



First Quarterly Implementation Progress Review Report

June 2021

For Project Titled:

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



Directorate of Primary Education
Ministry of Primary and Mass Education

1.0 Executive Summary

In Bangladesh, learning activities of around 38.6 million students have come to halt due to the COVID-19 pandemic. With the onset of the COVID-19 pandemic, nationwide school closures were declared on March 18, 2020, and continue to remain closed¹. The COVID-19 Accelerated Funding Window of Global Partnership for Education (GPE) presented a timely opportunity for the resource-constrained school education sector of Bangladesh. The COVID-19 School Sector Response (CSSR) Project Grant was approved by the GPE Board on June 15, 2020 and by the World Bank² on October 20, 2020. The Grant Agreement was signed on February 15, 2021 and the project became effective on the same date. The Bangladesh COVID-19 School Sector Response (CSSR) Project will provide a grant in the amount of US\$14.8 million through this GPE grant. The current closing date of the project is December 31, 2021.

This is the first quarterly implementation progress report of the project. This report records the initial planning, progress achieved so far, key agreements, challenges and next steps as of June 2021. The report also provides updated result framework for CSSR, action plan for the next quarter, and status of CSSR staffing. The World Bank carried out the first Implementation Support Mission (ISM) during May 24-31, 2021 virtually.

The report starts with a brief background and progress of Project Development Objectives (PDO) of the project as of May 2021. The report then moves on to the comprehensive implementation progress with details of all the components and sub-components of the project. After that, the progresses achieved in the *Fiduciary*, including progress in financial management and procurement, and the *Environmental and Social Safeguard* is described. Lastly, the issue regarding extension of the project duration and the key agreements with Government of Bangladesh (GoB) is stated under the *Others* section of the report. The Updated Results Framework for CSSR (as of May 2021), Agreed Action Plan (June-November 2021), and Status of CSSR Staffing are provided in the *Annexure* of the report.

¹ All education institutions, including public and private education institutions (schools, colleges, universities, and so on) in Bangladesh.

² The World Bank has been selected as Grant Agent (GA) by the Government of Bangladesh (GoB) and the Local Education Group (LEG).

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2.0 List of Abbreviations

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

3.0 Background

The COVID19 School Sector Response (CSSR) project became effective on February 15, 2021. However, all educational institutions continue to remain closed since March 18, 2020 and are expected to reopen after June 12, 2021, following assessment of the COVID-19 situation by the Government. The recent wave of COVID-19 cases started in early March 2021, followed by partial national lockdown from April 5 to April 13 and stricter lockdown extended to May 30, 2021. Despite the challenging situation, the project continues to operate and made substantial progress. The overall status and key project data are presented below:

Project Data	
Effectiveness	February 15, 2021
Closing Date	December 31, 2021
Grant Amount	US\$ 14.80 m
Amount Disbursed (as of May 30, 2021)	US\$ 4.13 m
% disbursed (as of March 30, 2021)	27.89%

4.0 Report on Progress towards PDOs

The Project Development Objectives (PDOs) are to (i) strengthen the basic school system's institutional capacity to respond to, and recover from, the COVID-19 crisis; and (ii) build resilience to face future crises from preprimary to secondary levels³. The PDO level indicators are: PDO Indicator 1: Response - Number (and % of children in the relevant age-group in the program area) of children supported with inclusive distance learning programs (disaggregated by gender); PDO Indicator 2: Recovery - Number (and %) of children previously enrolled in grant-supported preprimary and primary level government schools who immediately return to schools once schools reopen; and PDO Indicator 3: Resilience - Remote learning system integrated into the basic education school system. Two out of the three PDO indicators started off-track but currently in progress following delays in project approval and COVID-19 induced restrictions. PDO Indicator 1: The Standard Forms of Agreement (SFA) for UNICEF-led Remote Learning System development is yet to be signed for the work to be initiated and PDO Indicator 2: Terms of Reference for recruitment of technical assistance for school reopening has been developed. PDO Indicator 3: Remote Learning System is on track to be integrated into the basic education system. The detailed Updated Results Framework for CSSR is provided in Annex A.

³ This covers pre-primary to Grade 10 of the general education system.

5.0 Implementation Progress

Since effectiveness, the following key progress has been made: (i) SFA for implementing the Remote Learning activity negotiated with UNICEF on April 11, 2021 and expected to be signed by June 10, 2021; (ii) draft Environmental and Social Management Framework (ESMF) prepared; and (iii) 8 out of 17 staff positions, including PD, filled; and (iv) the Project Steering Committee and Project Implementation Committee formed.

