Bangladesh Primary Education
Annual Sector Performance Report - 2017

Monitoring and Evaluation Division
Directorate of Primary Education
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Annual Sector Performance Report (ASPR)

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Preface

I am really very happy that the Monitoring and Evaluation (M&E) Division of DPE has prepared the '2017 Annual Sector Performance Report (ASPR)' as part of their regular tracking of achievement of the primary education sector since 2009. The ASPR has been prepared based on inputs from the APSC, the NSA, the PECE results and the other credible sources of information. The report benchmarks annual sector progress and identifies key performance trends to enhance our planning and decisions making processes. I am sure this report will be beneficial to the policy makers, researchers, planners and development partners for tracking the progress of the primary education sector.

I am delighted to say that Bangladesh has made massive progress in achieving the target of universal primary education as well the Millennium Development Goals. The total enrolment rate has reached 100 percent, and the number of out-of-school children has dropped gradually. There has also been a dramatic increase in survival rates, and many more girls are in school than ever before. These are all remarkable successes. Thanks to the hard work and dedication of the MoPME leadership, DPE central and field levels officials especially the M&E and IMD officials for their tireless efforts in preparing this report. Special thanks to our development partners for reviewing this report and providing us valuable feedback for its finalization.

At the end of the PEDP3, 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 Sustainable Development Goals (SDGs / Global Goals) and targets since Quality education is one of 17 Global Goals that make up the 2030 Agenda for Sustainable Development. An integrated approach is crucial for progress across multiple goals. I am confident that the Post-PEDP3 will lead to concrete actions for achieving quality education.

Special thanks are also due to the M&E Division, the Information Management Division, and the ASPR Steering and Taskforce Committees and to all the officials and consultants of RBM TA who have contributed to the production of this report.

Dr. Md. Abu Hena Mostofa Kamal, ndc
Director General
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Acknowledgement

The M&E Division takes great pride in being charged with the responsibility for the production and publication of the Annual Sector Performance Report since 2009. Therefore, it is always an auspicious occasion for our team when we present the ASPR. The Members of ASPR Taskforce, ASPR Steering Committee and the PEDP3s' Development Partners thoroughly reviewed the draft report and suggested revisions/modifications that helped to enrich the quality of the report. Based on feedbacks and comments of all stakeholders, the 2017 ASPR has been recast and finalized.

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 the achievement of results rather than inputs and activities needs to be ingrained at all levels of planning and operations, including the Annual Performance Agreement, the AOP, the UPEP and the SLIP.

The main information source of ASPR is the Annual Primary School Census (APSC), jointly conducted by the IMD and M&E Division. The M&E Division and IMD have worked very diligently gathering a wide range of data from the field - more than 126,000 schools of 25 categories. I appreciate all my team members for their hard work, collaboration and professionalism. I would also like to offer thanks to different Agencies, DPE line divisions and discrete projects for providing information for the preparation of the 2017 ASPR.

Under the leadership of our Director General, Dr. Abu Hena Mostofa Kamal, ndc, we the colleagues of the M&E Division are committed to working with our DPE counterparts and DPs to produce high-quality, reliable data and analysis to improve our understanding of school performance for the benefit of our children. It is our intention to build better planning and management processes in DPE, based on statistical evidence and analysis, and to improve RBM practices all over the country. In this vein, ASPR 2017 was put together by the RBM Technical Assistance team and the DPE ASPR Task Force.

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.

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Acronyms

ACER	Australian Council for Educational Research
ADB	Annual Development Budget/Asian Development Bank
ADPEO	Assistant District Primary Education Officer
AIR	American Institutes for Research
AOP	Annual Operation Plan
APSC	Annual Primary School Census
ASC	Annual School Census (Re-phrasing by MoPME as APSC)
ASPR	Annual Sector Performance Report
ATEO/AUEO	Assistant Thana/ Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
B. Ed	Bachelor of Education
BDT	Bangladeshi Taka
BNFE	Bureau of Non-Formal Education
BRAC	Bangladesh Rural Advancement Committee
BSS	Bangla Scale Score
C-in-Ed	Certificate in Education
CAMPE	Campaign for Popular Education
CDVAT	Custom Duty and Value-Added Tax
CELS	Child Education and Literacy Survey
CHTs	Chittagong Hill Tracts
CPD	Continuous Professional Development (Training)
DFID	UK Department for International Development
DLI	Disbursement Linked Indicator
DPEd	Diploma in Primary Education
DPs	Development Partners
DPE	Directorate of Primary Education
DR	Descriptive Role
ECL	Each Child Learns

ECCD	Early Childhood Care and Development
ECNEC	Executive Committee for National Economic Council
EDI	Education Development Index
EECE	Ebtedayee Education Completion Examination
EFA	Education for All
EHS	Education Household Survey
EIA	English in Action
ESR	Education Sector Report
EU	European Union
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
JCM	Joint Consultative Meeting
JICA	Japan International Cooperation Agency
KPI	Key Performance Indicator
LASI	Learning Assessment of Secondary Institutes
LOC	Learning Outcome Category
MICS	Multiple Cluster Indicator Survey
M&E	Monitoring and Evaluation (Division)
IMD	Information Management Division
MOC	Ministry of Commerce
MOE	Ministry of Education
MoF	Ministry of Finance
MOPA	Ministry of Public Administration
MoPME	Ministry of Primary and Mass Education
MoSW	Ministry of Social Welfare
MSS	Mathematics Scale Score
MSS	Mean Scale Score

MTBF	Medium-Term Budgetary Framework
MTR	Mid-Term Review of PEDP3
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
OOSC	Out-of-School Children
PECE	Primary Education Completion Examination
PEDP	Primary Education Development Program
PETS	Public Expenditure Tracking Survey
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	Result Based Management
RNGPS	Registered Non-Government Primary School (currently NNPS)
ROSC	Reaching Out-of-School Children
SCR	Student–Classroom Ratio
SRQ	Selected Response Question
Sida	Swedish International Development Agency
SLIP	School Level Improvement Plan
SMC	School Management Committee
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 Program

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Executive Summary

Each year, since 2009, The Annual Sector Performance Report (ASPR) has provided the DPE with critical information on primary education. It is one of the main reports of the Third Primary Education Development Program (PEDP3) that integrates all relevant and reliable sources information on the primary education sub-sector. The ASPR presents a vast amount of statistical information to support DPE planning and decision-making on activities for the achievement of expected outputs and outcomes of DPE. Since 2017 is last year of the PEDP3, the ASPR has increasingly reflected progress in other areas of the primary education sector including discrete projects, which are outside the PEDP3. These projects support and harmonize the development of primary education sub-sector.

The ASPR draws on a range of data sources, especially the Annual Primary School Census (APSC), the National Student Assessment (NSA), the results of the Grade 5 Primary Education Completion Examination (PECE) and the Ebtedayee Education Completion Examination (EECE). It also uses findings from the 2010 Child Education and Literacy Survey (CELS), the BBS Population Census 2011, the BBS Household Income and Expenditure Survey (HIES), the BBS Education Household Survey (EHS), the BBS census of slum and floating peoples, the BBS/UNICEF Multiple Indicator Cluster Survey (MICS), the Education Watch Campaign for Popular Education (CAMPE) survey, UNICEF's PPE assessment, and other credible information sources. The use of multiple datasets helps to cross-validate findings based on APSC, NSA, MICS and Education Watch CAMPE data. At the same time, differences in the underlying survey and questionnaire design across datasets and sources have created a challenge in analysing and explaining the results.

The ASPR 2017 presents results achieved by the implementation of the PEDP3 and the 2016–2017 Annual Operation Plan's (AOP) activities up to March 2017. Since this ASPR reports on the fifth year of the PEDP3, results are visible. In the PEDP3 there are 29 sub-components, for which specific DPE line divisions and other agencies are responsible for implementation and producing annual reports, intended to supplement this ASPR. The Key Performance Indicators (KPI), Non-Key Performance Indicators (Non-KPI), Disbursement-Linked Indicators (DLI) and Primary School Quality Level (PSQL) indicators provide the main structure for reporting on the indicators' thematic areas.

Main Findings

Basic Information on Primary Education in 2016

- **SCHOOLS:** Annual Primary school census (APSC) 2016 covered a total of 126,615 (25 types) schools. Of these schools, 38,406 (30.33%) were GPS; 25,716 (20.31%) were NNPS; 20,601 (16.3%) Kindergartens; 12,767 (10.1%) BRAC schools; 6,493 (5.1%) ROSC Anandya schools; 3,202 (2.5%) Ebtedayee Madrashas; 6,070 (4.8%) High Madrashas attached Ebtedayee, 124 (0.1%) Registered Non-Government Primary School (RNGPS); 2,294 (1.8%) Non-Registered Non-Government Primary School (NRNGPS); 55 (0.05%) PTI Experimental Schools; 123 (0.1%) Community schools; and 185 (0.1%) were Shishu Kollyan schools.

- **STUDENTS:** The total of enrolled children was 18,602,988 (in all type of schools); girl students totaled 9,375,408 (50.4%). The percentages of girls in the two major categories of schools - GPS and NNPS - were 52% and 48.6% respectively.

- **TEACHERS:** The total number of working teachers was 548,201 (all types of schools). Of these teachers, female teachers were 330,403 (60.3%). The percentages of female teachers in the two major categories of schools - GPS and NNPS – were 66.9% and 52.3% respectively.

- **MANAGEMENT OF PRIMARY EDUCATION SCHOOLS:** The Ministry of Primary and Mass Education (MoPME), the main primary education provider, accounted for a total 68,373 schools or 58%. The students in MOPME managed schools comprised 74.8% and the number of teachers was 65.3% in 2016. Similarly, the MoE accounted for 8.6% of schools, 8.3% of teachers and 9.1% of enrolled students. The MoC accounted for 16.3% of schools, 21.6% of teachers and 12% of enrolled students. The NGO Bureau accounted for 14.4% of schools and Learning centers, 4% of teachers and 3.7% of enrolled students. Other categories covered 2.7% of schools, 0.8% of teachers and 0.3% of enrolled students.

Outcomes: KPI Performance

Learning Achievements:

The achievement of grade-wise and subject-wise learning outcomes or competencies is the ultimate outcome in the primary education sector. The National Student Assessment (NSA) is the only process to assess learning achievement. The NSA was piloted for first time in 2001. Subsequently, the NSA was conducted in 2006 and 2008 under the Second Primary Education Development program (PEDPII). The PEDP3 also conducted the NSA bi-annually, and already three rounds (2011, 2013 and 2015) have been completed. The NSA 2011, 2013 and 2015 analysts used the Item Response Theory (IRT) 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 test items in order of increasing difficulty.

In NSA 2015, the average scale score for Bangla was 100.2 (104.2 in 2013 and 102.2 in 2011) and 112 (115.2 in 2013 and 116.2 in 2011) in Grade 3 and 5 respectively. This difference indicates insignificant growth in Bangla skills and understanding from Grade 3 to Grade 5 especially in 2015. Around 65% of Grade 3 students performed at Grade 3 level or above in 2015 compared to 68% in 2011 and 75% in 2013.

Another source of information on student achievement is the Primary and Ebtadayee Education Completion Examinations (PECE/EECE). A total of 2,934,087 Grade 5 students, Boys 1,344,855 (45.84%) and Girls 1,589,232 (54.16%) were included in the Descriptive Role (DR) from the 101,150 formal and non-formal primary education institutes in the PECE. This total was lower by 16,677 (Boys 10,441 and

Girls 6,236) in the DR list from 99,221 formal and non-formal primary education institutes in 2015. Although the number of eligible children was reduced, the coverage of institutes increased about 1,929 schools. It is noted that there were 244,337 more girls than boys in the DR in 2016. More than 2.83 million students (54.42% girls) sat for the 2016 PECE. The participation rate, or the proportion of eligible students (on the DR list) taking the exam, was 96.48%, slightly higher for girls at 96.93%. 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 98.51%. Gender difference in terms of passed the exam was negligible (boys 98.44% and girls 98.56%).

In 2016 EECE, a total of 300,671 Grade 5 students [Boys 157,589 (52.41%) and Girls 143,082 (47.59%)] were included in the Descriptive Role (DR) from the 12,060 Ebtedayee Madrashas and High Madrashas attached Ebtedayee sections. Based on the DR, all eligible students did not sit the EECE. The total number of the students who appeared was 257,500 (85.64%), boys 130,873 (50.82%) and girls 126,627 (49.18). The overall pass rate of EECE was 95.85%. The gender difference was not significant; boys' pass rate was 95.63% and girls 96.08%. The pass rate of EECE (95.13%) was lower than that of PECE (98.51%); the pass rate of boys was 98.44% and girls 98.56%.

A total of 226,426 students from Non-Formal Education institutes (BRAC and Shishu Kollyan) also appeared in the PECE in 2016. The pass rate of BRAC students was 98.98% and Shishu Kollyan Schools was 94.67%. ROSC students were not eligible to sit the 2016 exam as they only started their 2nd phase in 2013; they will eligible in 2017.

Access and Participation:

School access and participation continued to improve during the PEDP3. In 2016, over 21 million students were enrolled from Pre-primary to Grade 5 in all types of formal and non-formal schools. The prevalence of over-age children is consistent with previous years.

In terms of access, the gross intake rate – GIR (i.e. the number of children who enrolled for the first time in Grade 1 relative to the total population of children aged 6 years) was constant over the period 2010-2016 at around 107-110% but increased to 115% in 2009 and 112.2% in 2016. Similarly, the net intake rate – NIR (i.e. the number of children aged 6 years who enrolled for the first time in Grade 1 relative to the total population of children aged 6 years) was constant over the period 2005-2008 at around 94-95% but jumped to 97%-99% in 2009-2016.

Both the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) increased over the past year. The GER was 112.1% (boys 109.3% and girls 115%) in 2016 up from 109.2% in 2015. The NER was calculated to be 97.96% (boys 97.1% and girls 98.8%) in 2016 up from 97.94% in 2015. Total enrolment has been declining since 2015, which is consistent with the gradual decrease in the national population growth rate.

The provision of pre-primary education (PPE) or baby classes has also expanded since 2011. In 2016, there were 3.12 million pre-primary children enrolled, three times more than the enrolment of the PEDP3 baseline year in 2010. Nearly 100% of GPS and 99% NNPS now has been offering pre-primary education. The percentage of Grade 1 students with PPE also increased from 50% in 2012 to 87% in 2016.

The number of special needs children enrolled in Government Primary Schools (GPS) and Newly Nationalized - Government Primary Schools (NNPS) has increased, in particular for children with physical disabilities and eyesight problems. This upwards trend has resulted in a trebling of the numbers of physically impaired children between 2005 and 2011, then gradually declining due to many children, including those who are autistic, who now attend specialized institutes.

The student attendance rate has been improving over the past decade for both boys and girls. The attendance rate reached 87.5% (Boys 87.2% and Girls 87.7%) in 2016 compared to 86.9% in 2015.

Although, enrolment rate has improved a lot, a challenge remains to reduce the number of out-of-school children. The 2011 population census asked about school attendance status, and thus provides another source of information on participation in primary school. The census found that 23% of children aged 6–10 years are not participating in school (or pre-school). This implies that the primary net attendance rate (NAR, which is the number of children of official primary school age (6–10 years) of children attending school in Grades 1–5 relative to the total population of children aged 6–10 years) was, at most, 77%. According to various household surveys conducted in recent times, the proportion of children who are out of school has fluctuated between 15% and 25%. Both the 2011 population census data and Education Household data revealed a substantial geographical variation in rates of school exclusion for primary school-aged children (out-of-school). Across the seven divisions, the proportion varied from 19.7% in Khulna to 26.6% in Sylhet. The disparity at the lower end of the geographical areas was even more marked: the average rate of school exclusion for the 10 lowest participation districts was 28.2% compared to 17.5% for the 10 highest participation districts. A slightly higher proportion of primary-aged boys (24%) were excluded from school compared with that of girls (22%). It is evident that the boys are behind their female counterparts. Special measures need to be taken for boys to keep them in school to complete the whole 5-year primary education cycle.

According to the slum census 2014, a total of 216,068 (09.68%) of the slum population was below 5 years, 269,907 (12.09%) was 6-10 year olds i.e. primary school-going age. These children may risk being in the out of school category.

Reducing Disparities

In order to monitor the progress in reducing regional disparities, an Upazila composite performance index was developed in 2016, 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 2016, the range/gap between the top and bottom group of *Upazilas* was 1.14, an improvement compared to the 2010

baseline. The average value for the bottom 20% of Upazilas was 1.22, represents an improvement of 0.1 from 2010. The participation rates in primary school also varied by poverty status. Household survey data from 2010 revealed that the gap between the Net Attending Rate (NAR) between the poorest and richest households was 11 percentage points. This gap in NAR for the poorest and richest households was much larger for boys (15 percentage points) than for girls (five percentage points).

