2% and girls 112.4%) after two years of decline.
- The Net Enrolment Rate (NER) is the number of children of the official primary school age (6–10 years)enrolled in grades 1–5 relative to the total population of children aged 6–10

years was calculated to be 97.3% in 2013 (boys 96.2% and girls 98.4%) up from 96.7% in 2012 (boys 95.4% and girls 98.1%).

Figure 3.5: Primary Education GER & NER 2005 and 2010-13



Source: APSC, 2005, 20010-13

The estimate of the primary GER/NER presented in Figure and Table is based on administrative sources of data on enrolment (school records as reported in the APSC). A similar indicator of age-appropriate school participation 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. The one main advantage of the household survey over APSC is that is the age of students is more likely to be accurate from parents and guardians than from school records.

Using the household survey data (HIES), the Gross Attendance Rate (GAR)in 2010 is estimated to be 101% compared to the APSC figure of 107%. This difference can be explained by the lower aged 6-10 population figure used by APSC (see Table 1.4 above). The difference between NER of APSC and Net Admission Rate (NAR) of HIES, however is more pronounced. The HIES's estimate on NAR in 2010 is 77% compared to the APSC/NER figure of 95%. In addition 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 also, at best, 77%. This discrepancy can be attributed to the lack of reliability on the age of students provided by schools to APSC.

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). 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.

Table 3.7: Gross and Net Enrolment Rate (GERs and NERs) 2005 - 2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
	13,056,577	12,939,129	12,916,522	13,010,370	13,281,194	13,554,878	14,526,281	14,860,746	14,890,225
–	16,225,658	16,385,847	16,312,907	16,001,605	16,539,363	16,957,894	18,432,499	19,003,210	19,584,972
	15,114,102	15,244,630	15,041,743	14,880,249	14,947,002	14,937,517	17,239,810	17,609,096	17,551,060
	17,315,296	16,771,776	16,514,419	16,390,221	15,982,744	15,751,788	18,168,788	18,209,967	18,033,491
	93.7	97.7	98.8	97.6	103.5	107.7	101.5	104.4	108.6
y	91.2	92.9	93.4	92.8	100.1	103.2	97.5	101.3	106.8
rl	96.2	103.0	104.6	102.9	107.1	112.4	105.6	107.6	110.5
	1.05	1.11	1.12	1.11	1.07	1.09	1.08	1.06	1.03
	87.2	90.9	91.1	90.8	93.9	94.8	94.9	96.7	97.3
y	84.6	87.6	87.8	87.9	89.1	92.2	92.7	95.4	96.2
rl	90.1	94.5	94.7	94.0	99.1	97.6	97.3	98.1	98.4
	1.07	1.08	1.08	1.07	1.11	1.06	1.06	1.04	1.02

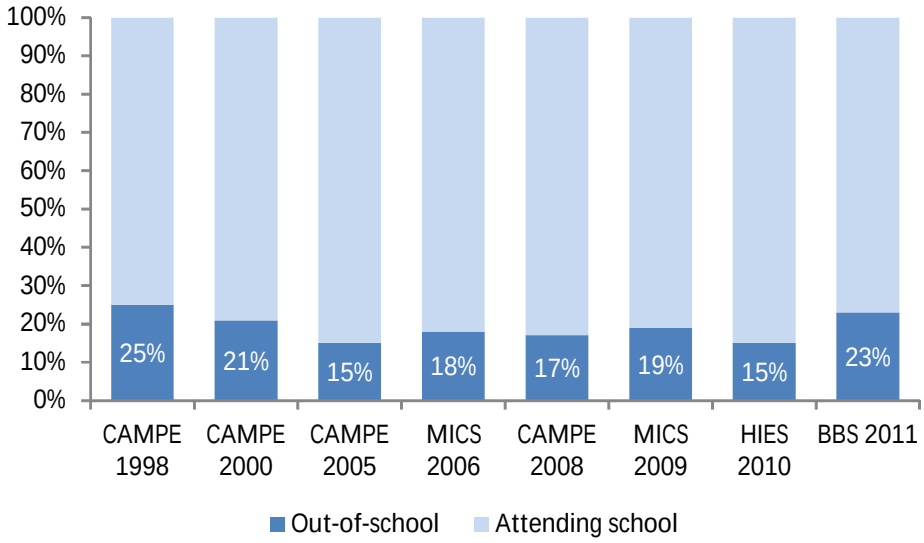
C 2005 to 2013, BANBEIS 2005 to 2010; Population data: BBS estimates for 2005–2010 based on 2001 population census, DPE estimate for 2011 to lation census (Table C 04). Note: (1). The 2011 to 2013 enrolment rate estimates are comparable but not strictly comparable to the previous years opulation aged 6–10 for the denominators are based on different sources. It appears that the projections of the population aged 6–10 based on the 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

3.2.2 OUT-OF-SCHOOL CHILDREN

The KPI 4 of PEDP3is intended to monitor out-of-school children and the source of the baseline is HIES. Previous ASPRs summarised the evidence from six household surveys conducted between 1998 and 2009 on school attendance rates (GAR/NAR) 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.

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 going to school, which is the highest estimate since the 1998 CAMP survey. Due to these inconsistencies in findings, DPE has decided to use only HIES and EHS for monitoring of this KPI in order to ensure consistency in methodology between the baseline and subsequent updates.[7]

Figure 3.6: Children aged 6–10 by Education Status, MICS and CAMPE Household Surveys Compare to 2011 Population Census



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

[7] As an example, there is the further complication on of how to treat those enrolled in the Qoumi Madrashahs as in-school or out-of-school. In 2010 a sample survey of 10% of Districts discovered more than 60,000 students- of all ages [ADB Madrashah study 2011).

Within the group of out-of-school children of primary age, there are two distinct categories: (i) children who have never been to school; and (ii) children who have dropped out. It is useful to distinguish these groups to feed into the design of interventions to reduce school exclusion. According to the 2006 and 2009 MICS, 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 due to late entry into primary school. 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.

Based on the 2010 HEIS data, the 2014 education sector report estimates the total number of out-of-school children aged 6 to 14 to be around 5.5 million. These 5.5 million children represent 16 percent of the total population in that same age group, and the poor represent 54 percent of the out-of-school children. The majority of out-of-school children aged 6 to 14 either never enrolled in school or did not complete grade 1. The parents' education and household income are the two most significant risk factors for children being out of school.

The 2011 population census data reveal the substantial geographical variation in rates of school exclusion for primary school-aged children. Across the seven divisions, the proportion of out-of-school children 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%).

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

Due to a lack of educational services, the education participation in urban slums is low. The primary gross and net attendance rates (GAR/NAR), based on HEIS data, is estimated to be 62%, which means that more than one-third of aged 6-10 children living in urban slum are out of schools (see Table 3.8 below). As a result, around 55 percent of adult slum inhabitants over the age of 17 have never been to school and about 58 percent of slum inhabitants over the age of 12 are literate compared to the national and urban literacy rates of 60 and 72 percent, respectively. [WB ESR 2014]

Table 3.8: Primary Gross & Net Attending Rate: Slum Children Comparison

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

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

According to APSC 2013, there were 1,494 schools located in slum, or 1.4% of all types of schools. There were "slum area" schools in all seven divisions, but nearly half of these schools (47%) located in Dhaka. Total enrolment in the slum area schools was around 424,000, including 52% girls. GPS had the highest share of primary pupils in the slum areas at 58%. In the slum area, GPS averaged around 437 students per school. This is significantly higher than GPS' national average of 280 pupils per school; a possible indication of over-crowding in schools in the slum areas. A summary of primary schools in slum areas is shown in Table 3.9.

Table 3.9: Primary Schools in Slum Areas by School Types 2013

School Types	Schools	Enrolment	Teachers
GPS	564	246,189	4,289
Kindergarten	316	52,522	1,955
BRAC	206	5,305	214
Registered NGPS	173	46,616	742
Primary section of high schools	80	35,643	397
NGO Schools	77	26,389	201
Other primary education schools/centers	78	11,297	316
ALL	1,493	423,961	8,114

Source: APSC 2013

Addressing the educational needs of children in urban slums is new focus of PEDP3. At the JARM in 2012, it was agreed that one of the areas of priority for FY2013/14 will be the expansion of education in urban slums.

3.2.3 PRE-PRIMARY EDUCATION (PPE)

The 2010 National Education Policy sets out for policy directives related to Pre-Primary Education. 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. Under PEDP II, the Government re- introduced pre-primary classes (referred to as 'baby classes') after piloting in the early 1990's. 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 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.

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, NNPS 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, NNPS and Community schools.

Table 3.10shows the level of enrolment in the pre-primary class in GPS and NNPS. Total enrolment in pre-primary shot up by 73% from 2010 to 2011. By 2013, there were 1.83 million pre-primary children in GPS/NNPS, more than double the enrolment of PEDP3 baseline year in 2010; nearly 100% of the GPS and 88% of NNPS now offer pre-primary classes.

Table 3.10: Enrolment in Pre-primary Education (GPS and NNPS) 2010- 2013

Type	2010		2011		2012		2013	
	Girl	Total	Girl	Total	Girl	Total	Girl	Total
GPS	314,226	634,933	594,460	1,209,288	585,876	1,178,311	624,932	1,257,872
NNPS	129,655	260,591	167,871	336,540	252,336	501,793	285,810	570,078
Total	442,881	895,524	762,331	1,545,828	838,212	1,680,104	910,742	1,827,950

Source: APSC 2010, 2011 and 2012

Another indicator used by PEDP3 to track changes in the coverage of PPE is the '*percentage of Grade-1 students in primary schools who have attended pre-primary education*'. Table 3.11indicates that coverage of PPE in Grade-1 students dropped slightly from 42% in 2010 to 38% in 2011 and but increased to 50% in 2012 and 67% in 2013 (GPS 68% &NNPS 64%) in 2013. However, as noted in the previous ASPRs, there might be some problems with the reporting on this indicator which makes this finding less reliable. It is possible that there are many schools reported on all the students in the school with PPE, rather than just grade 1. For example, ASPR has to filter out nearly 30% of the schools that reported more grade 1 students with PPE and their actual grade 1 enrolment. This indicator will need to be rephrased in the APSC questionnaire in order to get a more accurate picture on PPE coverage.

Table 3.11: Grade1 Students with Pre-Primary Education (GPS &NNPS) 2010-2013

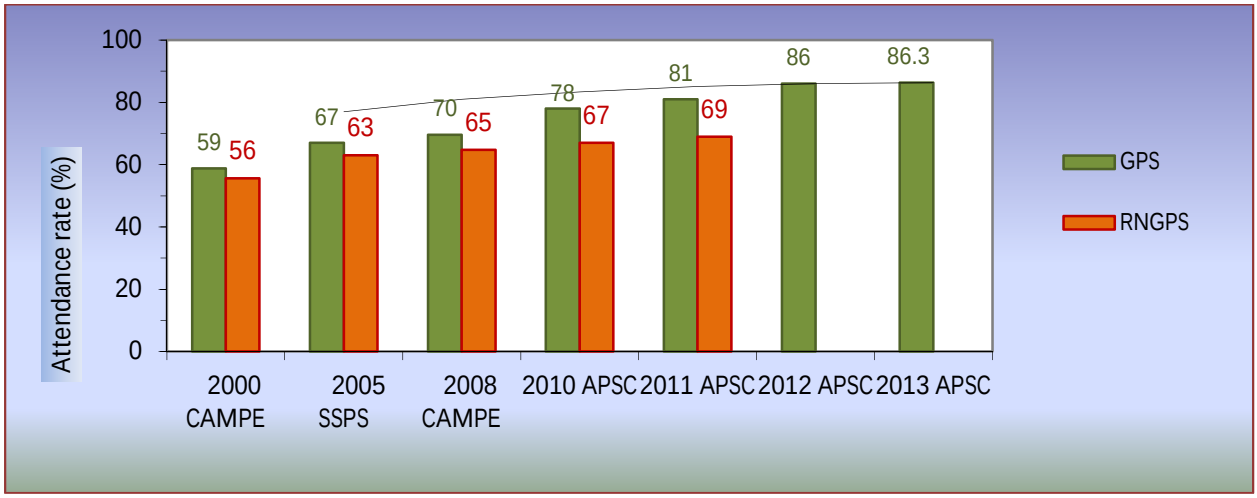
As percentage of:	2010			2011			2012			2013		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
GPS	41	45	43	37	40	39	59	61	60	67	70	68
NNPS	40	43	41	34	36	35	40	42	40	63	66	64
Total	41	44	42	36	39	38	50	51	50	65	69	67

Source: APSC 2010-13

3.2.4 STUDENT ATTENDANCE

School attendance is one of the most important determinants of learning outcomes. Based on the APSC, which relies on administrative information from school registers, the student attendance rate has been following an increasing trend over the past decade among both boys and girls and came to stand at 86.3 % 2013, up from 79.0% in 2010 (see Figure 3.7)

Figure 3.7: Student Attendance Rate (GPS and NNPS) 2000–2013



Source: APSC (various years for register-based estimates), CAMPE, FMRP 2006 (SSPS).Note: in figure 3.7 of ESR stated only stipend programme areas attendance rate

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 (e.g., CAMPE, SPSS). The headcount-based attendance rate is generally lower than register-based attendance rate. Nevertheless, headcount-based accounts of absenteeism also agree that the attendance rate has been improving significantly in recent years.

One key factor in improved attendance rate may be attributed to the stipend and school feeding programmes. The 2010 Primary Education Stipend Program (PESP) in 2010 found that the attendance rate of children on an observed day is 65% among boys and 69% among girls who do not receive any stipends (see Table 3.11). The attendance rates are particularly lower in the areas where the prevalence of poverty. On the other hand, stipend recipients who are conditioned to be present at school for receiving the stipends recorded higher attendance rate at 89% among boys and 91% among girls. [WB ESR 2014]

Table 3.12: Student Attendance Rate, Stipend and Non-Stipend Students PESP 2010

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

Source: World Bank, Education Sector Review Report, 2014

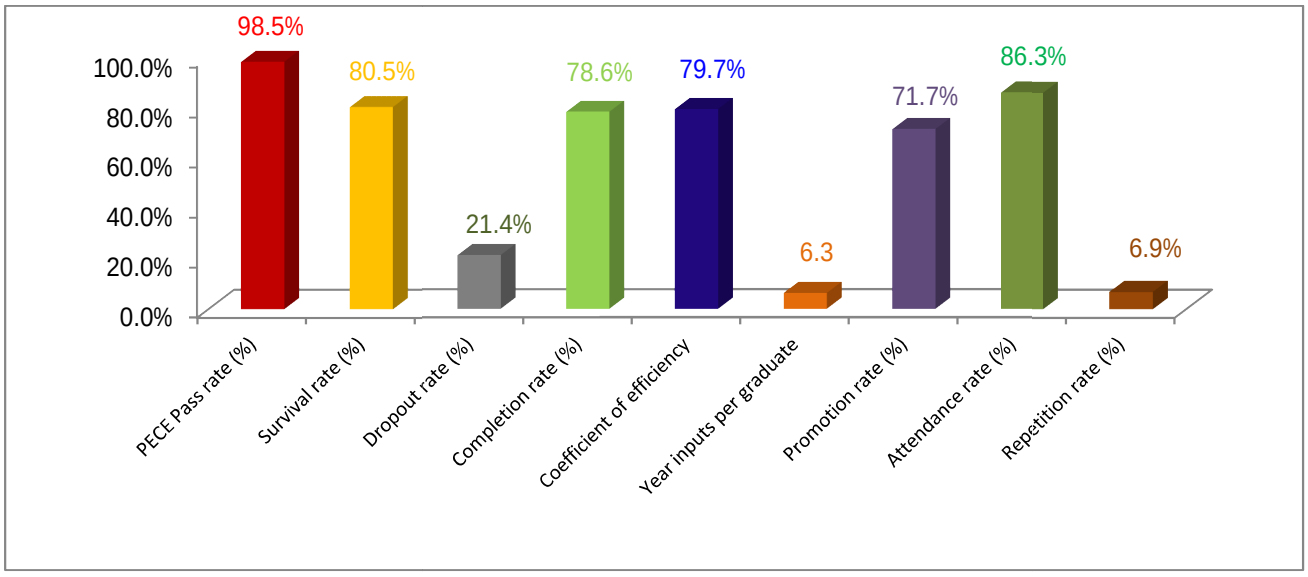
3.3 *Effectiveness and Efficiency*

The PEDP 3 Results Area 3.2 on Effectiveness of Budgetary Allocation aims to addresses the effectiveness and efficiency in the utilization of primary education budget in achieving goals for participation, quality and equity. This result area consists of four Key Performance Indicators:

- KPI 12 Cycle Completion Rate;
- KPI 13 Cycle Dropout Rate;
- KPI 14 Coefficient of efficiency [EFA 14]; and
- KPI 15 PSQL Composite indicators

The UNESCO *reconstructed cohort* method is used to calculate these outcome level indicators, e.g., completion, dropout, repetition (see Annex E). A snapshot of the main effectiveness/efficiency indicators are presented in Figure 3.8 will be discussed in detail below.

Figure 3.8: Effectiveness and Efficiency indicators 2013 APSC



Source: APSC 2013

3.3.1 COMPLETION AND SURVIVAL RATES

KPI 12 cycle completion rate is the 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 measure of 'completion' or 'graduation' from primary school is passing in the Primary Education Completion Examination (PECE)(prior to 2009 it was passing a school-based examination).

Table 3.13 below shows the trend in cycle completion rates between 2005 and 2013. Since the PEDP3 baseline year in 2010, the cycle completion rate has risen from 60% in 2010 to 78.6% in 2013, including a gain of nearly 5 percentage points between 2012 and 2013. The main factor contributed to this rapid improvement appears to be the introduction of PECE as more pupils outside of GPS/NNPS appear in the exam. Other factors could include free secondary education for

girls and the stipend programme that provide incentives for more students completing primary education.

Table 3.13: Cycle Completion Rate and Survival Rate 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
(1) Cycle completion rate (%)	52.8	49.5	49.5	50.7	54.9	60.2	70.3	73.8	78.6
(2) Survival rate (%)	52.9	50.2	51.9	54.8	59.7	67.2	79.5	75.3	80.5

Source: APSC 2005–2013

The survival rate is the percentage of a cohort of students enrolled in Grade 1 who reach Grade 5 regardless of repetition. Similar to the completion rate, the overall trend is significantly upwards since 2010 from 67.2% in 2010 to 80.5% in 2013. However, between 2011 and 2012, the survival rate decreased by 4.2% while completion rate increased by 3.5%. One possible explanation is that calculation of the completion rate uses data from two sources - APSC and PECE – as opposed to the survival rate which uses only APSC data. ASPC and PECE have different records on schools and grade 5 pupils. Secondly, it is possible but as yet unknown how many students that failed the exams in previous year(s) are retaking the exam. If the number is substantial, it would also create differences between the two measures of cycle efficiency.

3.3.2 DROPOUT & REPETITION

Dropout and repetition are key internal efficiency indicators that 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 based on evidence from GPS, NNPS and experimental schools from 2005 to 2011. Since 2012 the internal efficiency has been calculated based on information from all types of schools.

The estimates on dropout and repetition rates by grade and genders from 2010 and 2013 are presented in Tables 3.14, 3.15 and 3.16, and the overall conclusion is that the declining trend of dropout rate and repetition rate contributed to the improvement of internal efficiency of the primary education:

- The cycle dropout rate (calculated using the reconstructed cohort model) has fallen markedly since 2008 (when it was at about 50%) to 21.4% in 2013 (Table 3.13). This is a marked achievement but remains an ongoing challenge for DPE as every 100 children who enter into primary school, only 78 children are likely to complete Grade 5.

- Dropout in grade 4 remains the highest amongst the 5 grades, but decreased from 10% in 2012 to 7.8% in 2013. Grade 5 dropout rate has reduced drastically from 11.1% in 2011 to 1.9% in 2012 and 2.3% in 2012. Equally significant, grade 1 dropout reduced sharply from 6.3% in 2012 to 1.5% in 2013. This could be attributed to the early impact of pre-primary schools expansion, but require further investigation to confirm the hypothesis.

- Girls' dropout rate has declined faster than boys resulting in widening of the gender gap. In 2010, the gap between boys and girls was only 1 percentage point in favors of girls. By 2013, girl's dropout rate is 7 percentage points lower than boys.

Table 3.14: Repetition and Dropout Rate 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
(1) Cycle dropout rate (%)	47.2	50.5	50.5	49.3	45.1	39.8	29.7	26.2	21.4
(2) Repetition rate (%)	10.5	11.2	11.6	11.3	12.1	12.6	11.1	7.3	6.9

Source: APSC 2005 to 2013.

Table 3.15: Dropout Rate by Grade and Gender 2010-2013

	Grade					*Gender*		
Dropout rate (%)[1]	*1*	*2*	*3*	*4*	*5*	*Boy*	*Girl*	*Total*
2010 (PEDP3 Baseline)	8.5	3.0	7.7	12.2	9.5	40.3	39.3	39.8
2011	4.1	3.0	4.4	7.4	11.1	32.4	27.0	29.7
2012	6.3	3.5	5.1	10.0	1.9	28.3	24.2	26.2
2013	1.5	5.1	5.0	7.8	2.3	24.9	17.9	21.4

Source: APSC 2005 to 2013.

In 2013, the repetition rate stands 6.9% in all grades, significantly improved from the PEDP3 baseline of 12.6 (see Table 3.14 above). Repetition rates averaged 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 3.15 above). The variation in repetition rates between grades is moderate, except for grade 5 which has a significantly lower rate than the other 4 grades. Gender-wise, boys are more likely to repeat than girls.

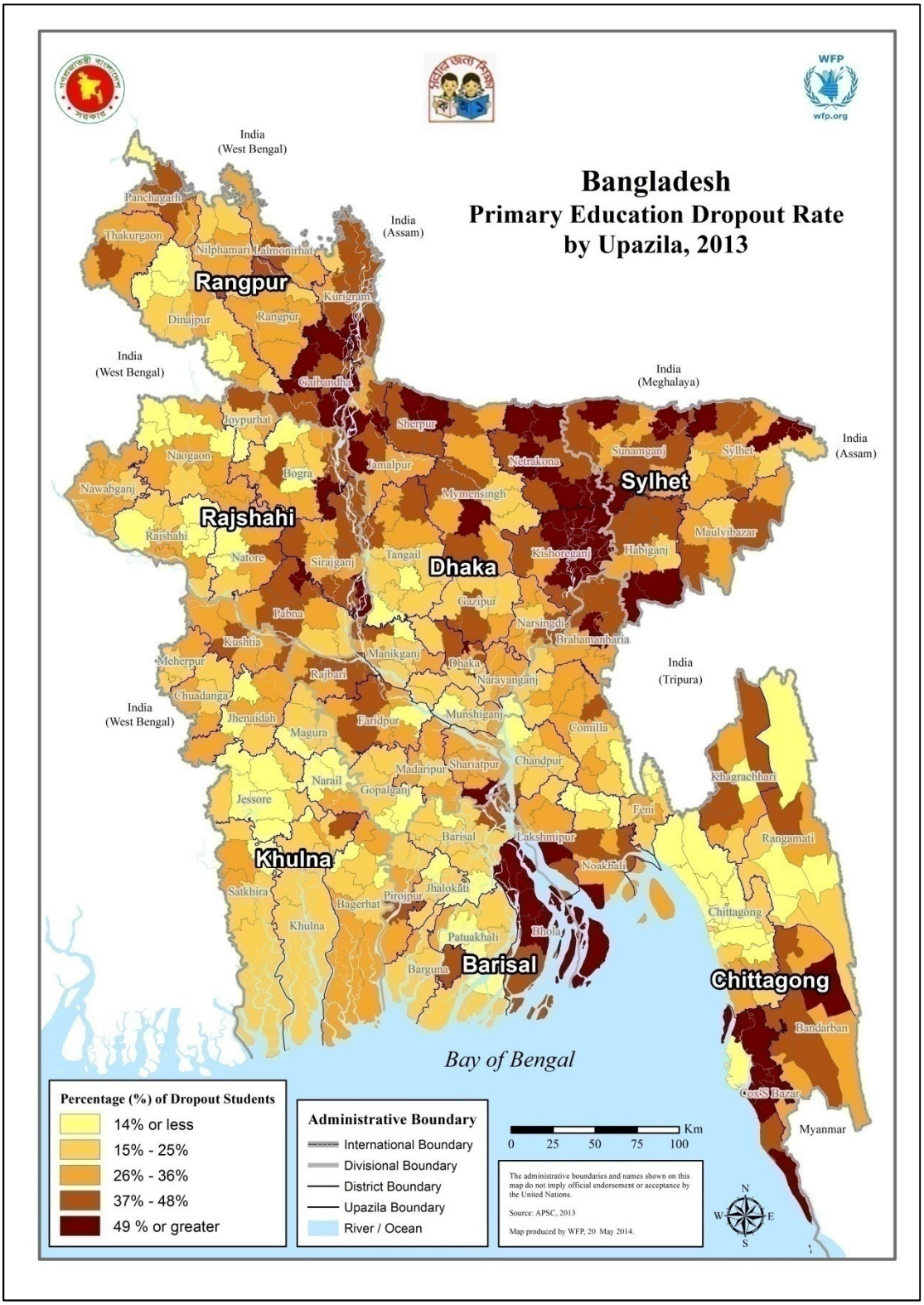
Geographical variation is more prominent: Chuadanga, Khagrachhari, Kishoregong, Mymensingh, Netrokuna, Bandarban districts and all the districts of Sylhet division have particularly high rates of repetition more than 20%. One possible explanation is that when the "no repetition" rule came in a decade ago, some DEOs enforced it more than others, hence resulted in variations between Districts.