The Project interventions will be implemented through four key components to achieve the PDO: Component 1: Engaging in Systemic *Response*; Component 2: Supporting Education System *Recovery*; Component 3: Building System *Resilience*; and Component 4: Project Management, Results Monitoring and Communication. Detailed descriptions of component-wise progress are provided below:

5.1 Component 1: Engaging in Systematic *Response*

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

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

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

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

5.1.1.1 Status of Progress of Activities

The key progress made under this sub-component include: (i) CSSR PIU/DPE has developed a draft ToR for Remote Learning System; and (ii) a Standard Form of Agreement (SFA) based on the ToR has been

developed, and negotiated between UNICEF and the CSSR project, with representation from MoPME, SHED/MOE, DPE, DSHE, National Curriculum and Textbook Board and National Academy for Primary Education on April 11, 2021. The SFA is pending final approval from MoPME and expected to be shared with WB for final clearance prior to signing. It was agreed that DPE and UNICEF will resolve any outstanding issues before signing. DPE emphasized that they wish to resolve any disbursement/payment related issues (regarding the SFA) following relevant GoB practice/guidelines and, if applicable, the signed Grant Agreement.

5.1.1.2 Implementation Challenges

Due to the COVID-19 pandemic, there has been delay in the signing of the SFA with lockdown in place since March 2021 and on-going as of July 14, 2021 restricting mobility and operations. Moreover, the SFA approval processes requiring several stages of clearance leading to subsequent delay in the initiation of the work. The date of signing may be delayed if Cabinet Committee on Government Purchases (CCGP) Approval is needed for this⁴.

5.1.1.3 Key Actions Agreed

It was agreed that the approved SFA would be signed between CSSR PD⁵ and UNICEF as soon as possible. After signing of the SFA, an accelerated implementation plan will be implemented to ensure the digital and learning packages are developed quickly to reach beneficiaries within the shortest time possible.

5.1.2 Sub-component 1.2: Communication and Outreach

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

5.1.2.1 Status of Progress of Activities

A draft ToR for recruitment of the Communications Firm has been developed by CSSR PIU, and awaiting to be shared with World Bank for clearance.

5.1.2.2 Implementation Challenges

The COVID-19 pandemic and delayed processing has slowed the progress of this component.

⁴ In the event, CCGP approval is required, the SFA needs to be shared with WB for clearance prior to submission to CCGP.

⁵ Or appropriate authority delegated by the Implementing Agency (IA)

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5.1.2.3 Key Actions Agreed

It was agreed that the CSSR PIU would ensure deployment of the firm as soon as possible and immediate initiation of the work.

5.1.3 Subcomponent 1.3: Development of Safe School Reopening Plan

TA will be provided through this subcomponent to (a) develop an SSRP and (b) support safe school reopening preparedness assessment.

5.1.3.1 Status of Progress of Activities

The key progress made under this sub-component include: (i) the MOPME and SHED, MOE have developed school re-opening guidelines; and (ii) a preliminary list of 20,000 government primary schools for re-opening is under preparation by the CSSR project unit. It was also discussed that for the remaining 45,000 GPSs, other Development Partners would potentially support school reopening. (iii) A draft ToR has been developed and to be shared with World Bank for clearance.

5.1.3.2 Implementation Challenges

The COVID-19 pandemic has delayed the progress of this component. School re-opening is a complex process, and the availability of technical expertise to help implement DPE may be difficult to find.

5.1.3.3 Key Actions Agreed

It was also agreed that the DPE and CSSR will coordinate with other DPs to ensure that resources and efforts complement and build upon each other.

5.2 Component 2: Supporting Education Systems Recovery

The objective of this component is to focus on comprehensive recovery strategies for students, teachers, and schools, once schools reopen and while preparing to work toward building resilience. This component aims to provide TA to the MoPME to implement medium-term recovery interventions during the first 12 months of the project while the ongoing PEDP4 will continue to support the long-term plan. In the case of SHED, MoE, the recovery phase is agreed to be carried out through its ongoing SEDP⁶.