The gender parity index was 1.05 for the GER and 1.02 for the NER in 2016, indicated that a higher percentage of girls than boys were attending primary school. However the gender gap has narrowed significantly compared to the PEDP3 baselines of 1.09 for the GER and 1.06 for the NER. In 2016, the lowest percentage of enrolled boys was observed mainly in the southern-eastern part as well as in northern districts.

Improved management, especially in schools and upazilas, could result in developing programs to reduce disparities. The SMCs and the SLIP program have received greater support in the PEDP3. In the PEDP3, field staffs have greater responsibility for management decisions about the use of resources and accountability for results. Training and support in data collection is also important. The effectiveness of school inspectors will also become essential in the Post PEDP3; they will be helped by the new e-monitoring system currently being developed by DPE.

Decentralization

A key dimension of the PEDP3 is the expansion of decentralized planning, management and monitoring at district, upazila and school levels. The preparation and implementation of the School Level Improvement Plans (SLIP) and Upazila Primary Education Plans (UPEP) play a role in reducing disparities and increasing participation within schools and upazilas. Another dimension of decentralization is the delegation of certain administrative powers and functions of DPE in a more comprehensive and systematic manner, including the strengthening of field level offices through filling vacancies at PTIs, UEOs and URCs. This involves capacity building programs to strengthen the planning and monitoring functions of field level offices and provide personnel with leadership development.

The UPEPs and the SLIP programs have received support from the PEDP3, but UPEP has not received any resources for implementation of the plan. A total of 50% (252) upazilas have received funding for preparing the plan only. All the GPS and NNPS received the SLIP grant as of 2016, and many schools received contributions in both cash and kind from the local community - Union Parishad, Upazila Parishiad. It is necessary to monitor closely both the utilization of grants as well as local contributions.

There are some differences persists between regions (urban, urban slum, rural, and remote areas) and between children from well-off and less well-off families. As mentioned, the PEDP3 is addressing the needs of the more disadvantaged groups through targeted stipends and school feeding programs. Regional disparities are addressed in part through a progressive, needs based initiative to improve the school environment and infrastructure.

The functions decentralized in Division, District and the Upazila Education offices and schools can be categorized 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.

In the PEDP3, the field staffs have greater responsibility for management decisions on both the use of resources and accountability for results. Training, support for data collection and close monitoring the utilization of SLIP grant are serious responsibilities for field staff. The work of school inspectors has also become more important for achieving learning outcomes in the classrooms. Vacancies in field level positions remains; as of 2016, 28% of DPEO posts, 32% of ADPEO posts, 35% of PTI Super posts, 35% of Asst. Super Posts, 15% of UEO Posts, 11% of AUEOs Posts, 28% of PTI Inst. Posts, 27% of URC Inst. Posts, 57% of Asst. Inst. Posts, 27% of Head Teachers Post and 7% of Assistant Teachers Posts are vacant

Effectiveness and Efficiency:

The primary education cycle completion rate rose from 60% in 2010 to 81% (Boys 77.7% and Girls 83.9%) in 2016, including a gain of nearly 5 percentage points between 2010 and 2016. The main factor that has contributed to this rapid improvement appears to be the introduction of PECE as more students 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 cycle completion rate, the overall trend of both cycle completion and survival to Grade 5 rates has risen significantly since 2010. The survival rate was 67.2% in 2010 and 82.1% (Boys 78.6% and Girls 85.4%) in 2016.

Repetition and cycle dropout rates are the key internal efficiency indicators that show how the system converts inputs (budgets) into outputs (students who completed primary education). In 2016 repetition rate stood at 6.1% (Boys 6.4% and Girls 5.8%) in all grades, significantly improved from the PEDP3 baseline of 12.6%. The dropout rate has fallen markedly since 2008 (it was at approximately 50% in 2008) and 19.2% (Boys 22.3% and Girls 16.1%) in 2016. This is a marked achievement and DPE has taken special efforts to reduce the dropout rate gradually.

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. In 2016, 32.8% of all types of schools nationwide met three out of the four PSQLs, up from 24% in 2013, 28% in 2014 and 31.6% in 2015 respectively. The value of this KPI increased 13 percentage points in 2016 compared to the PEDP3 baseline (2010). The majority of the schools (39%) met 2 out of the 4 PSQLS (38% was in 2015). Only 3% of the schools met all 4 PSQLs (7% was in 2015) and 4% of the schools did not met any of the four PSQLs standards (7% was in 2015). It is clearly evident that this indicator is gradually moving forward.

Outputs: PSQL Performance

Teaching and Learning

Ensuring the timely delivery of textbooks has been a major achievement in the PEDP3. In 2010, only one-third of the schools received their textbook within the first month of the school year. In 2016, more than 99% of the schools received their textbooks on time and 87% of the schools received their textbooks before the start of the academic calendar.

The percentage of teachers who meet the minimum professional qualification to at least C-in-Ed was above 83% in 2010 but had improved to 94.3% (Male 94.8% and Female 94.1%) in 2016. Among the various groups of teachers, both male and female Head Teachers in GPS and NNPS have almost met the PEDP3 target of 95%. Both male and female Assistant Teachers in NNPS (77%) are the group furthest from achieving the PEDP3 target of 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 2016 (88%). There has also been an increase in subject-based training for classroom teachers. But in 2016, only 92.2% of Head Teachers received subject-based training compared to 84.7% in 2010

The percentage of schools (single shift only) that meets the minimum standard student–teacher ratio (STR) of 46:1 has increased markedly in GPS - from 40% in 2010 to 66% in 2016; but over the same period, the ratio has dropped in NNPS from 52% to 50.3%. This trend in GPS is partly explained by the substantial recruitment of additional teachers (about 95,000) within the PEDPII and PEDP3 period. When the common practice of double-shifting of teachers is taken into account, 94.5% of GPS and 90.1% of NNPS met the standard of 46 students per 'effective' teacher.

Water and Sanitation

Availability of at least one functioning toilet: About 81.7% of schools (85.9% of GPS and 75.5% of NNPS) have a functioning toilet, which is below the PEDP3 baseline of 97% of GPS and 94% of NNPS. Overall, around 18% of all types of primary education institutions do not have at least one functioning toilet. The achievement trend is inconsistent since 2012. Possible reasons may be: (i) the rephrasing of this question in the APSC, which led to a variety of different school responses; (ii) lack of proper toilet maintenance; and (iii) the introduction of the new wash block, which may have resulted in the slow replacement of non-functioning toilets. If the WASH Block is included in the above calculation, then the figure will be increased. Around 20,402 schools have constructed the WASH Block as of March 2017.

Separate functioning toilets for girls: The PEDP3 target was for at least 95% of GPS to have separate toilets for girls by the end of the Program. In 2016, the proportion of GPS with separate toilets specifically for girls was only 32.6% (GPS 40% and for NNPS 22%). This is a major improvement from the

PEDP3 2010 baseline of 37% GPS and 20% NNPS when the additional 20% schools with the WASH Block is included.

Water sources: At the start of the PEDP3, there were three PSQL standards on school water supply, namely: the percentage of schools with potable water (PSQL 7); percentage of schools that depend on water points for water where the water point is in working condition (PSQL 8); and the percentage of schools that have a functioning water point with potable water (PSQL 9). Since the MTR of the PEDP3, there is only one indicator - **'**Percentage *of schools with safe water sources: functioning tube wells and other sources*'. In 2016, 84% of GPS and 83% of NNPS reported positively on this indicator, compared with 97.3% of GPS and 97% of NNPS in 2012. This indicator achieved the PEDP3 target. A possible explanation for improving trend is again the introduction of the new WASH Block. There was also a substantial reduction in the number of tube wells tested for arsenic contamination since 2012.

School Infrastructure

There are three PEDP3 PSQL standards for classrooms. To meet these standards, a classroom must be: (i) in good condition (PSQL: 10); (ii) large (at least 26' x 19'6" / 47.1m^2); and (iii) in pacca (built with durable materials). The MTR revised the above 3 indicators as follows: (i) 'Percentage of schools that meet the SCR standard of 40' (PSQL-10); 'Percentage of standard size classrooms (19''X17'4") and larger constructed (PSQL11)'; and (iii) 'Percentage of schools that meet the STR standard of 46 (PSQL-14)'.

The PSQL standard under the 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, 23% of single shift schools met the average standard of 40 students per classroom in 2016, which is very close to the figure for 2012. The second takes double-shifting of classrooms into consideration. According to the second approach, 69% of schools met the SCR standard of 40 students per 'effective' classroom in 2016. The standard of this PSQL is the proportion of schools, which meet the minimum standard student–teacher ratio (STR) of 46:1 stated in the teaching and learning section.

Classroom Size: The proportion of the GPS/NNPS classrooms that meet the PSQL criteria on room size of the PEDP3 (19'X17'4'' or large) has been improving since 2014. In 2016, around 75.7% of GPS classrooms and around 70.1% of NNPS classrooms were standard size (PEDP3: *19'X17'4"*) or larger. The reason for the improving trend is that the PEDP II's standard room size (26'X19'6'') was bigger than the PEDP3 standard size. Hence, all the new classrooms built over the past three years were the PEDP3 standard size 19'X17'4''. A related standard on classroom size is the square meter per student. The minimum norm is 1 square meter (10.764 square feet) per student [UNESCO]. Hence, the PEDP3 room size of 330 square feet (19'X17'4'') can accommodate only a maximum of 30 students, which is significantly lower than the current SCR norms of DPE 40:1. One square meter is the required space per student and accordingly future room size must be increased to at least *40* m^2 instead *30.9* m^2 or reduce the SCR standard to 30:1.

Classroom Conditions: The responses from Head Teachers on the condition of their classrooms were very similar when compared the previous years. Quite a high proportion of all classrooms (70%) were

rated as 'good' or 'moderate' in 2016, 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.

About 78.6% of GPS and NNPS classrooms were *pacca or semi-pacca in 2016* although some 15.7% of respondents did not provide any answers about classroom conditions. Around 3.9% of classrooms of all school types were still in Katcha in 2016.

Use of Classrooms: In 2016, a total of 303,456 rooms (in GPS 207,621 and in NNPS 95,835) were listed including 12,208 pre-primary classrooms (GPS 10,362 and NNPS 1,886). In the GPS, 70% of rooms were being used for teaching and learning (including 5% of pre-primary classrooms); 13.4% of rooms for Head Teacher offices, 2.5% rooms for Assistant Teacher offices; 1% for a library, 0.5% for displaying teaching aids, 4.6% for storerooms and 3.6% for other purposes. Similarly, in NNPS, 74% of rooms were being used for (2% for pre-primary) teaching and learning; 17.3% of rooms were for Head Teacher offices, 2.8% rooms for Assistant Teacher offices; 1.3% for library, 0.3% for displaying the teaching aids, 1.4% for store rooms and 1.1% for other purposes.

Education Decentralization

Head Teachers training: Two training programs targeted at head teachers: (i) school management and leadership (PSQL13); and (ii) community mobilization for SLIP planning and monitoring. In 2016, the figures for GPS were 51% and NNPS 48% for school management and leadership training and 71% for community mobilization training through SLIP Program. Comparing to the 2010 baseline, the coverage of the head teachers training has been diminished for both the training programs.

SMC Training: There is one training program for school management committee (SMC) members (PSQL 15) in the commencement of the pEDP3, after MTR dropped this indicator as SMC chair will receive the training with SLIP program. As the SMC training has been de-prioritized since 2012 with no fund allocated for this activity in the past three years. As a result, the proportion of SMCs trained has been reduced.

SLIP and UPEP: One of the key elements of the policy of decentralization in primary education is the promotion of the 'School Learning Improvement Plans' (SLIPs). In 2016, a total of 63,750 schools received SLIP grants (amounting Taka 255 crore). The SLIP coverage however, has increased to cover all the GPS and NNPS (coverage is 100% including UNICEF supported UNDAF schools).

In 2016, 252 upazilas received fund (2.5lac) for preparing the Upazila Education Plan (UPEP) following the instruction in the UPEP guideline. DPE supported this activity to enhance the planning capacity of the local level especially upazila level education officials. In future, DPE has to be allocated fund for implementation of the UPEP plan or may be in the PEDP4 tenure.

Inputs: Funding; Discrete Projects

Primary education is the country's most important investment for consolidating the foundation of student development. The amount Bangladesh Government spends on education has remained relatively stable over the last 6 years: it has fluctuated between 1.9 - 2.5 percent of GDP during 2010 - 2016. The education sector accounts for the largest share of program expenditure in the national budget at approximately 14.27 percent in 2015-16 (revised budget), 13.38% in 2016-17 (original budget) and represents 2.15 percent of the GDP in 2015-16 and 2.50 in 2016-17. The allocation to the MoPME was 45.40% of the total education budget in 2016-17 and 45.22% in 2016-17. Volume-wise, the MoPME had a major budget increase in 2016/17 of around 52.2% compared to 2015/16. Similarly, the budget increases was up by 6.1% in 2015/16, up 14.6% in 14/15, up 21.5% in 2013/14, up 9.7% in 2012/13 and up 11.1% in 2011/12 compared to the consecutive previous years.

Other inputs in the Primary education sub-sector are through discrete projects, which play an important role in improving access, participation, completion and the overall quality of primary education. In 2011, discrete projects represented 69% of MoPME's development budget. The share of discrete projects decreased to 12% in 2016 due to the phase-out of many discrete projects (out of 16, now only 7). In 2016/17, the total budget of all 7 discrete projects is (Taka 2,737 crore).

The Government is the main financing source of the discrete projects except for English in Action, ROSC and SHARE. There is also a provision in the National Budget for new projects as a Block grant allocation (Tk. 20,000 lac). In 2016/17, the total discrete project budget was Taka 2,389.08 crore (the Government share was 81.64% and external share was only 18.36%).

Key Achievements

The PEDP3 has been largely successful in achieving its overall expected results. Some of the more important are:

- Increased Pre-Primary Education Enrolment Rate now over 3.0 million;
- Total enrolment of Grades 1 – 5: 18.6 million;
- Primary cycle completion rate: 80.8%;
- Improved survival rate to Grade 5: 82.1%
- The enrolment of children with disabilities has improved in all types of schools;
- Student absenteeism has reduced;
- School infrastructure has improved: additional classrooms; WASH block; water supply; separate toilets for girls.
- Majority of Head and Assistant Teachers have achieved the required qualification level; and
- Almost all children (99.9%) have received their free textbooks in the first month of the school year.

Underlying Issues

Certain underlying issues have manifested themselves in several ASPRs. They require examination in order to develop policies for their remediation.

- Some Government schools building has been damaged by river course change, river erosion. A policy decision is required about the damaged GPS.
- Some GPS and NNPS have fewer enrolled students. A policy level intervention is required for these.
- Certain GPS and NNPS face acute teacher shortages due to many reasons (e.g. long term training, long term leave, LPR etc.). A policy is required to ensure that schools have adequate teachers for ensuring quality primary education for all children.

Some Areas for Future Study

- ✓ The reasons why Grade 3 and 5 children are working below their grade level in Bangla and Mathematics.
- ✓ Impact of teacher training on student achievement of learning outcomes. A key question to answer is how different teacher training programs impact on teaching quality and the learning environment.
- ✓ Study on physically challenged and special needs children. While it is important to keep track of the numbers of children with special needs in the primary school system, it is necessary to start investigating how these children perform in school.
- ✓ Basic education status of slum, floating and street children. Sufficient information on the education requirements of slum/floating/street children, their current education status and opportunities, and recommendations is required for better learning opportunities for these children

1. INTRODUCTION

1.1 *Purpose of the report*

The Government of Bangladesh considers education as a basic human need and a key factor in the overall sustainable development of the country. A number of initiatives and strategies for improving quality primary education in Bangladesh have been implemented during the PEDP3, with support from different development partners.

These initiatives include: the revision of curriculum and textbooks; increasing the availability and quality of teaching and learning materials; improvement of school physical infrastructure including the provision of need-based additional classrooms; WASH blocks and free textbooks distribution of about 22 milions students etc. Nationalization of about 26000 schools with the creation of 104000 teacher posts and teacher deployment and up gradation of Head Teachers posts. Creation of 37670 new Asst. Teacher for pre-primary posts; the introduction of the DPEd course for teachers (to replace the C-in-Ed); expansion of in-service training for teachers. Introduction to SLIP Grants to every school level.

In addition, others discrete projects also contributing quality enhancement in primary education such as providing of stipend to 1, 30,00000 (Thirteen Milion) students in primary level; providing school feeding.

The Bangladesh's primary education system is large, catering to about 22 million students, and complex, characterized by a large variety of providers. The formal education system consists of the following levels: pre-primary (for 5 year olds) and primary (grades 1-5).

Pre-primary education. The Government of Bangladesh (GoB) is committed to provide one year of free pre-primary education (PPE) to all children age 5 at government primary schools. Nearly 100% of Government Primary Schools (GPS) and 99% of Newly Nationalized Primary Schools (NNPS) now offer one year of pre-primary education. In 2016, there were 3.12 million pre-primary children enrolled, three times more than the enrolment of the PEDP3 baseline year in 2010. The percentage of Grade 1 students who have attended PPE increased from 50% in 2012 to 87% in 2016.[1]

The government has also demonstrated its strong commitment to a universal provision of PPE through collaboration and partnerships with NGOs under the Go-NGO collaboration guidelines. In addition, many private kindergartens, madrasahs, NGO operated non-formal schools offer pre-primary education throughout the country.