Table 3.16: Repetition Rate by Grade and Gender 2010-2013

	Grade					Gender		
Repetition rate (%)	1	2	3	4	5	Boy	Girl	Total
2010 (PEDP3 Baseline)	11.4	12.1	14.1	16.5	7.1	12.8	12.4	12.6
2011	10.7	10.3	14.2	13.5	3.5	11.6	10.6	11.1
2012	7.6	7.3	9.4	8.4	2.1	7.3	6.7	7.3
2013	7.9	6.9	8.8	7.4	1.7	7.3	6.5	6.9

As discussed in earlier ASPR, the repetition and dropout rates estimated by the 2009 MICS were very different to those based on APSC data. The 2010 HIES estimates that grade 1 repetition rate is around 7% and grade 5 at 10%. It will be useful to again compare the results of the next MICS, due to be completed in 2014, with the equivalent APSC data.

Figure 3.9: Dropout Rate in GPS and NNPS by district 2013



Transition rate

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

$$\text{Transition rate} = \frac{\text{Number of new entrants to grade 6, 2013}}{\text{Number of children passed primary education completion examination 2012}}$$

As explained in previous ASPRs, 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 madrashahs 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.

3.3.3 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:

- The coefficient of efficiency; and
- The number of years per graduate.

The calculation of these indicators again relies on the UNESCO reconstructed cohort method. The meaning of the indicators is explained below and trends from 2005 to 2013 are in Table 3.17 below.

Coefficient of efficiency is a synthetic indicator summarises the consequences of repetition and dropout on the efficiency of the educational process in producing graduates. If there was no dropout or repetition, this indicator would measure 100%. Coefficients below 100% reflect the impact of repetition and dropout on the system's internal efficiency. The coefficient of efficiency has improved considerably between 2010 and 2013; from 62.2% in 2010 to 79.7% in 2013. The PEDP3 target for this indicator is set at 70% which has already been surpassed in 2012 (77.4%). New target will be established at the PEDP3 mid-term review in 2014.

Years of input per Graduate is the total number of student years divided by the total number of graduates gives. If there was no repetition or dropout, then this figure would be five years for Bangladesh. 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. The target of PEDP3 was set at 7.0 years against the baseline of 8.0 years in 2010. The PEDP3 target also was achieved in 2012 (6.5 years) and further reduced in 2013 (6.3 years).

Table 3.17: Internal Efficiency Indicators 2005–2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Coefficient of efficiency (%)	61.8	59	58.8	58.3	61	62.2	69.1	77.4	79.7
Years input per graduate Total	8.1	8.5	8.5	8.6	8.2	8	7.2	6.5	6.3
Boy	8.6	8.8	8.9	8.7	8.5	8	7.4	6.6	6.5
Girl	7.9	8.2	8.2	8.5	8	8.1	7.1	6.3	6.1

Source: APSC 2005–2013

3.3.4 PSQL Composite Indicators

KPI 15 PSQL composite indicator measures the percentage of schools that meet three out of four PSQL indicators:

- Girls' toilets (PSQL 5);
- Potable water (PSQL 7);
- School Classroom Ratio (PSQL 11); and
- Student Teacher Ratio (PSQL 16)

In the baseline year 2010, only17% of the GPS/NNPS schools nationwide met three out of the four PSQLS. The value of this KPI increases to 24% in 2011 and remained the same in 2012 and 2013. As Figure 3.10 shows below, the majority of the schools (41%) met 2 out of the 4 PSQLS. Only 6% of the schools met all 4 PSQLs and 9% of the schools that did not meet any of the four PSQL standards.

Figure 3.10: GPS/NNPS Results on PSQL Composite Index 2013

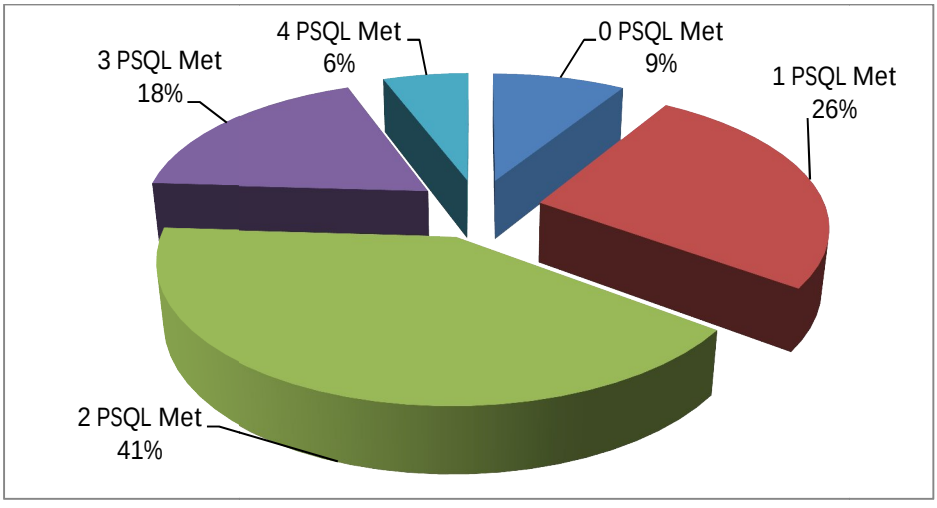


Table 3.18 below disaggregates this KPI for school types. The percentage of GPS and NNPS meeting 3 out of 4 PSQLs were unexpectedly low at 27% and 20%, only bettering the Non-Registered GPS and community schools. On the other hand, Kindergarten, BRAC schools and primary sections attached to high madrashahs scored well on this indicator. The reasons for

the underperformance of GPS and NNPS can be attributed to their large number multi-shift schools that lead to high student/classroom and student/teacher ratios.

Table 3.18: Percentage of All Schools Met 3 out 4 PSQLs by School Types 2013

SN	School Type	%_Schools
01	GPS	27%
02	NNPS (former RNGPS)	20%
03	Non Registered Non Gov. Primary School (NRNGPS)	22%
04	Experimental schools	60%
05	Ebtedayee Madrashahs	55%
06	Kindergarten	67%
07	NGO Schools	43%
08	Community Schools	16%
10	Primary Section Attached to High Madrashah	60%
11	Primary section of high schools	53%
12	BRAC	61%
13	ROSC	36%
14	Others	59%
	TOTAL	36%

3.4 Disparity Reduction

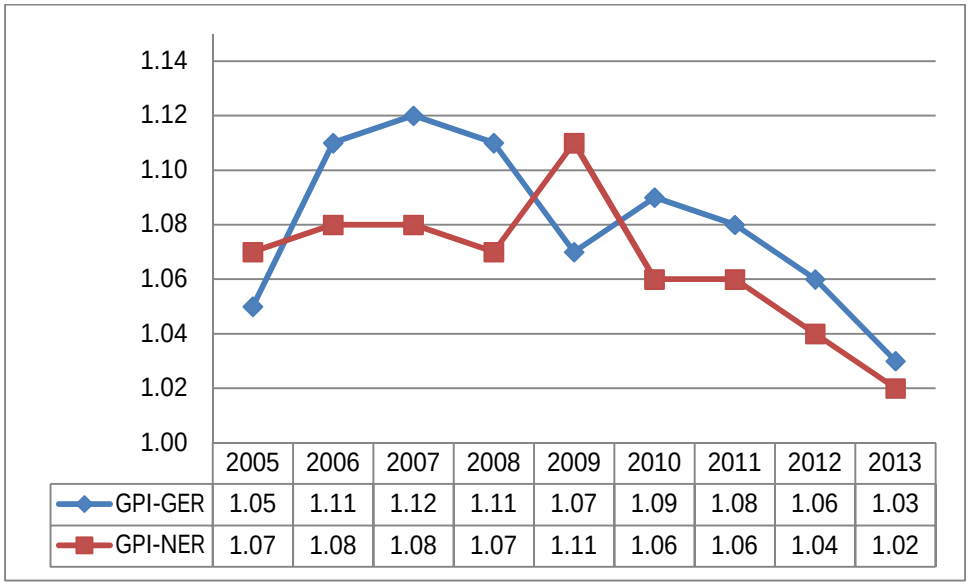
PEDP3 recognizes that in order to ensure equity in access to education at all levels, there is a need to narrow gender, social and economic disparities in school participation. In spite of recent achievements, an education divide persists between regions (urban, urban slum, rural, and remote areas) and children from well-off and less well-off families. PEDP3 is addressing the needs of the more disadvantaged groups through targeted stipends and school feeding programmes. Regional disparities will be addressed in part through a progressive, needs based initiative to improve the school environments and infrastructure.

3.4.1 GENDER PARITY

Gender parity is measured by KPI 7: Gender Parity Index on Gross Enrolment Rate, 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. Gender parity is generally considered achieved when the GPI value ranges from 0.97 to 1.03.

In Bangladesh, primary-age girls are more likely to be enrolled than boys. In 2013, the gender parity index was 1.03 for the GER and 1.02 for the NER, which means that Bangladesh is approaching gender parity in primary education enrolment.

Figure 3.11: Gender Parity Index: GER & NER 2005-2013



	2005	2006	2007	2008	2009	2010	2011	2012	2013
GPI-GER	1.05	1.11	1.12	1.11	1.07	1.09	1.08	1.06	1.03
GPI-NER	1.07	1.08	1.08	1.07	1.11	1.06	1.06	1.04	1.02

Source: APSC 2005-2013

Figure 3.12 is comparison of boys and girls enrolment by grade level in 2013. From grades 1 to 3, there were more boys than girls. This is consistent with the demographic patterns of higher proportion of boys (51.3%) than girls (48.7%) in the population aged 6–10. In grades 4 and 5 however, the shares of boys in enrolment begin to decline due to higher boy's dropout rates in grades 4 to grade 5.

Figure 3.12: Primary Education Enrolment by Gender 2013

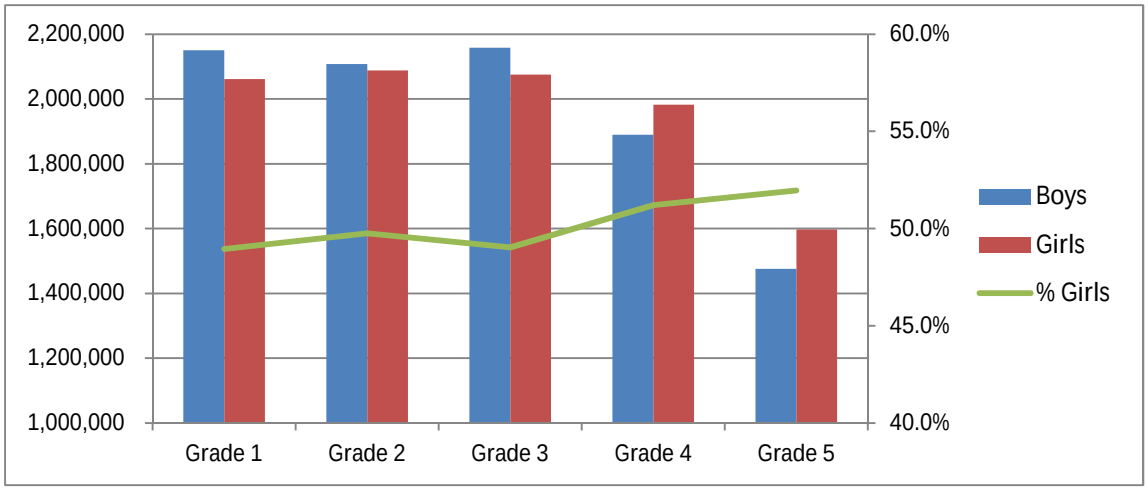


Figure 3.14 shows the proportion of male students in total enrolment in GPS and NNPS by *Upazila* in 2012. There are no major reasons for this proportion of boys to girls to vary across different parts of the country. If there were gender parity then the proportion of male students in total enrolment should also be 51.5% and female student 48.5%. 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 neighboring districts.

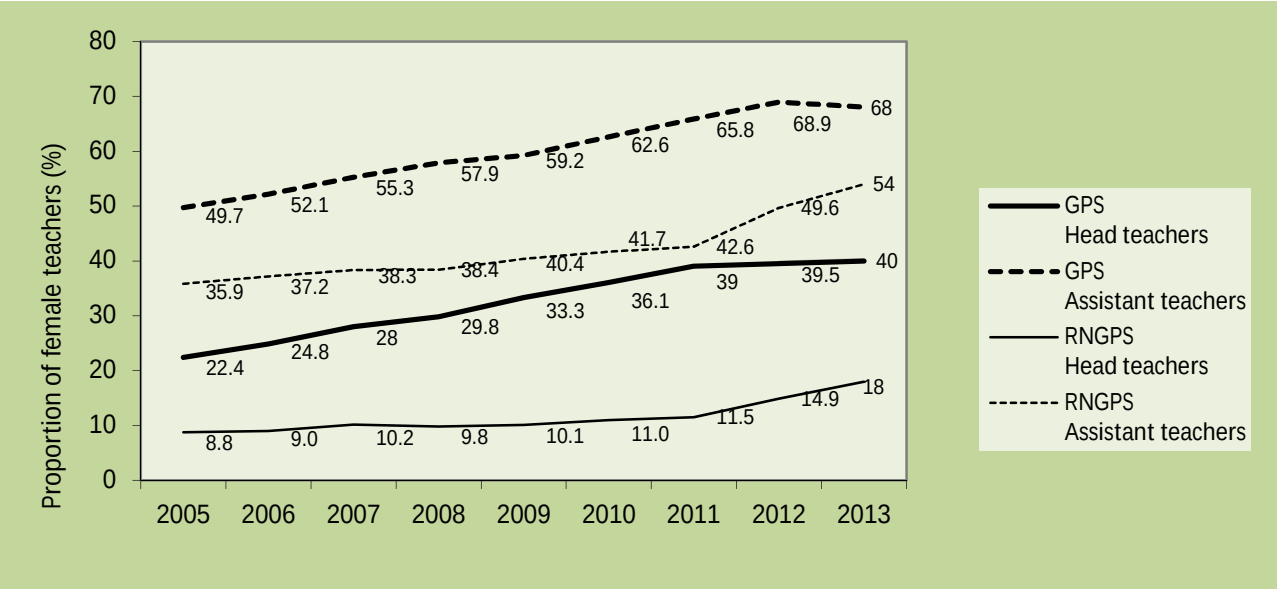
The lower school participation of males in the economically prosperous belt of Bangladesh suggests that there may be demand-side related issues (e.g. greater industrial demand for child workers) that may be also holding boys behind to girls. Another possible factor is that of those enrolled in Quomi madrashahs 85% are boys are not included in APSC. The Quomi madrashahs are not spread evenly through the country being more prevalent in Sylhet than elsewhere.

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.

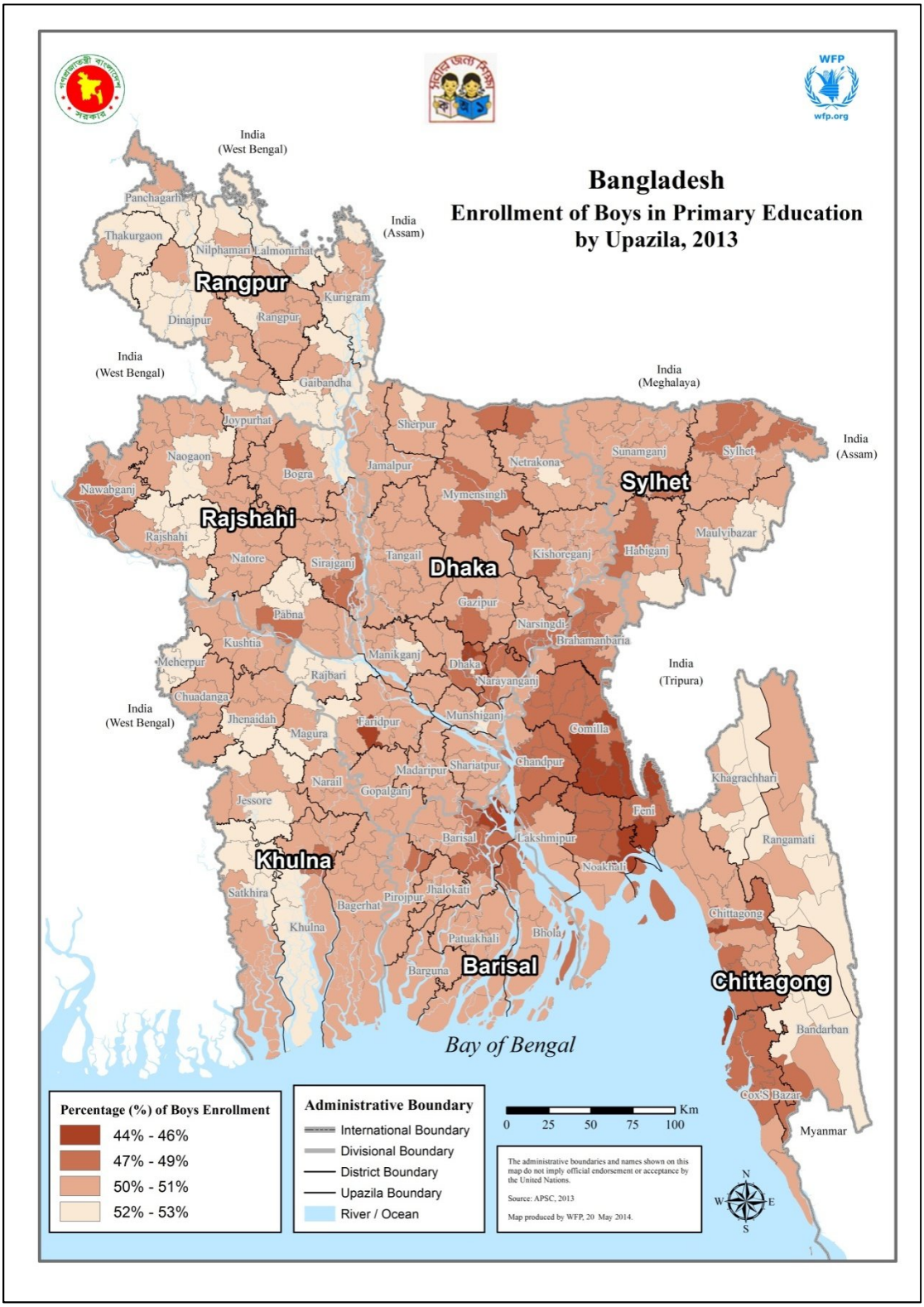
Figure 3.13shows data from the school census on the proportion of female teachers in schools. It is clear that the recruitment strategy in GPS has worked. By 2013, 62% teachers (head & assistant) in GPS were female, up from 50% in 2005. There has also been an impressive increase in the proportion of female head teachers in NNPS from 22% to 40% over the same period. There has been some positive trend in female representation in NNPS teachers and head teachers, but the changes are small and overall rates are much still much lower than in GPS (in NNPS, females account for 18% of head teachers and 54% of assistant teachers in 2013).

Figure 3.13: Proportion of Female Teachers in GPS and NNPS, 2005–2013 (%)



Source: APSC various years

Figure 3.14: Percentage of Male Students in GPS and NNPS by Upazila, 2013



Source APSC 2013

3.4.2 SOCIO ECONOMIC PARITY

According HIES, the poorest children (the bottom 20%) are 12% more likely to be out of school, compared to the richest 20%.KPI 8is designed monitor the poverty impact of PEDP interventions in improving education access for the poor. The indicator is defined as "*The range in net enrolment rate between top 20% and bottom20% of households by consumption quintile*" and its data sources are the 2010/2015 HIES and 2013 EHS. The 2013 Education Household Survey (EHS) is intended to enable the programme to assess progress on this KPI at the mid-term review. Due to delay in implementation, EHS findings are not available for ASPR 2014.

Table 3.19Table 3.19 presents the baselines and targets for this KPI from the PEDP3 program document. In the baseline year, the range/gap in Net Attendance Rate (NAR) between the richest and poorest quintile is 11 percentage points, significantly wider for boys than for girls. PEDP3's target is to reduce this gap to 8 percentage points by 2017.

Table 3.19: NAR Range between Top and Bottom 20% Households by Consumption Quintiles

	Baseline 2010			Target 2017
	Boys	Girls	Total	Total
Top 20% Households	88%	87%	88%	90%
Bottom 20% Households	73%	82%	77%	82%
Range	15%	5%	11%	8%

Source: PEDP3 Program Document 2010

The PEDP3 baseline figures appears to be inconsistent with the figure reported in the education sector review report [World Bank 2014] which states "*the gap in the primary NER has declined from 16 to 6 percentage points between 2000 and 2010*". It is proposed that further investigation is conducted on the baseline figures of KPI 8.

3.4.3 REGIONAL PARITY

One of PEDP3 key objectives is to minimize regional and other disparities in participation, completion and learning outcomes. In order to monitor progress in narrowing geographical disparities, an *Upazila* composite performance index (KPI 9) has been constructed based on three performance indicators.

- *Gender participation indicator:* Absolute difference between (i) the ratio of girls in the total number of children enrolled in the *Upazila* and (ii) the average ratio of girls in the population.
- *Effectiveness/Efficiency indicator:* Survival rate to grade 5.
- *Learning outcomes indicator*: The percentage of children who passed the grade 5 Primary Education Completion Examination (PECE) among those that was eligible to sit for the examination. In other words, this combines the participation and the 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. More details on the methodology of this composite indicator are given in Annex B.

KPI 9 on regional disparity uses this composite index to compare upazila performance in two ways:

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

In 2013, the average value of the index for the top 10% of *Upazilas* was 2.4, while the average value for the bottom 10% of *Upazilas* was 1.2. The range between the top and bottom group of *Upazilas* is therefore 1.2. Compare to the baseline in 2010, both top and bottom 10% of Upazilas improves by 0.1 on the index, but the gap remains the same at 1.2. The average value for the bottom 20% of Upazilas was 1.38, represents an improvement of 0.1 from 2010 (see Table 3.20). Annex C contains a list of the 10% of *Upazilas* with the lowest score on the *Upazila* composite indicator in 2014.

Table 3.20: Upazila Composite Index Value 2010-2013

Upazila	*2010*	*2011*	*2012*	*2013*	*Target 2017*
Top 10%	2.3	2.3	2.3	2.4	2.5
Bottom 10%	1.1	1.2	1.2	1.2	1.5
Range	*1.2*	*1.1*	*1.1*	*1.2*	*1.0*
Bottom 20%	1.3	1.3	1.3	1.4	1.7

As Table 3.20 shows below, progress in narrow the gap between high and low performing upazilas has been slow. Both data and methodology-wise, this index has shown to be somewhat unreliable in ranking the performance of Upazilas. Comparing the upazilas index in 2012 and 213, only 50% of the upazilas appear in the bottom 10% list in both years; 58% in both 2012/13 bottom 20% lists; and 34% in both 2012/13 top10% of list. An alternative approach could be to track the progress of a set of low performing upazilas over time using a more comprehensive league table ranking system, such as the newly published Education Development Index (EDI) funded by EDI.

3.5 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 education offices in policy and programme implementation.

3.5.1 FUNCTIONAL DECENTRALIZATION

The type of functions performed by the Division, District and the Upazila Education offices and schools can be categories into two types: 1) Administration and 2) Financial Management. These functions are delegated to the local education authority as per the Government Orders (GOs) issued

by MoPME which are updated from time to time in accordance with changes in central government policies.

Altogether, there have been 4 Government Order (GOs) issued by MoPME over 2006-2012 related to functional assignment for different levels of the government. 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]

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 3.21: Type and Number of Decentralized Functions

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

Source: Administrative Division, DPE/MoPME

Delegated administrative functions at the Upazila level include:
- Settlement on cases related to fraud negligence etc. (ceiling taka 2,500)
- Settlement of provident fund of deceased government officials
- Approval travel allowances for suspended employees
- Fitness certificate
- Appointment of service staff & night guide

Delegate financial management functions at the Upazila level include:
- Approval of civil works in Non-Development Budget (ceiling taka 3 Lac)
- Selling unused materials (ceiling taka 25,000)
- Purchase office materials and equipment (ceiling taka 100,000)
- Repairing, maintenance and rehabilitation of government transport (ceiling taka 10,000)
- Repair office equipment (ceiling taka 1,500)
- Lease of government land (ceiling 1 years, taka 20,000)
- Lease of canteen (ceiling 1 year, taka 10,000)

In early 2014, DPE has submitted a proposal to MOPME to give authority to the Divisional Level to appoint 3rd class employees (including assistant teachers) and District level for 4th class employees (MLSS).

These responsibilities related to utilization of non-development budget. For development budget, functional decentralization is determined on a project by project basis and lasts only over the

[8]MoF Sub-delegation of Financial Power (AM/AB/BAN-s/DP-1/2000/12), Dated 03.02.2l005

course of project duration. It is therefore very difficult to systematically track all the delegated functions in the development budgets, due to wide range of activities and implementation modalities.

3.5.2 DECENTRALIZED BLOCK GRANTS

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.

In AOP 2013/14, there are 7 types of block grants:

Unconditional Grant:

- SLIP
- UPEP

Conditional Grant:

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

Detailed block grant budgets in AOP 2012-13 are shown in Table 3.22 below.