Expected outputs from the recovery component are (a) safe schools reopened and school health protocols in place, (b) maximum re-enrollment at preprimary and primary levels, (c) learning loss assessment and

⁶ The SEDP is supported by the World Bank's TSER program. The GPE CSSR will complement and align efforts of the TSER, which will play an expanded role to meet the financial and technical needs of secondary education under SHED, MoE, under this COVID-19 crisis. Similarly, the GPE CSSR will complement and align efforts of the World Bank's primary education program QLEAP, which will support any financial and technical gaps for preprimary education that the MoPME in managing and recovering from the COVID-19 crises. The CSSR will be an IPF with separate budget code to distinguish its activities from the sector programs. Annex 3 provides details of the proposed integrated response across the different operations.

- recovery lesson plans, (d) teachers' professional development program, and (e) tools to ensure mental health issues post shutdown.

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

This sub-component will support the MoPME to implement the SSRP targeting 20,000 government primary schools. Specifically, the activity will help ensure that school sanitation and health protocols are implemented and monitored through strengthened local education administration and community-based school management committees. Before reopening schools for classroom learning, proper sanitization of schools and critical facilities needs to be carried out and safety protocols need to be in place. TA will be provided to the MoPME to engage a specialized agency or service provider to implement the readiness measures including sanitization of schools, provision of health kits, and training on health safety protocols (as guided by the SSRP) to local education administrators, school management, and other stakeholders. The safe school reopening training will also be delivered through digital and printed materials to reach and benefit school management committees, local education administrators, and other stakeholders. This sub-component will also inform and complement the water, sanitation, and hygiene (WASH) interventions planned under PEDP4 ensuring that reopened schools have critical facilities in place, including access to sanitation, hygiene, clean water, and hand washing facilities to maintain student and teacher health and avoid potential viral infections. The local education administration, school management committees, community leaders, and the specialized agency will support continuous monitoring of reopened schools to ensure safety measures are in place.

5.2.1.1 Status of Progress of Activities

A draft ToR has been developed for recruitment of technical expertise to support the reopening of 20,000 government primary schools in phases. It was discussed that the school reopening activities under CSSR will require specific and complex technical expertise, understanding of the local context with experience, and the ability to reach primary schools spread over the country.

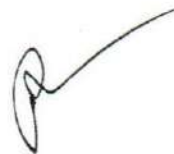
5.2.1.2 Implementation Challenges

The COVID-19 pandemic has delayed the progress of this component. Identifying and recruiting a specialized agency to do such a mammoth task remains a key challenge.

5.2.1.3 Key Actions Agreed

Considering the emergency and immediate fielding of the school reopening services, it was agreed to expedite the engagement of a specialized agency or service provider to implement the readiness measures

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including sanitization of schools and other relevant activities. It was agreed that the procurement package will be reviewed to see which items can be separated and taken care under DPE/DPHE while other activities to be implemented under a firm for developing and delivering training/capacity building under the supervision of DPE.

It was agreed that: (i) the CSSR PIU will share the draft ToR for hiring of the technical assistance for school re-opening with World Bank; and (ii) complete recruitment of the TA for school reopening by July 2021, following WB clearance of the TOR.

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

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

5.2.2.1 Status of Progress of Activities

The component is on track to be implemented with a draft ToR that has been prepared. It will be shared with World Bank for clearing to proceed with the next steps.

5.2.2.2 Implementation Challenges

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

5.2.2.3 Key Actions Agreed

It was agreed that communication materials that support re-enrollment of preprimary and primary students would be developed once the communications firm is recruited.

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

This sub-component will focus on enabling students and teachers a swift transition from remote learning to classroom activities through assessing and recovering learning loss that occurred during the shutdown.

5.2.3.1 Status of Progress of Activities

Under this sub-component the following key progress has been made: (i) a draft ToR for conducting formative assessment in around 3,000 re-opened schools to determine learning status of children in priority subjects has been developed; (ii) a draft ToR for development and delivery of short courses on formative and summative assessments and remedial education for GPS teachers; distance learning skills and strategies training for government primary and secondary school teachers; and mental health tools. Awaiting clearance from World Bank for the next steps.

5.2.3.2 Implementation Challenges

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

5.2.3.3 Key Actions Agreed

It was agreed that given the urgent nature and specific technical expertise required for conducting the school-based formative assessment once students return, the DPE/CSSR PIU would explore partnership with the Institute of Education Research (IER), University of Dhaka in implementing the study.

In this regard, it was agreed that DPE/CSSR PIU would: (i) hold a preliminary meeting to discuss the partnership; (ii) ensure the TA for completing the student learning assessment; and (iii) ensure recruitment of the firm for teacher training and mental health support is completed.