Primary Education. Primary education is a 5-year cycle (Grades 1-5) of free and compulsory education. The entry age to primary level is 6 years. In 2016, there were 25 different types of formal and non-formal primary education providers in the country, The Government Primary

Schools (GPS) and Newly Nationalized Primary Schools (NNPS) form the bulk of the system with 30.3% and 20.3% respectively. Other categories include kindergartens, BRAC schools, ROSC Anandya schools, madrashas, Non-Registered Non-Government Primary School (NRNGPS), Registered Non-Government Primary Schools (RNGPS), PTI experimental schools, community schools and ShishuKollyan schools. The MoPME oversees about 58% of schools under 8 categories with 75% of primary school children being enrolled in these schools. The rest of schools are overseen by other agencies: MoE (8.61%), Ministry of Commerce, the NGO Bureau and other authorities.

The DPE is working to improve the quality of primary education through its different 9 line divisions, such as admin, planning & development, monitoring & evaluation, finance, policy & operation, training, program, IMD and second chance education.

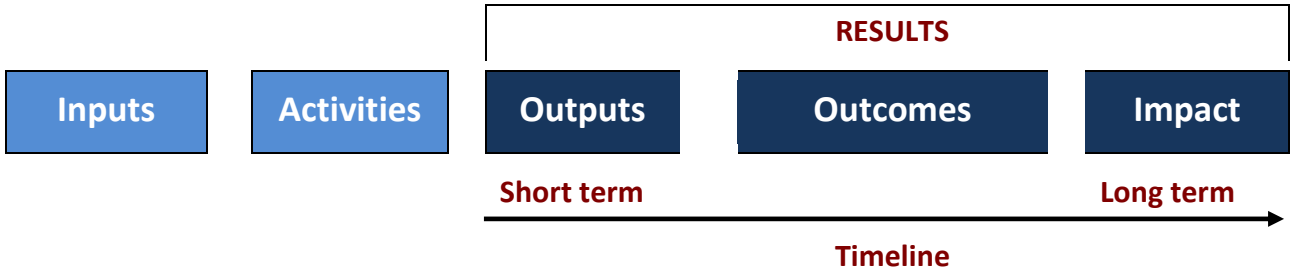
Following the recommendations of the PEDP II Mid-Term Review for improved reporting a pilot version prepared in October 2008, the first Annual Sector Performance Report (ASPR) was produced in 2009 as the first substantive step towards such a report. The PEDP3 has also mandate to prepare ASPR to integrate all available and authentic sources information into this report to tracking the progress and trend of achievement in this sector.

The report is applying results-based management (RBM) principles to organize information in ways that will make it more suitable for the planning process. In RBM, the primary means of organizing data for planning purposes is the use of results chain logic. With the results chain, information is expressed in clusters of indicators from resources and measures taken (input and activities), to results in short- to medium-term quantitative terms (output), and finally into results for the beneficiaries in medium- to long-term qualitative terms (outcome and impact). Information is then analyzed by establishing what assumptions and influencing factors are at work in the relationships between indicators on various levels of the chain.

In evidence-based planning, the planner begins with formulating objectives on outcome level, and only then moves on to identify the resources, measures, and outputs necessary to get there. This means, for planning purposes, moving analytically from right to left in the figure above, from the desired Impact back to the suggested Inputs and Activities. With the explicit aim to inform the planning process, this report is structured as a sector program performance report, linking program implementation (input-activities-output) with sector performance (outcome-impact) through the use of sector performance information and statistics. It is intended as a basis for dialogue in DPE planning and in the annual planning and dialogue cycle of the PEDP3.

In the primary education sector, the PEDP3 is regarded as the overall sector program. For that reason, sector performance is studied from the point of view of the PEDP3 implementation. The PEDP3 is guided by its Programme Framework, a logical framework which summarises what the program does and what it attempts to achieve. It makes references to 15 key and 12 Non-Key monitoring indicators, the Key and Non-Key Performance Indicators (KPIs and Non-KPIs) and the Primary School Quality Level (PSQL) indicators. The framework is the basis for the sector program performance report. It sets the expectations that need to be monitored and evaluated for the benefit of the planning process.

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 possible to see how resources **('inputs')** are used (for **'activities'**) to produce short-term results **('outputs')**. These 'outputs', in turn, promote better education opportunities 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 also aims to strengthen the planning process. It links implementation **(input → activities →output)** with sector performance **(outcome → impact)** through the use of information and statistics. This forms the basis for a planning dialogue within the DPE and with the other key implementing agencies, and for the annual planning cycle of PEDP3 (JCM and JARM). The Report provides evidence, which helps to pinpoint what is working well towards the achievement of the desired results and what needs to be changed for results achievement. Based on this evidence, decision makers and planners can adjust inputs and activities as necessary to improve outputs and thereby outcomes.

In the Primary Education sector, the PEDP3 has covered a large proportion of the activities and expected results over the six-year period 2011-2017.[2] For that reason, the ASPR illustrates sector performance from the point of view of the PEDP3 implementation and achievement of results. The 2017 ASPR also continues to reflect progress in other areas of the primary sector as a whole including sub-components and discrete project progress report excluding Quami Madrasha, English Medium Schools, and Second Chance/Non-Formal Education, though APSC collecting information from Quami Madrashahs since 2015

[2] At the PEDP3 Mid-term Evaluation, it was jointly agreed to extend PEDP3 for another year (from 2011-2016 to 2011-2017) with a closing date of December 2017. It was further decided to extend another 1 year; the planned closing of the PEDP3 is now 30 June 2018.

(not significant in terms of coverage). The future ASPR will integrate more details information on Quami Madrashahs, English Medium Schools, and Second Chance/Non-Formal Education.

The PEDP3 is guided by its Program and M&E Matrix, which a logical framework summarizing what the Program will do and what it plans to have achieved by 2017. The PEDP3 M&E Matrix is shown in the January 2015 Revised PEDP3 Program Document (see Table C5, page 151 of the PEDP3 Program Document). It includes 15 Key Performance Indicators (KPIs), 12 Non-KPIs, 14 PSQLs, 67 sub-component indicators and describes the results against inputs and activities that need to be monitored and evaluated to support the PEDP3 planning process. The analyses of these three sets of indicators (KPIs, Non-KPIs and PSQLs) and related sub-components results and trend are the focus of the ASPR.

The expected outcomes and targets of the PEDP3 framework act as a guide, and are flexible and open to change; they are 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, in turn, lead to any changes considered necessary to PEDP3 over its six-year life-cycle.

The 2017 ASPR is structured as follows:

- **Chapter 1** introduces the Report, describes and explains the results-based approach in the context of the PEDP3, including the results chain and identifies the sources of data used;
- **Chapter 2** outlines the results expected by the PEDP3 Program Framework and presents three summary tables of actual results achieved between 2005, 2010-2016;
- **Chapter 3** shows evidence on medium-term performance (outcomes) from 2005, 2010 to 2016;
- **Chapter 4** provides the evidence on short-term performance (outputs) from 2005, 2010 to 2016;
- **Chapter 5** analyzes sector activities (implementation) based on AOP 2016/17;
- **Chapter 6** analyzes sector inputs (budget trend and implementation);
- **Chapter 7** concludes the Report;
- **Chapter 8** lists the references;
- **Chapter 9** presents the annexure (Annex A to Annex I).

1.2 *Source of Data on Primary Education*

The primary sources of data for the ASPR preparation are the current year's Annual Primary School Census (APSC) Report and dataset, the National Student Assessment (NSA) Report, the Primary and Ebtedayee Education Completion Examination (PECE/EECE) results, the Household Income and Expenditure Survey (HIES), the Education Household Survey (EHS), administrative records from DPE line divisions and discrete projects. Other relevant sources of data include the Bangladesh Bureau of Educational Information & Statistics (BANBEIS), the Multiple Indicator Cluster Survey (MICS) and the Education Watch survey produced by the Campaign for Popular Education (CAMPE).These sources are separated into two main categories: (1) administrative data or records; and (2) census/surveys/studies

1.2.1 ADMINISTRATIVE DATA

The following are the Administrative data:

Annual Primary School Census (APSC): The APSC is an indispensable and reliable source of information for the greater part of the primary education system. There is, however, a need to improve the process so that results are timely and widely available. The APSC has been in full operation since 2002, when it received technical support from the ESTEEM project implemented by the Cambridge Education Committee (CEC) and supported by the UK Department for International Development (DFID). Only four types of schools i.e. Government Primary School (GPS), Newly Nationalized Primary School (NNPS), PTI Experimental, and Community schools (see Table 1.1) were followed systematically between 2005 and 2009. Since 2010 DPE has managed eight types of schools i.e. GPS, NNPS, Registered Non-government Primary School (RNGPS), Non-Registered Non-government Primary School (NRNGPS), PTI Experimental, Community, Shishu Kollyan and Anandya School managed by the 'Reaching Out of School Children' (ROSC) Project. The questionnaire, management of data, the analyses and interpretation of data have improved gradually and expanded to meet PEDP3 requirements. The APSC school coverage has also improved in recent years covering 25 different types of schools in 2015 (see Table 1.1). However, the APSC mainly focuses on eight types (six formal and two non-formal) of DPE managed school namely: (i) Government Primary Schools GPS); (ii) Newly Nationalized Primary Schools (NNPS) former Registered Non-government Primary Schools (RNGPS); (iii) Registered Non-government Primary Schools (RNGPS); (iv). Non-Registered Non-government Primary School (NRNGPS); (v) PTI Experimental Schools; (vi) Community Schools; (vii) ROSC/Anandya Schools; and (viii) Shishu Kollyan Schools (see Table 1.1).

The APSC questionnaire: The APSC uses a structured questionnaire for both the off-line and on-line based data collection. The questionnaire contains several sections. Essentially, the questionnaire collects basic information on the school – EMIS code, school type, name, address, establishment year, location, shift, play ground, electricity connection, the School Learning Improvement Plan (SLIP), geographical location of schools, etc.

- ✓ Section 1 collects student information such as enrolment at pre-primary education, grade-wise enrolment, enrolment of special needs and indigenous children, stipend beneficiaries, school feeding beneficiaries, attendance, repeater and age specific numbers of children (4-15 years), etc.
- ✓ **Section 2** covers teacher information such as total teacher sanctioned posts, existing teachers including their educational qualifications, pre-service and in-service training.
- ✓ **Section 3** requests School Management Committee related information.
- ✓ **Section 4** addresses the school's physical infrastructure and related information such as number of school buildings, rooms, classrooms, furniture, etc.

- ✓ **Section 5** gathers water and sanitation related information such as functioning water sources, toilets, WASH block, etc.
- ✓ **Section 6** asks for SLIP related information, specifically as to SLIP preparation, implementation, and contribution collected from the local and government grants.
- ✓ **Section 7** requests ICT related information and finally
- ✓ **Section 8** itemizes text book demands and supplies, and TLM related information.

The M&E Division distributes the questionnaire along with an instruction manual (in Bangla) to all the schools through District Primary Education Officers (DPEOs), Upazila Education Officers (UEOs) and AUEOs (Assistant Upazila Education Officers) by December for data collection in February-March of the following year.

For the offline data collection, the respective Head Teachers fill up the questionnaire and forward it to their respective AUEOs. The AUEOs check the questionnaire, sign and submit to their respective UEOs. The UEOs further check, sign and forward to their respective Upazila Resource Centre (URC) for entry of the data. The UEOs with the help of URC Data Entry Operators complete the data entry and submit a soft copy of the dataset to the relevant DPEO office. The DPEOs append and send the complete district dataset to the Information Management Division (IMD).

For the online data collection, the IMD uploads the questionnaire data in its server. The Head Teachers fill-up the electronic copy of the questionnaire downloaded from the IMD server. Then the respective UEOs electronically cross check, verify and electronically approve the completed questionnaires. Lastly the IMD retrieves these questionnaires from their server and compiles both online and manual data to form the national APSC raw dataset.

Since 2009, a new output of the school census is the Upazila Education Performance Profile (UEPP). The UEPP is a one-page individual Upazila snapshot based on APSC data, segregated by each Upazila, showing the performance of certain KPIs, Non-KPIs and all the PSQLs. This is the information by which the upazila examines its performance at a glance. The UEPP facilitates the preparation of both the Upazila Primary Education Plan (UPEP) and the School Level Improvement Plan (SLIP), mainly with evidence-based planning and with information on the individual Upazila's current situation on primary education. In particular, this information helps the Upazilas to set realistic activities and achievable targets.

Primary Education Completion Examination (PECE) and Ebtedayee Completion Examination (EECE):

The Grade 5 PECE and EECE are important sources of information. The PECE and EECE replaced the Grade 5 scholarship examination in 2009 (former name was Terminal Examination). Both PECE and EECE are open to students from all school types (formal and non-formal) and provide a good source of data on the following: the number of primary education institutes that have Grade 5 students; the proportion of student who sit the examination; and finally, the number of student who pass, and are thus eligible to progress to Secondary Education.

1.2.2 DPE SURVEY

- ✓ **National Student Assessment (NSA):** The NSA is conducted every two years. The survey was administered in 2006, 2008, 2011 (the 2010 NSA was moved to 2011 as a baseline for the PEDP3), 2013 and 2015. The next NSA will be conducted in 2017. This surveys measure the achievement of Grade 3 and Grade 5 students on a set of learning outcomes in Bangla and Mathematics. The sample is designed to be nationally representative of students in seven categories of schools (GPS, NNPS, NGPS, NGO schools, Experimental schools, Community schools and Shishu Kollyan schools). In 2011, the NSA was conducted in GPS and NNPS only; the NSA 2013 was conducted in the seven types of schools, hence only GPS/NNPS results from 2013 NSA are used to compare performance between 2011 and 2013. The 2015 NSA compares student achievements in seven categories of DPE managed schools. The instrument has evolved over time; the 2013 and 2015 NSA is the most informative to date because the standardization of test items allows for the construction of a common measurement scale for Grade 3 and Grade 5 students in both subjects. More details on NSA findings are given in the Learning Section of Chapter 3.

1.2.3 OTHER SURVEYS

The following surveys conducted by other organization provide information on indicators that were used in this report:

- ✓ **Population Census:** The 2011 population census conducted by Bangladesh Bureau of Statistics (BBS) provides information on the size of the pre-primary and primary school-age population at age 5, ages 6–10 and ages 11-14 years respectively. These data are used for computing PEDP3 key performance indicators e.g., Gross Intake Rate (GIR), Net Intake Rate (NIR), Gross Enrolment Rate (GER), Net Enrolment Rate (NER) and Out of School Children (OOSC).
- ✓ **Household Income and Expenditure Survey (HIES):** The BBS conducts the HIES through a nationally representative sample of households every five years. The survey collects information on food and non-food consumption (to measure the rate of poverty) and on household characteristics including education. After 2010 HIES, the next round of HIES was scheduled for implementation in 2015 but not conducted yet as EHS conducted in 2014, and it is expected that if the survey being conducted later year and report would be available within June 2018 than it will be possible to compare the progress based on the PEDP3 baseline.
- ✓ **Education Household Survey (EHS):** Between the 2010 and 2015 HIES, the BBS/DPE conducted an EHS as per DPE's requirement for a strong emphasis on educational information. In the 2014 EHS, the sample size was 6,119 households (nationally representative); this report examined, for example, the impact of interventions on out-of-school children, dropout rate, net enrolment rate etc. at the mid-term point of the PEDP3.
- ✓ **Multiple Cluster Indicator Surveys (MICS):** These surveys are part of an international program to collect data on children and women around the world. In 2006, in Bangladesh, the sample size was

62,000 households (representative at the district level); in 2009 the sample size was 300,000 households (representative at the Upazila level); and in 2012-13 the sample size was 55,120 households (representative at the Upazila level). An education module provided information on enrolment, including that in the non-formal sector. The last round MICS was conducted in 2012-13 and results were published in 2015.

- ✓ **Education Watch Survey:** As part of the Education Watch series, CAMPE conducted the following surveys:
  - Household Survey 2013;
  - Education Institution Survey 2014; and
  - Competency Based Learning Achievement Test 2008 and 2014.

The sample size of the above surveys was as follows: 42,548 households in 1998, 30,051 households in 2000, 23,971 households in 2005, 24,007 households in 2008 and 9,000 households in 2013. The Educational Institution Survey was carried out on 885 schools in 1998, 952 schools in 2000, 440 primary schools and 24,000 households in 2008 and 663 schools in 2014. The Competency-based Learning Achievement Test was administered to 2,509 students from 186 schools in 2000, 7,093 students from 440 schools in 2008 and 5,375 students from 309 schools in 2014. These data have been valuable for primary education because they were built on previous CAMPE surveys and show trends on some key indicators for the period 1998–2014 (see CAMPE's Education Watch Reports for 2014 and 2015.