Table 3.22: Block Grant Budget and Expenditures FY 2012-13

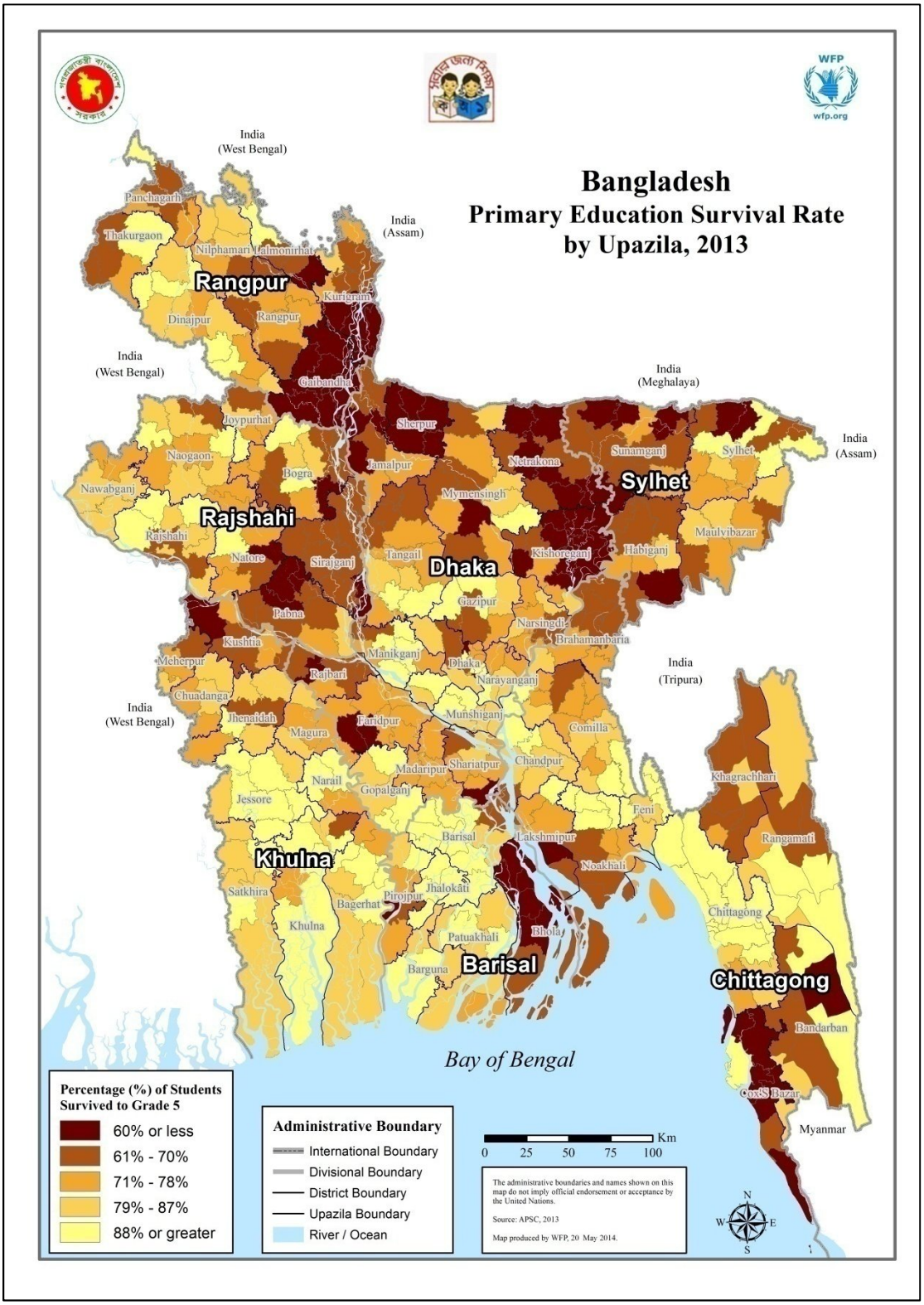
PEDP3 Sub-components *(Taka Lac)*	2012-13	2013-14		
	Original Budget	Original Budget	Disbursement (up to March 2013)	
2.1.2) Pre-Primary Education	2,834	2,500	-	0%
2.1.3) Inclusive Education	101	252	-	0%
2.1.4) Education in Emergency	82	200	90	45%
2.2.2) School Health (for medical team)	100	505	504	100%
3.1.2) SLIP school funding	10,000	11,788	11,780	100%
3.1.2) UPEP (planning only)[9]	100	7.6	-	0%
3.1.2) Para Teacher	200	-	-	-
TOTAL	13,417	15,253	12,375	81%

Source: AOP 2012-13 and 2013-14

All block grants were assigned under the economic code 5900 Grants in Aid in the DPE budget. AOP 2012-13 was the first year that funds were allocated to these block grants. In AOP 2013-14, total allocation for the seven block grants was TK. 15,253 Lac, up by 14.7% from AOP 2012-13. As a percentage of the overall AOP budget however, the share of the total block grants declined from 7% in 2012/13 to 5.7% in 2013/14. Budget disbursement in the first 3 quarters of the fiscal year (up to March 2013) was 81%, mainly SLIP funding.

[9] Allocation for UPEP in FY 2012/13 is only for UPEP planning, not for UPEP implementation

Figure 3.15: Primary Education Survival Rate 2013



4. SECTOR OUTPUTS: PSQL INDICATORS

Primary School Quality Level (PSQL) indicators were first used to track minimum standards in primary schools under PEDPII. 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 NNPS.

Table 4.1: PSQL Indicators by Thematic Areas

Teaching Learning	Equitable Access	Water and Sanitation	School Infrastructure	Decentralization
PSQL 1: % of schools which received all new textbooks by January 31	PSQL 4: No. of enrolled children with disabilities	PSQL 5: % of schools with separate functioning toilets for girls	PSQL 10: % of classrooms that are in good condition	PSQL 14: % of head teachers received school mgmt and leadership training
PSQL 2: % of teachers with professional Qualification	PSQL 17: % of schools (GPS) with pre-primary classes	PSQL 6: % of schools with at least one functioning toilet	PSQL 11: % of schools that meet the SCR standard of 40	PSQL 15: % of SMCs whose members were trained (at least 3)
PSQL 3: % of teachers who receive CPD training		PSQL 7: % of schools with potable water	PSQL 12: % of standard size classrooms (19'x17'4'') and larger	PSQL 18: % of schools which receive SLIP grants
PSQL 16: % of schools that meet the STR standard of 46		PSQL 8: % of schools water point is in working condition	PSQL 13: % of classrooms which are in pacca	
School Contact Hours		PSQL 9: % of schools with functioning water point that have potable water		

4.1 Teaching and Learning

Four PSQLs are clustered under the thematic area "Teaching and Learning"

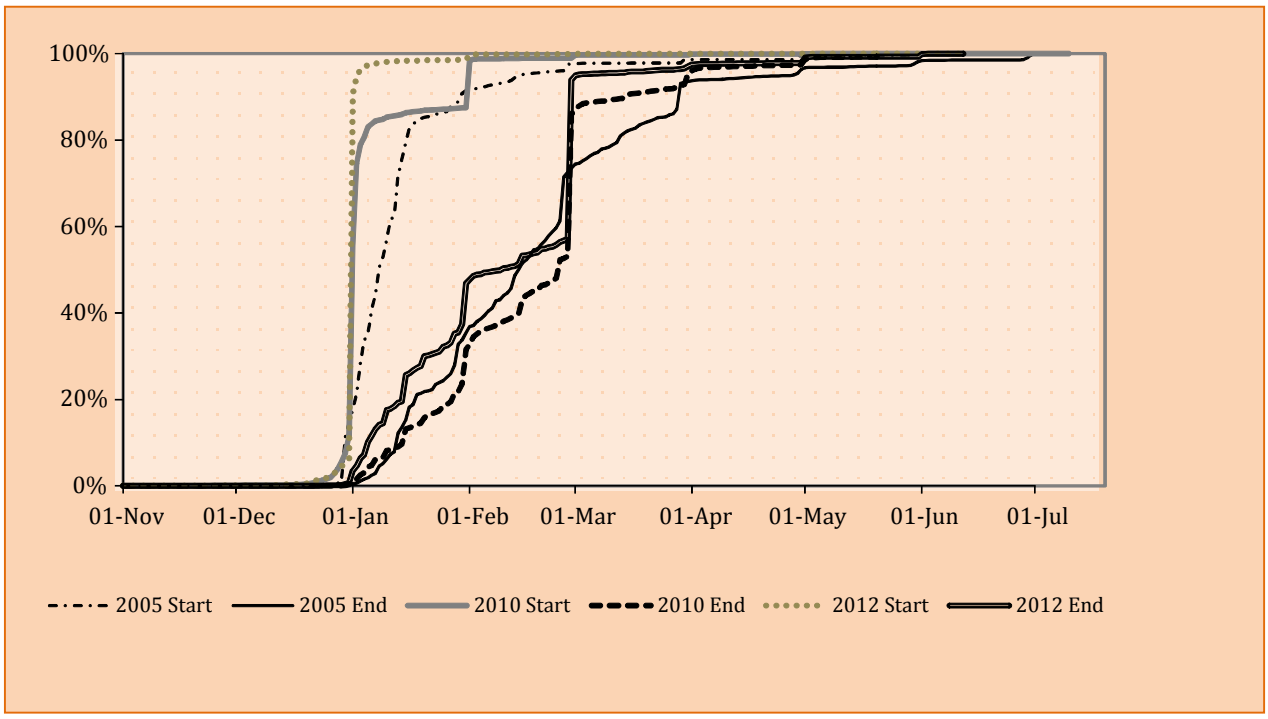
- PSQL 1: Percentage of schools which received all new textbooks by January 31
- PSQL 2: Percentage of teachers with professional qualification
- PSQL 3: Percentage of teachers who receive Continuous Professional Development,(CPD), training
- PSQL 16: Percentage of schools that meet the STR standard of 46

4.1.1 TIMELINESS OF TEXTBOOK DISTRIBUTION

According to the PEDP 3 standard for this PSQL, the delivery of textbooks to schools should have been completed within the first month of the school year or January 31. In previous years, ASPR reporting on this indicator was based on the annual school census questionnaire that asks head teachers to report the starting date and the end date of textbook delivery. A new textbook database was set up in 2012, managed by the General Administration Division and with the provision of update information by upazila. APSC stopped collecting textbook and teaching aids information from schools in 2013.

Ensuring timely delivery of textbooks has been a major achievement in PEDP3. In 2010, only one-third of the schools received their textbook within the first month of the school year. As Figure 4.1 below shows, 98% of the schools received the textbooks on-time in 2012.

Figure 4.1: Distributions of Textbooks 2005-2012



Source: APSC 2005, 2010 and 2012

This positive trend continues. According to the report generated from the textbook database in 2013, nearly 100% schools received textbooks within the first month of the 2013 school yearand 85% of the schools received their textbooks before the start of the academic calendar. Textbook distribution appears to be a year-round process but the bulk of the activities took place over November and December (see Table 4.2).

Division-wise, textbook delivery to Barisal and Khulna appears to be later than the others as only 77% of the schools in those two divisions received textbook before the start of the school year. District-wise, only 4 districts appeared to have some minor delivery problems:

- Tangail district, Dhaka division: 95.8%(108 schools late)
- Jhenaidah district, Khulna division: 96.6% (46 schools late)

- Barisal district, Barisal division: 97.1% (52 schools late)
- Mymensingh district, Dhaka division: 98.6% (42 schools late)

Table 4.2: Percentage of Schools Receiving Textbook Delivery by Division 2013

Division	Aug -12	Sept-12	Oct.-12	Nov-12	Dec-13	Jan-13	Late Delivery (No. of schools)
Barisal	11%	12%	19%	20%	77%	99%	58
Chittagong	7%	7%	18%	18%	86%	100%	31
Dhaka	6%	6%	23%	24%	83%	99%	180
Khulna	10%	10%	23%	25%	77%	99%	81
Rajshahi	3%	3%	15%	17%	91%	100%	21
Rangpur	9%	9%	22%	24%	86%	100%	64
Sylhet	4%	5%	19%	21%	97%	100%	25
National	7%	7%	20%	22%	85%	100%	460

Source: Textbook Database, 2013

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. Information on textbooks available could be estimated by comparing textbooks demand from schools against the number of textbooks delivered.

According to the textbook database, the total demand from schools for all grades and all subjects are around 104.5 million books and total number of books delivered is around 99.2 million, or in another words, 96% of the demands were met (see Figure 4.2). Textbooks for grades 1 and 2 covered 3 subjects (Bangla, Math, and English) and 9 subjects for grades 3 to 6. (Bangla; English; Mathematics; Social Science; General Science; Islamic Studies; Hindu Religious Studies; Buddhist Religious Studies; Christian Religious Studies).

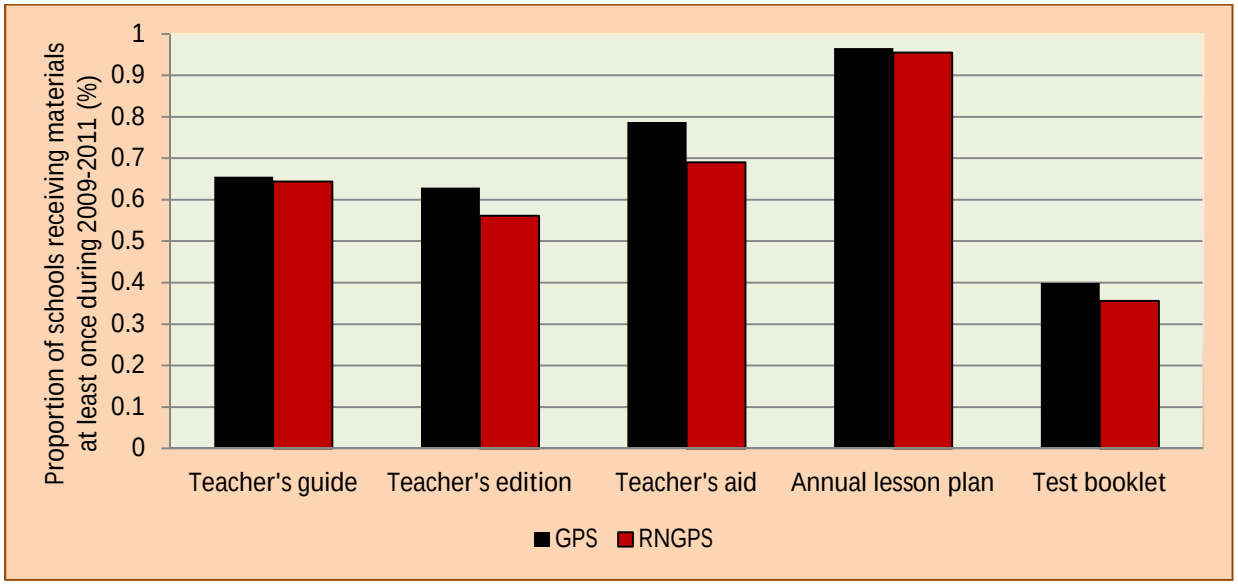
Table 4.3: Textbooks Demand and Supply 2013

	No. Subjects	Demand	Delivery	%
Grade1	3	15,554,717	14,966,512	96.2%
Grade2	3	14,228,726	13,700,514	96.3%
Grade3	9	27,353,370	26,226,520	95.9%
Grade4	9	25,456,974	24,333,605	95.6%
Grade5	9	20,946,775	19,941,493	95.2%
TOTAL	33	103,540,562	99,168,644	95.8%

Source: Textbook Database, 2013

In previous ASPRs, there were discussions on the supply of teachers' guides and teaching aids based on information collected by the annual school census. The school census stopped collecting information on teaching aids (e.g. flip charts, maps, education kit, etc.) since 2007. Because the new textbook database does not collect information on teachers' guide, there has been no update on teachers' guide since 2011. It is suggested that APSC reconsiders collecting information on related teaching and learning materials in future census. A snapshot of an earlier ASPR analysis on teaching/learning materials is presented in Figure 4.2below.

Figure 4.2: Proportion of school receiving materials at least once during 2009-2011 (%)



Source: APSC 2009, 2010 and 2011

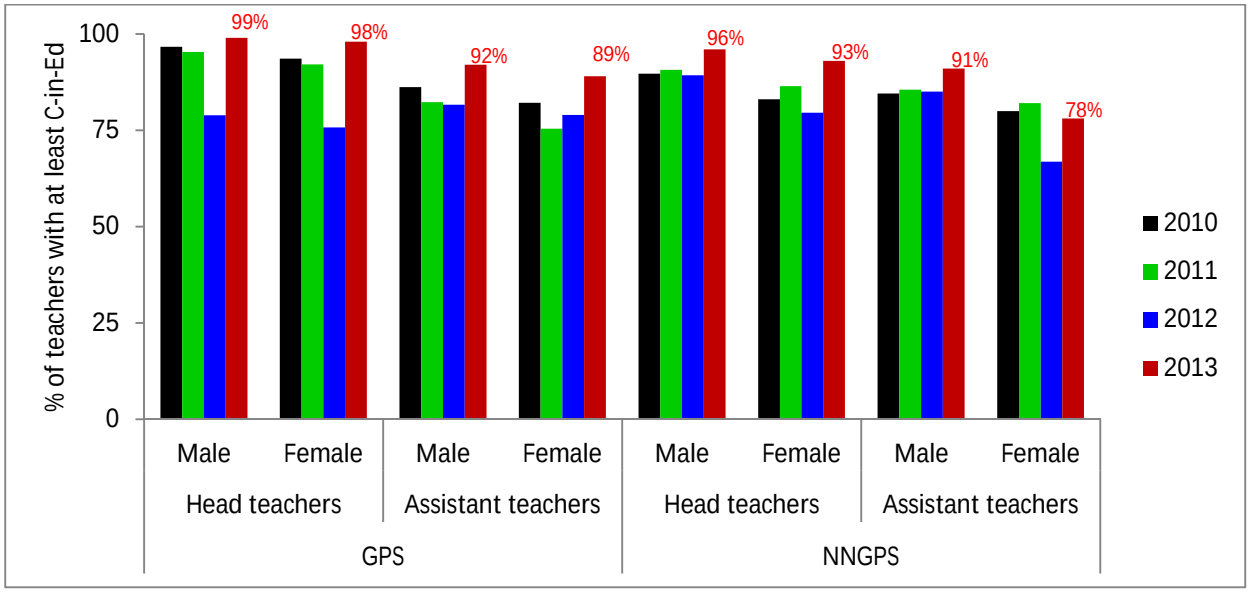
4.1.2 TEACHER QUALIFICATION

PSQL 2 monitors the percentage of (assistant and head) teachers with professional qualification (C-in-Ed/Dip-in-Ed, B.Ed., and M.Ed.). Figure 4.3 shows the changes in the proportion of teachers (of different categories, gender and school type) with at least C-in-Ed qualification between 2010 and 2013. The key points are:

- The proportion of teachers meet the minimum qualification of trained to at least C-in-Ed level has maintained at around 83% since 2010. There was a spike in in 2012 (89%) and improved to 91% in 2013 (87% GPS; 73% NNPS). The reason for the sharp rise in 2012 is due to changing in calculation formula.

- An implication of the addition to the teaching stock of the newly nationalized NNPS is increased in the number of under-qualified teachers, especially female assistant teachers. In 2013, only 78% of female teachers in NNPS have the minimum qualification compared to 89% of their female counterparts in GPS. Among the various groups of teachers, female assistant teacher is the group furthest from achieving the PEDP3 target of 95% by 2017. Positively, three of the sub-groups have already met the PEDP3 target of 95% minimum qualification: (i) 99% male head teachers in GPS; (ii) 98% female head teacher in GPS; and (iii) 96% male head teachers in NNPS.

Figure 4.3: Proportion of Teachers (in GPS and NNPS) with At Least C-in-Ed 2010-2013 (%)



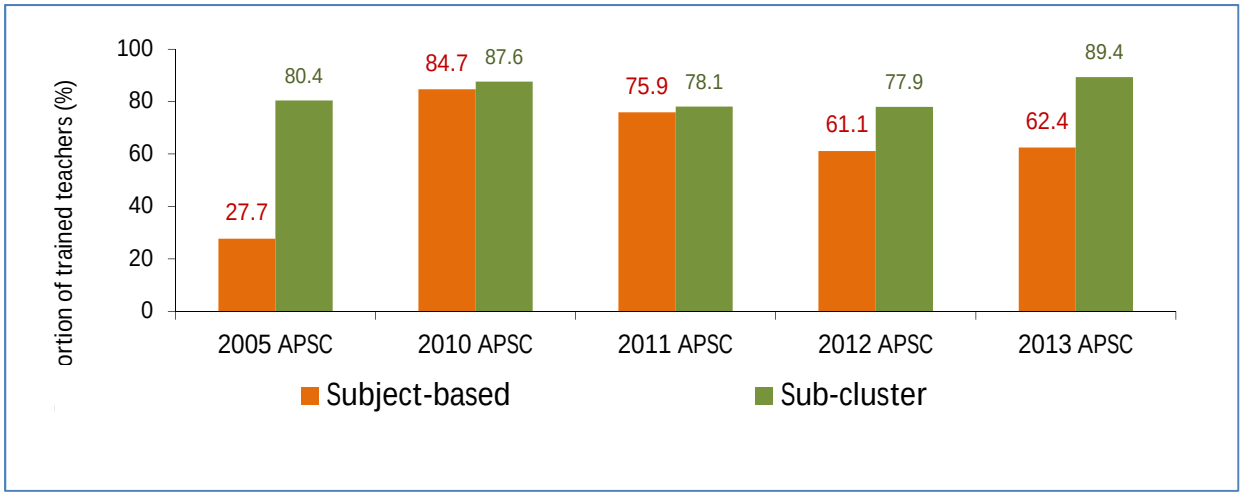
Source: APSC 2010 and 2013

4.1.3 CONTINUOUS PROFESSIONAL DEVELOPMENT TRAINING

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. During PEDP II, three types of in-service training are recorded in the annual school census: (1) subject-based, (2) classroom learning methods and (3) sub-cluster training. The information is recorded in the form of the 'number of teachers trained' by teacher type (head or assistant) and gender. At present, the APSC database only tracks subject-based and sub-cluster training.

Figure 4.4 below displays results for participation in subject and sub-cluster-based training of all types of teachers in GPS and NNPS schools for 2005, 2010 to 2013. It is evident that there was an increase in the annual coverage of the sub-cluster training in 2013 (89%) after a two-year decline. However, there has been no increase in subject-based training. In 2013, only 62% of teachers (head and assistant) received subject-based training. This was significantly lower than PEDP3 baseline of 85% in 2010. As highlighted earlier, subject based trained has highest positive correlation with learning outcomes among all teacher qualification and training factors [WB ESR 2014].