5.3 Component 3: Building System Resilience

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

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

5.3.1 Subcomponent 3.1: Continue and Integrate Remote Learning

This subcomponent will focus on integrating and sustaining remote learning as part of the basic education system. The activities include (a) continuing remote learning content development, (b) providing teacher training to support remote learning, and (c) developing a sustainability plan for the RLS. As part of system

- resilience development, the teacher training program on distance learning strategies will target around 500 teachers from primary government schools and 500 teachers of public-funded secondary schools to develop their skills and strategies for quality education delivery through an inclusive RLS.

5.3.1.1 Status of Progress of Activities

The expected output from this sub-component is to support the implementing agencies to absorb the outputs from CSSR, specially the Remote Learning System, and integrate those into regular education management and service delivery. A sustainability Plan for the Remote Learning System will be developed under this. While the Government will own the output from this, the knowledge work will be shared with national and international relevant stakeholders. the following key progress has been made: (i) a draft ToR has been prepared. Will be shortly shared with World Bank for clearance regarding the next steps.

5.3.1.2 Implementation Challenges

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

5.3.1.3 Key Actions Agreed

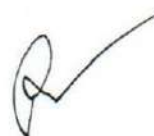
It was agreed that: (i) a ToR for Single Individual Consultant for the said Sustainability Plan would be shared with the World Bank; (ii) consultant to be hired; (iii) draft report to be shared for consultations by November 15, 2021.

5.3.2 Subcomponent 3.2: Develop Emergency Operation Procedure

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

5.3.2.1 Status of Progress of Activities

The component is on track to be implemented with the development of TOR ongoing which will be shared with World Bank at the earliest.



5.3.2.2 Implementation Challenges

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

5.3.2.3 Key Actions Agreed

It was agreed that: (i) the ToR for Single Individual Consultant for the said activity would be shared with the World Bank; (ii) consultant to be hired as soon as possible; and (iii) draft report to be shared for consultations.

5.4 Component 4: Project Management, Results Monitoring and Communication

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

5.4.1.1 Status of Progress of Activities

The key progress made under this component: (i) 8 out of 17 staff, including the Project Director, have been deployed; (ii) office space within DPE for the project approved; (iii) PIU and PSC formed; and (iv) Advance of US\$ 4.80 million processed. The recruitment of the M&E expert is underway and is expected to be completed shortly within the last week of July.

5.4.1.2 Implementation Challenges

The COVID-19 pandemic has delayed the progress of this component, after initial and subsequent delays, this component is now on track.

5.4.1.3 Key Actions Agreed

It was agreed that the DPE/CSSR would: (i) complete deputation of the remaining PMU staffing, including support staff; (ii) complete the recruitment of the technical consultants through Limited Competitive Method; (iii) complete Environmental and Social Safeguard training for relevant PIU staff; (iv) develop an Environmental and Social Safeguard training capacity plan and share with World Bank; (v) finalize and share the 1st Quarterly Progress Report for CSSR; (vi) hold 1st Project Implementation Committee and 1st Project Steering Committee meetings; and (vi) continue to conduct monthly progress reviews between CSSR PIU and WB.

6.0 Fiduciary

6.1 Financial Management

6.1.1.1 Status of Progress of Activities

The project is on-track in terms of submission of withdrawal application, processing the initial disbursement and the readiness to on-board key FM person. The financial authorization for spending is noted to be under process. As the project financial accounting is planned to use iBAS++, the mission recommends the DPE to contact the iBAS wing of Finance Division to create user profile for CSSR to enable required access to record project transactions in the iBAS++.

6.1.1.2 Implementation Challenges

The Grant is not applicable for specified categories of recurrent expenditure, such as workshop allowances; sitting allowances; cash per diems; honoraria; and fuel and certain non-recurrent expenditures, such as vehicle, taxes (over 15% on total cost). As the Technical Assistance Project Proposal (TAPP) covers allocation from counterpart to cover these expenditures, the project FM is to ensure these costs are appropriately charged under counterpart financing, thus the recruitment of the FM consultant is integral.

6.1.1.3 Key Actions Agreed

It was agreed that the DPE/CSSR would: (i) ensure the FM Specialist and other key FM staff are onboard as soon as possible; and (ii) submit the first Interim Unaudited Financial Report (IUFR) for the quarter ending June 30, 2021.

6.1.1.4 Disbursement

Out of the total Grant allocation of US\$ 14.80 million, the amount disbursed as of May 26, 2021 is US\$ 4.13 million, representing 27.89% of the allocated grant. However, the project plans to disburse another US\$ 1.91 million in FY 21 under the UN commitment, which will bring the total disbursement to US\$ 6.04 million, representing around 41% of the total allocation.