- ✓ **Bangladesh Bureau of Educational Information and Statistics (BANBEIS) data:** The BANBEIS prepares reports on secondary education, which help DPE to calculate transition rate from Grade 5 to Grade 6 (number of new entrant in Grade 6).

The ASPR 2016 also drew findings from the Mid-Term Review studies (5 studies) and the Mid-Term Review report on The Bangladesh Third Primary Education Development Program (2014).The 2017 ASPR is drawing findings from the new World Bank education sector review Report "*Seeding Fertile Ground: Education That Works for Bangladesh*", published in early 2014, and "The Dissonance between Schooling and Learning: Evidence from Rural Bangladesh" by M Niaz Asadullah and Nazmul Chaudhury.

1.3 *Data on Primary Education*

1.3.1 Basic Statistics On Primary Education

The M&E Division of DPE collected data through APSC 2016 from the 25different types of formal and non-formal primary educational institutes in Bangladesh. The ASPR 2017 clustered 15 main categories of schools in line with previous ASPRs (10 types of formal, four types of non-formal and "other" types). A catch-all category of 'Other' schools corresponds to ten categories of formal and non-formal tiny schools or Learning Centre (LC): these are (i). Mosque-based LCs, (ii) Temple-based LCs, (iii) Jail schools, (iv) Tea

Garden schools, (v) Chittagong Hill Tracts Council managed schools, (vi) Schools for the Deaf and Dumb, (vii) Social welfare based LCs, (viii) Schools for blind, (ix) Quami Madrashas. These "other" school types are run by private, non-government and autonomous organizations, rather than by DPE. The basic statistics (the number of primary schools, primary teachers, enrolled children and student teacher ratio (STR) by type of schools) on the primary education sub-sector are presented in Table 1.1 and Figure 1.1 including 3,462 more 'Other' schools captured in the APSC 2016.

- **The total number of schools** in 2016 was 126,615 (all types of schools). Of these schools, 38,406 (30.33%) are GPS; 25,716 (20.31%) are NNPS; 20,601 (16.3%) are Kindergartens; 12,767 (10.1%) are BRAC schools; 6,493 (5.1%) are ROSC Anandya schools; 3,202 (2.5%) are Ebtedayee Madrashas; 6,070 (4.8%) are High Madrashas attached Ebtedayee, 124 (0.1%) are Registered Non-Government Primary School (RNGPS); 2,294 (1.8%) are Non-Registered Non-Government Primary School (NRNGPS); 55 (0.05%) are PTI Experimental schools; 123 (0.1%) Community schools; and 185 (0.1%) are Shishu Kollyan schools.
- For the first time in 2015, APSC included Quami Madrashas but the coverage was not significant (only 103) and in 2016 only 104. It is hoped the coverage will be more comprehensive in future censuses.
- **The total number of enrolled children in Grade 1 to 5** was 18,602,988 (all 24 types of schools); of which girl students constituted 9,375,408 (50.4%). The percentage of girls in the two major categories of schools - GPS and NNPS– was 52% and 48.6% respectively[3]
- **The total number of teachers** was 548,201 (all types of schools). Of these teachers, female teachers totaled 330,403 (60.3%). The percentages of female teachers in the two major categories of schools - GPS and NNPS – were 66.9% and 52.3% respectively.
- **Total enrolment in the KG schools** was 2,237,767 (Boys 1,184,045 and Girls 1,053,722).
- **Total enrolment in the other categories (10 types) schools** was 62,919 only (Boys 33,020 and Girls 29,899); these numbers constituted only 0.3% of the total enrolment in 2016

Table 1.1: Number of Primary Institutes, Teachers, Students and Student Teacher Ratio (STR) by Type of Institutes: APSC 2016

SL.	School type/(Management authority)	No. of schools	Total Teachers			Total students			STR
			Total	Female	% of female	Total	Girls	% of Girls	
1	GPS (MoPME/DPE)	38,406	244,309	163,350	66.9	9,325,505	4,850,873	52	38
2	NNPS (former RNGPS) (MoPME/DPE)	25,716	98,757	51,645	52.3	4,063,547	1,976,661	48.6	41
3	Regd. NGPS (MoPME/DPE)	124	408	267	65.4	18,889	9,727	51.5	46
4	NRNGPS (MoPME/DPE)	2,294	7,156	4,704	65.7	277,810	135,094	48.6	39
5	Experimental School	55	283	252	89.0	11,102	5,455	49.1	39

[3]It was reported that there are 640,000 pupils enrolled in the EU SHARE Program.

SL.	School type/(Management authority)	No. of schools	Total Teachers			Total students			STR
			Total	Female	% of female	Total	Girls	% of Girls	
6	(MoPME/DPE) Community School (MoPME/DPE)	123	300	228	76.0	14,266	7,480	52.4	48
7	ROSC (MoPME/DPE)	6,493	6,217	5,242	84.3	181,742	91,919	50.6	29
8	Shishu Kollyan (MoPME/DPE)	185	425	297	69.9	18,395	9,972	54.2	43
9	High Madrashas Attached Ebtedayee(MoE)	6,070	23,098	3,446	14.9	802,859	383,838	47.8	35
10	High School Attach Primary Section (MoE)	1,627	10,573	5,525	52.3	538,432	276,547	51.4	51
11	Ebtedayee Madrashas (MoE)	3,202	11,709	2,377	20.3	354,235	168,880	47.7	30
12	NGO School (Grade1-5) (NGO Bureau)	3,438	6,170	4,669	75.7	221,849	113,576	51.2	36
13	BRAC schools and Learning Center (NGO Bureau)	12,767	13,381	13,017	97.3	393,948	218,748	55.5	29
14	Other NGO LCs (NGO Bureau)	2,052	2,563	2,234	87.2	79,723	43,017	54.0	31
15	Kindergarten (MoC/LGRD)	20,601	118,415	70,948	59.9	2,237,767	1,053,722	47.1	19
16	Others (including MoSW)	3,462	4,437	2,202	49.6	62,919	29,899	47.5	14
	Total	**126,615**	**548,201**	**330,403**	**60.3**	**18,602,988**	**9,375,408**	**50.4**	**34**

Source: APSC 2016, by type of schools PPE teachers included but PPE student not included in the above Table 1.1

Note 1: In 2016, 734 more schools were included in the GPS stock from the Establishing 1500 School Project. This increases mainly due to an increase in the number of NNPS, Kindergarten, NGO full pledged schools and NRNGPS, but mainly in two leading categories - GPS & NNPS -due to the establishment of new GPS and the nationalization of non-government schools (2nd phase). It is noted that Quami Madrasha was included for the first time in the 2015 census and has continued in 2016.

Note 2: Non formal schools include those having full-fledge five Grades; non-formal learning centers refer to the learning centers which do not have the full 5 Grades.

Note3: Other categories (SL.15) include: 10 different type of tiny learning centre's e.g. (i) Mosque-based LCs, (ii) Temple- based LCs, (iii) Jail schools, (iv) Tea Gardens' schools, (v) Chittagong Hill Tracts Council managed schools, (vi) Schools for the Deaf and Dumb, (vii) Social welfare based LCs, (viii) Schools for the Blind, (ix) Quami Madrashas and (x) "Others".

Note 3: Previously, the total number of GPS was 37,672 (nationalized in 1973). Of these, due to river erosion, river course changes and other grounds; at present some GPS are non-functioning but APSC still includes them. These non-functioning GPS need to be investigated to identify the actual number of GPS in the country. Meanwhile, about 26,195 RNGPS were nationalized on 12 January 2013. In addition, under a discrete project, an additional 1500 GPS were established at the no-school areas of the country through 'Establishment of 1500 Government Primary Schools Project'. In 2016, about 734 Government Primary Schools were added to the total Government Primary Schools stock of the country.

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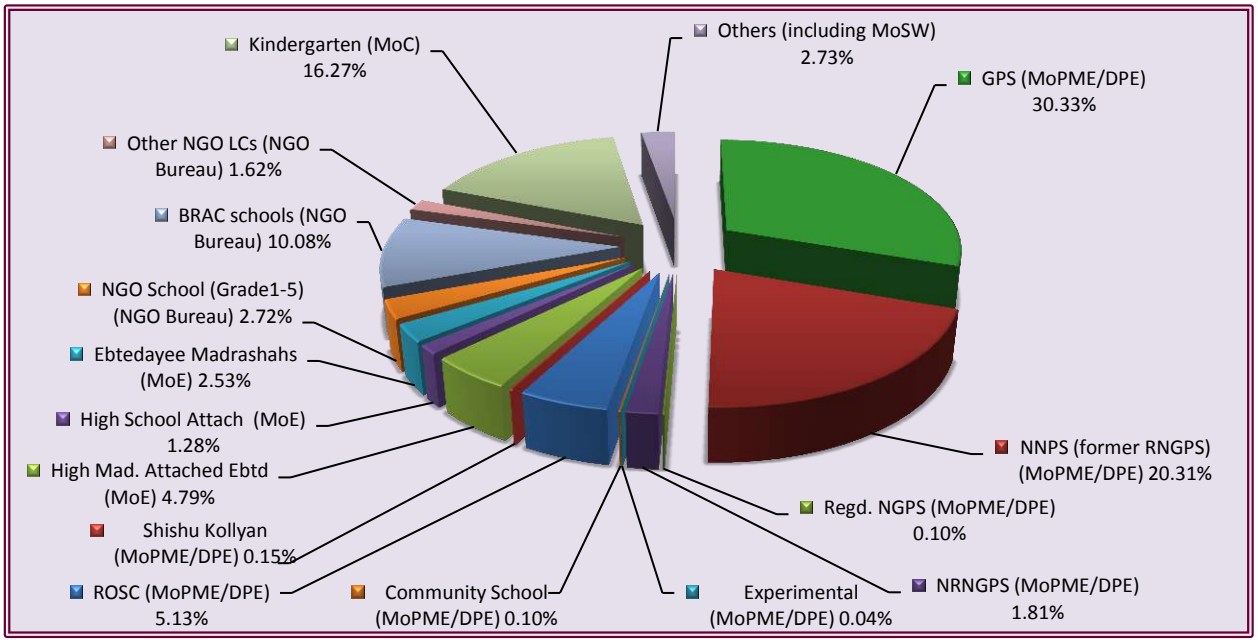
The primary school management and oversight system is highly fragmented under five different authorities. The DPE under the MoPME is the main primary education provider in Bangladesh. For 2016, From the Figure 1.1 to Figure 1.5 illustrate the relevant authorities; the number and type of educational institutes and their management; teachers, and students managed by GoB authorities. All information is based on the APSC 2016 database

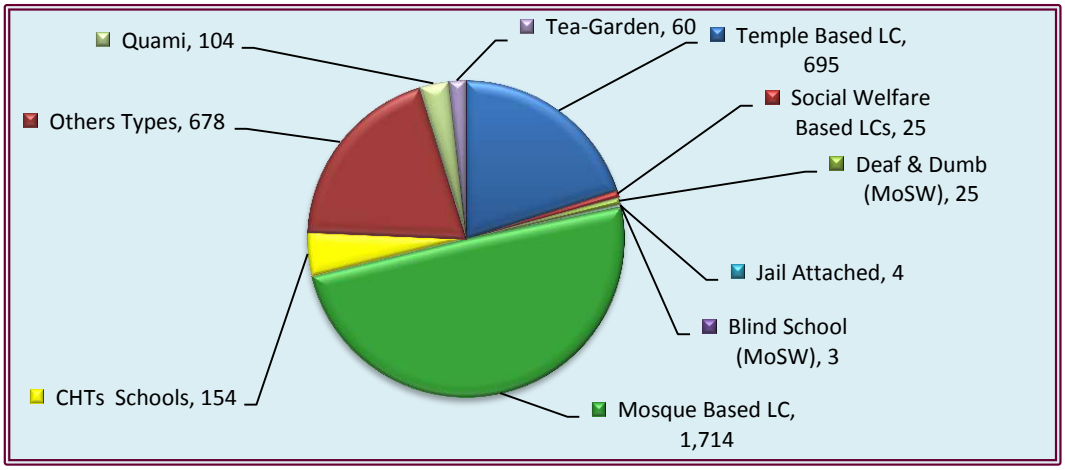
Figure 1.1: Percentage of Primary Level Educational Institutions by Type 2016



Source: APSC 2016

In the above Figure 1.1, **'Others'** comprise 3,452 (2.73%) very small Learning Centre's (LCs) under 10 different types of educational institutes. The following Figure 1.2 gives a breakdown of these institutes by type, i.e. number of each institute in ''other'' category.

Figure 1.2: Number of Primary Other Type of Educational Institutions 2016

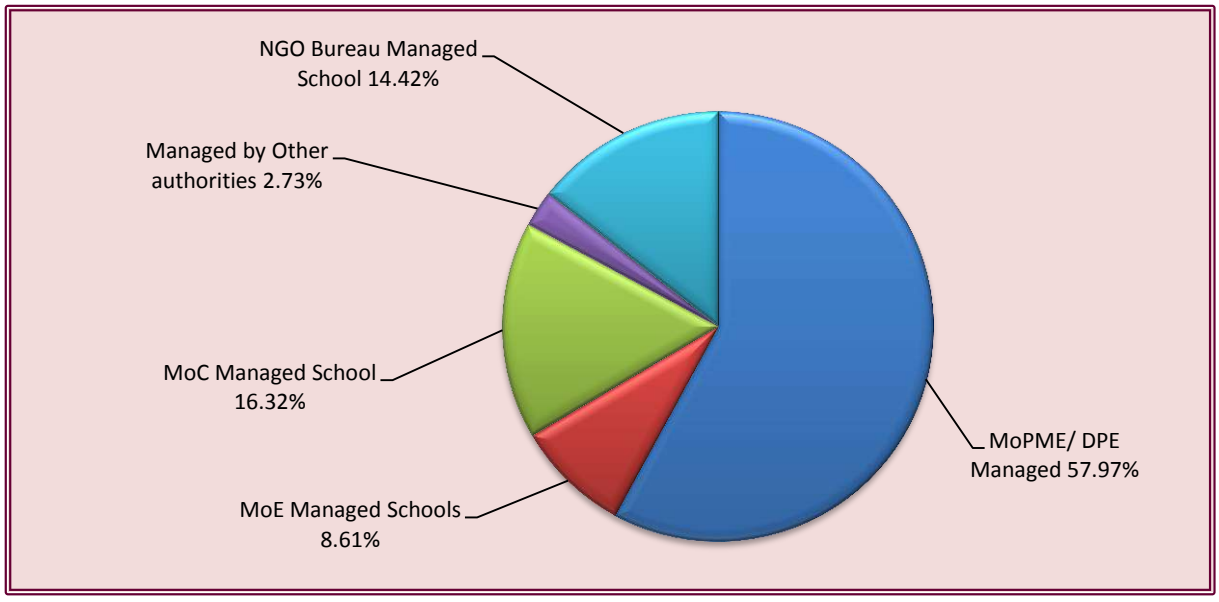


Management of Institutes

Of the 16 types of schools in Table 1.1, the following Figure 1.3 presents the percentage of schools managed by five different authorities:

- The MoPME oversees 8 types (six types are formal (types 1–6) – namely Government Primary Schools (GPS), Newly Nationalized Primary Schools (NNPS), Registered Non-government Primary Schools (RNGPS), Non-Registered Non-Government Primary School (NRNGPS), PTI Experimental Schools, Community Schools, and two types of non-formal (types 7 and 8) schools (Shishu Kollyan and Anandya Schools under the ROSC Project). These account for 73,396 schools (57.97%).
- The Ministry of Education (MOE) is responsible for 3 types (types 9–11) - Ebtedaye, High Madrasha attached Ebtedayee and High School attached Primary Section of formal primary schools, and Madrashas. These account for 10,899 schools and Madrashas (8.61%).
- The Ministry of Commerce (MoC) and other relevant authorities administer 2 types - Kindergarten (KG) schools and Tea garden schools. These account for 20,661 KG schools (16.32%)
- The NGO Bureau oversees 2 types - BRAC schools and NGO Learning Centers that account for 18,257 schools and LCs (14.42%).
- Other authorities including the MoSW manage non-aligned institutes included in the 10 different types clustered in the **"other"** category in Table 1.1 that account for 3,462 LCs (2.73%)

Figure 1.3: Percentage of Primary Level Institutes Managed by Different Authorities 2016