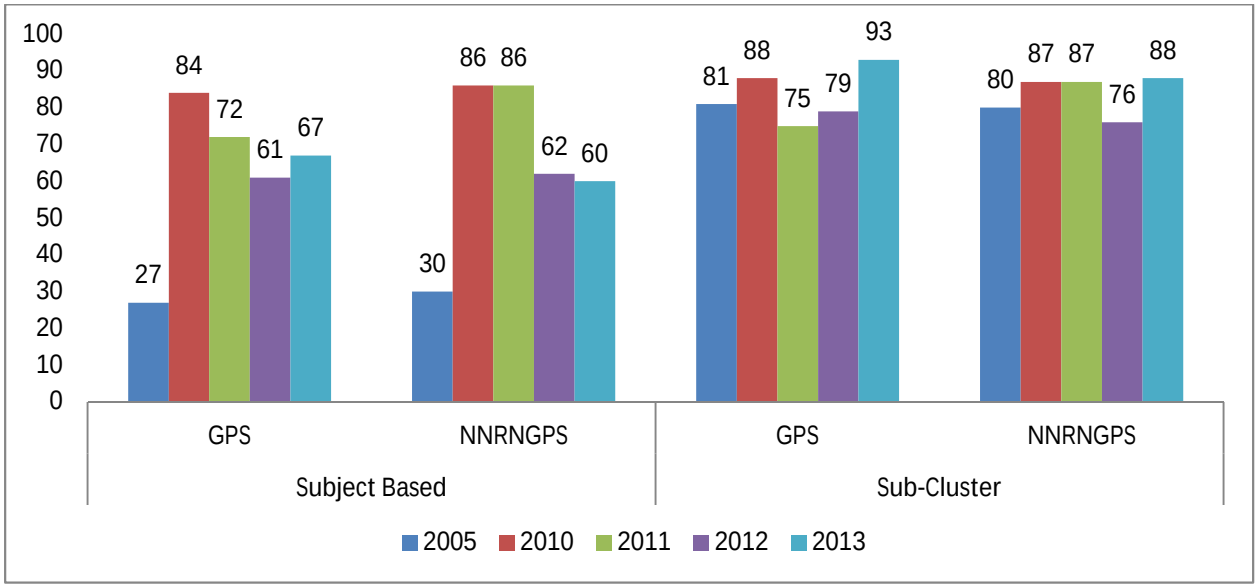
Figure 4.4: Proportion of teachers (GPS and NNPS) who received in-service training by type of training 2005–2013 (%)



Source: APSC 2005, 2010-2013

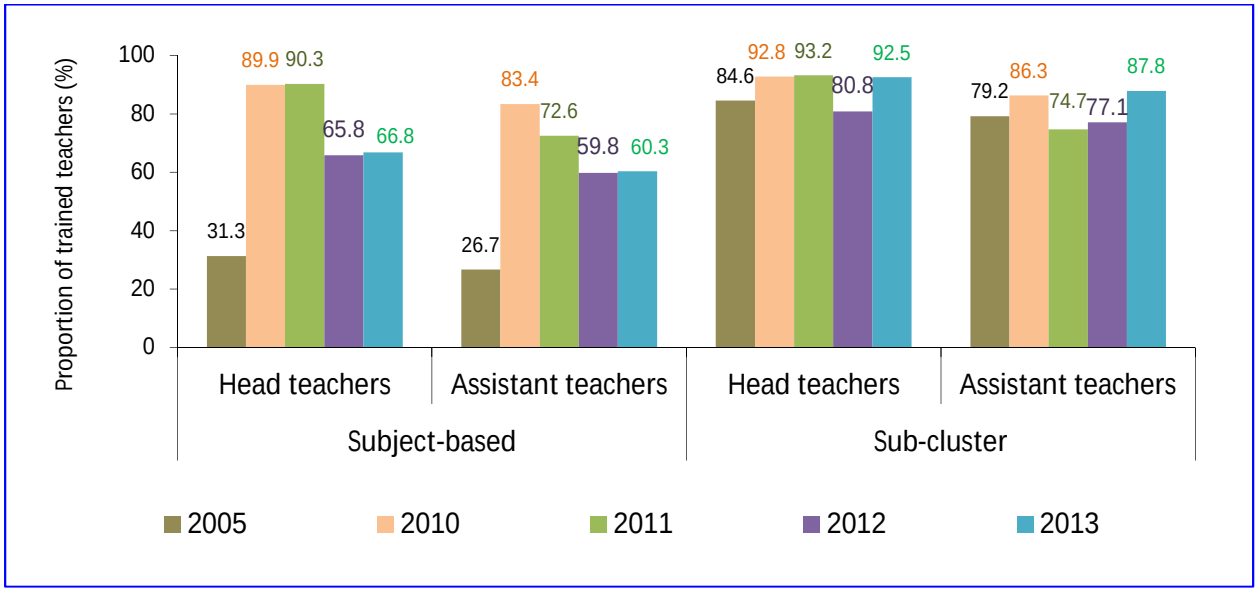
Figure 4.5 below shows the results for both types of training disaggregated by GPS and NNPS. This shows that the proportion of teachers in GPS/NNPS who were trained across the two categories has increased in 2012, especially sub-cluster training for GPS teachers reaching nearly 93%. The only downward trend is subject-based training for NNPS teachers at 60% One explanation is that NNPS 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 4.5: Proportion of GPS/NNPS Teacher Received In-Service Training 2005–2013 (%)



Source: APSC 2005, 2010 – 2013

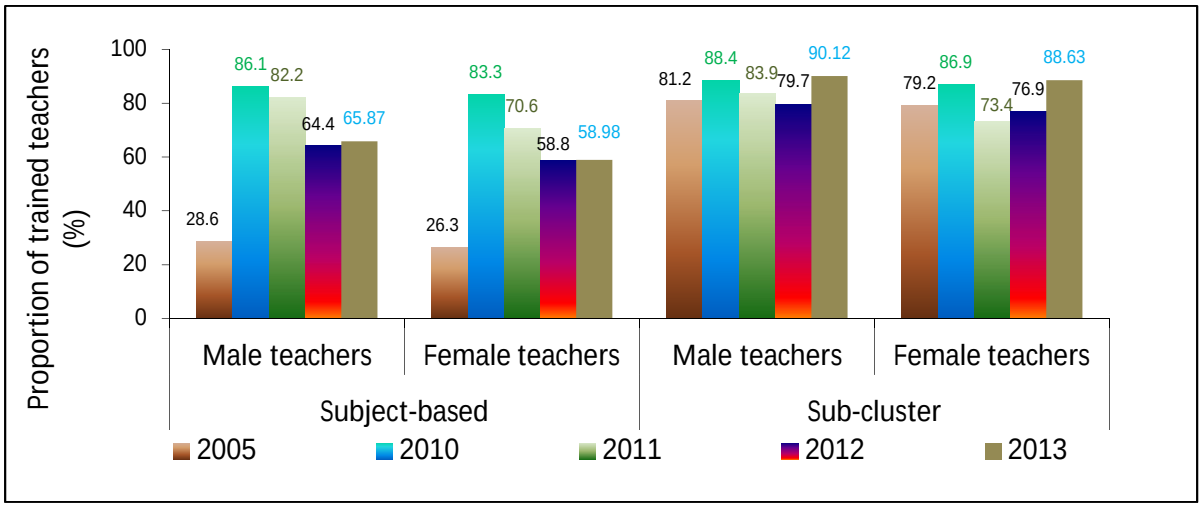
Figure 4.6: Proportion of Head/Assistant Teacher Received In-Service Training 2005–2013



Source: APSC 2005, 2010 - 2013

Figure 4.6 above displays a different pattern in the proportions of head teachers attending in-service training compared with assistant teachers. For both head assistant teachers in 2013, participation in both categories was restored to the 2010/2011 level after a decline in 2012. Head teacher training is organized separately from assistant teachers training. The trend of higher proportion of head teachers trained than assistant teachers could possibly indicate that the AOP gives higher priority to the training head teachers than assistant teachers.

Figure 4.7: Proportion of Teacher Who Received In-Service Training by Gender 2005–2013



Source: APSC 2005, 2010 - 2013

Figure 4.7 above displays teachers' participation in in-service training disaggregated by sex. It shows that in both types of in-service training females lagged behind males, with 66% of males having had subject-based training compared to 59% of females, and 90% of males having undertook sub-cluster training compared to 89% 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.

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 single shift GPS and NNPS (head and assistant teachers); and

- The total number of enrolled students was divided by the 'effective' number of working teachers for each GPS and NNPS. 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 (and staggered 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 (single shift schools only) shows that there has been marked improvement in the share of GPS meeting the standard, from 40% in 2010 to 51% in 2013, but that over the same period the situation in NNPS has not improved. It appears that the recruitment of additional NNPS teachers did not keep pace with rising enrolment.

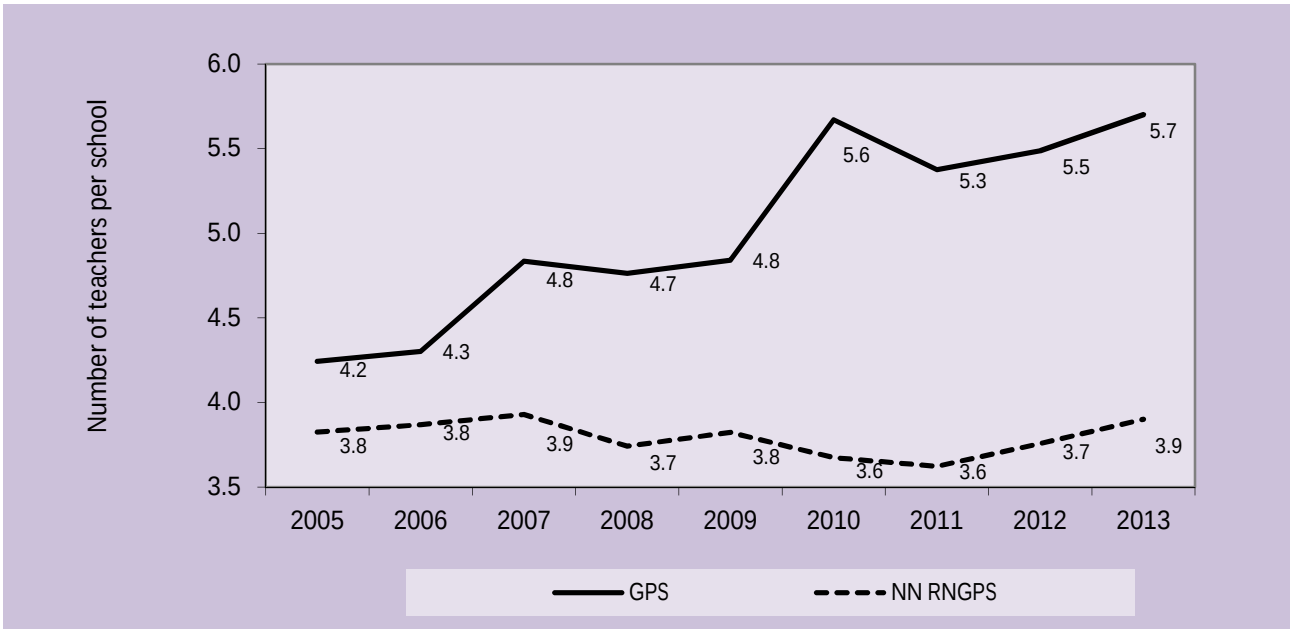
Under the second approach, which takes account of double-shift schools, 82% of GPS meet the standard STR ratio, compared with 93% of NNPS. Although these are fairly high proportions, it is important to remember that *double-shift schools deliver far fewer contract hours than the standard defined*. The 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 NNPS) Which Meet the Students-per-Teacher Standard

	Year	GPS	NNPS	Total
Percentage of schools which meet the standard: 46 students per teacher (single shift only)	2010	40	52	44
	2011	45	47	45
	2012	50	47	49
	2013	51	46	51
Percentage of schools which meet the standard: 46 students per 'effective' teacher	2010	82	93	86
	2011	82	90	85
	2012	85	93	88
	2013	82	93	86

Source: APSC 2005-13

Figure 4.8: Average Numbers of Teachers Per School (GPS and NNPS) 2005–2013



Source: APSC various years

The increase in the proportion of GPS meeting the STR standard over the PEDPII and PEDP 3 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 4.8). At the same time, the average number of teachers per NNPS has increased in 2013 after dropped slightly in 2010 and 2011.

One caveat on the calculation of the STR is that it includes both primary and pre-primary enrolment. This is due to last year's APSC cannot to disaggregate pre-primary school teachers from the overall teacher workforce. In 2013, there were 1.26 million pre-primary children in GPS and 570,000 in NNPS. Due to a lack of pre-primary teachers, some assistant teachers (as well as community volunteers) taught pre-primary classes. Hence, the "real" primary STR, discounting pre-primary enrolment, could be roughly 10 percentage points higher the figures quoted in Table 4.4 above.

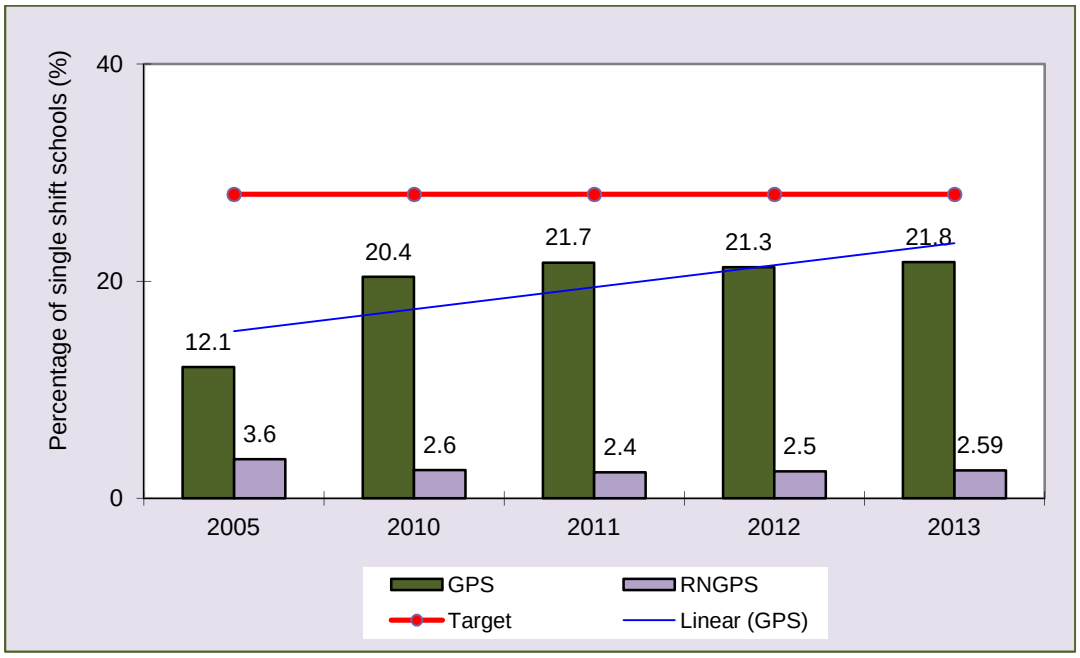
4.1.5 SCHOOL CONTACT HOURS

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 21.8% 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 NNPS is very much worse, as the percentage of single-shift schools actually declined from only 3.6% in 2005 to 2.6% in 2013. 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 learning experience.

Figure 4.9: Single-shift schools (%) 2005, 2010–2013



Source: APSC 2005, 2010-2013

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 nearly half the of international standard of 900 to 1,000 hours per year: children in grades 1–2 in double-shift schools only attend 520 hours per year on 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, combined with a focus on how the curriculum is delivered in both single- and double-shift schools.

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 NNPS) teachers were absent on any given day in 2005. Of these:
    - 7% of GPS (5% of NNPS) 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 NNPS) teachers were authorised for short-term absence (such as casual leave, official duties or in-service training);
    - 2% of GPS and NNPS teachers were not authorised to be absent; and

- The 2008 CAMPE survey found that 14% of GPS (10% of NNPS) 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 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 NNPS) 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. While these are obvious factors influencing school contact hours, the quantitative data collected goes only so far in elucidating the real situation in classrooms, qualitative studies therefore are essential, such as teachers' time management. Moreover, increasing contact hours alone does not equate improved quality; there is also a need for better content and more teaching and learning resources for schools to make the extra time productive.

4.2 Access and Equity

Two PSQLs are clustered under the thematic area "Access and Equity"

- PSQL 4: Number of enrolled children with disabilities
- PSQL 17: Percentage of schools (GPS) with pre-primary classes

4.2.1 Enrolled 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 NNPS 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.

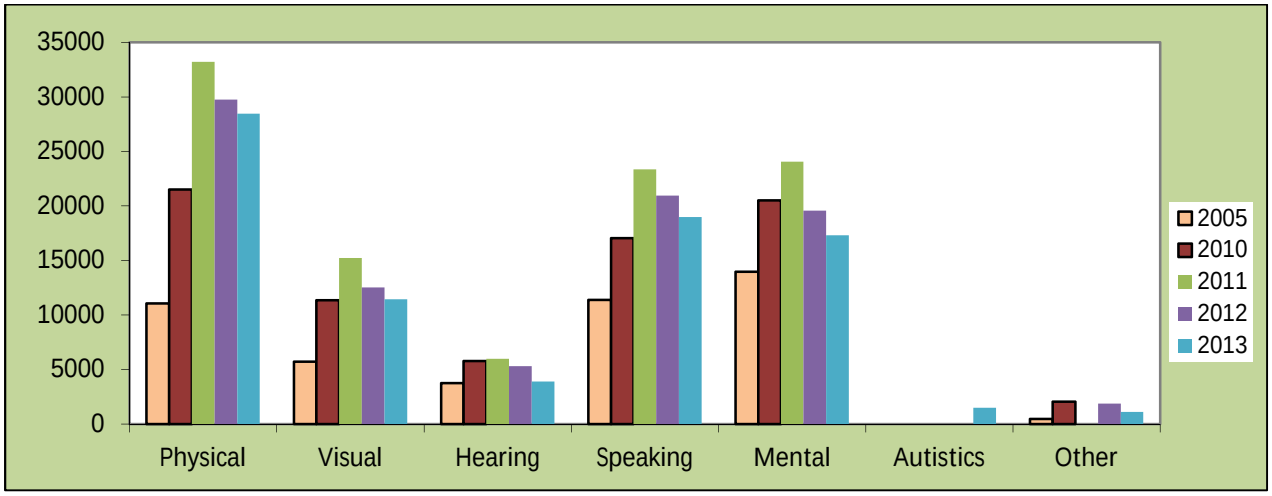
Figure 4.10 shows that that the number of children with disabilities enrolled in GPS and NNPS grew faster than the PEDPII target for all types and in particular for children with physical disabilities and eyesight problems. There was a particularly striking 50% increase in the numbers of physically impaired children between 2010 and 2011. The enrolment trend slightly declined in 2013 (82,708) compared to 2011 (90,960) and 2012 (89,994). Such a large increase over 2005/2011 is worthy of further investigation to understand the underlying factors for these increases (such as increased provision of the ramps for wheelchairs under PEDP II).

Table 4.5: Number of Enrolled Children with Disabilities in GPS and NNPS, 2013

Type of disabilities	GPS			NNPS			GPS &NNPS		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1. Physical	11,806	8,864	20,670	4,421	3,359	7,780	16,227	12,223	28,450
2. Visual	4,782	3,961	8,743	1,481	1,230	2,711	6,263	5,191	11,454
3. Hearing	1,368	1,295	2,663	643	598	1,241	2,011	1,893	3,904
4. Speaking	7,532	5,909	13,441	3,092	2,443	5,535	10,624	8,352	18,976
5. Mental	7,544	6,399	13,943	1,778	1,594	3,372	9,322	7,993	17,315
6. Other	608	513	1,121	209	174	383	817	687	1,504
6. Autistics	424	374	798	170	137	307	594	511	1,105
Total	34,064	27,315	61,379	11,794	9,535	21,329	45,858	36,850	82,708

Source: 2013 APSC

Figure 4.10: Number of Enrolled Children with Disabilities in GPS &NNPS, 2005, 2010-2013



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 NNPS 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%).[10]

4.2.2 PRE-PRIMARY SCHOOL COVERAGE

Section 3.2.3 discuss in detail on the expansion of primary education provision in recent years. PSQL 17 is another measurement on pre-primary coverage, defined as "*Percentage of schools (GPS) with pre-primary classes*". Table 4.6 shows that in 2013, nearly 100% of GPSs have pre-primary classes; only 283 out of 37,700 GPS in the 2013 APSC database do not have any pre-primary students. Nationally, it is estimated that 77% of all 24 types of primary education institutions/centers now offer pre-primary education; most notably Kindergartens at 97%.

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

	2010	2011	2012	2013
GPS	45%	94%	97%	99%
NNPS	40%	55%	82%	88%
Total	43%	81%	91%	95%

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

4.3 Water and Sanitation

A total of five PSQLs are clustered under the thematic area of water and sanitation:

- PSQL 5 Percentage of schools with separate functioning toilets for girls
- PSQL 6 Percentage of schools without at least one functioning toilet
- PSQL 7 Percentage of schools with potable water
- PSQL 8 Percentage of schools which depend on water points for water where the water point is in working condition
- PSQL 9 Percentage of schools which have a functioning water point that have potable water

4.3.1 SCHOOL TOILETS

There are two PEDP3 PSQL standards on school toilets:

- Separate functioning toilets for boys and girls: The PEDP 3 target was for at least 80% of GPS to have separate toilets for girls by the end of the Programme. In 2013, the proportion of GPS with separate toilets specifically for girls was 68%and for NNPS was 57% which is a major improvement from PEDP3 2010 baseline of 37% GPS and 20% NNPS.

- Availability of at least one functioning toilet: About 85% of GPS and 80% of NNPS have a toilet, which is below the PEDP3 baseline of 97% of GPS and 94% of NNPS. Overall, around 16% of all types primary education institutions do not have at least one functioning toilet. It is uncertain why this indicator was on a downward trend since 2012. Possible reasons could include: (i) rephrasing of this question in the APSC led to different school response; (ii) lack of proper toilet maintenance; and (iii) introduction of the new wash block led to slow replacement of broken down toilets.

4.3.2 SCHOOL WATER SUPPLY

There are three PSQL standards on school water supply:

- 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).

Table 4.7 highlights on recent trends in the PSQL water supply indicators. In general, there has been little change in the two indicators on potable water PSQL 7 and 9 since the start of PEDP3. The likely reason was the change in the questionnaire, resulting in low response rate. The only water related PSQL improved is the percentage of schools with functional water points (PSQL 8). In 2010, only 31% of GPS and 36% of NNPS report positively on this indicator, compared with 72% of GPS and 63% of NNPS in 2013. An overview of the water supply situation is presented in table below.

Table 4.7: Water Supply (GPS and NNPS) 2012

		2010			2011			2012			2013		
Percentage of schools (%):		GPS	NNPS	Total	GPS	NNPS	Total	GPS	NNPS	Total	GPS	NNPS	Total
(1) With water		87	78	84	88	82	86	86	85	85	78	68	74
(2) With safe water if school has:	Any source of water	86	82	85	96	83	90	72	60	67	92	92	92
	Tap water (21% of schools with water)	87	87	87	98	90	93	78	80	78	88	93	89
	Tube well (78% of schools with water)	87	81	85	95	82	89	86	82	85	93	93	93
	Pond/river (1% of schools with water)	21	17	19	.	.	.	.	.	.			
(3) With safe water [= (1) x (2)]		75	64	71	84	68	77	62	51	58	72	63	68
(4) If source is tap water:	Free of arsenic	61	59	60	n/a	n/a	n/a	n/a	n/a	n/a	72	71	72
	Not tested	30	31	30							8	7	7
	With arsenic	9	10	10							20	22	21
(5) If source is tube well:	Functional tube well	88	83	86	88	83	86	n/a	n/a	n/a	92	86	90
(6) If source is functional tube well:	Free of arsenic	60	57	59	84	81	82				89	87	88
	Not tested	34	36	35	8	8	8				2	1	2
	With arsenic	6	7	6	9	11	9				10	12	10

Source: APSC 2010-2013

ASPR has some concerns about the reliability of data on water safety, especially on arsenic, provided by schools. There also appears to be a general lack of understand on these water related questions, evident by the low response rate on from schools. Water safety is not prioritized in PEDP3.APSR's recommendation is to incorporate school water testing as part of the annual school health program (PEDP3 Component 2.2.2).

4.4 School Infrastructure

There are four PSQLs clustered under the thematic area of "school infrastructure".

- PSQL 10 Percentage of classrooms that are in good condition
- PSQL 11 Percentage of schools that meet the SCR standard of 40
- PSQL 12 Percentage of standard-size classrooms (26'x19'6'') and larger
- PSQL 13 Percentage of classrooms which are in pacca

4.4.1 CONSTRUCTION OF NEW CLASSROOMS

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: In 2013, about 21% of head teachers (GPS/NNPS) claimed that their school was difficult to reach, similar to the 21% reported in 2009. Equally, about 10% of schools (GPS/NNPS) were 25 kilometres or more away from the *Upazila* headquarters, slightly higher than the 9% reported in 2009. Hence, 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. In 2013, it was estimated that around 10% of all GPS/RNGSP are located in the more underserved *haor* and hilly areas.

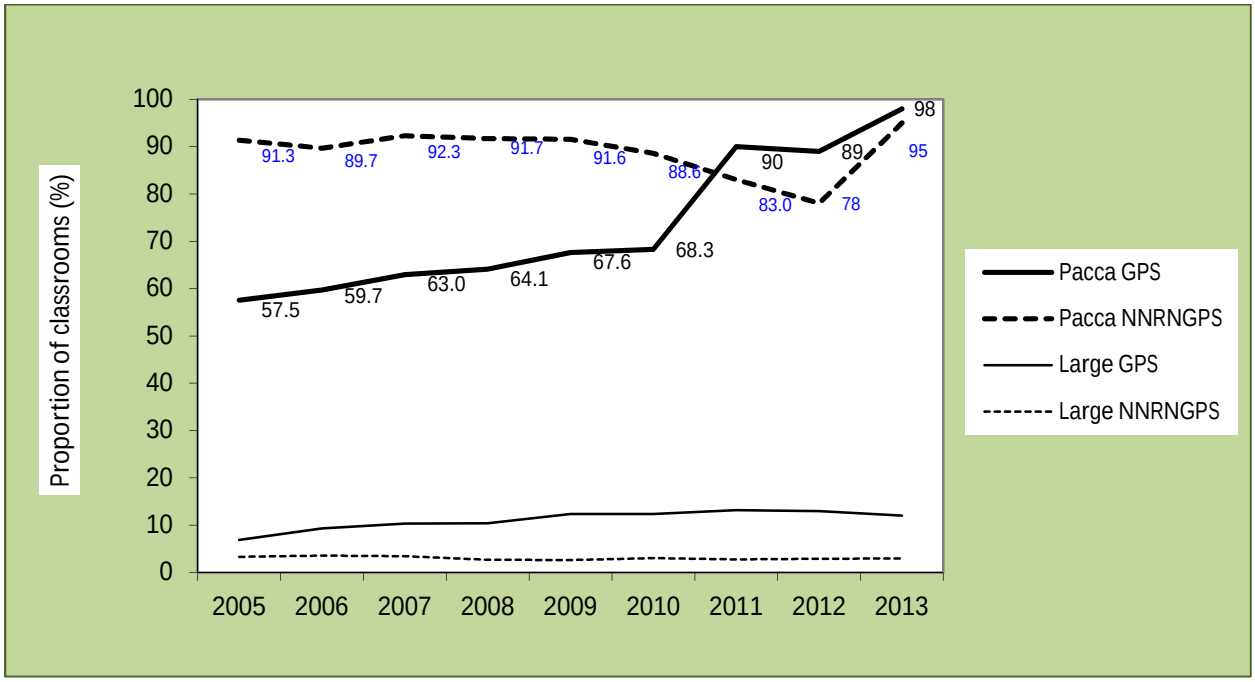
- Inhabited by tribal communities: The 2009 school census instrument included a question on whether a school was located in a tribal/ethnic minority area (about 2% of schools). In 2013 it is also estimated that there are 2% of GPS/NNPS located in the tribal area. It requires further investigation on whether or not the present number of schools in tribal areas meets demand, alongside needs to replace or refurbish poor structures.