6.2 Procurement

The overall procurement performance has been moderately satisfactory. There was initial delay in initiating the procurement activities and considering the very limited project period, the PIU needs to expedite the procurement activities.

6.2.1.1 Status of Progress of Activities

The key progresses made are: (i) procurement plan for CSSR was prepared and STEP; (ii) draft Project Procurement Strategy for Development (PPSD) was prepared; and (iii) recruitment of procurement specialist was initiated. The agreement with the UNICEF is at an advanced stage and expected to be completed by July 20, 2021.

6.2.1.2 Implementation Challenges

The implementation challenge is the initial delay in the procurement activities. With the limited project period this might become an issue unless PIU speeds up the process.

6.2.1.3 Key Actions Agreed

It was agreed that the CSSR PIU/DPE would: (i) complete recruitment of the Procurement Specialist; (ii) publish a General Procurement Notice (GPN) in the UNDB online; (iii) share the draft PSD for WB clearance; and (iv) review package for the school reopening and share the best packaging option with the World Bank as soon as possible. The method or modality of TA hiring for the remaining packages can be updated as needed through updating the Procurement Plan.

7.0 Environmental and Social Safeguard

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

7.1.1.1 Status of Progress of Activities

The key progresses made are: (i) as per the Environmental and Social Commitment Plan, a draft Environmental and Social Management Framework (ESMF); (ii) a draft Labor Management Procedure (LMP); and (iii) a draft Small Ethnic Community Management Framework (SECMF) has been developed by DPE and shared with WB. It was reiterated that the CSSR is required to meet all the commitment of the ESCP, including provision of reports, ES due diligence and adhering to good ES practices and guidelines for subproject implementation. The above reports have been shared with World Bank for clearance.

7.1.1.2 Implementation Challenges

Due to the COVID-19 pandemic, there has been delay in preparing required documents which are expected to be prepared and uploaded as soon as possible.

7.1.1.3 Key Actions Agreed

Once cleared by the WB, these documents would be publicly disclosed by DPE; (ii) complete recruitment of an Environmental and Social Development Specialist; and (iii) prepare and share with WB a capacity



- building plan for the field officials/personals who would be involved in sub-project screening and other ES related activities at various level as per the ESMF, ESCP and ES documents.

8.0 Others

8.1 Extension of Project Duration

Given the current worsened pandemic situation and subsequent lockdowns, the implementation progress is facing challenges and getting hampered. Despite the pick-up in implementation progress amid the COVID-19 challenges, there are significant concerns regarding full utilization of the Grant and being able to meet the Project Development Objectives (PDOs) by the current project end date of December 31, 2021. The recent progresses made will not materialize into the required outcome envisioned by CSSR, if the project activities cannot be taken forward and completed. And to maintain the current pace of the progress and ensure completion of critical activities during this emergency period, an extension of project duration will be instrumental revising the project closing date to December 31, 2022.

The GPE is providing up to 12-month extension as 'non-minor revision' to the COVID-19 emergency grants given the evolving pandemic challenges in countries⁷. In this regard, the recently concluded First Implementation Support Mission (ISM) by the World Bank on May 24-32, 2021 discussed the extension proposal with DPE, DSHE, MoPME, SHED and ERD; and all have agreed to the proposal for a no-cost extension to enable the project to provide much needed emergency response and recovery support under the COVID-19 environment without compromising its development objectives.

Therefore, it was agreed that the CSSR PIU/DPE would submit a Request for Extension of the project up to December 31, 2022 via MOPME via ERD to World Bank by June 30, 2021; followed by which the GPE requires endorsement of the Education Local Consultative Group (ELCG) by July 10 and submission of the ELCG- endorsed extension request to GPE by July 15, 2021. Subject to GPE's approval of the Grant extension, the World Bank would process the extension of the Grant Agreement by August 16, 2021 and the MOPME/DPE/CSSR would submit the CSSR Revised Technical Assistance Project Proposal (RTAPP) to Planning Commission/MoPME⁸ by August 7, 2021. The RTAPP is expected to be approved by latest September 7, 2021 given the minor change.

⁷ This means any Grant extension would be processed through the GPE Grant Application Review Committee process within the Secretariat.

⁸ Appropriate authority for RTAPP approval for this situation will be decided as per Government rules.