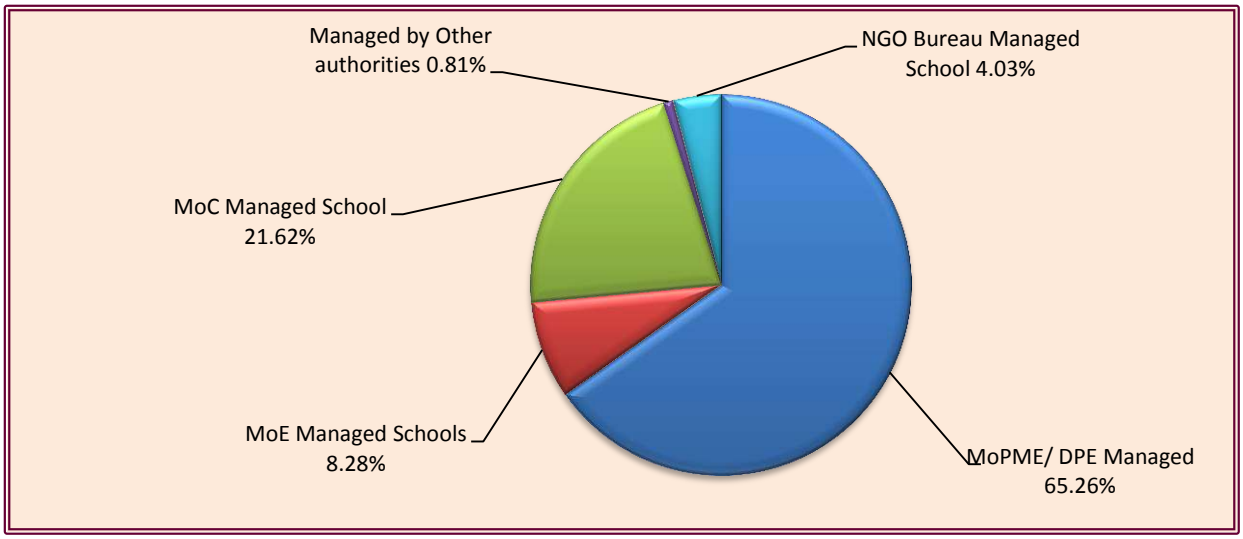


Source: APSC 2016

Distribution of Teachers: In the 16 types of schools in above Table 1.1, the percentage of working teachers is as follows: 65.2% in the MoPME managed schools; 8.28% in the MoE managed schools;

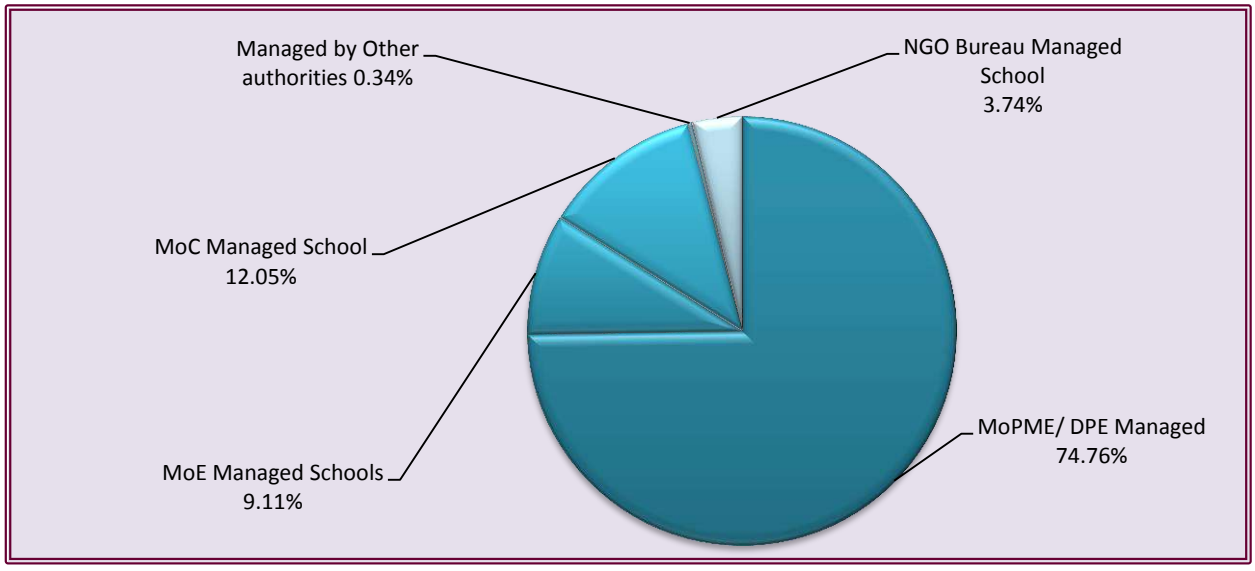
21.62% in MoC managed schools; 4.03% in the NGO Bureau managed schools/ learning centers; and 0.81% in schools managed by different agencies in 2016 (see Figure 1.4).

Figure 1.4: Percentage of Working Teachers Managed by Different Authorities 2016



Distribution of Students: Of the 16 types shown in Table 1.1, the percentage of students in the different categories is: 79-9% in MoPME managed schools; 8.5% in the MoE managed schools; 9.2% in the MoC managed schools; 2.2% in the NGO Bureau managed schools/ learning centre's; and 0.2% in other type schools managed by different agencies (see Figure 1.5).

Figure 1.5: Share of Students Managed by Different Authorities 2016



1.3.2 NON FORMAL SCHOOLS / LEARNING CENTERS

There are many different managing agencies and education providers in the primary education sector. Collecting data from all these primary level institutes is an exceptionally complex process, especially from Quomi Madrashas and non-formal primary schools and learning centers.

Non Formal Schools / Learning Centers (LCs): There is a wide range of non-formal educational institutes –from more than 500 NGOs operating Learning Centers (only Grade 1 or Grade 1-2 etc.) to full-fledged schools – that manage the following basic or elementary education program:

- Early Childhood Care and Development Education, including Parenting, Pre-Primary Education;
- Non-Formal Primary Education;
- Adolescent Literacy Program;
- Adult Literacy Program and; and
- Continuing Education Programs such as Post literacy etc.

As yet, there is no available updated information on the non-formal education area in terms of schools, enrolment etc. There is only the report on the "Mapping of Non-Formal Education Activities", but now outdated because it was published in April 2009. This report states that 742 organizations were running more than 10 NFE LCs to cover the above educational program, which includes schools of Grade 1, schools of Grades 1 and 2, those of Grades 1-3, and fully-fledged primary schools. The report claims that the NFE programs covered 5.5 million learners, of which 40% were within the ECCD program; 34% in basic education programs; and 26% in continuing education programs. Many of these non-formal centers focus on assisting children from disadvantaged areas or groups to integrate into the formal school system from Grade 3onwards.

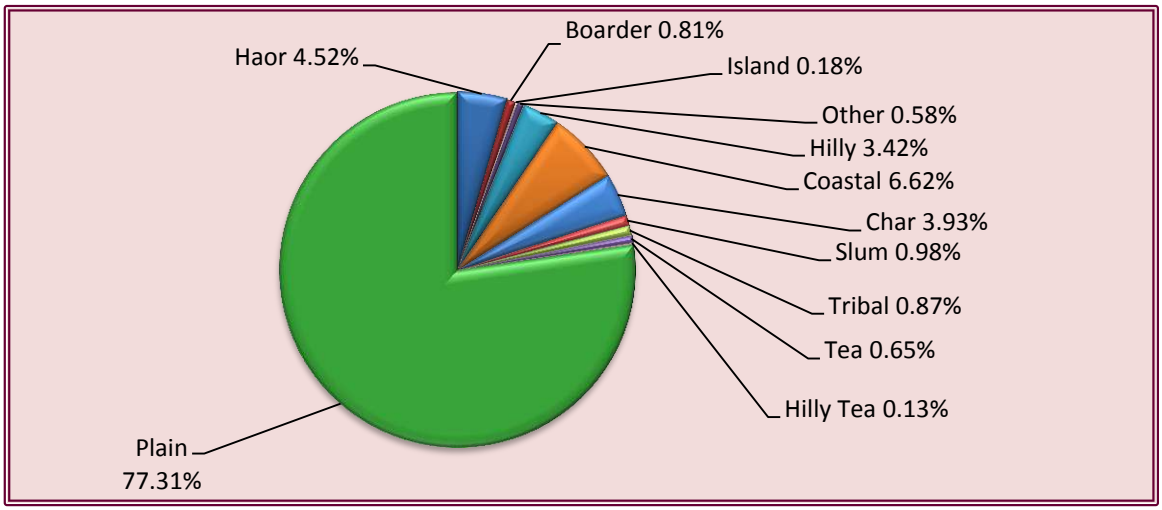
There are some data available on non-formal education. The EU SHARE Program has been operating a non-formal education program and claims that about 6 lac children are enrolled in their LCs. The DPE' s Reaching Out-of-School Children (ROSC) Project runs one-teacher learning centre's, known as Anandya schools. According to the latest ROSC report, a total of around 320,000 students were enrolled in 2016 in 12,000 ROSC centers. BRAC is the largest NGO of the country with the largest number of primary schools. According to the 2016 administrative record of BRAC, there were 980,589 students (PE 597,795, PPE 377,954 and ECD 4,440students) from 35,193 schools (PE 21,543, PPE 13,430 and ECD 220 schools) managed directly by BRAC and their partner NGOs. The number of teachers in BRAC operated primary schools was 35,193 (PE 21,543, PPE 13,430 and ECD 220 teachers) and the number of teachers in BRAC partner NGOs operated primary schools was 4,965.

Overall, precise information on NFE coverage is difficult to obtain. There may be some double counting of NFE centers and students between the major projects, such as BRAC, ROSC and the SHARE Programs. According to the pre-primary mapping exercise, there are many NGOs operating the pre-primary and primary education program. The DPE needs to work with BNFE to get the complete non-formal data for integration into the ASPR.

1.3.3 GEOGRAPHICAL LOCATION OF SCHOOLS

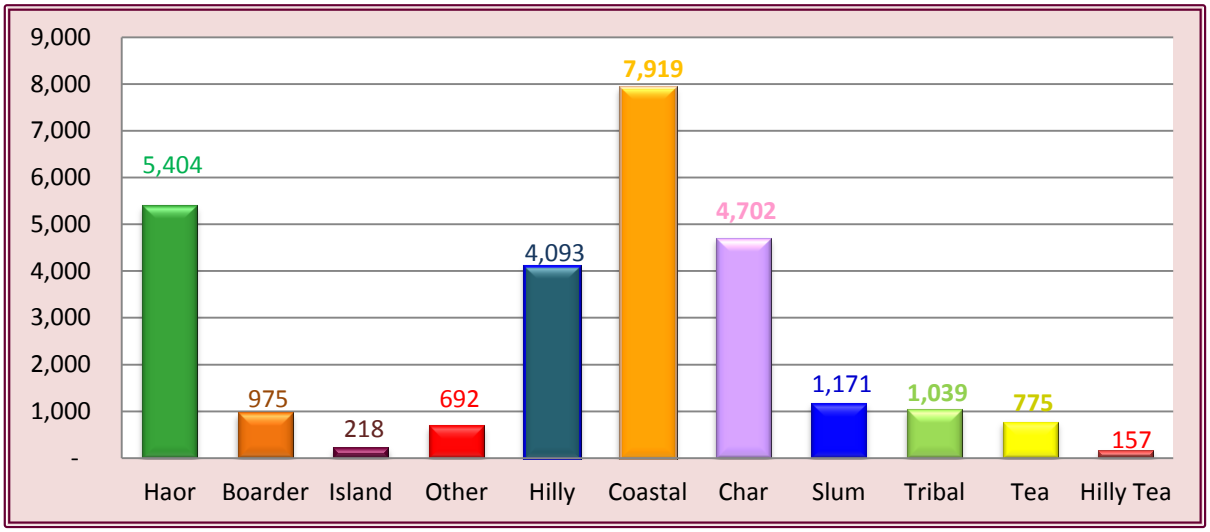
The growth of coverage of the schools located in the specialized areas has been improving since 2014. The growth was 13.7% between 2016 and 2015. According to the APSC 2016 report, a total of 119,639 out of 126,615 schools responded and provided date on school location, compared to 105,222 schools in 2015 and 69,867 schools in 2014. In 2016, it was found that 92,494 (77.31%) schools are located in the plain land of the country compared to 79,609 in 2015 and 51,424 in 2014. Based on the APSC 2016data, a total of 27,145 schools are located in specialized regions (i.e. Haor, Char, Tea Garden areas, slum, boarder belt, coastal, and Hill areas). The following Figure 1.6 presents data on the location of 119,639 schools and Figure 1.7 presents data on 27,145 schools situated in special regions

Figure 1.6: Percentage of Schools Located in the Geographical Locations 2016



Source: APSC 2015, PECE 2016

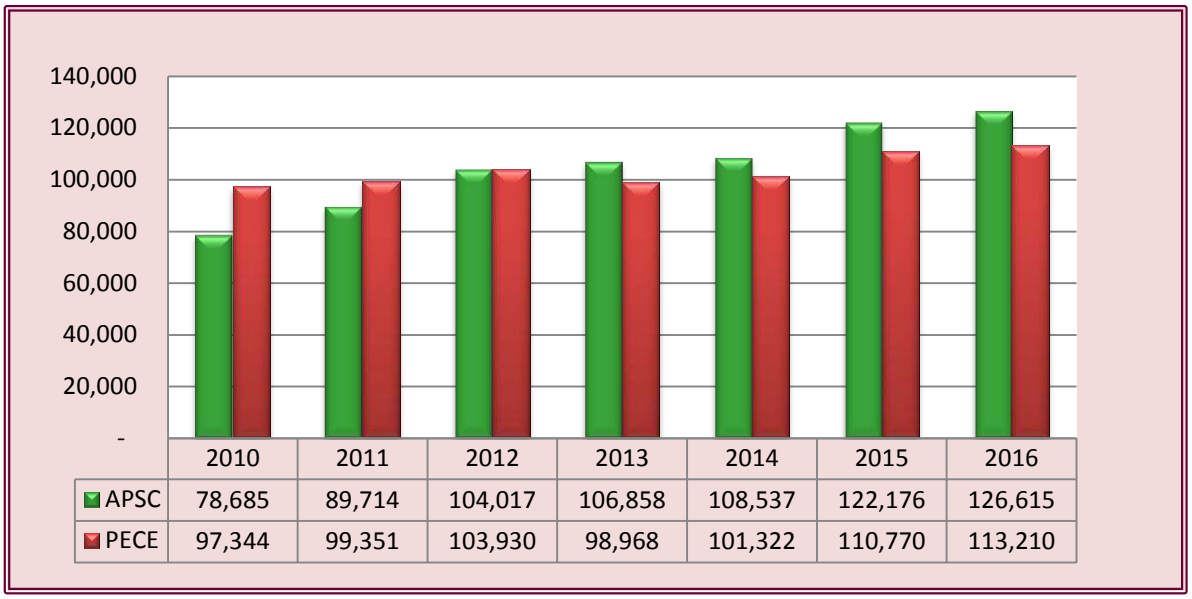
Figure 1.7: Geographical area wise No. of School (excluding plain land schools) 2016



1.3.4 INSTITUTIONAL COVERAGE IN ADMINISTRATIVE DATA (APSC)

The APSC coverage has been gradually increasing since 2011 as a requirement of the PEDP3. The total number of schools captured by the APSC increased by 60.9% in 2016 compared to the PEDP3 baseline (2010). The number of schools and the percentage increase since 2010 were as follows: in 2011, 11,029 schools (up 14%); in 2012, 14,303 schools (up 16%); in 2013, 2,841 schools (up 2.7%); in 2014, by 1,679 (up 1.6%); in 2015, by 13,639 (up 12.6%); and in 2016, by 4,439 (up 3.6%). The total number of schools covered by the PECE and EECE also increased by 2,007 (up 2.1%) in 2011, by 4,579 (up 4.6%) in 2012, decreased by 4,579 (down 4.6%) in 2013, again increased by 2,354 (up 1.7%) in 2014, by 9,448 (up 9.3%) in 2015and by 2,440 (up 4%) in 2016. Here, it should be mentioned that ROSC schools children were not eligible to take the PECE examination. In 2016, when the second phase of the Project started, ROSC children then in Grade 4 will be able to participate in the 2017 PECE. Between 2015 and 2016, the major increase in APSC coverage included GPS (100), NNPS (476), NRNGPS (368), Kindergarten (2,283), BRAC schools (5,473), ROSC (2,440) and schools in the 'Others' categories (2,209). However, there was a slightly drop in the coverage on community schools and Regd. NGPS. The reason for the decline in the number of community schools is that almost all of these schools merged with the former RNGPS for nationalization (these are now NNPS). Community school numbers have dropped by about 68% in 2012, 23% in 2013, and 90% in 2014. Fourteen community schools closed in 2015 and 17 closed in 2016.