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 project lies outside PEDP3, it is expected to have a positive impact on overall enrolment, retention and completion. This project is also expected to reduce disparities, so 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.

4.4.2 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" / 47.1m^2); 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 4.11: Proportion of properly constructed classrooms 2005–2013



Source: APSC various years

Figure 4.11 displays the proportion of classrooms which are *pacca* or large by type of school. It shows that the trend towards *pacca* classrooms has continued in a positive direction. About 98% GPS and 95% NNPS classrooms are *pacca or semi-pacca* and there has been little change recorded between 2013 and PEDP3 baseline year 2010. However, the proportion of the GPS/NNPS classrooms that meet the PSQL criteria on room size (26'X19'6'' or large) has been declining since 2010. The reason for the downward trend is that the PEDP 3's standard room size (19'X17'4'' or large) for new construction is smaller than PEDP2. Hence, all the new classrooms built over the past three years do not meet this PSQL standard.

A related standard on classroom size is per square meter per pupil. The minimum norm is 1 square meter (10.764 square feet) per pupil [UNESCO]. Hence, the PEDP3 room size of 330 square feet (19'X17'4'') can accommodate only a maximum of 30 pupils which is significantly lower than the current SCR norm.

It is also worth investigating on the current stock of 'half room' in schools. "Half rooms" were common in pre-1996 built schools. The logic was that the half room could be used for the very small class 5 class or for the teachers. LGED built 3.5 and even 2.5 room schools.

Table 4.8: Classroom (GPS and NNPS) Conditions 2013

Building		Classroom condition in 2012 (%)				Classroom condition in 2013 (%)			
		Good	Moderate	Bad	Unusable	Good	Moderate	Bad	Unusable
GPS	*Pacca*	59	30	9	2	46	31	17	6
	Not *pacca*	10	42	38	10	9	28	45	19
	Total	45	33	17	4	46	31	17	6
NNPS	*Pacca*	37	42	18	2	38	38	19	5
	Not *pacca*	14	51	31	4	11	43	39	7
	Total	35	43	19	3	37	39	20	5
All	*Pacca*	52	34	12	2	44	33	17	5
	Not *pacca*	10	43	37	9	10	35	42	13
	Total	42	36	18	4	43	33	18	6

Source: APSC 2012/2013

Table 4.8 displays the responses of head teachers on the condition of their classrooms. The numbers are very similar when compared up to 2012.Quite a high proportion of all classrooms (76%) were rated as 'good' or 'moderate', but lower than the baseline of 88%.The only glaring problem appears to be non-pacca classrooms in GPS. Some 19% classrooms were reported to be 'unusable' and 40% were 'poor' in 2013 compared to 10% and 38% respectively in 2012. Replacement of non-pacca school buildings should be given some priority in the PEDP3 needs-based infrastructure development.

4.4.3 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 only single shift GPS and NNPS.
- In the second approach, the total number of enrolled students was divided by the 'effective' number of classrooms for each GPS and NNPS. This takes account of double-shift schools. If the school is double shift, it is assumed that all classrooms are used in each shift and therefore the number of classrooms is multiplied by two to give the 'effective' number of classrooms. If the school is single shift the number of 'effective' classrooms is the same as the number of classrooms.

Table 4.8 shows that there is an acute shortage of classrooms in both GPS and NNPS based on the PSQL and progress slightly decline compared to 2010 baseline because of increased enrolment:

- According to the first approach, 19% of schools (single shift) met the average standard of 40 students per classroom in 2013, which is very close to the figure for 2012. 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 NNPS 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 2013. A considerably higher proportion of NNPS met the standard than GPS, due to almost all NNPS (97%) runs double shift.

Table 4.9: Schools (GPS and NNPS) which Meet the Students-per-Classroom Standard

	Year	GPS	NNPS	Total
Percentage of schools which meet the standard: 40 students per classroom (single shift only)	2006	20	17	19
	2010	22	18	21
	2011	22	20	21
	2012	20	22	21
	2013	20	22	21
Percentage of schools which meet the standard: 40 students per 'effective' classroom	2006	63	77	67
	2010	60	76	65
	2011	60	79	67
	2012	56	73	62
	2013	56	73	62

Source: APSC 2006, 2010 and 2013

Similar to the caveat on STR, the SCR calculation includes both primary and pre-primary students due to APSC cannot disaggregate classroom use for pre-primary classes from overall classroom stock. The addition of the new pre-primary classes therefore would likely to lower the proportion of primary schools meeting the SCR standard of 40 pupils per classroom.

4.5 *Education Decentralization*

Three PSQLs clustered under the thematic area of education decentralization.

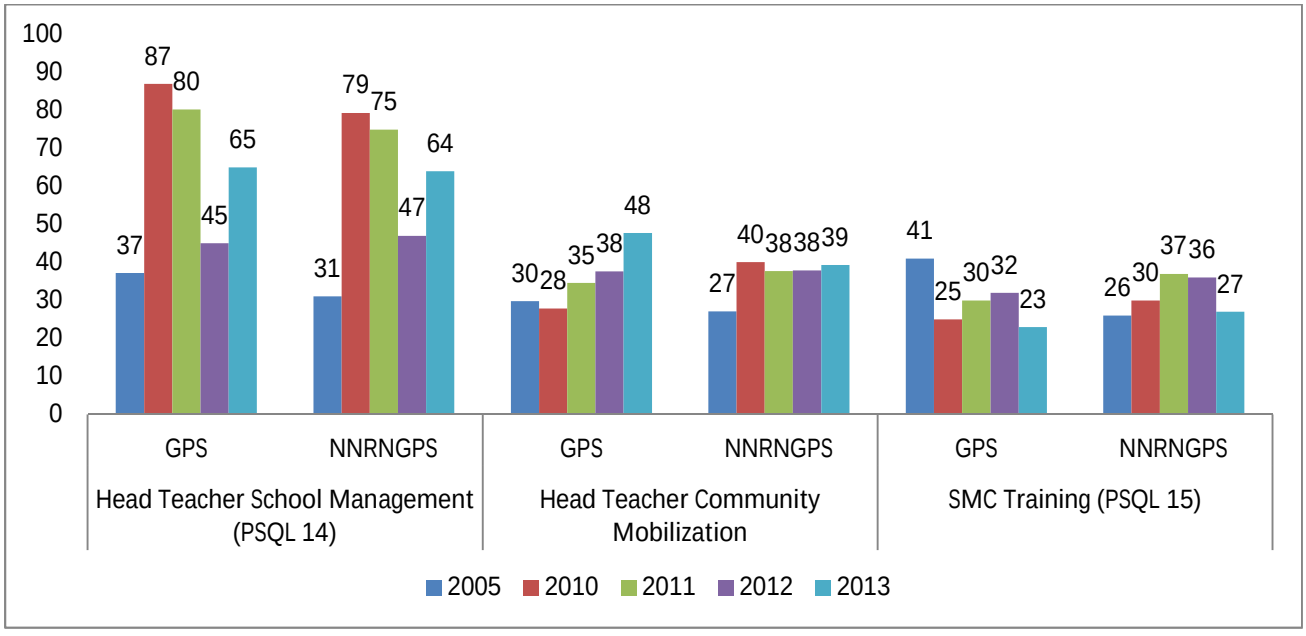
- PSQL 14 Percentage of head teachers who received training on school management and leadership training
- PSQL 15 Proportion of SMC whose members were trained (at least three members)
- PSQL 18: Percentage of schools which receive SLIP grants

4.5.1 CAPACITY BUILDING FOR EDUCATION DECENTRALIZATION

PEDP3 is prioritising increased decentralised management and governance to district and school levels. APSC captured three types of training related to capacity building for decentralization. Two training programs targeted at head teachers: (i) school management and leadership (PSQL14); and (ii) community mobilization for SLIP planning and monitoring; and one training program for school management committee (SMC) members (PSQL 15). Figure 4.12 below shows the trends and patterns of these training over the past years.

For head teachers, the figures for GPS were 65% for school management/leadership and 48% for community mobilization training in 2013; whereas the equivalent figures for NNPS were 64% and 39%. Comparing to the 2010 baseline, the scope of the head teachers training has been reduced for both training programs.

Figure 4.12: Training Programs for Education Decentralization, 2005–2013 (%)



Source: APSC 2005, 2010-2013.

The project completion report of PEDPII reports that overall some 174,750 SMC members were trained, which is a considerable achievement. In order to continue improving the capacity of SMCs, PEDP3 aimed to ensure that three members of every SMC were trained. However, SMC training has been de-prioritized since 2012 with no fund allocated for this activity in the past two years.

Combined with that the SMC only has a three year tenure and elections or other means of selection are held, the proportion of SMCs (with 3 members) trained has been on a steady decline

PEDP II 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". This finding highlights the need for a training plan to cover SMCs before the end of PEDP3 in order to ensure effective implementation of SLIP and enable next phase of decentralization reforms.

4.5.2 SCHOOL-LEVEL IMPROVEMENT PLANNING (SLIP)

A key dimension of PEDP3 is to expand decentralized planning management and monitoring at district, upazila and school levels. The 'School Learning Improvement Plans' (SLIPs) aim to address school and community-wide matters linked with learning outcomes and primary completion. Upazila Primary Education Plans (UPEPs) aims to 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 decentralization 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. The PEDP3 target is for 80% of GPS and NNPS to receive SLIP grants.

In 2013, nearly two-thirds of schools (62%) received SLIP grants, up from 27% the previous year due to disbursement difficulties. A total of 23,166 GPS and 14,027 RNGGPS were provided SLIP grants (amounting Taka 117.9 crore). The SLIP coverage however, has not increased compared to the PEDP3 baseline of 64% of schools receiving funds.

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 decentralization of education management functions, including those which impact directly on teaching and learning. These findings underscore the importance of ensuring decentralization programmes are underpinned by effective capacity building initiatives, including central and local education authorities in school supervision and performance monitoring.

SLIP preparation process and utilization of allocated fund should be very closely monitored to achieve the desired results

5. SECTOR BUDGET AND ACTIVITIES

5.1 Overview of primary education budget

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 2012/13 and the current financial year 2013-14.

The 2011/12 financial year was the first year of the PEDP3. Development partners' financial support for PEDP3 is implemented using a treasury model, where external funds are deposited into the general consolidated fund managed by the Ministry of Finance.

PEDP adopts a holistic sector planning approach, exemplified by the Annual Operational Plan (AOP), which covers planned spending in the sector as reflected in the DPP. In addition there are a number of discrete projects, which operate outside of PEDP3 but contribute to the achievement of sector goals and targets.

5.1.1 EDUCATION FINANCING TREND

Government funding for education as a percentage of GDP increased to 2.11% in FY 2013/14, alongside modest rise in the education share of the total government spending. MoPME's budget as a percentage of the sector also has risen to 47.5% in 2013/14. Volume - wise, MoPME had a major budget increase (up 21.5%) from Taka 9,925 crore in 2012/13 to 11,935 crore in 2013/14 (see Table 5.1).

Table 5.1: Education Budget Overview: Five Year Trend

	2009-10	2010-11	2011-12	2012-13	2013-14
Allocation of Education as % of GDP	2.04	2.30	2.20	2.06	2.11
Education as % of All Sectors	14.0	15.8	14.8	13.9	14.0
MoPME Budget as % of GDP	0.96	1.03	1.00	0.94	1.00
MoPME Budget as % of Education Sector	47.2	45.0	45.2	45.9	47.5
Allocation MoPME (Crore Taka)	6,611	8,062	8,956	9,825	11,935

Source: MoF budget documents

In order to ensure budget predictably for PEDP3 implementation, one of the DLIs on sector financing is the alignment of the education budget with the Medium-Term Budgetary Framework (MTBF). Table 5.2shows that the Government has met its MTBF projections on MoPME budget allocation for the past four years. In 2010/11 and 2013/14, MoPME budget exceeded MTBF by 6.8% and 7.9% respectively. However, there was less certainty in the allocation of the non-development and development budget. For instance in 2011/12, non-development budget exceeded MTBF projection by 27.3% due to recruitment of new teachers. In 2012/13, development budget exceeded MTBF projection by 24.4%. The lack of predictability in development budget

presents a challenge for PEDP3 in operational planning and achievement of annual targets and results.

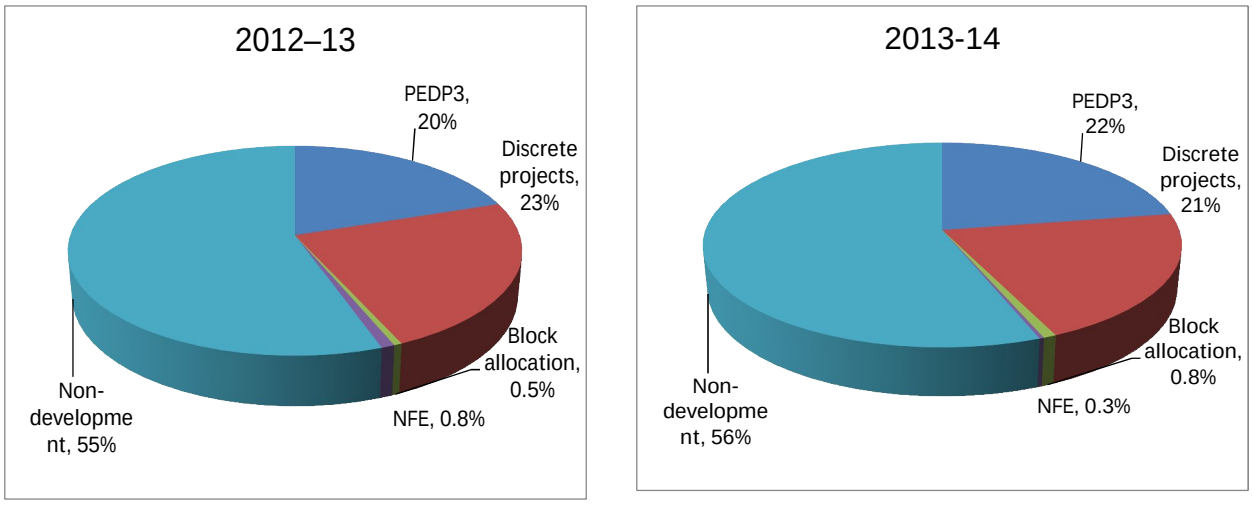
Table 5.2: MoPME Budget and MTBF 2010-13

	2010-11	2011-12	2012-13	2013-14
MOPME Budget				
MTBF Projection (crore taka)	7,558	8,960	9,899	11,057
Actual Budget (crore taka)	8,074	8,964	9,825	11,935
% Variation	6.8%	0.0%	-0.7%	7.9%
Non-Development				
MTBF Projection (crore taka)	3,823	5,087	5,525	5,809
Actual Budget (crore taka)	4,867	5,450	4,382	6,657
% Variation	27.3%	7.1%	-20.7%	14.6%
Development Budget				
MTBF Projection (crore taka)	3,735	3,873	4,374	5,249
Actual Budget (crore taka)	3,207	3,514	5,443	5,278
% Variation	-14.1%	-9.3%	24.4%	0.6%

5.1.2 BUDGET COMPOSITION

The composition of MoPME budget in 2013/14 was very similar to that of 2012/13. The development budget share was 44%, including PEDP3 development component at 22% and the discrete projects at 21%. The unplanned block allocation of the development budget remains low at 0.8% reduced uncertainties in budget disbursement and expenditures To get an overview on the primary education budget, the figure below displays a snapshot of the MoPME budget in 2013/13 and 2013/15.

Figure 5.1: MoPME budget by type of budget, 2012/13 and 2013/14



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

The only information available on 2013/14 budget revision is the revised AOP which was cut by around 6% compared to the original budget. This represents a significant improvement over the previous when the AOP was revised downward by 20% due to low spending by nearly half of the sub-components (see Table 5.3).

Table 5.3: Comparison of MoPME original and revised budget 2011/12 to 2013/14

(in Crore Taka)	2011–12			2012-13			2013-14		
	Original	Revised	%Change	Original	Revised	%Change	Original	Revised	%Change
Development budget	3,514	2,466	-30%	4,382	3,916	-11%	5,278		
- PEDP3 (DPE)	150	154	3%	1,953	1,560	-20%	2,673	2,510	-6%
- Discrete projects	2,418	2,237	-7%	2,298	2,208	-4%	2,479		
- Block allocation	945	45	-95%	49	19	-61%	92		
- BNFE	-	-	-	82	129	57%	34		
Non-development	5,442	5,267	-3%	5,443	5,537	2%	6,657		
MoPME Budget Total	8,956	7,727	-14%	9,825	9,453	-4%	11,935		

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

5.1.3 BUDGET EXECUTION

2013/14 budget implementation is unavailable at the time of ASPR preparation. The only figure available is PEDP3 disbursement rate up for March 2014 (3 quarters) at 68.7%. Overall, budget execution 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 the 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 5.4: MoPME Budget Execution Rates for 2010/11, 2011/12 and 2012/13 (%)

	2011/12		2012/13		2013/14 (up to March '14)	
	Actual / Original	Actual / Revised	Actual / Original	Actual / Revised	Actual / Original	Actual / Revised
Development budget	69%	98%	86%	96%		
PEDP (2 & 3)	91%	88%	77%	96%	69%	73%
Non-development	106%	109%	104%	102%		
Total MoPME Budget	91%	106%	96%	99%		

5.2 PEDP3 component planned and actual budget

PEDP3 is the flagship programme of the MoPME. In the context of the overall primary education budget in 2013/14.Table 5.5 presents the PEDP3 budget allocation and expenditures by the four components in FY 2012/13 and 2013/14. Overall, the composition of the PEDP3 budgets in the past two years was nearly identical and consistent with the overall PEDP3 financing framework. 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.

Volume-wise, PEDP3 budget in 2013/14 increased by 37% from the year before. Component 1 Teachingand Learning had the largest increase at over 53%. Based on the 9 month disbursement up to March 2014, 2013/14 spending also appears to be similar to the actual expenditure rate of 2012/13

Table 5.5: PEDP3 component budget and expenditure FY 2012/13 and 2013/14

	2012/13			2013/14		
(Crore Taka)	Original Budget	Actual Expenditure		Original Budget	Disbursement (9 months)	
Learning and teaching	306	120	*39%*	467	149	32%
Participation & Disparity	1,425	1,280	*90%*	1,912	1,529	80%
Decentralization & Effectiveness	166	106	*64%*	229	141	62%
Planning and management	45	23	*51%*	45	18	40%
Contingency/CDVAT	10	-	*0%*	20	-	0%
Total	1,953	1,530	*78%*	2,673	1,836	69%

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

Budget Revision: Mid-year PEDP3 budget revision was very modest at minus 6%. At the component level however all components had substantial budget cut, except Component 2. Component 1 teaching/learning was the most effect at minus 43%, followed by Component 4 planning/ management at minus 24% and Component 3 decentralization/effectiveness at minus 23%.

Table 5.6: PEDP3 Component Budget Revision and Execution Rate FY 2012/13 (%)

PEPD 3 Components	Original Budget	Revised Budget	% change
I Learning and Teaching s	467	270	-42%
II Participation and Disparities	1,912	2,025	6%
III Decentralization and Effectiveness	229	175	-23%
IV. Planning and Management	45	34	-24%
Total	2,653	2,505	-6%

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

Budget Implementation: In last year's ASPR, it was reported that budget execution at the sub-component level was very uneven. Out of the 27 PEDP3 sub-components with fund allocation (excluding targeted stipend and sector financing), six sub-components achieved a budget execution rate above 75%. On the other hand, 13 subcomponents spent less than one-quarter of its original budget, including 3 sub-components with no budget spent.

Based on 9-month disbursement, the spending pattern by sub-components in 2013/14 appears to be largely similar to last year.

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

- School Physical Environment (125%)
- Decentralized School Management and Governance (99%)
- School Health & School Feeding (86%)
- Needs Based Infrastructure Development (78%)
- Teacher education & professional development (63%)

There were five subcomponents with no budget disbursed up to March 2014:

- School and Classroom Based Assessment
- Mainstreaming Inclusive Education
- School Level Leadership and Development
- Teacher Recruitment and Deployment
- Public Private Partnership

Annex D summarizes the implementation of AOP 2013-15 as of March 2014 by PEDP3 subcomponents and activities. In addition, the annex provides a short summary on the PEDP 3 infrastructure component and JICA supported activities for PEDP3 through parallel financing.

5.3 Discrete projects

As part of the effort to transform the ASPR into a comprehensive report on the primary education sector, ASPR 2013 incorporates a new section on the discrete projects in the primary education subsector.

Discrete projects play an important role in improving the quality and access to primary education opportunities. In 2011, total discrete projects represent 69% of MoPME development budget. The share of discrete projects went down to 52% in 2012 and 50% in 2012 due to expansion of PEDP3 activities after the first year. In 2013/14, the total budget of all discrete projects (Taka 2,479 crore) nearly matched PEDP3's development budget (Taka 2,673 crore).

Over the period 2011/12 to 2013/14, there have been a total of 16 discrete projects (excluding PEDP3); 13 projects in the current fiscal year 2013-14. Annual budget ranges from the highest Taka 94,900 Lac (stipend) to the lowest Taka 222 Lac (cub –scout programme). The government is the main financing source of these projects. In 2011-12, 87% of the total discrete project budget was sourced by the government, 83% in 2012-13 and 73% in 2013-14 (Table 5.7). The lowering of the share of government financing in 2013/14 is due to launching of the second phase of the ROSC project.

Table 5.7: Discrete Projects Financing Sources: 2011-2013

(taka crore)	FY 2011-12		FY 2012-13		FY 2013-14	
Government	219,149	87%	197,383	83%	191,630	73%
External Sources	34,032	13%	41,816	17%	70,061	27%
TOTAL	253,181		239,199		261,691	

Source: Budget Documents, MOF

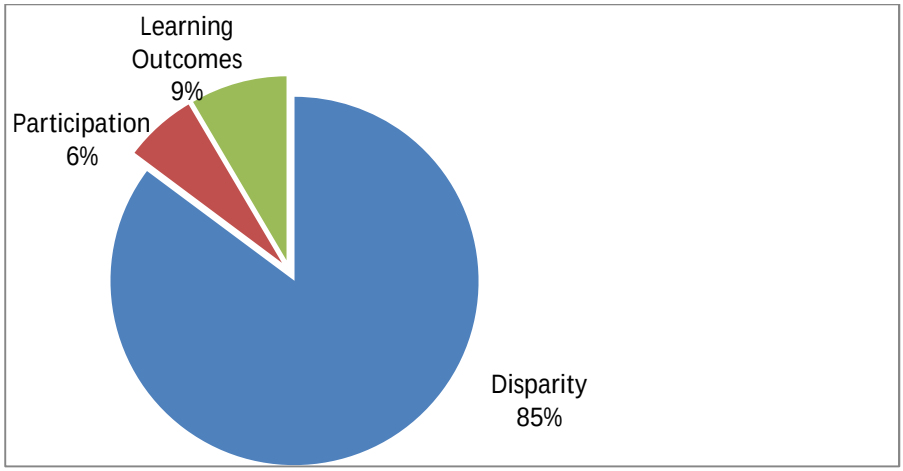
Thematically, the discrete projects could be categorized according to PEDP3 result areas:

Table 5.8: Discrete Projects by PEDP3 Result Areas:

PEDP3 Results Area	Discrete Projects
Learning Outcomes	1. Establishment of 12 PTIS in the 12 districts 2. Continuing Education for Human Development 3. English in Action 4. Expansion of CubScouting in primary school 5. China supported construction of 2 Model GPS
Participation	6. ROSC project 7. Basic Education for hard to reach urban working children
Disparity	8. Stipend programme of primary education 9. School feeding programme in the poorest areas (GoB/WFP) 10. EC supported school feeding programme 11. Establishment of 1500 primary school in the un-schooled areas 12. GPS re-construction and renovation project 13. Primary education development project IDB 14. IDB project 15. Need based primary school re-construction and renovation project due to climate changes 16. RNGPS development project

Source: Discrete Project Document and ASPR assessment.

Figure 5.2: Discrete Projects Budget by PEDP3 Components 2011-12 to 2013-14



Over the past three fiscal years, the total budget allocation of the discrete project amount to Taka 7,540 crore. Based on the above classification, it is evident that the bulk of the funding went to reducing disparity and improving participation (e.g., stipend, school feeding, school construction and second chance education). Hence, it is fair to say that discrete projects have contributed significantly to the improvement of education access and internal efficiency indicators (e.g., NER/ GER, survival/dropout rates). However, less priority has been given to quality related interventions as well as system capacity building initiatives (see Figure 5.2). Summary descriptions of selected discrete projects are provided in Annex E.