8.2 Key Agreements Reached with GoB

The key agreements reached so far are provided below:

Sl. No.	Key Action	Responsibility	By When
1.	Complete the signing of the SFA with UNICEF	MOPME/DPE/CSSR	June 10, 2021
2.	Publicly disclose approved ESMF, LMP and SEC documents on the DPE website	DPE/CSSR PIU	June 21, 2021
3.	Complete recruitment of all project staff, including consultants	DPE/CSSR PIU	June 30, 2021
4.	Complete TA recruitment for school re-opening; and communications	DPE/CSSR PIU	July 15, 2021
5.	Complete TA recruitment for teacher training and mental health; and student assessment on re-opening are deployed	DPE/CSSR PIU	July 31, 2021
6.	Hold 1st Project Implementation Committee and 1st Project Steering Committee meetings	DPE/CSSR	July 30, 2021

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9.0 Annexure

9.1 Annex A: Updated Results Framework for CSSR (as of May 2021)

	Baseline (2020)	End of Project Target (2021)	Current Status as of May 2021	Frequency	Data Source/ Methodology	Responsibility for Data Collection	Comments
PDO Indicator 1: Number (and % of children in the relevant age-group in the program area) of children supported with inclusive distance learning programs (disaggregated by gender)	0	Total: 2,500,000 (9%) Boys: 1,205,000 Girls: 1,295,000	Total: 0 (0%) Boys: 0 Girls: 0	Bi-annual	PIU Progress Report using nationally representative phone surveys, and MICS	PIU/DPPE	SFA with UNICEF for grant-supported distance learning expected to be signed by June 10, 2021.
PDO Indicator 2: Number (and % of children previously enrolled in grant-supported pre-primary and primary levels (CIPS) immediately return to schools once schools reopen	0	Total: 3,240,000 (31%) Boys: 1,590,000 Girls: 1,650,000	Total: 0 (0%) Boys: 0 Girls: 0	Bi-annual	Annual Primary School Census	PIU/DPPE	Schools continue to remain closed. The TA to support school reopening is expected to be onboard by July 2021.
PDO Indicator 3: Remote learning system integrated into the basic education school system	Underdeveloped Remote Learning System	Remote learning system fully functional and integrated into the basic school system	Work for further development of RLS under process.	Annual	Evaluation Report	PIU/DPPE	Work for further development of RLS is expected to be initiated by June 14, 2021; expected to be achieved.
Intermediate Indicators							
Component 1: Engaging in Systemic Response							
1. Number of grade - subject programs with complete and appropriate digital contents supported for the whole academic year for Grade 1-10	0	35	0	Bi-annual	PIU Progress Report	PIU/DPPE	SFA with UNICEF for grant-supported distance learning expected to be signed by June 10, 2021 and work immediately started.
2. Number of hard-to-reach children provided with learning materials/packages	0	150,000	0	Bi-annual	PIU Progress Report	PIU/DPPE	SFA with UNICEF for grant-supported distance learning expected to be signed by June 10, 2021 and work immediately started.

									signed by June 10, 2021 and work immediately started.
3. Number (and %) of children provided access to programs and sensitization campaigns to minimize the negative impacts of school closures, with a focus on girls	0	Total: 1,500,000 (5%) Male: 723,000 Female: 777,000	0	Bi-annual	PIU Progress Report	PIU/DPE			Communications firms to be brought onboard by July 2021.
Component 2: Supporting Education Systems Recovery									
4. Number (and %) of primary schools reopened following implementation of Safe School Re-opening Plan	0	20,000 (31%)	0 (0%)	Bi-annual	PIU Progress Report	PIU/DPE			Schools yet to be reopened; TA to support reopening expected to be made available by July 2021.
5. Number (and %) of children in program area) of children whose learning was assessed to evaluate loss of learning during school closure	0	350,000 (4.6%)	Draft ToR for study has been developed.	Bi-annual	PIU Progress Report	PIU/DPE			
6. Number (and %) of teachers in program area) of teachers trained on remedial education, distance learning strategies, and formative and summative assessment practices	0	2,000 (0.6%)	Draft ToR for TA to support the work has been developed.	Bi-annual	PIU Progress Report	PIU/DPE			
Component 3: Building System Resilience									
7. Total number of Beneficiaries (disaggregated by gender) supported by the grant	0	Total: 35,900,000 Boys: 17,300,000 Girls: 18,600,000	Total: 0 Boys: 0 Girls: 0	Bi-annual	PIU Progress Report	PIU/DPE			
8. Sustainability Plan for the Remote Learning System in place for basic school system	No Sustainability Plan is in place	Sustainability Plan for the Remote Learning System developed and included in Government's regular program	Sustainability Plan for the Remote Learning System yet to be developed and included in Government's regular program.	Once at EOP	Evaluation report	PIU/DPE			TA for developing Sustainability Plan expected to be hired by August 2021.