Figure 1.8: Comparison of APSC and PECE Institutional Coverage 2010-2016



	2010	2011	2012	2013	2014	2015	2016
APSC	78,685	89,714	104,017	106,858	108,537	122,176	126,615
PECE	97,344	99,351	103,930	98,968	101,322	110,770	113,210

Source: APSC and PECE 2010-2015. Note: This year ROSC schools' children are not eligible to take PECE2016

In Bangladesh, the total number of institutions offering primary education is unknown because English medium schools, Kindergartens and Quami Madrashas have not been fully captured by the APSC. One way to assess the comprehensiveness of APSC is to compare its coverage with that of the Primary Education Completion Examination (PECE). In 2010, there were nearly 18,660 more schools in the PECE

database than those listed in the APSC, and in the 2011, there were nearly 9,600 more schools. In 2012, both APSC and PECE coverage was nearly identical. In 2013, APSC had nearly 8,000 more schools/LCs than the numbers participating in the PECE, due to no ROSC school participation (see Figure 1.8 and Table 1.2). There were totaled 7,200 schools in 2014, nearly 11,400 in 2015 and nearly 13,400 more schools in 2016 included in the APSC databases. In 2016, there was also no ROSC school participated in PECE (see Figure 1.8 and Table 1.2).

Table 1.2: Number of Schools and Madrashas in APSC and Primary Education Completion Examination (PECE), 2015- 2016

School type		Number of schools and Madrashas		Difference in coverage (2)/(1) (%)	Number of schools and Madrashas		Difference in coverage (4)/(3) (%)	Difference in coverage (3)/(1) (%)
		2015 APSC	2015 PECE		2016 APSC	2016 PECE		
		(1)	(2)		(3)	(4)		
GPS[1]		38,306	38,212	-0.25	38,406	38,335	-0.19	0.26
Experimental		55	56	1.82	55	56	1.82	0.00
NNPS		25,240	25,465	0.89	25,716	25,552	-0.65	1.89
Community		106	79	-25.47	123	81	-39.62	16.04
'Other'	NGO, Kindergarten, NNNPS, Temp.	28507	26,549	-6.87	29,919	26,697	-11.30	4.95
	Secondary school-attached	1,554	1,856	19.43	1,627	1,896	17.31	4.70
ROSC/BRAC/SK		16,188	19,932	7,004	-64.86	21,497	8,533	-65.04
Madrashas	Ebtedayee	2,877	2,478	-13.87	3,202	2,875	-11.37	11.30
	Dakhil, Alim, Fazil, Kamil	5,599	9,071	62.01	6,070	9,185	55.63	8.41
Total		**122,176**	**110,770**	**-9.34**	**126,615**	**113,210**	**-10.97**	**3.63**

Note: (1) The GPS figures include data on 504 model Government Primary Schools in 2016.
Source: APSC 2015-16, PECE 2015-16

In the above Table 1.2, it is evident that since 2012 the APSC coverage has been greater than the PECE/EECE numbers. But there was a difference in the coverage between APSC 2015 and 2016, PECE/EECE 2015 and 2016 as well as 2016 PECE/EECE and APSC. These differences were insignificant with regard to the MoPME managed schools but significant for the non-formal schools managed by other authorities, discrete projects and different NGOs. These differences in the coverage of APSC and PECE/EECE are not known. The general perception is that, except for BRAC, there were fewer students in the NGOs schools, and without data, numbers may vary from year to year.

1.3.5 AGE OF STUDENTS AND COHORT POPULATION DATA

1.3.5.1 Age of students in administrative data (APSC):

An ongoing quality concern in the APSC is the accuracy of the information on the age of students provided by schools. Table 1.3 compares the percentage of children enrolled in each age group by grade in the 2010-2016 APSC (which relies on Head teachers to provide this information) and the 2006 and 2009 rounds of the MICS household survey (which relies on parents to provide information on their children's ages). In cases where birth registrations are not available, in such cases the Head Teachers may have an incentive to under-report the number of overage children. It is assuming that parental estimates of their children's age are more accurate.

According to the APSC 2015 report, about 91 percent of children enrolled in Grade 1 were the right age (6 years), 6 percent were around 7 years of age, and 3 percent were about 8 years of age.

In the APSC 2016, the total of enrolled children regardless of age was 18,602,988. Of these the 6 to 10 years old age group was 16,252,904. That means that 2,350,084 (12.6%) were either under or over age in the primary schools. In Grade 1, total enrollment regardless of age was 3,089,010 and 6 year olds enrollment was 2,696,659. In Grade 1 around 392,351 (12.7%) were children admitted whether under or over age. At the school admission time, the respective Head Teachers should request all parents or guardians to submit the birth registration certificate of their children so that accurate dates of birth are recorded.

The following Table 1.3 compares the percentage of children enrolled in each age group by grade according to the APSC 2010-2016 and the 2009 MICS (which relies on parents to provide information on children's age). According to the APSC 2016 report, about 81 percent of children enrolled in Grade 1 were the right age (6 years), 9 percent were around 5 years, 5 percent were around 7 years of age, and 5 percent were about 8 years of age. Similar problems have been observed in the other grades.

Table 1.3: Percentage of Children by Age and Grade in the APSC (2010-16) and MICS (2009)

	Under-age / Right age for grade								Over age by one year								Over age by two years or more							
Grade/ Class	2009 MICS	2010 APSC	2011 APSC	2012 APSC	2013 APSC	2014 APSC	2015 APSC	**2016 APSC**	2009 MICS	2010 APSC	2011 APSC	2012 APSC	2013 APSC	2014 APSC	2015 APSC	**2016 APSC**	2009 MICS	2010 APSC	2011 APSC	2012 APSC	2013 APSC	2014 APSC	2015 APSC	**2016 APSC**
1	59.4	87.9	81.8	84.6	85.8	89.2	91.3	**89**	21.6	10.3	12.6	11.8	10.3	9.2	5.6	**8.7**	18.9	1.9	3.4	3.6	3.9	1.6	3.1	**2.2**
2	52.7	85.7	81.7	80.2	84.2	87.2	79.3	**84.1**	25.3	11.2	12.4	13	12.1	11.1	11.6	**12.8**	22.0	3.0	3.6	6.8	3.7	1.7	9.1	**3.2**
3	45.3	83.7	79.1	80.7	83.1	85.4	77.6	**77.6**	22.3	13.5	14.3	15.7	12.8	12.8	13.4	**12.9**	32.4	2.9	4.0	4.1	4.2	1.8	9	**9.5**
4	40.6	83.0	77.4	80.5	84.1	85.9	78	**77.6**	28.6	13.7	14.6	14.4	11.7	11.3	17.2	**7.5**	30.8	3.3	4.9	5.1	4.2	1.9	4.8	**14.9**
5	42.1	87.5	78.7	79.8	85.3	88.3	70.9	**65.1**	20.4	8.9	12.0	13.4	10.1	10	17.7	**18.2**	37.6	3.6	5.1	6.8	4.6	1.7	11.4	**16.7**

Source: APSC 2010-2016, MICS 2009: MICS 2012/13 dataset was not available to included updated information in this table. Therefore, the report does not include the analysis on the age specific enrolment data.

1.3.5.2 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 a declining fertility rate. In July 2012, BBS published data from the 2011 population census. DPE used the Sprague multiplier to estimate the 2011 primary school age population based on the new census data with the consent and endorsement of BBS[4] (see Table 1.4) and backward calculation for the 2012 and onwards projections.

Table 1.4: APSC Aged 6-10 Population Baseline Data 2005-2016

(in millions)	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	**2016**
Population of children aged 6-10												
All	17.32	16.77	16.51	16.39	16.32	15.19	18.17	18.20	18.03	18.03	17.47	16.59
Boy	n/a	n/a	n/a	8.53	8.50	7.83	9.36	9.34	9.16	9.21	8.91	8.44
Girl	n/a	n/a	n/a	7.85	7.82	7.35	8.79	8.36	8.87	8.82	8.55	8.15

Based on the 6-10 year population projected for the year 2011, the resulting estimate is 18.17 million children, which was 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.

The above Table 1.1 shows that the total enrolment in formal education increased between 2005 and 2010 by 313,000 students or 2%; it sharply increased between 2010 and 2014 by 2,595,085 students or 15%, and dropped around 5lac in 2015 and about 8.78lac in 2016. This is a positive development as national growth rate has declined. But the cohort of children aged 6-10 years is not consistent. It declined by 7.7% between 2005 and 2010, sharply increased in 2011, and has continued to decline since 2012 (see above Table 1.4). There is, therefore, a steady closing of the gap between the number of children aged 6-10 years and the number of those children enrolled in the schools.

It is noted that the total number of primary school going age children has been declining since 2014, and this trend has continued in 2016. Compared to the national population growth mentioned by the BBS, this declining trend is consistent. But the challenge is to achieve a reliable estimate of the 6-10 primary school children for the year of 2016 and onwards in order to calculate some important indicators like

[4] 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.).

GIR, NIR, GER and NER. The DPE used the 6-10 year old estimates by the BBS population census 2011 (i.e. in 2011 those who were 0 years were 6 years of age in 2016). New estimates on 6-10 year old primary age children are needed for computing the above mentioned indicators. It would be wise to accept the PEDP3 population study, or alternatively conduct a new study and include this study's estimates in the Post PEDP3 documents, so that everyone related to the Post PEDP3 will be used these estimates.

In urban or large towns (mainly Upazila and district HQs), there is a degree of over-deployment of teachers. It is assumed that those schools maintain a minimum level of enrolment for justifying additional teacher posts. If a school falls below the minimum level, it risks losing some teachers. Therefore, such schools may have an incentive to exaggerate enrolment to protect teacher posts. It is essential to adjust the number of teacher-sanctioned posts between remote and urban areas schools.

1.3.6 E-MONITORING SYSTEM:

Since 2015, the Directorate of Primary Education (DPE) and Save the Children have been working to strengthen the government school monitoring system. As a part of the initiative, Save the Children created an android enabled school monitoring application based on the existing paper based school monitoring checklist and a browser based school inspection data analysis dashboard with various analytical interactive reports. The reports are showing the school monitoring original and analytical reports from school to divisional levels. The aim of the e-monitoring system is to improve the efficiency and effectiveness of government's school monitoring system through the pro-active use of ICT.

Initially the e-monitoring system was piloted in 5 upazilas (sub-districts) of 3 districts. The upazilas are Kaliakoir and Kapashia upazila of Gazipur district, Shaturia and Ghior upazila in Manikganj district and Meherpur Sadar in Meherpur district. The Assistant Upazila Education Officers (AUEOs) of the pilot areas received tablets with the e-monitoring application installed and trained how to use the e-monitoring application for school monitoring. The operational management of the pilot program was made by the M&E Division of DPE in the pilot phase. The mid-term progress review (November 2015) and the end-line pilot program evaluation (October 2016) reports identified the need of digital e-monitoring system is necessary to manage the huge number of schools (64,764 Government Primary Schools). Both the program evaluation reports identified that the e-Monitoring school system has been successful in creating a change in the government school monitoring system. The introduced digital school monitoring system is not simply a piece of technology that enables access to data. It is a mechanism that provides education officers from the local- to national-level with a potentially efficient, effective and transparent tool to improve the quality of education. The interventions reduced the time and paper work of the field level school monitor officers. The various stakeholders of the government primary system have got immediate access to information once data is uploaded in the server.

With the initial positive results of the small scale pilot programs in 5 upazillas (sub-districts), the Directorate of Primary Education (DPE) offered Save the Children to cover larger geographical areas..In

April and May 2017, Save the Children provided training to all DPE officials of another 9 upazila of 9 districts. The districts are Dinajpur (Fulbari upaazila), Panchagarh (Sadar upazila), Thakurgaon (Pirganj upazilla), Nilphamari (Syedpur upazila), Lalmonirhat (Aditmari upazila), Barisal (Agailjhara upazila), Bhola (Sadar), Jhalokathi (Kathalia upazila) and Pirojpur (Kaukhali). All Assistant Upazila Education Officers, Additional District Primary Education Officers (ADPEO) and Assistant URC instructors received smart phones with internet connectivity from Save the Children. Other officers got tablet earlier from DPE and they are using those for school monitoring.

In addition to 14 above mentioned districts, DPE covered another 26 upazillas of Dhaka (all 12 thanas), Rajshahi (Boalia), Chittagong (Kotowali, Panchlaish, Pahartoli, Bondar, Chandgao, Hathazari), Khulna (Sadar), Rangpur (Sadar), Sylhet (Sadar and South Surma), Barisal (Sadar), Mymensign (Sadar) and Gazipur (Tongi). The Assistant Upazila/ Thana Education officers got orientation from the DPE and requested to use their personal smart phone for using e-monitoring system until DPE provides new device to them. DPE instructed all the other District Primary Education Officers (DPEOs), Primary Training Institute (PTI) Super, Upazila/Thana Education Officers (U/TEOs), Upazilla Resource Centre (URC) Instructors of mentioned 26 upazilas to monitor schools using the e-monitoring software as they all received tablet from the DPE earlier. As such, officers of 40 upazillas (14 by Save the Children and 26 by DPE) are currently using the e-monitoring system. The user ID and Passwords have been created for each individual users.

Save the Children in collaboration with the DPE has added more features and reports in the e-monitoring system for having a more efficient and effective system. Save the Children will continue upgrading the system as of the need and feedback from the officers and head teachers.

Key Features of e-monitoring

- Android application developed based on exiting school monitoring tool(both online and offline)
- Real time data collection and notification system to concerned Head Teachers and officers
- Identify reports that are submitted out of school campus using GPS
- Web application and dashboard developed for data analysis, consolidation and sharing
- Coordinated school monitoring planning system for covering all schools in a upazila
- The paper-based school monitoring system has been transformed into a complete web-based reporting and feedback sharing system
- Officers of 40 upazilas received training and using e-monitoring system (14 by Save the Children and 26 by DPE)

2. EXPECTED RESULTS AND SUMMARY OF ACTUAL RESULTS

2.4 *The PEDP3 Expected Results*

The ASPR is mainly concerned with the mechanisms that lead to better outcomes, and examines the sequence of events from spending (input), to activities (process) by component, corresponding outputs, and expected and real outcome patterns and trends. The expectations of sector performance are expressed in the PEDP3 Program Framework, which was re-designed during the Mid-Term Review held in 2014.

Three sets of indicators capture the core elements of the sector performance of primary education. These sets are examined through:

- **Outcomes Level:** 15 Key Performance Indicators (KPIs)[5], whose trends and targets are summarised in Table 2.2**;** and
- **Outcomes Level**: Primary education sector performance is also examined through 12 Non-Key Performance Indicators (Non-KPIs)[6]. Trends and targets are summarised in Table 2.3;
- **Outputs level:** predominantly examined through 14 Primary School Quality Level (PSQL) indicators. Trends and targets are summarised in Table 2.4;

In addition:

- **DLIs:** A Disbursement Linked Indicator (DLI) report for year '0' to year '5' is summarised in Table 2.5, and
- **Sub-components:** A sub-component progress report is summarised in the sub-section 2.4. It is noted that the sub-component progress report is included for the first time in the ASPR as advised by the line divisions of DPE, especially the Program and M&E Divisions.

In the PEDP3 Program Framework, the relationships expected to link inputs to outputs and outcomes are implicit. Sub-sections 2.1 and 2.5 spell out in more detail how the key activities under the PEDP3 are expected to have an impact on KPIs, Non-KPIs and PSQL indicators for each component and for the PEDP3 as a whole.

[5] The number of KPIs in the revised Program Framework (2014 MTR) is the same compared to the PEDP3 original list of 15 KPIs (2011) but with the removal of the previous KPI 10 (the number and types of functions delegated to districts, Upazilas and schools) including current KPI 10. In addition, all 12 Non-KPIs are included in the revised Program Framework of the PEDP3 as agreed in the MTR.

[6] The number of PSQLs in the revised Program Framework (2014 MTR) is lower (14 PSQLs) as compared to the PEDP3 original document (18 PSQLs); four PSQL indicators were removed because they could not be measured properly because data were not available for computing those PSQLs.

The ASPR 2017 presents the results achieved by the implementation of 2016–2017 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 revised results chain describes the expected performance of the sector (the targets) against the PEDP3 baseline (2010) in terms of results to be achieved (see Annex A). The revised results framework of PEDP3 emphasizes the intention that the planning and delivery of inputs and activities will lead to a set of outputs and accordingly to outcomes. This chapter sets out in more detail how the PEDP3 activities will contribute to achieving these outputs and outcomes.