Table 5.9: Primary Education Discrete Projects 2011/12 – 2013/14

SL #	Programme/Project	2011-2012		2012-2013		2013-2014	
		Original Budget 2011-12	Revised Budget 2011-12	Original Budget 2012-13	Revised Budget 2012-13	Original Budget 2013-14	Revised Budget 2013-14
1	Primary education stipend program	87,999	90,000	94,900	94,900	92,500	85,250
2	School feeding programme (GoB/WFP)	28,350	23,950	47,700	43,000	49,300	46,300
3	EC supported school feeding programme	3,250	6,750	4,530	2,650	4,800	5,250
4	ROSC project	10,452	6,916	4,578	9,401	24,899	14,800
5	GPS re-construction and renovation project	39,885	45,385	20,000	19,000	17,000	10,000
6	Establishment of 1500 primary school in the school less areas	15,000	7,955	20,000	19,000	30,000	20,000
7	Establishment of 12 PTIS	8,355	4,100	5,000	5,000	10,000	5,020
8	Expansion of Cub Scouting in primary school	-	233	345	315	222	217
9	Primary education development project IDB	-	-	12,250	1,280	8,600	8,600
10	IDB project	4,894	1,095			8,600	4,000
11	English in Action	3,090	-	1,800	1,800	3,070	-
12	Continuing Education for Human Development	15,808	9,500	5,963	5,963	9,500	950
13	Basic Education for hard to reach urban working children	2,300	3,000	2,200	2,200	3,200	2,545
14	RNGPS development project	30,217	31,717	19,933	19,200	-	-
15	China supported construction of 2 Model GPS	822	822	-	678	-	-
16	Needs based primary school re-construction and renovation project due to climate changes	2,759	-	-	-	-	-
	Grand Total (Excluding PEDP3)	253,181	231,423	239,199	224,387	261,691	202,932

Source: Budget Documents, MOF

6. CONCLUSION

The conclusion section first summarizes three main findings from ASPR 2014 and discusses some implications for annual operational plan going forward. The second section proposes some follow-up studies to feed into next year's ASPR, based on key gaps in knowledge identified in ASPR 2014. The third highlights some of the key data issues and proposes follow-up action.

6.1 Summary of Key findings

Learning Achievement: The results of the NSA 2013 show improved learning achievements of grades 3 students, especially in Bangla with 74% of the students meeting their grade-level competency compared with 67% in 2011. The majority of Grade 5 students however, are not working at their expected grade level. Gender differences are minimum, so as urban/rural divide. Overall, the report identifies some modest gains in skills and understanding, but there is still much room for improvement. Foremost, there was is a large proportion of grade 5 students performed significantly below their grade level. In NSA 2013, it is reported that around 23% of the grade 5 students achieved below grade 4 level competency in Bangla and 41% in math (compared with 15% and 34% in 2011).

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. It is clearly important that the schools and teachers need to be able to identify which groups of children are struggling most and provide remedial teaching to help them catch up with their peers.

Participation and Disparity: Primary education enrolment continues to grow; in 2013, the school system catered to nearly 19.5 million children. Both GER and NER had risen to 108.6% and 97.3% respectively. In spite of this massive growth, school level quality indicators held up well. Student/classroom ratio, student/teacher ratio, school infrastructure and water/sanitation all were in acceptable quality range; an indication that the system has sufficient capacity to accommodate all children of school age. Indicators on internal efficiency also show broad improvement. Grade 5 completion rate was 78.6% in 2013, nearly 5 percentage points higher than the year before. The associated dropout rates were reduced from 26.2% in 2012 to 21.4%.

In spite of these gains, disparity persists. According to the PEDP3 upazila composite index, the performance gap between top 10% and bottom 10% of upazilas persists over the past three years. 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. Positively, the gender gap is reducing. The gender parity index of GER and NER has been lowered to 1.03 and 1.02, compared with PEDP baseline of 1.09 and

1.06 in 2010. This means more boys are now staying in school and completing primary education. PEDP3 has identified specific demand- and supply-side strategies for improving participation, and reducing disparities (Component 2). It is important that these interventions are targeted at the children who are most likely to be out of school or at risk of dropout based on evidence and needs.

Schools Quality and Minimum Standards: In spite of the substantial progress made under PEDP II in the provision of basic school infrastructure and teachers recruitment and development, there is still an enormous need for investment in both educational hardware and software to enable the majority of the schools to meet basic quality standards in school infrastructure and teaching and learning conditions. The PEDP3 KPI on the percentage of the schools that meet three out of four key PSQL indicators is conceived to help monitor the overall condition on the quality of schooling. In 2010, only 17% of schools (GPS and NNPS) meet three out of four key PSQL indicators. The value of the indicators increased to 24% in 2011, but remained constant over 2012-2013.

Broadly speaking, progress on PSQLs has been quite uneven compared to KPIs. The major achievements to-date under PEDP3 was timely delivery of textbooks (PSQL 1) and expansion of pre-primary provision (PSQL 17). In 2013, nearly all schools received their textbooks within the first month of the school year and over 99% GPS now provide pre-primary education. However, there has been very modest improvement on PSQLs related to school infrastructure and water/sanitation as well teacher qualification and development.

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 prioritization 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.

6.2 Suggested areas for further research

i. 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:

ii. The NSA 2013 results show that there is wide gap in student learning outcomes in terms of significant over and under-achieving. For example, around 8% of grade 3 pupils achieved grade 5 level competency in Bangla, while 11% of grade 5 pupils achieved only grade 2 level or below in math. It is suggested to investigate the main factors attributing to this performance gap, in terms of both high and lower performers.

iii. The pass rate of PECE has been rising in recent years. But it is uncertain on what happens to students that did not succeed in the exam, including those who fail the exam or those who are eligible but did not take the exam. Do these students consider drop out? Do they repeat grade 5 or can they re-take the exam without repeating the grade?

iv. What are the reasons for the far lower participation rate in the Grade 5 Primary Education Completion Examination (Terminal Exam) for students of madrashahs, at 85% compared to 94% in all other schools?

v. School contact hour is a key determinant on student learning outcomes. ASPR has attempted to measure this indicator by defining several parameters, such as teacher and student absenteeism. A new study which provides information on school opening and actual timetabling practices in double-shift and single-shift schools, combined with a focus on how the curriculum is delivered in both single- and double-shift schools, is needed.

vi. PEDPII and 3 accords high priority in the provision of continuous professional development or teachers, yet it is uncertain what are the impact of these training, particular in behavior change of more experienced teachers in adopting new practices.

vii. PEDP 3 has invested heavily in improving school building conditions and water/sanitation, but the related PSQLs has only improved modestly. Further investigation on the main factors on the slow improvement rates in school facilities.

viii. What are the main reasons behind dropout rate in grade one reduced from 6.3% in 2012 to 1.5% in 2013? Could this be attributed to the nationwide expansion of the pre-primary education? If so, it is also worth investigating other early impact of pre-primary education.

ix. Continuous high repetition in grade 3 and 4 should have an in-depth study to find out the factors responsible for this. Wide variation in different geographical areas in dropout rate (ranges 49.5% to 7.2%) should also be investigated to understand the situation and thus to plan programme to address it.

6.3 Data issues and suggested action

A number of issues related to the underlying data sources were identified in earlier ASPRs and is still valid. 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:

i. 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).

ii. 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.

iii. The fragmentation of the data-collection system for school education is problematic. The strategy of targeting complete institutional coverage of the APSC mitigates this to a large extent, but other institutions still collect vital data. For example, BANBEIS was unable to provide information on new entrants to secondary schools on an annual basis and so it was not possible to report transition rates between primary and secondary education in this year's ASPR. This needs to be followed up.

iv. The improvement in the institutional coverage of the APSC since 2012 has been a major achievement. The present APSC data are only complete enough to enable the calculation of internal efficiency statistics for GPS and NNPS. As coverage of other types of schools and madrashahs in the APSC not very much improves.

v. An internal APSC data validation exercise would considerably improve the quality of the data-generation process at DPE. The process of cleaning imputing missing data however is highly variable depending on the statisticians working with the data. A more detailed procedures need to be developed to enable better comparability of data from year-on-year.

vi. 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.

vii. 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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8. ANNEXES

Annex A. PEDP3 Result Chain

PEDP3 *Component 1:* Learning and teaching

Improving learning outcomes and cycle completion are two of the major objectives of PEDP3. Accordingly, the Programme framework of PEDP3 prioritises as the key for improving learning and teaching 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 surveys, as well as by classroom-based assessment and the competency-based Grade 5 Primary Education Completion Examination. The overall assessment system reforms are part of Component 3 (effectiveness) but their implications for classroom-based assessment feed into 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.

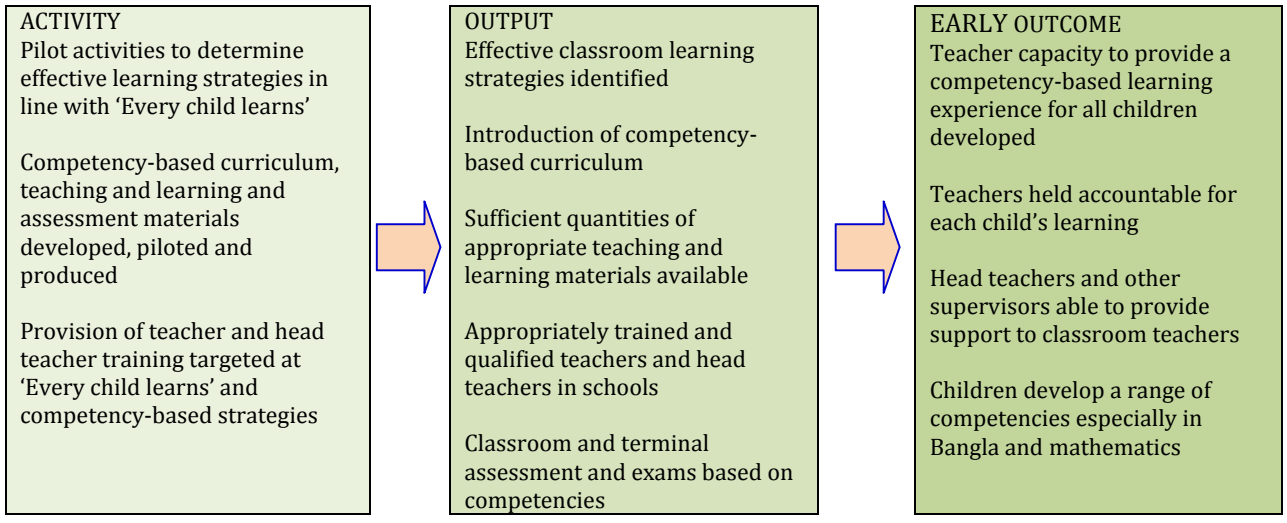
Results Area: 1 Learning Outcomes

Expected outcome:

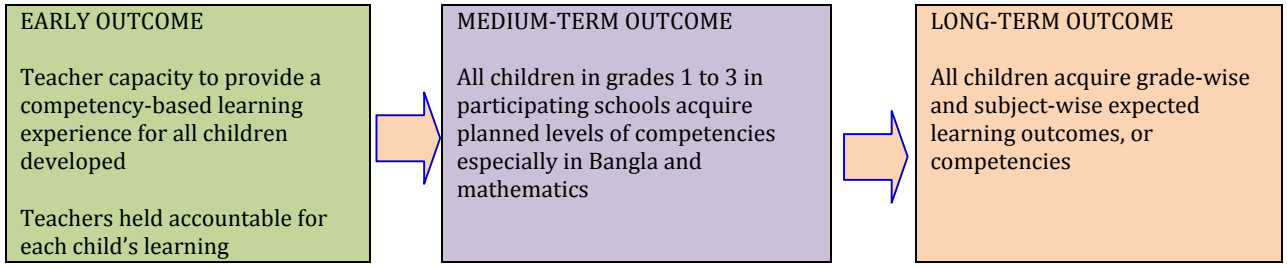
- All children acquire grade-wise and subject-wise expected learning outcomes or competencies in the classroom.

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



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



Component 2: Participation and disparities

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

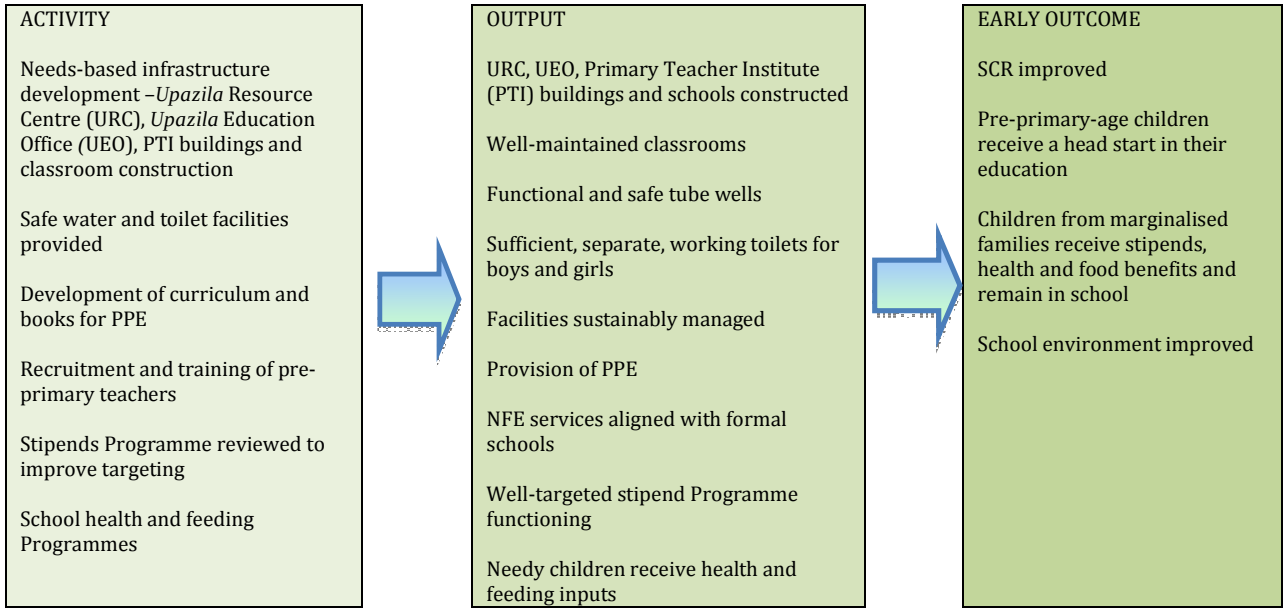
Results Areas:

(2.1): Universal Access and Participation and
(2.2): Reducing Disparities

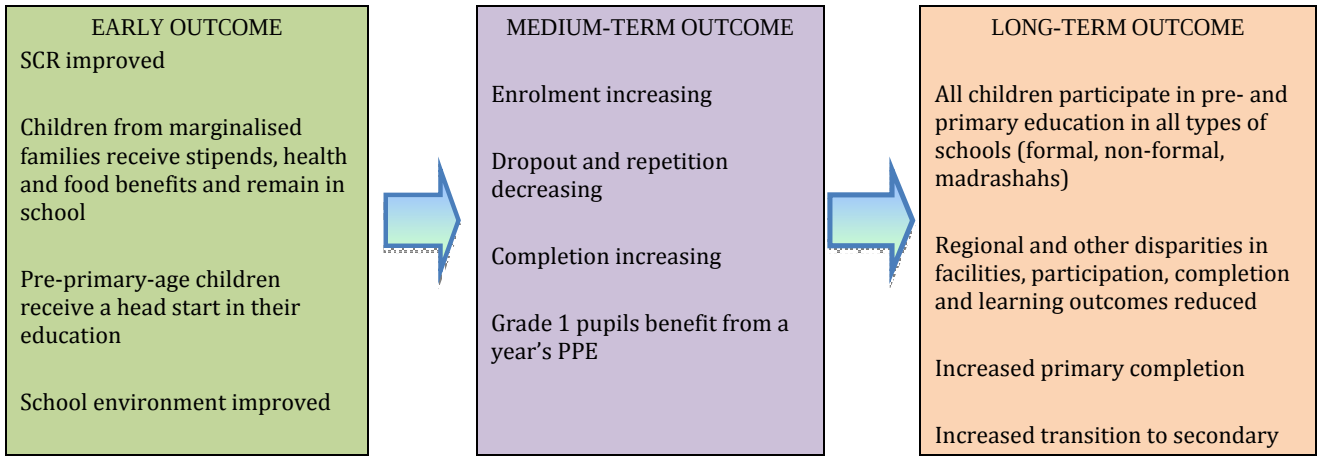
Expected outcome:

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

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



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.



Component 3: Decentralization 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).

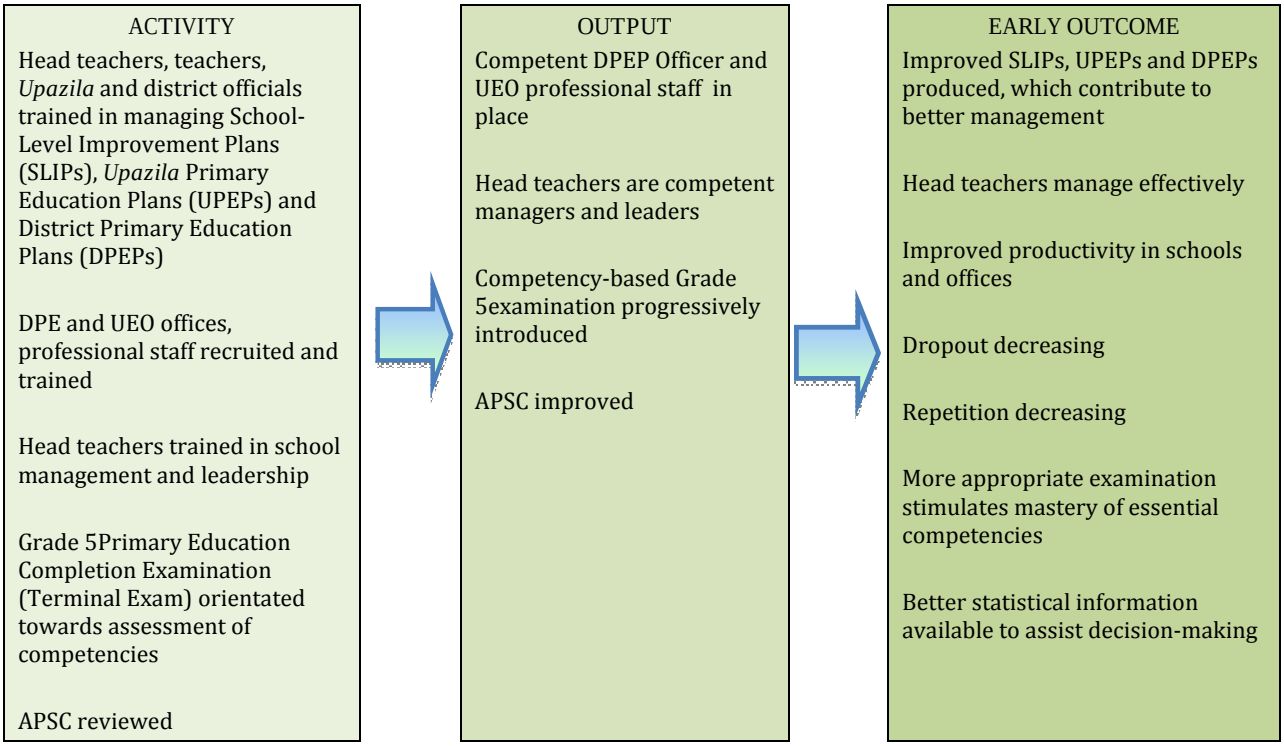
Results Area 4 (3.1): Decentralization

5 (3.2): Effectiveness

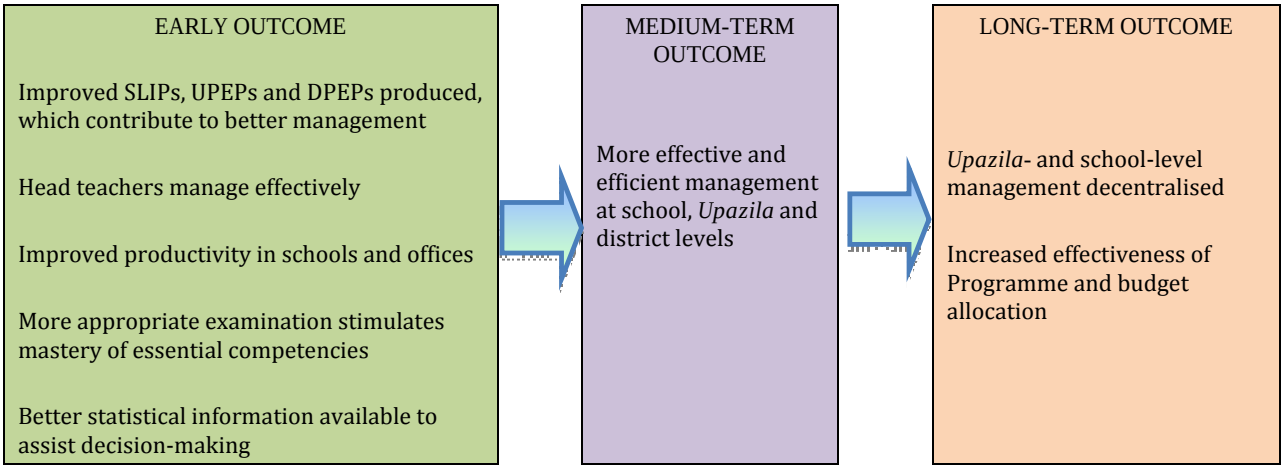
Expected outcome:

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

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



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



Component 4: Planning and management

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

This component addresses management issues, e.g. PEDP3 is governed by an inter-ministerial steering committee. Day-to-day management of the 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 MIS through the establishment of a new IMD Division of DPE to support and encourage evidence-based planning in PEDP3 at central levels – the AOP – and at local level – the SLIP and UPEP. The M&E Division will be strengthened to improve the APSC and ASPR. The new Information Management Division hosts the education MIS and provides IT support. With stronger M&E we can expect better planning and implementation, both centrally and locally, assuming that these are genuinely results based.

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

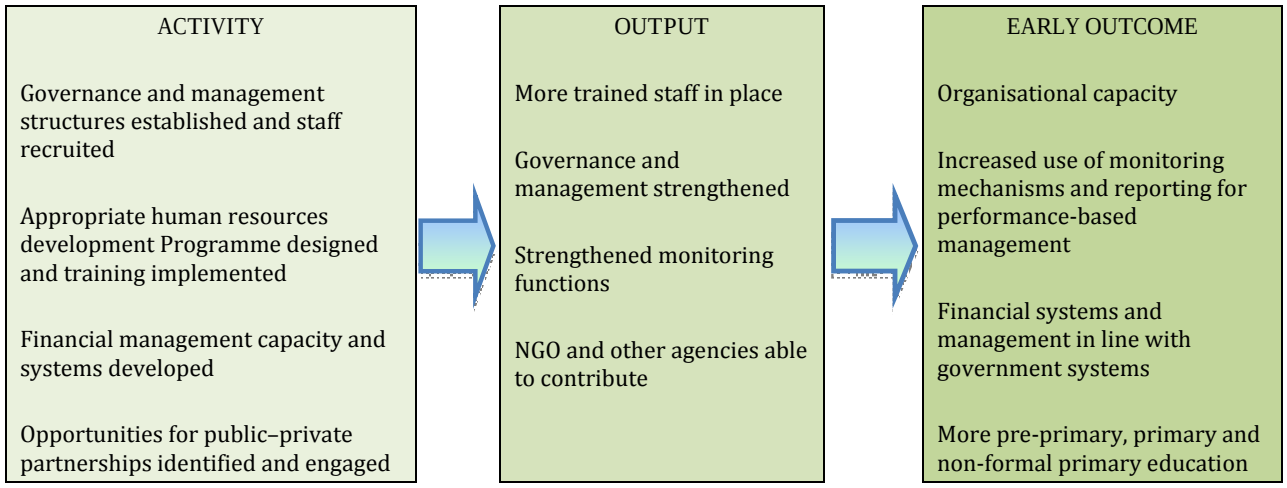
- Strengthened governance systems will result in improved management and greater ownership of the developmental objectives of PEDP3;
- Performance-based financing, linked to a strengthened monitoring system, will raise the level of evidence-based planning and RBM and ensure that a strong focus is maintained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

Results Area 6 (4): Programme Planning and Management

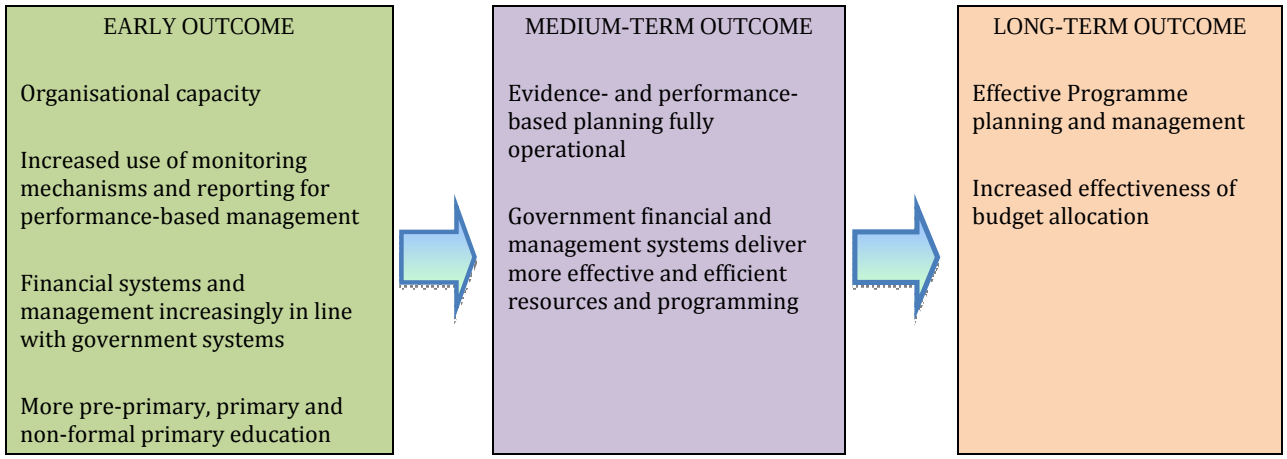
Expected Outcome:

- Improved sector planning and RBM.