9. Standard Emergency Operation Procedures for basic school system approved	No Emergency Operation Procedure	Standard Emergency Operation Procedures for basic school system developed and approved	Standard Emergency Operation Procedures for basic school system yet to be developed and approved.	Once at EOP	PIU Progress Report	PIU/DPPE	TA for developing Standard Emergency Operation Procedures for basic school system expected to be hired by August 2021.
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9.2 Annex B: Agreed Action Plan (June – November 2021)

Sl. No.	Action/ Activity	Completed By (Date)	Completed By (Responsible Party)	Remarks
Overall Key Activities				
1.	Complete the signing of the SFA with UNICEF	June 10, 2021	MOPME/DPE/CSSR	SFA has been negotiated and waiting signing
2.	Publicly disclose approved ESMF, LMP and SEC documents on the DPE website	June 21, 2021	DPE/CSSR	Draft ESMF, LMP and SEC have been prepared and require to be submitted to WB for clearance
3.	Send request for CSSR Grant extension to World Bank through DPE via MOPME via ERD, including updated workplan up to December 2022	June 30, 2021	MOPME/DPE/CSSR	The extension request must include a justification and updated workplan for the Grant implementation up to December 2022
4.	Receive Local Education Group Clearance on the proposed extension and submit to GPE	July 15, 2021	MOPME/Coordinating Agency/CSSR/WB	The Grant extension will require ELCG endorsement as per GPE guideline prior to submission for GPE
5.	Revise the TAPP and submit to Planning Commission/MoPME with extension request at least up to December 2022 (an additional 6 months for GoB closing up to June 2023 may be sought)	August 7, 2021	MOPME/DPE/CSSR	TAPP closing date to be extended
6.	Complete recruitment of all project staff, including consultants	June 30, 2021	DPE/CSSR	CONTASA account has been opened; advance disbursed from WB; authorization is pending from Ministry of Finance
7.	Accommodation for PIU, with necessary furnishings and work facilities	July 1, 2021	DPE	DPE will facilitate accommodation of CSSR PIU at agreed vacant space
Component 1: Engaging in Systematic Response				
Sub-component 1.1: Develop and Disseminate Content to Prevent Learning Loss				
8.	Share UNICEF SFA (and other required documents related to this) for final clearance of WB through STEP	June 3, 2021	CSSR/DPE	The SFA is pending final approval from MoPME and expected to be shared with WB for final clearance
9.	Approved SFA would be signed between CSSR and UNICEF	June 10, 2021	CSSR/DPE, UNICEF	After WB approves the MoPME approved SFA through STEP, PIU will

				go for signing immediately
10.	Process UNICEF advance payment to initiate the work	June 21, 2021	CSSR/UNICEF/WB	WB will process upon receiving withdrawal request from UNICEF and concurrence from PIU
11.	Submission of Inception Report, including Operational Plan covering content development and dissemination calendar for remote learning content development	June 25, 2021	UNICEF/DPE/DSHE	As per the ToR and SFA
12.	Develop and disseminate 3,662 digital products for television for students from preprimary to class 10 in selected subject areas	September 30, 2021	UNICEF/CSSR/DPE/DSHE/NCTB and any other relevant stakeholders	As per signed SFA, UNICEF will complete coordinating with PIU/DPE, DSHE, NCTB and any other relevant agencies
13.	Develop and disseminate 1,080 digital contents for radio and disseminate through national and community radios for students from pre-primary to class 10 in selected subject areas	October 15, 2021	UNICEF/CSSR/DPE/DSHE/NCTB and any other relevant stakeholders	As per signed SFA, UNICEF will complete coordinating with PIU/DPE, DSHE, NCTB and any other relevant agencies
14.	Develop and disseminate 4,176 digital contents for online/web/mobile for students from pre-primary to class 10 in selected subject areas	December 27, 2021	UNICEF/CSSR/DPE/DSHE/NCTB and any other relevant stakeholders	As per signed SFA, UNICEF will complete coordinating with PIU/DPE, DSHE, NCTB and any other relevant agencies
Sub-component 1.2: Communication and Outreach				
15.	Share draft ToR for recruitment of the Communications Firm with WB	June 7, 2021	CSSR	A ToR has been drafted to hire a firm for communication and outreach related activities under the project
16.	Complete recruitment of the Communication firm	July 15, 2021	CSSR/DPE	After WB concurrence, PIU will go for agreed method to recruit the firm complete recruitment
17.	Communication Strategy development	July 30, 2021	Communications Firm/CSSR	Targeted and concise action plan
18.	Website upgradation	September 15, 2021	Communications Firm/CSSR	Current website(s) may be upgraded to disseminate the remote learning contents being developed