Recent Primary Education Sector Programs

Bangladesh has had three Primary Education Development Programs (PEDPs), each with a distinct set of components or outcome areas. The Programs are:

PEDPI: 1997–2003: *The First Primary Education Development Program 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. However, as this kind of project-based approach did not necessarily lead to long-term institutionalization of achievements, the Government and DPs jointly agreed to adopt the principle of a sector-wide approach (SWAp) to achieve a high-quality primary education.*

PEDPII: 2004–2011: *The Second Primary Education Development Program was a coordinated and integrated sector program within the DPE, with a focus on quality improvement, institutional capacity building and systemic reform. PEDPII was the first education sector Program to include many components of the SWAp principle in its design. Coordinated by a lead agency, PEDP II was financed by the Government and ten DPs through a management and financing structure.*

PEDP3: 2011–2017: *The Third Primary Education Development Program incorporates additional features of the SWAp approach in matters of financial management, donor harmonisation and program 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 the achievement of learning outcomes, the classroom environment, to raising both the enrolment rate and the primary school completion rate etc. The six results areas are: Learning Outcomes; Universal Access and Participation; Reducing Disparities; Decentralization; Effectiveness; and Program Planning and Management.*

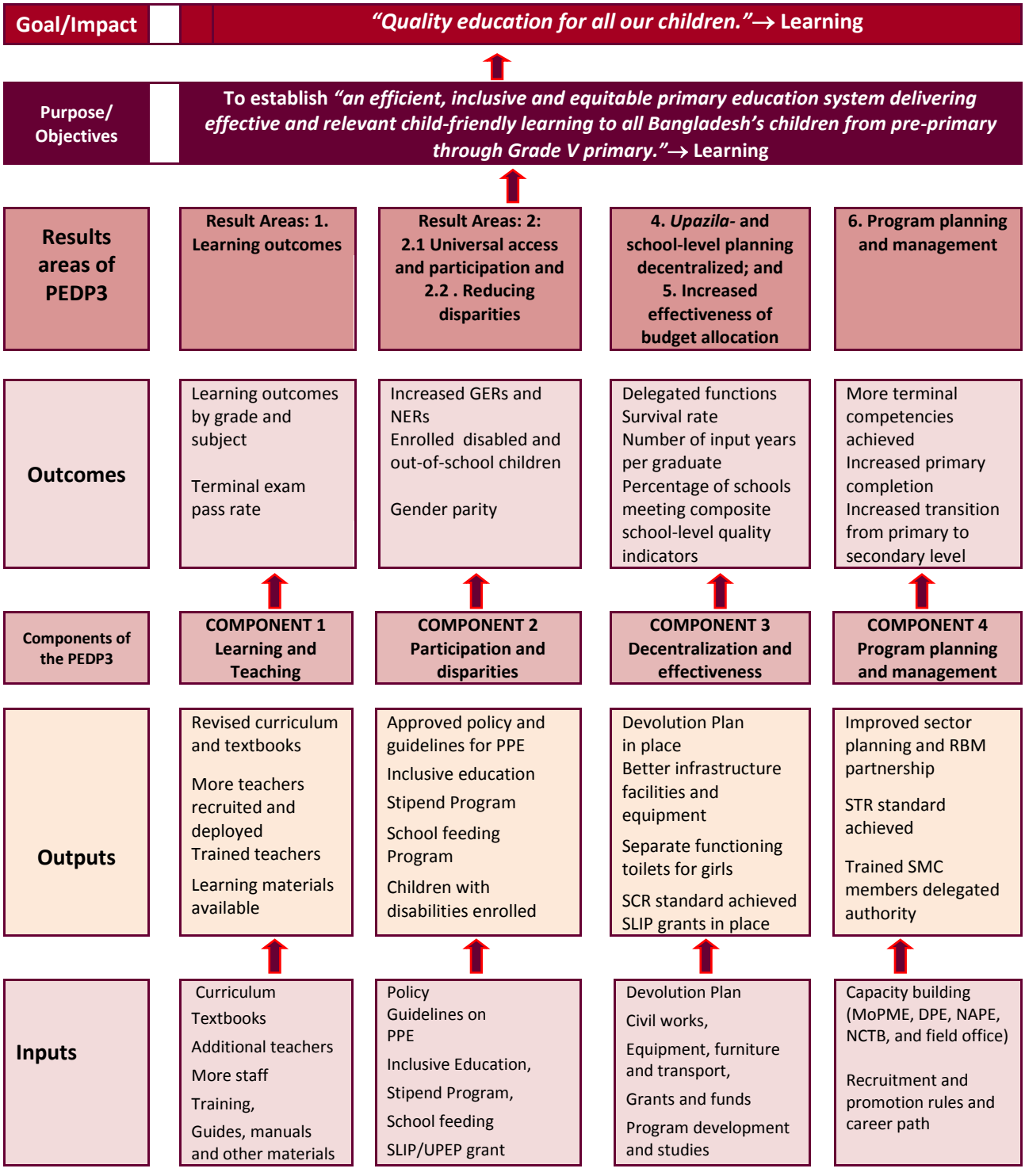
The DPE uses a results chain to review the performance of the PEDP3. The results chain compares the results expected from program inputs and activities with what actually happened. Planners and decision makers will check expectations against the evidence from surveys, studies and research and will change, where necessary, the operational plan, as well as activities where 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 the PEDP3 are shown in the results chain for each component in Annex A. The following Table 2.1 summarizes the PEDP3 result web with the inclusion of PEDP3's 4 Components, 6 Result Areas, 29 Sub-Components, Anticipated Outcomes, Suggested Reforms and Indicators (15 KPIs, 12 Non-KPIs, 9 DLIs and 67 Sub-component indicators) in order to measure the primary education sector's performance.

Table 2.1: The PEDP3 Results WEB

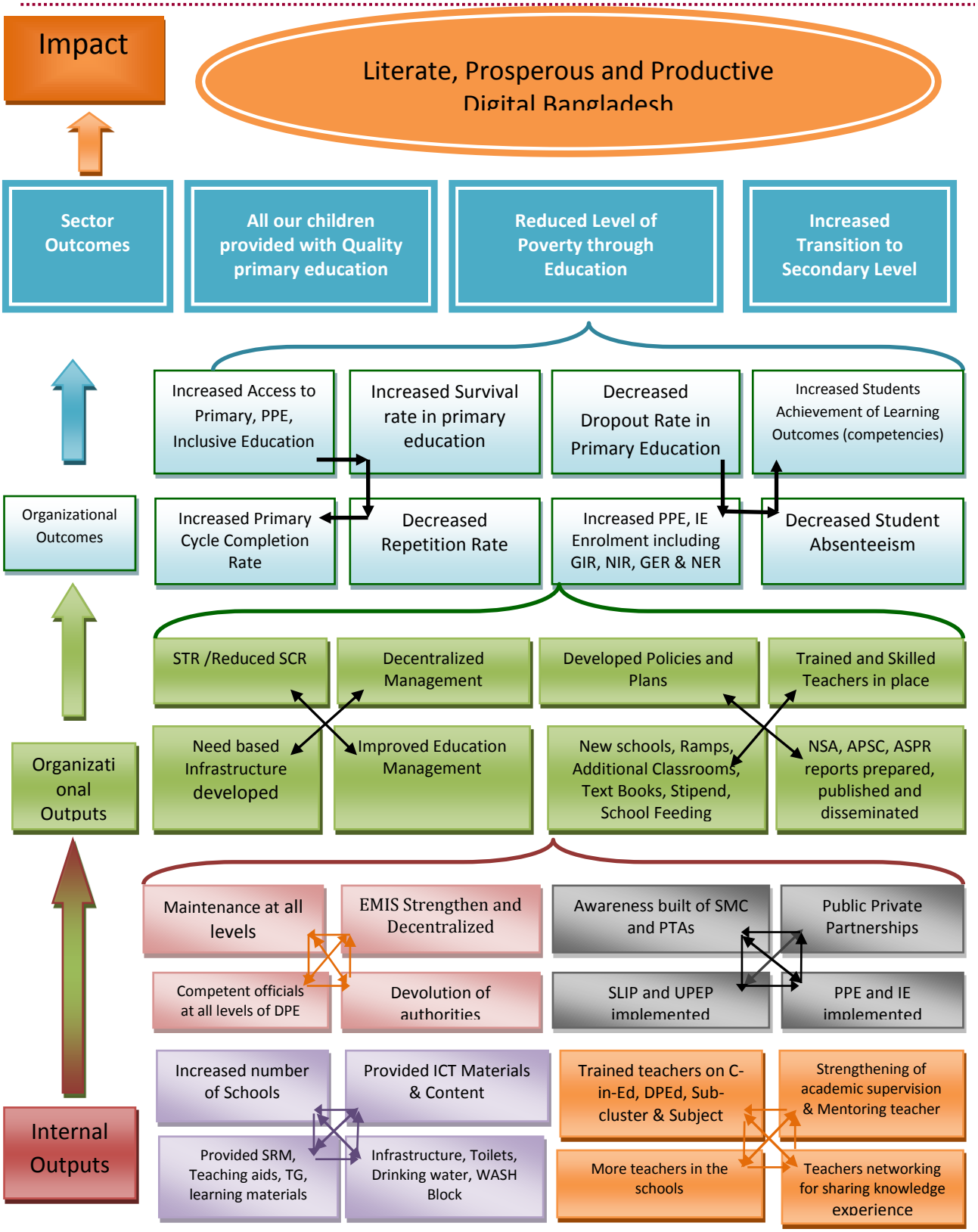
	Component 1: Teaching and Learning	Component 2: Participation and Disparities		Component 3: Decentralization and Effectiveness		Component 4: Planning and Management
	Results Area 1 Learning Outcomes (Imp. Unit)	**Results Area 2.1 Participation**	**Results Area 2.2 Disparities**	**Results Area 3.1 Decentralization**	**Results Area 3.2 Effectiveness**	**Results Area 4 Program Planning and Management**
Program Sub-Components (29)	1.1. Each Child Learns (Program)	2.1.1 Second chance and Alternative Education (NFE) (SCAE)	2.2.1 Targeted Stipends (P&D)	3.1.1 Field Level Offices Strengthened (Admin)	3.2.1 Grade 5 PECE Strengthened (Admin)/(NAPE), DLI	4.1 PEDP3 Management and Governance (Program)
	1.2 School and Classroom-based Assessment (Training)	2.1.2 Pre-Primary Education (P&O), DLI	2.2.2 School Health and School Feeding (P&D)	3.1.2 Decentralized School Management and Governance (P&D), DLI	3.2.2 Teacher Recruitment, Promotion and Deployment (Admin), DLI	4.2 PEDP3 Financial Management (F&P)
	1.3 Curriculum and Textbooks Strengthened (NCTB)	2.1.3 Mainstreaming Inclusive Education (P&O)	2.2.3 Needs based School Environment Improvement (P&D)	3.1.3 School Level Leadership Development (Training)	3.2.3 Annual Primary School Census (M&E), DLI	4.3 Sector Finance (MoPME/MoF), DLI
	1.4 Production and Distribution of Textbooks (Admin)/(NCTB), DLI	2.1.4 Education in Emergencies (P&D)	2.2.4 Needs based Infrastructure Development (P&D), DLI	3.1.4 Organizational Review and Strengthening (Admin)	3.2.4 National Student Assessment (M&E)	4.4 Strengthening Monitoring Functions (M&E)
	1.5 ICT in Education (IMD)	2.1.5 Communications and social mobilization (P&O)				4.5 Human Resource Development (Admin)
	1.6 Teacher Education and Development (Training), DLI					4.6 Public Private Partnerships (Program)
	Anticipated Outcome: All children acquire expected grade-wise and subject-wise learning outcomes, or competencies, in the classroom	**Anticipated Outcome:** All children participate in pre- and primary education in all types of schools (formal, non-formal, Madrashas)	**Anticipated Outcome:** Regional and other disparities reduced in terms of participation, completion and learning outcomes	**Anticipated Outcome:** Upazila and school level planning decentralized	**Outcome:** Increased effectiveness of budget allocation	**Outcomes:** Effective program planning and 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 and NNGPS; 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 programs; providing stipends to the poorest children	Reforms: School level leadership development; field offices strengthened; increased decentralization of school management; mainstreaming school and Upazila grants initiative; strengthening capacity at central level.	Reforms: Strengthening Grade 5 Primary Education Completion Examination (Grade 5 PECE), the annual primary school census, and the national student assessment systems; strengthening systems for teacher recruitment, deployment and promotion	**Reforms:** Strengthening results based management; formalizing and making greater use of public-private partnerships; assuring adequate sector finance
	KPIs (3): 1, 2 & 3 and Non-KPI (1): 1	**KPIs (3): 4, 5 & 6 and Non-KPIs (4): 2, 3, 4 , and 5**	**KPIs (3): 7, 8 & 9 and Non-KPIs (2): 6 and 7**	**KPIs (2): 10 & 11 and Non-KPI (1): 8**	**KPIs (4): 12, 13, 14 & 15 and Non-KPIs (2): 9 and 10**	**KPI: 0 Non-KPIs (2): 11 and 12**
	PSQLs (4): 1, 2,3 & 4	**PSQLs (2): 5 & 6**	**PSQLs (5): 7, 8, 9, 10 & 11**	**PSQLs (2): 12& 13**	**PSQL (1): 14**	
	Sub-Component indicators: 22 DLIs: 2	**Sub-Component indicators: 5 DLI: 1**	**Sub-Component indicators: 9 DLIs: 1 (EU DLI-1)**	**Sub-Component indicators: 4 DLI: 1 (EU DLI-2)**	**Sub-Component indicators: 13 DLIs: 3 and EU DLI-1**	**Sub-Component indicators: 14 and DLI: 1**

Note: PSQLs (14), KPIs (15), Non-KPIs (12), DLIs (9) and sub-component indicators (67) lists are available in the end of this report in Annex 1.

2.5 *The PEDP3 result areas and RBM Approach*



2.6 *The DPE Model of RBM Approach*



2.7 *Measuring the Performance (Actual result achieved in 2016 and Trends)*

As noted earlier, the PEDP3 is organized into 29 sub-components (see Table 2.1) under 6 result areas of the 4 components. Several types of indicators (KPIs, Non-KPIs, PSQLs and sub-components indicators) have been specified in order to track the progress at output and outcome levels. Each indicator requires the collection of data from various sources including the APSC, NSA and other reliable sources in order to measure the performance of the primary education sector. A detailed discussion of results is presented in Chapters 3, 4, 5 and 6 of this Report. In this chapter, the following tables 2.2, 2.3 and 2.4 summarize KPIs, Non-KPIs and PSQLs. And Table 2.5 summarizes DLI progress and sub-section 2.4 describes the sub-component progress of June 2016.

There were 15 KPIs and 18 PSQLs in the PEDP3's main program document. During the 2014MTR, the PEDP3's M&E matrix was revised and considered 15 KPIs and 14 PSQLs. In addition, 12 non-KPIs were included for tracking the performance along with KPIs, PSQLs and sub-component activities.

KPIs: The original KPI 10 was '*Number and types of functions delegated to district, Upazila and school*'. The KPI 10 was replaced by `percentage of AOP budget allocation for unconditional block grants (SLIPs and UPEPs for schools and Upazilas)' during the MTR 2014. The source of information for measuring all the indicators is the APSC, NSA and PECE only KPI 4 and KPI 8 are HIES/EHS data.

Non-KPIs: Table 2.3 summarizes the progress and trends of achievement for the first time of Non-KPIs and compares them to the PEDP3 baseline 2010.

PSQLs: At the commencement of PEDP3, there were 18 PSQLs. During the 2014 MTR, 4 PSQLs were dropped because they were either not measurable or data may not have been available. Currently, there are 14 PSQLs in the PEDP3 revised document.