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



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



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

Annex B: Upazila composite performance indicator

B1 Further details on the upazila composite performance indicator

B1.1 Rationale for selection of component indicators

The following principles were considered in selecting component indicators:

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

(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.

B1.2 Calculation of *Upazila* composite performance indicator

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

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

- Maximum values were set at or near the actual observed maximum

- Minimum values were similarly set at or near the actual observed minimum: progress 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:

$$\text{Component indicator}_{\text{upazila i}} = \frac{\text{Actual value}_{\textit{upazila i}} - \text{Minimum value}}{\text{Maximum value} - \text{Minimum value}}$$

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

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

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

- In order to aggregate the component indicators into a single figure, the Human Development Index has recently adopted the geometric mean approach. This was intended to highlight 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:

$$\text{Composite indicator}_{\text{upazila i}} = \text{Component 1}_{\text{upazila i}} + \text{Component 2}_{\text{upazila i}} + \text{Component 3}_{\text{upazila i}}$$

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

Annex C: Upazila performance on selected PSQL indicators in 2013

C.1 Lowest and highest performing *Upazilas* based on composite performance indicator 2013

Table C.1.1: List of 10% of the highest and lowest performing Upazilas based on composite performance index 2013

Top 10% *(not in ranked order)*		Bottom 10% *(not in ranked order)*	
District	Upazila	District	Upazila
Bagerhat	Kachua	Bandarban	Ali Kadam
Barisal	Banaripara		BandarbanSadar
	Gouranadi		Ruma
	Mehendiganj		Thanchi
	Muladi	Bhola	Lalmohan
Chandpur	ChandpurSadar		Tazumuddin
	Hajigonj	Bogra	Dhunut
	Kachua	Cox's Bazar	Pekua
	MatlabDaxin		Ramu
	Shahrasti		Teknaf
Chittagong	Double Mooring	Dhaka	Dhanmondi
	Mirsharai	Gaibandha	Fulchari
	Rangunia		Gobindagonj
Comilla	Barura		Palashbari
	Chowddagram		Razibpur
	Comilla Sadar Daxin		Shadullapur
	Monohorganj		Shaghata
	Nangalkot		Shundargonj
Cox's Bazar	Maheshkhali	Habiganj	Chunarughat
Dhaka	Demra	Jamalpur	Bakshiganj
	Keraniganj		Islampur
	Lalbag		Madarganj
	Mirpur	Khagrachhari	Dighinala
	Ramna	Kishoreganj	Itna
Feni	Chhagalnaiya		Mithamoin
	Daganbhuiyan		Astagram
	Fulgazi		Karimganj
	Parshuram		Nikli
	Sonagazi	Kurigram	Nageswari
Gopalganj	Muksudpur		Rowmari
Jessore	Avoynagar		Ulipur
	JessoreSadar	Laksmipur	Kamalnagar
	Jhikargacha		Lalmmonirhat Sadar
Jhalakathi	Nalchity	Netrokona	Atpara
Khulna	Phultala		Barhatta
	Rupsha		Khaliajhuri
Laksmipur	Ramganj		Madan
Lalmonirhat	Hatibandha	Noakhali	Hatiya
Manikganj	Saturia	Pabna	Bhangura

Top 10% *(not in ranked order)*		Bottom 10% *(not in ranked order)*	
District	Upazila	District	Upazila
Munshiganj	Gazaria		Chatmahar
	Lowhajang		Faridpur
	Munshiganj Sadar	Sherpur	Jhenaigati
	Sirajdikhan		Nalitabari
	Sreenagar		Sherpur Sadar
Mymensingh	Ishwargonj		Sreebordi
Narail	Lohagara	Sirajganj	Chowhali
Narayanganj	Bandar	Sunamganj	Dowarabazar
Noakhali	Begumganj		Sulla
Pirojpur	Nesarabad		Tahirpur
Tangail	Delduar	Sylhet	Companiganj

Annex C: Upazila performance on selected PSQL indicators in 2013

Table ~~B1~~C1.2. 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	Upazila	District	Upazila
Bagerhat	Morrelganj	Barisal	Hizla
Barguna	Barguna Sadar	Bhola	Monpura
	Betagi	Brahmonbaria	Ashoganj
Barisal	Banaripara		Nasirnagar
Bogra	Kahalo		Sarial
	Shahjahanpur	Chittagong	Bandar
Chittagong	Mirsharai		Double Mooring
	Raozan		Pahartali
Dinajpur	Birganj		Panchlaish
	Birol	Cox's Bazar	Maheshkhali
	Chirirbandar		Pekua
	Dinajpur Sadar		Ramu
	Kaharole		Teknaf
	Parbotipur	Dhaka	Cantonment
Gazipur	Kapasia		Demra
Gopalganj	Kashiani		Dhanmondi
Jessore	Keshabpur		Dohar
	Monirampur		Mirpur
Jhalakathi	Jhalakathi Sadar		Motijheel
	Kathalia		Ramna
	Nalchity		Tejgaon
Jhenidah	Jhenidah Sadar	Faridpur	Nagarkanda
	Kaliganj		Shalta
Joypurhat	Joypurhat Sadar	Gazipur	Tongi
Khulna	Batiaghata	Kishoreganj	Bhairab
	Dumuria		Hossainpur
Kurigram	Fulbari		Itna
Moulvbazar	Barlekha		Kuliarchar
	Kamalganj		Nikli
	Kulaura		Tarail
Naogaon	Badalgachi	Kushtia	Bheramara
	Dhamurhat	Laksmipur	Kamalnagar
	Mohadebpur		Ramgati
Narail	NarailSadar	Mymensingh	Dhubaura
Natore	NatoreSadar		Ishwargonj
Panchagar	Atwari		Pholpur
	Boda	Narayanganj	Araihazar
	Panchagar Sadar		Rupganj
Patuakhali	Mirzaganj	Narsingdi	Narsingdi Sadar
Pirojpur	Bhandaria	Netrokona	Barhatta

Top 10% *(not in ranked order)*		Bottom 10% *(not in ranked order)*	
District	Upazila	District	Upazila
	Nazirpur		Khaliajhuri
	Nesarabad	Noakhali	Kabirhat
	Pirojpur Sadar		Subarna Char
Rajshahi	Baghmara	Rajshahi	Puthiya
Rangpur	Mithapukur	Sherpur	Nalitabari
Satkhira	SatkhiraSadar	Sunamganj	Dowarabazar
Sirajganj	Kazipur	Sylhet	Companiganj
	Sirajganj Sadar		Fenchuganj
Thakurgaon	Pirganj		Gowainghat
	Thakurgaon Sadar		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 D: AOP 2013-14 Implementation

The PEDP3 Programme Framework consists of 29 sub-components and its activity indicators. This annex summarizes in table form the progress as of March 2014 with respect to PEDP3 activities based on AOP 2013–14 which were not covered in the main sectioins.PEDP3 Subcomponent

D-1: PEDP 3 Component Budget and Expenditures 2013-14, as of March 2014

PEDP 3 Sub-components		AOP 2013-14 (Taka Lac)	Disbursement (up to March 2014)	
1.1	Each Child Learns	993.0	116.9	12%
1.2	School and Classroom Based Assessment	114.8	-	0%
1.3	Curriculum and Textbooks Strengthened	1,373.0	10.9	1%
1.4	Production and Distribution of Textbooks	2,434.5	77.0	3%
1.5	ICT in Education	20,808.8	1,435.6	7%
1.6	Teacher education & professional development	20,992.1	13,212.4	63%
2.1.1	Second Chance and Alternative Education	3,338.3	1,421.6	43%
2.1.2	Pre-Primary Education	16,782.0	5,606.1	33%
2.1.3	Mainstreaming Inclusive Education	481.0	1.2	0%
2.1.4	Education in Emergencies	265.0	90.0	34%
2.1.5	Communication and Social Mobilization	2,769.0	1,398.0	50%
2.2.1	Targeted Stipend	-	-	
2.2.2	School Health & School Feeding	586.0	504.1	86%
2.2.3	School Physical Environment	29,171.0	36,590.0	125%
2.2.4	Need Based Infrastructure Development	137,857.1	107,260.9	78%
3.1.1	Field- Level Offices Strengthened	5,580.1	1,573.5	28%
3.1.2	Decentralized School Management and Governance	11,984.5	11,908.5	99%
3.1.3	School Level Leadership and Development	855.4	-	0%
3.1.4	Organizational Review and Strengthening	2,702.2	489.1	18%
3.2.1	Grade 5 Terminal Examination	159.3	37.7	24%
3.2.2	Teacher Recruitment and Deployment	732.0	-	0%
3.2.3	Annual School Census	473.6	119.2	25%
3.2.4	National Assessment of Students	379.3	14.1	4%
4.1	PEDP 3 Management and Governance	3,153.9	1,555.3	49%
4.2	PEDP 3 Financial Management	160.0	23.2	15%
4.3	Sector Finance	-	-	
4.4	Strengthen Monitoring Functions	254.1	60.3	24%
4.5	Human Resources Development	924.0	140.2	15%
4.6	Public Private Partnership	12.0	-	0%
	Total	265,336.0	183,646.0	69%

D-2 AOP 2013-14 Activity Implementation

In Lac Taka

SL #	Activity	Responsible Division	Expenditure as of March 2014
1	1.1 Pilot Programme Expansion of ECL in 740 schools a. Orientation-5 Batches b. Basic training- 24 Batches c. TOT- 8 Batches d. Teachers traning-282 Batches e. Teachers traning-5 Batches (Brahmonbaria)	Training/ Programme	116.92
2	1.3 Development of prototype flipcharts on environmental studies (Science & Social Studies- integrated) & printing	NCTB	0.28
3	1.3 Large scale try-out of textbooks & teachers edition: grades 1 to 5	NCTB	10.66
4	1.4 2-day Orientation on book distribution management & review monitoring software for 1321 persons in 32 venues	Admin/IMD	77.0
5	1.5 Training for teacher a. 7,500 teachers (300 batches-12 days- 25 persons per batch) b. TOT for 100 persons (25persons per batch)	Training/IMD	1,164.73
6	1.5 Online database renovation for DPE	IMD	0.50
7	1.5 Training on online database for 20 IMD officials	Training/IMD	1.49
8	1.5 Internet modem for 8,500 GPS	IMD	40.57
9	1.5 ICT - UPS repair & battery replace for 15 PTIs	IMD	26.15
10	1.5 49 PTIs - replacement UPS/ battery	IMD	26.15
11	1.5 Establish LAN, internet in 64 DPEOs & 7 DDs offices	IMD	19.87
12	1.5 Laptop- 7,434; Multimedia- 7,434; Sound system- 7,434 - carryover new 7434	Training	156.11
13	1.6 Materials development and production/printing for 96 Upazila Resource Centers	Training	9.6
14	1.6 Subject based training: a. TOT - 342 batches (25 persons per batch) b. Master trainer orientation - 8 bathes (55 persons per batch)	Training	698.35
15	1.6 Printing of DPEd materials and purchase of reference books for 28 PTIs & NAPE	Training	616.31
16	1.6 Dip in Ed for 5,800 teachers (stipend for 12 months & allowance- one time) - 29 PTIs	Training	1,103.42
17	1.6 C-in-Ed training. for 5,400 teachers (stipend for 12 months & allowance- one time) - 27 PTIs	Training	512.49
18	1.6 Orientation & subject based training for newly recruited teachers-(Induction) a) Induction training for newly recruited 22,500 teachers (750 batches- 30 per batch) - 21 days per batch , including PPE curriculum; & printing b) TOT will be organized as required c) Training on IE with autism	Training	889.68
19	1.6 Sub-cluster training a) 11,498 sub-cluster training (4 times) b) Orientation- 20 batches (50 persons per batch)- 1,000 persons c) Need based sub-cluster training for head teacher- 360 batches (30 persons per batch)- 10,800 persons	Training	3,672.65

			In Lac Taka
SL #	Activity	Responsible Division	Expenditure as of March 2014
	d) Printing of manuals: for officials- 1,200 copies & for head teachers- 13,000 copies		
20	1.6 Orientation of newly recruited AUEOs	Training	40
21	1.6 Orientation on competency based test of field level officials a. 1 day orientation of field level officials on competency based item- 17 batch (50 persons per batch) ToT, b. 6-day orientation on competency based item for master trainer - 2 batches (25 persons per batch); c. TOT on competency based item for trainer- 120 batches (25 persons per batch)- for 6 days; d. Training on competency based items for teachers- 752 batches (25 persons per batch)- for 3 days; e. Teacher network	Training	1,581
22	1.6 Subject based training. for teachers- 3,400 batches (25 persons per batch)	Training	3,136.97
23	Subject based training other than 5 subjects: a. TOT- 485 batch (25 persons per batch); b. Training 1155 batch (25 persons per batch)	Training	28.17
24	1.6 Training on music operation (piano): a. 2-day TOT (2 batch) - 64 teachers; b. 2-day training- 383 batch (25 per batch) - 9,580 teachers		239.14
25	1.6 Technical support for the introduction/ establishment of PTI network (mechanism) for improved teacher education		182.86
26	1.6 Need based technical support for revision of primary curriculum by NCTB		229.80
27	1.6 Technical support f or the introduction of demand based teacher training and improved class room teaching through the dissemination of TPs		135.96
	Total of Component 1: Learning and Teaching		14716.83
28	2.1 57 Upazilas 40,000 students (Need based in Char, Haor and Hilly Areas.)	BNFE	1,421.56
29	2.1 15,000 teachers (year-2) and new 15,000 teachers (year-3) Tk.8,000 per month for each teacher	P&O	5,606.14
30	2.1 Refreshers training workshop for the IE focal persons (ADPEO) (2 batches, no. of trainees per batch 32, cost per batch is Tk.2.5 Lac (app), orientation on PPE	P&O	1.2
31	2.1 Education in emergency - fund to UPEP	P&D	90.00
32	2.1 Workshop on Communication and Social Mobilization	P&O	23.17
33	2.1 Broadcasting for Social Mobilization (in TV & Radio.), block	P&O	9.68
34	2.1 Bangabandhu gold-cup football tournament: Union level- 4,844; Upazila/Thana level- 505; District level- 64; Divisional level- 7; and National level competition- 7	Admin	85.39
35	2.1 Bangamata Begum Fazilatunnesa Mujib gold-cup football tournament: Union level- 4,844; Upazila/Thana level- 505; District level- 64; Divisional level- 7; and National level competition- 7	Admin	85.39
36	2.1 National Education Week) printing posters, etc.), attend National ICT Fair, Victory day & national days	Admin	6.82
37	2.1 Meena day, Education Fair, National days, IPT, Autism & others for Upazila & District level Including Autism & Special	P&O	197.69

			In Lac Taka
SL #	Activity	Responsible Division	Expenditure as of March 2014
	needs issues		
38	2.1 Inter-school cultural & sports competition	P&O	982.87
39	2.1 Inter PTI cultural events: PTI level- 55; Divisional Level- 7; & National level - 1 for PTI trainees	Admin	7
40	2.2 505 Upazilas (Training on a revised school health package and medical checkup)	P&D	504.12
41	2.2 3,000 WASH Block	P&D	12,500
42	2.2 4,000 WASH Block	P&D	16,500
43	2.2 Sinking of 9,000 Deep Tube Well	P&D	7,500
44	2.2 Boundary wall and green fencing	P&D	90
45	2.2 Construction of additional classrooms	P&D	64,043.79
46	2.2 Repair and maintenance of schools- to be replaced	P&D	250
47	2.2 Repair and maintenance of schools- major cat. 1	P&D	75.06
48	2.2 Professional Fee for LGED	P&D	1125
49	2.2 Repair and maintenance of schools- major cat. 2	P&D	4,617.03
	Total of Component 2: Participation and Disparities		115,721.91
50	3.1 PTI expansion works	P&D	800
51	3.1 UEO expansion works	P&D	150
52	3.1 Laptop for URCs-24 , UEOs- 510; and PTI- 55 for computer Sc. Ins (one for each office) = Total 589 (incl. carryover from 2012-13 -200)	Admin	142.58
53	3.1 Printer for URCs- 24, UEOs- 510, and PTI- 55 (one for each office) = Total 589 (incl. carryover-200)	Admin	27
54	3.1 Multi-media projector (carry over 250 Ind. 24	Admin	165.75
55	3.1 Salary for 55 Instructor (C.S) and 4 Instructor (Gen) = total 59	Admin	136.64
56	3.1 Salary for 55 computer operator, 1 UDA, 1 Asst. Librarian	Admin	34.22
57	3.1 Salary for 14 accounts Assistant	Admin	11.27
58	3.1 Salary for 24 URC Instructor and 24 Assistant Instructor	Admin	76.97
59	3.1 Salary for 24 Data Entry Operator for URCs and 24 Night Guard on outsourcing basis	Admin	30.04
60	3.1 SLIP stakeholder training for SMC members	P&D	114.21
61	3.1 SLIP school funding	P&D	11,780.4
62	3.1 UPEP master training (6 batches)	P&D	13.90
63	3.1 Construction of DPE building (expansion)	P&D	30
64	3.1 DPE head quarter repair and renovation	P&D	20
65	3.1 a. Construction works - Div office rest house and conference room	P&D	100
66	3.1 Construction works - DPEO expansion	P&D	160
67	3.1 Laptop for DPE-12, DD office- 7, DPEO- 64 (Total 83 including 12 carryover) and Desktop computer- DD- 7, DPEO- 64, DPE- 40 (Total 111 incl. 98 carryover)	Admin	61.35
68	3.1 Maintenance of computers, accessories,	IMD	2.49
69	3.1 Printer DD- 14, DPEO- 128, DPE- 38 (Total180 incl. 90 carryover)	Admin	18.45
70	3.1 Multimedia projector for DPE, DD, DPEO	Admin	6.63
71	3.1 Salary for DPE officers- 49	Admin	82.50

			In Lac Taka
SL #	Activity	Responsible Division	Expenditure as of March 2014
72	3.1 Additional manpower DD Office- staff , Computer Operator - 7 for Divisional Offices	Admin	7.7
73	3.2 Grade V terminal examination		37.71
74	3.2 Annual Primary School Census: a. APSC-2012 report printing- 3,000 copies b. APSC-2014 questionnaire printing- 2,25,000 copies, c. APSC-2014 guideline printing- 1,25,000 copies; d. Data validation of ASC-2013, e. APSC 2013 report printing- 3,000; f. Sharing draft report - 8	M&E	107
75	3.2 APSC: a. APSC- workshop-40; b. APSC 2012 & 2013 sharing draft report & report dissemination - 2 c. Orientation on ASC 2013 & 2014 ques. & guide through online -1,03,968 schools	M&E	12.18
76	3.2 NSA: a. Orientation on NSA Test administration of 2013 for supervisor & invigilator -50 batches (60 persons per batch) b. Printing of test booklets- 91,000 (1,000 schools); c. Printing of guidelines- 10,000; d. Recruitment of consulting firm for NSA; e. NSA 2011 Bangla report printing- 1,000 copies Translation in Bangla of NSA 2011 report; f. TA & DA of supervisor invigilator- 3,000 persons	M&E	13.93
77	3.2 NSA a. Dissemination workshop on NSA report (AUEO & Asst. Inst)- 50 batches (50 per batch),; b. Seminar with expert committee		0.20
	Total of Component 3: Decentralization and Effectiveness		14,143.12
78	4.1 Workshop/ seminar (t.b.d) managed by Programme Division: All Line Division (including JARM and JCM)	Programme	17.95
79	4.1 International consultant (pool) individual: I person 8 months (intermittent)	Programme	28.93
80	4.1 National consultant (pool) individual: 12 person months for programme management and 12 person months for 2 statisticians as consultant	Programme	39.57
81	4.1 National consultant (pool) individual - financial management, procurement and IT specialist for computer accounting system	Programme	19.37
82	4.1 National consultant (pool) individual - CR and TED: 2 national consultants for CR & TED	Programme	43.87
83	4.1 Programme Division Officer: 7 persons		10.47
84	4.1 Operational Cost of PEDP-3 (contingency)	Programme	1,395.15
85	4.2 Training on accounting system & PPR -2008	FPD	23.22
86	4.4 Workshop & Seminar Workshops on progress monitoring of PEDP-3	M&E	60.34
87	4.5 Review, revision, dev. and finalize print. Mat for Academic supervision through workshop	NAPE	2.51
88	4.5 Training of URC Instructor and Assistant Instructor (1 month training) Material dev. and printing through workshop	Training	5.71

			In Lac Taka
SL #	Activity	Responsible Division	Expenditure as of March 2014
89	Training of management and staff -DPE and field level (office management and computer) a. Management training for Class III employees- 300persons (10 batches) and Class IV - 120 persons (4 batches); b. Basic & advance computer training for Class III- 600 persons (20 batches)	Training	132
	Total of Component 4: Planning and Management		1,779.09
	Total PEDP3		146,360.95

D-3: Summary Description of Infrastructure Activities under PEDP3

SL. No.	Activities	PEDP 3 Target (2011-16)	Achievement 2012/13	Cumulative Achievement as of April 2014	Remarks
1	Construction of additional classrooms	31,685	3,314	8,894	2,803 on going
2	Removal of high risk old school buildings	2,709	358	1,084	450 on going
3	Need based toilet and urinal construction (21,955 toilets and 53,750 urinals for male teachers, 53,750 toilets for female teachers	128,955		7,233	
4	Sinking tubewell	39,300	9,824	13,250	6,125 ongoing
5	Need based major repair	11,600	289	1,801	
6	Need based repair of PTI, UEO and URC	652			Combined with SL# 9-11
7	Toilet repair	17,661			Combined with SL. No. 3
8	Construction of 14 URCs (new)	14		14	On going
9	Expansion of UEO offices	503		29	15 on going
10	Expansion of DPEO offices	64		15	13 on going
11	Expansion of PTIs	55		5	16 on going
12	Expansion of DD offices	7	2		On going
13	Expansion of DPE	1	1		On going
14	WASH Block		2,438	10,028	

D-4: Summary Description of JICA Supported Activities under PEDP3

Year 0 (2010-11)
1. DPEd Resource Material revision (Math & Science)
2. PTI Cluster Activity Introductory Training (9-10 Jan) for 57 PTI Superintendents at NAPE. Study Workshop & Study Group Activity were introduced
3. PTI Cluster Activity Introductory Training (1st: 6-10 Feb, 2nd: 13-18 Feb, 3rd: 27-3 Mar) for 54 PTI Math Instructors and 53 PTI Science Instructors at NAPE
4. PTI Cluster SGA (31 Mar – 16 Jul) at 5 PTIs: Joydevpur, Chittagong, Khulna, Barisal and Sylhet PTIs
5. PTI Cluster SW (8-11 Jun) at 2 PTIs: Joydevpur and Chittagong PTIs
6. Pre-activity Survey conducted from February to August 2011
7. PTI Cluster Activity Manual (Lesson Study) developed and distributed to all PTIs
8. TV Drama "RupantarKotha" developed
Year 1 (2011-12):
1. DPEd Resource Material revision (Math & Science); JICA Experts attended workshops
2. Curriculum Workshop (23-28 Jul) at BSDM Savar; Curriculum Experts participated
3. Primary Curriculum Seminar (1) (31 Jul) at Sonargaon Hotel; Chaired by Secretary MoPME
4. Overseas Training in Japan (1) (12 May – 3 Jun) for Curriculum Experts (5 persons) from NCTB, Organized at Hiroshima University
5. Quality Learning Workshop (15 Dec), Jointly organised by UNICEF (ECL)
6. Sample Textbooks (Math & Science) developed
7. PTI Cluster SW (16-17 Nov, 4-5, 9-10, 11-12, 19-20, 26-27 Jun) at 8 PTIs : Khulna, Barisal, Sylhet, Jessore, Rajshahi, Rangpur, Mymensingh and Bogra
8. Khulna, Sylhet, Rajshahi, Rangpur, Comilla, Bogra and Mymensingh PTIs
9. Situational Analysis Survey conducted in Feb
10. Teaching Package Booklet & Leaflet were developed and distributed to all primary schools (60,000) and teachers (300,000)
11. TV Drama "Rupantar Kotha" telecasted and distributed to all 57 PTIs and 481 URCs
12. TED Action Plan 2012 edited and printed
13. Equipment provision to 10 Cluster center PTIs : Joydevpur, Chittagong, Jessore, Sylhet, Rajshahi, Rangpur, Comilla, Bogra and Mymensingh PTIs
Year 2 (2012-13)
1. DPEd Resource Material revision (Math & Science) (JICA Experts attended workshops)
2. Primary Curriculum Seminar (2) (4 July) at Hotel Ruposi Bangla; inaugurated by Secretary MOPME
3. Overseas Training in Japan (2) (2-23 Feb) for Curriculum Experts (5 persons) from NCTB and IER organized at Hiroshima University
4. Pre-Pilot of Small Scale Tryout of revised textbook (19-24 Jul) was implemented at 4 GPS
5. Small Scale Tryout of revised textbook (19-24 Nov) was implemented at 4 GPS
6. PTI Follow up Training (8-9 Jul) for 57 PTI Superintendents at BCDM Savar (Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks were discussed)
7. PTI Follow up Training (22-26 Jul) for 53 PTI Math Instructors and 54 PTI Science Instructors at NAPE (Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks discussed)
8. PTI Cluster SW (11-12 Jul) at 1 PTI (Comilla)
9. PTI Cluster SGA (9, 14 Jul) at 2 PTIs (Joydevpur, Chittagong)
10. Needs-based Sub-cluster training (AOP 51a) monitoring conducted from April to August 2013
11. Subject based Training Manual (Math & Science) (AOP 43) developed
12. Teacher Support Network through Lesson Study (AOP 54) was assisted
13. TV Drama "Rupantar Kotha 2" developed
14. School Diary piloted
15. Community Radio piloted
16. TED Action Plan 2013 edited and printed

Year 3 (2013-14)
1. DPEd Resource Material revision (Math & Science) (JICA Experts and Consultants attended workshops and revised materials from Nov. 2013 to Feb. 2014)
2. Review of revised textbook of math and science was done and report was submitted
3. Large Scale Tryout of revised textbook (JICA Expert team assisted NCTB to refine science and math textbook from G1 to G3 by end of April 2014)
4. Teachers' edition refinement (JICA Expert team assisted NCTB to refine science and math teachers' edition from G1 to G3 by end of May 2014)
5. Needs-based Sub-cluster training (AOP 51a) monitoring from March to August 2014
6. Subject based Training (Math & Science) (AOP 43) monitored in March 2014
7. Teacher Support Network through Lesson Study (AOP 54) was assisted by JICA team
8. Lesson Study Banner was developed and distributed
9. Communication Strategy Paper submitted to PEDP3
10. Situation Analysis survey is being conducted
11. TED Action Plan was reviewed

Source: JICA report

Annex E: Summary Description of Discrete Projects

Discrete Project

1. Establishment of 1,500 primary schools project

The objective the project is to ensure children access to education in unschooled areas (both rural and urban area) through construction of 1,500 new primary schools. The project period is from financial year 2010/11 to 2014/15 with a total budget of Taka 83,867 crore. At present, the project has completed construction 687 schools or about 61% of the project target. The project will extend its completion date from June 2014 to June 215.