19	Curation and sourcing of existing communication contents/infomercials as per agreement/contract	September 15, 2021	Communications Firm	
20	Development of required new communication contents/infomercials as per agreement/contract	August – December, 2021	Communications Firm	The firm will develop contents suitable for all mediums upon discussion with stakeholders guided by the PIU and MoPME
21.	Establish and operationalize the national call center to student learning	November 15, 2021	Communications Firm	Firm will establish coordinating with PIU and DPE
Sub-component 1.3: Development of Safe School Reopening Plan				
22.	Review the School Re-opening Guidelines of Primary Education, reflect any changes on the ground in consultation with MOPME and DPE and contribute to the operationalization plan for re-opening the schools in phases under CSSR	July 15, 2021	Reopening Firm and CSSR PIU	The reopening TA will also review and finalize the SSRP coordinating with relevant stakeholders, PIU/DPE and MoPME
Component 2: Supporting Education System Recovery				
Sub-component 2.1: Support Implementation of Safe School Re-opening Plan				
23.	Share the draft ToR for hiring of the technical assistance for school re-opening with WB	June 15, 2021	CSSR PIU	PIU drafted a ToR for the school reopening TA
24.	Complete recruitment of the TA for school reopening	July 15, 2021	CSSR PIU/DPE	After receiving WB approval, the PIU will go for recruitment through agreed method
25.	Selection of 20,000 GPS to receive reopening TA under CSSR	July 20, 2021	CSSR PIU/DPE	PIU/DPE will select and finalize list of 20,000 GPS with guidance from MoPME
26.	Conduct sample-based school reopening preparedness assessment	August 10, 2021	Selected firm	Firm will conduct assessment as per ToR, coordinating with PIU, DPE
27.	Initiate Re-opening of selected schools based following the agreed guidelines	August 20, 2021	Selected firm, CSSR PIU/DPE	Selected firm will provide TA support as per agreement and supervision of PIU and DPE
28.	At least 50% selected GPS premises disinfected, hand hygiene stations installed, and received health kits	September 20, 2021	Selected firm, CSSR PIU/DPE	Selected firm will provide TA support as per agreement and supervision of PIU and DPE
29.	Complete capacity building activities for all 20,000 GPS	July – October, 2021	Selected firm, CSSR PIU/DPE	Selected firm will provide TA support as per agreement and

				supervision of PIU and DPE
30.	Remaining selected GPS premises disinfected, hand hygiene stations installed, and received health kits	October 30, 2021	Selected firm, CSSR PIU/DPE	
31	Monitoring field level activities	Throughout	CSSR PIU/DPE	PIU and DPE will monitor reopening TA activities through periodic field visits
Sub-component 2.2: Support Re-enrollment of pre-primary and primary students				
32.	Communications firm recruited	July 15, 2021	CSSR PIU	Same firm recruitment under sub-component 1.2
33.	Deployment of re-enrollment campaigns: Community events to track and re-enroll	August – December, 2021	Communications Firm	The firm will develop a campaign to encourage students, parents, and communities to re-enroll school and minimize drop out risks, through national community based campaigns and other methods
Sub-component 2.3: Support for Assessment and Learning Recovery				
34.	Share the draft learning assessment ToR with WB	June 10, 2021	CSSR PIU	A draft ToR for conducting formative assessment in around 3,000 re-opened schools to determine learning status of children in priority subjects (Bangla, English, and Math) has been developed
35.	Hold a preliminary meeting to discuss the potential partnership with the Institute of Education Research, University of Dhaka for conducting the learning assessment	June 25, 2021	CSSR PIU/DPE	Given the urgent nature and specific technical expertise required for conducting the school-based formative assessment, partnership with IER may be explored
36.	TA for completing the student learning assessment is recruited by	July 31, 2021	CSSR PIU/DPE	After WB clearance, PIU/DPE will recruit or enter into partnership agreement through agreed method
37.	Share the draft ToR for teacher training and mental health support with WB	June 10, 2021	CSSR PIU	A draft TOR for development and delivery of teachers