Of these 1,500 schools, 1,330 schools (A type) will be established in the flood free areas at the cost of Taka 69,703 crore; 210 schools (D type) will be established in Char, Haor and river basin areas at the cost of Taka 2,087 crore; and 50 schools will be established at the cost of Taka 4,249 crore on needs- basis. Project implementation status as of April 2014 is follows:

SL #	Planned activities	Status as of April 2014	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)	231 villages	
5	Approved village to establish school (5th phase)	122	
6	Tendering by LGED	1,310 schools	
7	Work order given by LGED	1,2 87schools	
8	Land acquisition	18 schools	
9	Total allocation 2013-2014 f/y	Taka 20000.00 lac	
10	Total expenditure 2013-2014 f/y	Taka 14,997.66 lac	
11	Total cumulative expenditure	Taka 41,702.25 lac	
12	Progress of work (establishment of schools)	685 schools	100% completed
		199 schools	60-99% completed
		89 schools	30-59% completed
		314 schools	0-29% completed
13	Completed schools handed over to DG-DPE	667 schools	3 teachers already appointed and operating classes since January 2013
14	Send request letter to MoPME for creation of teachers post of 667 schools	3,350 teachers posts	

2. Targeted Stipends:

Reducing disparities in education opportunities is a priority of the Government of Bangladesh. ACNEC approved Phase II of The Primary Education Stipend Project in March 2012. The current project budget is Taka 403,503.34 lac and the beneficiary coverage has increased from 4.8 to 7.8 million using new criteria for selecting eligible cardholders. Under this programme, a monthly stipend (amounting to BDT 100 for one child and BDT 125 to families with more than one child) is provided to poor families, conditional upon regular school attendance as well as passed in the school exam. In order to strengthen the program impact, a comprehensive study is currently being conducted by the PPRC to assess the effectiveness of the programme in benefitting the poor.

Based on the poverty mapping jointly conducted by BBS and WFP, beneficiary coverage was re-defined based on identified poverty prone areas. The revised criteria are as follows;

- A total of 67 upazilas were identified in the poverty map where poverty rate is above 60%; in those upazilas' 90% children are eligible to receive stipend;
- 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;
- 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;
- 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.

Project implementation status is 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	92,236.00	46.48%	7.9 million	7.725 million	
6	2013-2014	97,124					

3. School Feeding Programme in Poverty Prone Areas

The World Food Programme launched school feeding as an emergency programme in Jessore in 2001. In view of success in Jessore, WFP subsequently incorporated the school feeding into its regular country programme.

The objectives of school feeding are: (i) to increase the enrolment of the children in poverty prone areas; (ii) to ensure regular attendance of the enrolled children in poverty prone areas; (iii) to reduce drop out; (iii) to increasing the primary education completion; (iv) to fulfill the daily requirement of nutrition of the primary schools children; and (v) to improve the quality of primary education.

The Government of Bangladesh has been implementing the project "School Feeding Programme in Poverty Prone Areas" since 2010. The total cost of the project is Taka 1578 crore (GoB 876 crore and Project Aids 702 crore). The GoB component covers 1.8 million pre-primary and primary school students and 6,606 schools in 42 upazilas under 16 districts. The WFP component covers 900,000 students and 5,414 schools in 30 upazilas under 8 districts. An additional 250,000 students are also 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. The program implementing agency is DPE, MoPME. Programme implementation period is from July 2010 to December 2014.

The programme covers government primary schools, registered non-government primary schools, community schools, Shishu Kollyan Trust schools, independent Ebtedayee madrashahs and NGO schools. Under the programme, all the students are provided daily with 75 grams of fortified high energy biscuit enrolled in the assisted upazilas. In 2013/14, 2,706,953 children are provides biscuits against the target was 2,640,000 students. In addition, WFP is piloting cooked food (mid-day meal) instead biscuits in Bamna Upazila, Barguna district and Islampur Upazila, under Jamalpur district.

The programme also incorporates a community awareness raising programme, targeting guardians, SMC members and community groups. The awareness raising training covers: (i) establishing school vegetable garden; (ii) sanitation and hygiene, health, nutrition; (iii) de-worming; (iv) encourage female participation in SMC; (v) HIV AIDS awareness; and (vi) disaster risk reduction and impact of climate change.

The key achievement programs to-date are: (i) 100% enrollment attained in the programme areas; (ii) Increased attendance rate on an average 5-13%; (iii) reduced dropout rate; (iv) improved nutritional level of students; and (v) positive impact on improving quality of primary education

Table below summarizes the coverage supported by the government:

SL.	Upazila	District	Responsible NGO	Responsible Biscuit Factory
1	Haluaghat, Gouripur, Fulbaria	Mymensingh	POPI	MASAFI
2	Dhobura, Phulpur, Ishwargonj, Naadail		DAM	New Olympia
3	Kaligonj	Satkhira	SHOSHILON	RESCO
4	Aamtoli	Barguna		CMC
5	Batiaghata, Dacope	Khulna		CMC
6	Fakirhat, Sharankhula, Morelganj	Bagerhat	RRF	CMC
7	Sadar and Chowgacha	Jessore		RESCO
8	Lohagara	Narail		RESCO
9	Porsha	Naogaon	GAC	New Olympia
10	Sadar, Domar, Dimla, Jaldhaka, Kishoregonj	Nilphamari	RDRS	New Olympia
11	Rajarhat, Olipur, Burongamari, Sadar	Kurigram		MONA
12	Taragonj	Rangpur	BDSC	CMC
13	Kawnia, Gangachara, Badargonj,		ESDO	
14	Tongipara, Kotalipara	Gopalgonj		
15	Thanchi	Bandarban	HF	RESCO
16	Sadar, Hijla	Barishal	DAM	MONA
17	Mehendigonj, Bakergonj		ESDO	
18	Patgram	Lalamonirhat	MANASHIKA	PRAN
19	Galachipa, Rangabali, Kalapara	Patuakhali	Muslim AID	

Table below summarize the coverage supported by the WFP:

SL.	Upazila	District	Responsible NGO	Responsible Biscuit Factory
1	Rowmari, Rajibpur, Nageshwari, Chilmari, Fulbari	Kurigram	RDRS	PRAN
2	Gobindhagonj, Shaghata, Sundargonj	Gaibandha	RDRS	RESCO
3	Bamna, Patharghata	Barguna	SHOSHILON	RUMANIA
4	Charfashion, Monpura	Bhola	Muslim AID	HOGLI
5	Ali Kadam, Lama, Ruma, Nikhonchari, Rowangchari,	Bandarban	HF	New Olympia
6	Teknaf, Ukheya	Coxs'sBazar	Muslim AID	New Olympia
7	Shyemnagar, Tala, Kalarowa, Ashashoni	Satkhira	SHOSHILON	CMC
8	Demra, Dhanmondi, Gulshan, Mirpur, Mohammadpur, Motijheel, Tejgaon	Dhaka	USDA	MONA

4. 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. In the financial year 2012/13, the total beneficiaries under this programme covered 329,864 students at the cost of Taka 2,122.00 lac.

5. Reaching out of children project (ROSC)

In line with the EFA's goals and targets of achieving universal primary education and eradicate illiteracy, the government established 22,500 learning centres, 'Ananda School', for about 7.5 lac children. These schools provide a second chance opportunity for out-of school children to continue their education. The 2nd of the project started in January 2013 and will be completed in December 2017 with a budget of Taka 114,000 lac. The project plans to 21,632 Ananda schools and reach 720,000 children. As of April 2014, a total of 11,965 Ananda schools is functioning (6,024 newly established and 5,941from phase 1) with an enrolment of 322,731 children.

Project implementation status is as follows:

				In lac Taka	
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
2012-2013	No. of enrolled children and total expenses	386,751	8,000	260,000	8,000.00
2013-2014	No. of enrolled children and total expenses	322,731	24,899	322,731	7182.77

6. Establishment of 12 PTIs project

Out of the 64 districts in Bangladesh, 12 districts do not have PTIs. To address this shortfall in teacher training facility, the government has initiated the project "Establishment of 12 PTIs project" at the cost of Taka 24,808 lac (revised budget is Taka 26,231.43 lac). The implementation period cover 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).

Project implementation status as of April 2014 is follows:

SL #	Planned activities	Status as of April 2014	Remarks
1	Dhaka PTI, Mirpur	Site problem	'Special' category -due to scarcity of land and will be constructed 10 storied building
2	Narayanganj PTI, Shiachar, Sadar	66% work completed	'A' category
3	Gopalganj PTI, Bhetodor, Sadar	92% work completed	'A' category
4	Shariatpur PTI, Balochara, Sadar	90% work completed	'B' category
5	Sherpur PTI, Bhatshala, Sadar	95% work completed	'B' category
6	Rajbari PTI, Sadar	70% work completed	'C' category
7	Bandarban PTI, Sadar	95% work completed	'C' category
8	Khagrachari, PTI Sadar	75% work completed	'C' category
9	Narail PTI, Sadar	95% work completed	'C' category
10	Meherpur PTI, Sadar	66% work completed	'C' category
11	Jhalokathi PTI, Sadar	92% work completed	'B' category
12	Lalmonirhat PTI, Sadar	100% completed	'B' category

7. ENGLISH IN ACTION PROJECT (EIA)

English in Action (EIA) is a nine-year (2008–2017) English language education programme implemented through a partnership between the UK Government and the Government of Bangladesh. EIA is funded by the UK Government and is working closely with the Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE), Government of Bangladesh, with Directorate of Primary Education in association with Directorate of Secondary and Higher Education as Executing Agency.

EIA works to reach a total of 25 million learners through communicative language learning techniques and use of ICT and supplementary materials in an innovative way.

EIA's continuous professional development programme for teachers is a blended process of face to face support and Open and Distance Learning approach. It is built around teachers introducing new activities into their classroom practice. An initial workshop introduces teachers to the materials and approach, and then they put things into practice at school, supported by: new classroom materials, including audio via the mobile phone; teacher development videos, showing how to carry out the activities; sharing experiences with other English teachers, in the school and at cluster, through the school year.

Continuous Professional Development (CPD): EIA's continuous professional development programme for teachers is a blended process of face to face support and Open and Distance Learning approach. It is built around teachers introducing new activities into their classroom practice. An initial workshop introduces teachers to the materials and approach, and then they put things into practice at school, supported by: new classroom materials, including audio via the mobile phone; teacher development videos, showing how to carry out the activities; sharing experiences with other English teachers, in the school and at cluster, through the school year

Trainer in the Pocket approach: Maximum materials of English in Action are provided to the teachers through SD card/memory card to use on the mobile. Among which there are audio and video materials for professional Development and English Language for Teachers (EL4T) audio lessons for teachers own language development. Teachers can always keep these materials with them and can improve their expertise by using these any time accord to their need.

There are also print materials including teacher guidebooks and classroom posters and flashcards.

Uniqueness of EIA Programme

- School based teacher development activities, enabled by high quality materials, and on going peer support.
- Focus on practice and applying new classroom teaching learning techniques
- Use of mobile phones to bring English audio into the classroom, and video for teacher professional development
- Skill development through self-evaluation, self-reflection and peer learning.
- Follow-up support after initial workshops, from peers, and Upazila cluster meetings
- School management and leadership development of the Head Teachers
- Regular Quality Assurance and Monitoring activities undertaken by EIA Core Trainers and Upazila level Education officials

Impact of English in Action in the Classroom

Direct feedback from teachers and students is positive:

- *95 percent of surveyed teachers reported that EIA had helped them improve their own language skills;*
- *90 percent feels EIA has an impact on the way they teach.*

Research finding shows, when teachers change their practice and students experience the difference,

- *from near zero, over 90 per cent of their talk is now in English in the classroom*

When tested on an international 12 grade scale, within 12 months:

- *54% of primary students improved a whole grade; and*
- *38% of secondary students improved a whole grade*.

Most importantly, our research shows that these changes in attitudes are driving significant changes in teachers' classroom practices and students' learning outcomes.

Sustainability and Institutionalization of EIA: In order to integrate EIA techniques into the Education system of Bangladesh for long term, EIA has been working with different Government organizations and projects since 2010. Assimilation of EIA training and monitoring activities with English Subject Based Training for the Primary teachers and Assessment policy development, DPEd programme with NAPE and PTI, Short and long term training for the secondary school teachers with TQI-II, Teacher Training with Skills Development Project, Digital content development with A2I as well as different research and a M. Phil. course with IER, Dhaka university- are the major initiatives in the education sector. Simultaneously, EIA is also linked in with different NGOs and Development Partners who are working for English Language Education.

English in Action: In line with Digital Bangladesh vision: The project is supporting the goal on Digital Bangladesh Vision 2021 through use of mobile phones and SD Cards provided to teachers, it is has also effectively introduced classroom changes and research which are presented in *National Education Policy 2010*, which states in section 2B.26: *"An interactive teaching method will be pursued to develop the creative faculties and skills of the children and help them do the exercise through individual or group-work. Research initiatives to find out the appropriate methods for innovation of effective teaching, evaluation and implementation will be encouraged and supported"*.

ENGLISH IN ACTION: AT A GLANCE

Programme Objectives

- To enhance primary and secondary school students' proficiency in communicative English
- To enhance teacher's ability to teach communicative English to their students using AV and ICT equipment
- To develop a sustainable structure to continue the pedagogical approaches developed under this project
- To enhance English curriculum for Grade 1 to Grade 9 students and to advise on adjustments in the assessment mechanisms for the English subject
- 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

PROJECT MILESTONES

The project has three phases:

- Pilot Phase – *training 753 teachers from primary and secondary schools by 2008 to 2011*
- Up- Scaling Phase – *training over 12,500 teachers by 2011 to 2014*
- Institutionalization Phase – *reaching over 65,000 teachers by 2014 to 2017*

Currently in 2014, more than 12,500 teachers and almost a million students are part of the programme. By 2017, we aim to reach 75,000 teachers and over 10 million students.

Pilot Phase (2009 - 2011)				
	Primary	Secondary	Total	Remarks
Upazila	23	11	23	
Number of Teachers	508 (F- 281)	243 (F- 65)	751 (F - 346)	F- female
Number of Schools	263	126	389	
Up-scaling Phase (2011-2012)				
	Primary	Secondary	Total	Remarks
Upazila	38	37	38	
Teachers Cohort 2012	2702 (F- 1469)	1667 (F - 522)	4369 (F-1991)	Started in June 2012
Number of Schools	975	927	1902	
Up-scaling Phase (2013-2014)				
	Primary	Secondary	Total	Remarks
Upazila	112	92	112	
Teachers Cohort 2013	4821 (F-2637)	3362 (F-580)	8183 (F-3217)	Start in August 2013
Number of Schools	1617	1713	3330	

Financial Progress

Sl. No	Description	Allocation (in BDT Lac taka)
01	Total Project Cost	14,445.92
02	Expenditure July,13 – March 14	2625.47
03	Cumulative Expenditure up to March, 14	8545.08
04	In percentage of total project cost	59%

8. China Assisted Construction of 2 Model Government Primary Schools in Rural Area

China assisted for constructing 2 Model Government Primary Schools in the rural area of Bangladesh. The project was approved in 2011 at the cost of Taka 1,500 lac. Construction of the two (2) Model GPS completed in 2012/13.

SL.	Financial Year	Budget (Lac Taka)	Expenses (Lac Taka)	Progress	Remarks
1.	2012/13	678	638.36	94.15%	Construction completed

9. Primary Education Development Programme supported by IDB

Project Objective: 180 schools construction project
Implementation Period: January 2012 to December 2014
Implementation Cost: 16,932 lac Taka
Source of Fund: GOB Taka 3,252 and Project aids Taka 13,680 (IDB)

SL.	Financial Year	Budget (Lac Taka)	Expenses (Lac Taka)	Progress of work	Remarks
1.	2012/13	1,280	625	48.8%	Construction works ongoing

10. SHARE Education Programme in Bangladesh: Reaching the Hardest to Reach Children

The European Union funded SHARE (Supporting the Hardest to Reach through Basic Education) education programme aims to contribute to the achievement of Bangladesh's development goals and to a national basic education framework. It comprises four projects viz. Aloghar, SHIKHON-2, SUSTAIN and UNIQUE-2 implemented by NGO partners. Together the projects will reach about 0.6 million hardest to reach children spread over 219 upazilas. The programme is complemented by a technical assistance (TA) component providing knowledge management, capacity building and coordination. A consortium led by Human Dynamics, Austria, manages the TA. Following is a short description of four projects under SHARE

Education for Marginalized Children –Aloghar Project: The Aloghar (Lighthouse) project is implemented by Caritas Bangladesh. The Education Centres of this project provide a conducive learning environment for disadvantaged and marginalized children. The project has a particular focus on the ethnic minority children of the most remote areas of 27 districts including Mymensingh, Rajshahi, Dinajpur and Chittagong Hill Tracts. The teachers are recruited from the same community to help children overcome language barriers. The project also uses multi-lingual teaching learning aids in the classroom. It provides education and financial support to children with special needs to ensure that no child in their catchment areas is excluded.

A Stimulating Learning Environment for Quality Education -SHIKHON II Project: SHIKHON (Learning) II is implemented by Save the Children with national level NGOs - CODEC, RDRS Bangladesh and VERC. This project provides a stimulating learning environment in their schools through effective use of teaching learning aids and classroom management tools. The project prepares a profile of each child, which tracks his/her academic progress. This allows the teachers to know which children need special attention. These processes run smoothly due to an emphasis on coordination between teachers, school management committees and implementing NGOs.

Changing Lives of Urban Working Children - SUSTAIN Project: Support Urban Slum Children to Access Inclusive Non-formal Education - SUSTAIN is implemented by a consortium of partners with Save the Children as the lead agency. The implementing partners of the project include OWDEB, SEEP, Nari Maître, SUF and UCEP-Bangladesh. This project provides quality pre-primary and non-formal primary education for working children, children at risk of becoming child laborers and children living in slums in Dhaka and Chittagong City Corporation. Students also receive life skills training and career counseling. Parents and employers are informed about this process and therefore they allow students to continue their education.

A Multi Grade Teaching Learning Approach -UNIQUE II Project: Unique Intervention for Quality Primary Education - UNIQUE II is implemented by a consortium of partners with Dhaka Ahsania Mission (DAM) as the lead agency. The implementing partners of the project include ASOD, CCDB, DORP, Padakhep MUK, SUROVI, VARD and YPSA. Plan Bangladesh supports the project as the technical partner. UNIQUE II implements NFPE, pre-primary education and camps for low performing students in formal primary schools. This project uses a multi-grade teaching learning approach in their Children Learning Centers (CLC). There is flexibility in class timings, learners' assessment, enrollment and promotion to a higher class. It has created sustainable community involvement through the formation of Centre Management Committees (CMC), Learning Resource Centers (LRC) and Community Action Groups (CAG). It also provides

SHARE Programme Progress: Summary Data of four projects, 31st December 2013

	SHARE Programme		Aloghar		SHIKHON 2		SUSTAIN		UNIQUE 2	
	Total Target	Achieved as of Dec. 2013	Total Target	Achieved as of Dec. 2103	Total Target	Achieved as of Dec. 2103	Total Target	Achieved as of Dec. 2103	Total Target	Achieved as of Dec. 2103
Schools established (Total)	14,670	8,364 (57.01%)	1,005	1,005 (100%)	5,880	2214 (37.65%)	222	222 (100%)	7,563	4,923 (65.09%)
Non-Formal Primary Education (NFPE)	8,071	6805	1005	1,005	2,680	1414	156	156	4,230[11]	4,230
Pre-Primary Education (PPE)/ school readiness	3,760	1220			1,600	800	27	27	2,133	393
Community Children Club/Learning Camp	2,839	339	N/A	N/A	1,600[12]	-	39	39	1,200	300
Students enrolled	655,460	308,285 (47.03%)	158,605	65,802 (41.48)	160,400	69,285 (43.19%)	38,988	16,747 (42.95%)	297,467	156,451 (52.59%)
Non-Formal Primary Education (NFPE)		223,701		27,755	80,400	43,944	30,888	14,047	205,992	137,955
Girls		117,705	-	14,762	-	21420	-	7,336	123,595	74,187
Boys		105,996	-	12,993	-	22524	-	6711	82,397	63,768
Pre-Primary Education (PPE)/ school readiness		77,117		38,047	48,000	25,341	8,100	2,700	61,475	11,029
Girls		38,901	-	18,833	-	12,873	-	1,462	-	5,733
Boys		38,216	-	19,214	-	12,468	-	1,238	-	5,296
Slow Learners	62,000	7,467	N/A	N/A	32,000[13]	-	N/A	N/A	30,000	7,467
Girls		3,935	-	-	-	-	-	-	-	3,935
Boy		3,532	-	-	-	-	-	-	-	3,532
Teachers recruited and trained	15,043	8,715 (57.93%)	1,339	1,317 (98.35%)	5,880	2214 (37.65%)	261	261 (100%)	7,563	4,923 (65.09%)
PPE Tutor/ Teacher			1,339	1,317	1,600	800	27	27	2,133	393
NFPE Tutor/Teacher					2,680	1414	234	234	4,230	4,230
Community Children Club/Learning Camp					1,600	-	-	-	1200	300
Parenting education provided	1,034,864	373,435 (36.08%)	317,210	65,447 (20.63%)	102,720	83,520 (81.30)	20,000	14,468 (72.34%)	594,934	210,000 (35.29%)
School management committees established	9,554	7,488 (78.37%)	1,005	1,005 (100%)	4,280[14]	2214 (51.72%)	39	39 (100%)	4,230	4,230 (100%)

[11] 2380 CLC/NFP schools handed over to the Community.
[12] Community Children Club of SHIKHON project will start from 2014
[13] Slow learners programme will start from 2014
[14] There will be no separate SMC for Community Children Club

Annex F: Glossary

I. 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.

II. 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.

III. 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.

IV. 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*).

V. Ebtedayee Madrashah:

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

VI. Graduate:

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

VII. 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 enroll students of a particular age group. It can also be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment.

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

VIII. 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.

IX. New Entrants:

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

X. 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.

XI. 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).

XII. 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.

XIII. 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.

XIV. 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).

XV. 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.

XVI. 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.

XVII. 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.

XVIII. 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

XIX. 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 G: UNESCO Re-constructed Cohort Model 2013

Efficiency by student flow with graduate 2012 2670835

YEAR		Gr.I	Gr.II	Gr.III	Gr.IV	Gr.V	TOTAL
2012	E	4291796	4391842	4186212	3561694	2781061	19212605
2013	E	4211769	4195140	4232995	3872020	3073048	19584972
	R	337792	304646	368788	262589	52334	1326149
2013	P	90.6%	88.0%	86.2%	84.8%	96.0%	
	R	7.9%	6.9%	8.8%	7.4%	1.7%	6.9%
	D	1.5%	5.1%	5.0%	7.8%	2.3%	

		Average study time		Student-year wasted	
Total output =	786	Graduate	5.3	Repeaters	332
Total student-year =	4929	Drop-out	3.4	Drop-outs	725
Total drop-outs =	214	Cohort	4.9	Total	1057
Total repeaters =	332	Survival rates			80.5%
		Years input per graduate			6.3
		Coefficient of efficiency			79.7%
		Drop-out rates			21.4%

LEGEND : P=PROMOTEES,R=REPEATER,D=DROP-OUT