Sub-component progress report: Sub-section 2.5 summarizes the sub-component progress, reported for the first time in the ASPR 2016, as advised by the Program and M&E Divisions of DPE. This year also the Report included the sub-component progress report on Non-DLIs progress

Table 2.2: Key Performance Indicators (15) of the PEDP3 (GPS & NNPS) 2005, 2010 – 2016

SL	KPIs		PEDPII Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)	Target 2017	Remarks
KPI-1	Percentage of Grade 3 students achieving Grade 3 competencies (All; B means Boys; and G means Girls)	a. Bangla	n/a	n/a	All: 67(B: 66 &G: 68)	n/a	All: 74 (B:73;&G: 75	n/a	All: 65 (B:62 &G: 66)	n/a	75%	The next round NSA will be held in 2017 * Target re-fixed in MTR
		b. Mathematics	n/a	n/a	All: 50 (B: 51 & G: 49	n/a	All: 58 (B:59 & G: 57)	n/a	All: 41 (B:37 & G: 40)	n/a	60%	
KPI-2	Percentage of Grade V students achieving Grade V competencies (All; Boys; Girls)	a. Bangla	n/a	n/a	All: 25 (B: 25 &G: 25)	n/a	All: 25 (B:24 & G:25)	n/a	All: 23 (B:22 & G: 24)	n/a	35%	
		b. Mathematics	n/a	n/a	All: 33 (B: 33 &G: 32)	n/a	All: 25 (B:25 & G: 25)	n/a	All: 10 (B:10 & G: 11)	n/a	40%	
KPI-3	Grade 5 Primary Education Completion examination (PECE) pass rate (%)	a. All	n/a	92.3	97.3	97.4%	98.5	97.93	98.52	98.51	95%	
		b. Boys	n/a	92.7	97.5	97.5%	98.6	97.88	98.45	98.44	95%	
		c. Girls	n/a	92.0	97.1	97.2%	98.5	97.97	98.58	98.56	95%	
KPI-4	Percentage of children out of school (boys and girls); (Phrasing of the original indicator was 'Number of children') (EHS consider 11-15 years	a. 6–10 years	n/a	All: 15 (B:17: G: 13)	n/a	n/a	n/a	All 17.9 (B 18.9 & G 17.4)	n/a	n/a	5%	*Sources: HIES 2010 and 2014 EHS 2014*
		b. 11–14 years	n/a	All: 22 (B:28 & G:17)	n/a	n/a	n/a	All 14.4 (B:19.4 & G: 9)	n/a	n/a	10%	
KPI-5	GER [EFA 5]	a. All	93.7	107.7	101.5	104.4	108.6	108.4	109.2	112.12	105%	
		b. Boys	91.2	103.2	97.5	101.3	106.8	104.6	105	109.32	103%	
		c. Girls	96.2	112.4	105.6	107.6	110.5	112.3	113.4	115.02	107%	
KPI-6	NER [EFA 6]	a. All	87.2	94.8	94.9	96.7	97.3	97.7	97.94	97.96	98%	
		b. Boys	84.6	92.2	92.7	95.4	96.2	96.6	97.09	97.1	97%	
		c. Girls	90.1	97.6	97.3	98.1	98.4	98.8	98.79	98.82	99%	
KPI-7	[*Participation*] Gender parity index of GER	All	1.05	1.09	1.08	1.06	1.03	1.03	1.08	1.05	1.03	Disparity exists in favor of boys
KPI-8	Net enrolment rate (NER)- Top 20% of households (HHs) by consumption/ wealth quintile	All	All: 58 to 80%	88%	n/a	n/a	n/a	88%	n/a	n/a	90%	*Source of baseline data: HIES 2010 and achievement of 2014 based on EHS 2014 report.*
	Bottom20% of HHs by consumption quintile		n/a	77	n/a	n/a	n/a	80	n/a	n/a	82%	
	Difference between Top 20% and bottom20% of HHs by consumption/wealth quintile		n/a	11	n/a	n/a	n/a	8%	n/a	n/a	8%	
KPI-9	*Upazila* composite performance indicator - Bottom 20% of *(used to derived annual improvement of bottom* 20% of *Upazilas*[7]*) upazilas*	*Bottom* 20%	n/a	1.26	1.31	1.30	1.38	1.54	1.17	1.22	1.56	*(comprises: gender parity index for NER; survival rate to G5; and*
	Upazila composite performance	Top 10%	n/a	2.36	2.23	2.27	2.38	2.34	2.00	2.23	2.5	

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

SL	KPIs		PEDPII Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)	Target 2017	Remarks
	indicator -Top 10%											*combined participation and pass rate in G5 PECE)*:
	Upazila composite performance indicator - Bottom 10%	Bottom 10%	n/a	1.04	1.15	1.17	1.24	1.44	1.04	1.09	1.5	
	Range between average value of index for top 10% and bottom 10% of *Upazilas*	Range	n/a	1.2	1.10	1.10	1.14	0.9	0.96	1.14	1	
KPI-10	Percentage of AOP budget allocation for unconditional block grants (SLIPs and UPEPs)	GPS and NNPS only	n/a	5.1	6.9	5.37	4.82	4.24	7.01	6.06	10%	Target re-fixed during MTR 2014
	% of AOP budget allocation for unconditional block grants (UPEPs for *Upazilas)*	UPEP Upazilas only	n/a	0.1	6.9	0.09	0.35	0.007	0.005	0.02	10%	Target re-fixed during MTR 2014
	% of AOP budget allocation for unconditional block grants (SLIPs for *Schools)*	GPS and NNPS only	n/a	5.2	0	6.17	4.47%	4.19	7	5.12	10%	Target re-fixed during MTR 2014
KPI-11	Expenditure of unconditional block grants(UPEPs and SLIPs) by *Upazilas* and schools	GPS and NNPS	n/a	95	99.7	99.99	100%	101	100	96.4	95%	Aggregated original budget over actual expenditure of 7 block grants
	Expenditure of unconditional block grants (UPEPs) by Upazilas	UPEP Upazilas only	n/a	5	99.98	95	100%	119	100	80	95%	
	Expenditure of unconditional block grants (SLIPs) by schools	GPS and NNPS	n/a	96	n/a	95	100%	101	100	100	95%	
KPI-12	Primary Cycle Completion rate[8] (%)	a. All	52.8	60.2	70.3	73.8	78.6%	79	79.6	80.8	80%	Target achieved
		b. Boys		59.8	67.6	71.7	75.1%	76	76.1	77.7	78%	
		c. Girls		60.8	73.0	75.8	82.1%	82	83	83.9	82%	
KPI-13	Primary Cycle Dropout rate (%)	a. All	47.2	39.8	29.7	26.2	21.4%	20.9	20.4	19.2	15%	Improving trend
		b. Boys	n/a	40.3	32.4	28.3	24.9%	24.3	23.9	22.3	22%	
		c. Girls	n/a	39.3	27.0	24.2	17.9%	17.5	17	16.1	18%	
KPI-14	Coefficient of efficiency [EFA 14]	Ideal as % of actual	61.8	62.2	AV: 69.1 (B: 67.7 & G:70.5)	AV: 77.4 (B: 75.6 &G: 79.2)	Av: 79.7 (B: 77.3 & G: 82)	Av: 80 Boy: 77.3 & Girl: 82.7	Av: 80.1 Boy: 77.8 & Girl:82.3	Av: 80.9 (B: 78.7 & G:83)	85%	Target reached as a result target revised in MTR 2014
		Year inputs per graduate	8.1	8.0	Av: 7.2, B: 7.4 & G: 7.1)	Av: 6.5, B: 6.6 and G: 6.3	Av: 6.3 (B: 6.5 & G: 6.1)	Av: 6.2 Boy: 6.5 & Girl: 6.2	Av: 6.2 (B: 6.4 & G: 6.1)	Av: 6.18 B: 6.3 & Girl: 6	6 years	
KPI-15	Percentage of schools (GPS/NNPS) that meet three out of four PSQL indicators: (i) Girls' toilets (PSQL 8); (ii) potable water (PSQL 9); (iii) SCR (PSQL 10) and (iv) STR (PSQL 14)		n/a	17%	24	24%	24%	28%	29.3	32.8	35%	See Annex C for the lists of 10% lowest and 10% highest performing upazila

[8] **KPI 9 and 12 is an EU DLIs only for disbursement trigger, starting in 2014.** ***Note: KPI 4 comprises never enrolled and dropped out children***

Table 2.3: Non-KPIs Indicators (12) of the PEDP3 (GPS & NNPS) 2010-2016

SL.	Non-KPIs[9]		Baseline 2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)	Target 2017	Remarks
1.	PECE Participation rate (based on Descriptive Roll) (%)	All	88.6	93.1	92.7	94.3	95.3	96.2	96.48	95%	Target achieved
		Boys	87.4	92.5	92	93.6	94.6	95.7	95.94	95%	
		Girls	89.6	93.7	93.4	94.8.7	95.9	96.6	96.93	95%	
2.	Repetition rate (EFA-12) (%)	All	12.6	11.1	7.3	6.9	6.4	6.2	6.1	5%	Improving gradually
		Boys	12.8	11.6	7.7	7.3	6.9	6.4	6.4	5%	
		Girls	12.4	10.6	6.9	6.5	6	6	6	5%	
3.	Percentage of Grade1 new intakes who completed PPE (EFA-2) (%)	All	42.25	39.02	50.03	47. 28	51.07	96	96.6	80%	Target achieved
		Boys	40.58	37.73	50.01	46.50	50.55	96	96.1	80%	
		Girls	43.94	40.37	51.83	48.09	51.63	97	97	80%	
4.	Student attendance rate (%)	All	83.5	85.1	86	86.3	86.7	86.9	87.5	92%	Improving trend
		Boys	82.8	84.5	86	86.2	86.6	86.8	87.2	90%	
		Girls	84	85.7	86	86.5	86.8	87	87.7	95%	
5.	No. of children from NFE institutes taking Grade 5 PECE	All	210,559	193,451	246,565	109,196	70,645	260,859	226,426	N/A	BRAC and Shishu Kollyan schools only in 2016.
6.	Survival Rate (EFA-13)	All	67.2	79.5	75.3	80.5	81	81.3	82.1	85%	Improving trend
		Boys	65.9	77	73.5	77.7	77.6	77.9	78.6	85%	
		Girls	68.6	82.1	77	83.3	84.4	84.7	85.4	85%	
7.	Percentage of Single Shift Schools (%)	GPS	21 (7,680)	22.38 (8,188)	21.85 (7,992)	22.36 (8,178)	22.36 (8,178)	21.6 (8,255)	21.6 (9,282)	28%	*Rephrasing as % instead of Number
8.	Percentage of sanctioned posts filled in districts (staff) and Upazilas (teachers).	District	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Source: DPE administrative data, See 4.1.10 sub-section
		Upazilas (HT&AT)	35,680/32,863 (92.1%)	6,163/5,414 (87.8%)	12,701/12,701 (100%)	16,915/ 16,037 (94.8%)	7,333/6,933 (94.54%)	15,672/13,974 (89.16%)	ongoing	n/a	
9.	Gross Completion Rate (%)	All	n/a	56.5	83.3	70.5	76.4	83.9%	82.9	n/a	Used 10 years population from 2011 BBS Census report
		Boys	n/a	49.3	74.4	63.4	69.1	75%	74	n/a	
		Girls	n/a	64.5	92.5	78	84	93.3%	92.3	n/a	
10.	Transition rate from Grade 5 to Grade 6 (%)	All	n/a	n/a	n/a	94% MICS 2012/13	All: 95.6 (B:96.8 & G-94.6)	All:96.1 (B: 97 & G: 95)	All:95.4 (B: 96 & G: 95	n/a	2014-2016 achievement based on BANBEIS data
11.	Public education expenditure as % of GDP (EFA-7) (%)	MoPME	2.3	2.2	2.06	2.11%	2.18	2.15	2.02	2.03 (F/Y2017/18)	
12	Public expenditure on primary education as % of total public expenditure on education	MoPME	45	45.2	45.9	47.5%	46.8	45.4%	45.05	48.76 (F/Y2017/18)	

[9] **12 Non-KPIs 1st time included into the PEDP3 revised document after MTR**

Table 2.4: Primary School Level (PSQL) Indicators of the PEDP3 (GPS &NNPS) 2010-2016

SL.	PSQL Indicators	Type	Baseline 2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)	Target 2017	Comment
1.	Percentage of schools that received all new textbooks by January 31	All	33	47	98	99	99	99	99	100%	Source: Book distribution database
		GPS	31	45	98	99	99	99	99	100%	
		NNPS	36	51	98	99	99	99	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	83.8	88.7	94.3	95%	DPEd teachers included for calculation as achievement considerably improved
		Male	84	80	91	91	87.6	92.6	94.8	95%	
		Female	83	86	85	86	81.2	84.9	94.1	95%	
3.	Percentage of (Assistant and Head) teachers who received continuous professional development (subject-based) training	Total	84.7	75.9	61.1	62.4	61.2	73.4	88.2	95%	Teachers participation in subject based training has significantly improved in 2016
		Male	86.1	82.2	64.4	65.9	65.7	79.1	89.8	95%	
		Female	83.3	70.6	58.8	59	58.2	69.9	87.3	95%	
4.	Percentage of (Assistant and Head) teachers who received continuous professional development (sub-cluster) training	Total	88	78	86	89	73.7	89.7	88	95%	Teachers' participation in sub-cluster training improved a lot, here partly reflected.
		Male	87	75	86	89	74.6	90	89	95%	
		Female	88	87	87	87	73	89.9	87.3	95%	
5.	Percentage of schools (GPS/NNPS) with pre-primary classes	Total	43	81	91	95	97	97.5	99.5	98%	Improving trend
		GPS	45	94	97	99	99.3	99.2	99.6	98%	
		NNPS	40	55	82	88	91.8	94.9	99	98%	
6.	Number of enrolled children with disabilities	Total	83,023	90,960	89,994	82,708	76,522	67,793	67,022	n/a	Only 6 types of special needs children were included in this calculation.
		Boy	47,029	51248	50,365	45,858	42,523	37,535	37,260	n/a	
		Girl	35,994	39,712	39,629	36,850	33,999	30,298	29,762	n/a	
7.	Percentage of schools with at least one functioning toilet	Total	96	97	85	83	83.2	87.5	81.7	95%	WASH blocks were not included for calculation and 19.9% school has WASH blocks in 2016
		GPS	97	98	88	85	85.8	90.6	85.9	95%	
		NNPS	94	95	81	80	79.2	82.7	75.5	95%	
8.	Percentage of schools with a separate functioning toilet for girls	Total	31	48	63	64	64.9	52.3	52.5	95%	WASH blocks included in this calculation and 19.9% school has WASH blocks in 2016
		GPS	37	54	65	68	69.2	57.6	69	95%	
		NNPS	20	40	60	57	58.4	45	22	95%	
9.	Percentage of schools with safe water sources: functioning tube wells and other sources	Total	83	82	92	83	69.3	73.2	97.2	95%	Achieved Target but not arsenic tested as Bangladesh is arsenic prone country
		GPS	84	80	92	85	72.5	75.6	97.3	95%	
		NNPS	83	86	90	80	64.5	69.5	97	95%	
10.	Percentage of schools that meet the SCR standard of 40	Total	20.6	21.3	21	21	28	32.7	35.4	25%	Improving trend and achieved target but need to consider SCR 30:1 standard
		GPS	21.8	21.9	20	20	31	33.2	34	25%	
		NNPS	18.5	20.2	22	22	24	31.9	37.4	25%	
11.	Percentage of standard size classrooms (19''X17'4") and larger constructed	Total	43	40	38	38	71	71.4	75.9	55%	PEDP3 size included for calculation since 2014, not PEDPII size (26"X19'6"')
		GPS	46	44	42	42	72	72.6	75.7	55%	
		NNPS	37	32	31	31	68	68.8	70	55%	
12.	Percentage of schools that receive SLIP grants	Total	64	67	27	62	76	74.6	100	98%	Source: SLIP Cell administrative data. Note: UNDAF schools included
		GPS	n/a	66	26	62	76	74.7	100	98%	
		NNPS	n/a	68	29	62	76	74.5	100	98%	
13.	Percentage of Head Teachers who received training on leadership	Total	71	77	46	65	26	49.3	49	85%	Source: Training Division's administrative data.
		GPS	75	84	45	65	25	50	51	85%	
		NNPS	64	68	47	64	26	49	48	85%	
14	Percentage of schools that met the STR standard of 46 (EFA11)	Total	44	45	49	51	62	66.7	61.8	75%	
		GPS	40	45	50	51	62	67.5	66	75%	
		NNPS	52	47	47	46	63	64.7	55.5	75%	

Table 2.5: DLIs Milestones and Dates for meeting DLIs as of April 2016

Sl. No.	DLI	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Remarks
		Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	
	Summary	***8 DLI Met 1DLI Unmet[10]***		***9DLIs Met***		***9 DLIs Met***		***8 DLIs met, 1DLI unmet***		***5DLIs met, 4DLIs unmet***				
1	1.4 Production and distribution of textbooks	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). Monitoring mechanism improved with actions agreed upon by MoPME and MOE based on validation results.	JCM Sept. 2013	At least 90% of schools receive all approved textbooks (Grades 1 to 5). At least 90% of all eligible schools receive all revised grade 1 TBs based on new curriculum within 31 January.	Met JCM Nov 2014	At least 90% of all eligible schools receive all approved textbooks for Grades 1 to 5 within one month of school opening day, of which Grades 1 to 3 textbooks are based on new curriculum developed by NCTB. Ensuring textbooks are printed according to specification are auctioned.	Met JCM Oct-Nov 2015	At least 90% of all eligible schools receive all approved textbooks for Grades 1 to 5 within 1st month, based on new curriculum dev. by NCTB Study on production and distribution of textbooks (including print quality)		
2	Teacher Education and Professional Development/ 1.6.1 Diploma in Primary Education	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	Dip in Ed offered in 29 PTIs with number of instructors according to the plan	Met JCM March 2015	DPEd framework updated and endorsed by NAPE/MoPME DPEd offered in 36 fully functional PTIs with a minimum of 13 instructors Study conducted to explore alternative methods and modalities to implement and/or expand the DPEd		DPEd offered in 50 fully functional PTIs in line with the updated DPEd framework Recommendations from the Year 4 study reviewed and endorsed by the MoPME A study conducted to inform planning for moving the DPEd from an in-service to a pre-service program for all GPS teachers		
3	2.2.1 Pre-Primary Education	Guidelines prepared and endorsed by MOPME on the	JCM Nov. 2011	Integrated database of PPE provision by type of provider	JCM March 2013	At least 15,000 PPE teachers placed and trained.	Met JCM Nov 2014	At least 60% of PPE teachers in GPS are trained in using new	Met JCM Nov 2014	Assessment of current status of implementation of minimum quality		Expansion Plan updated, incorporating equity and quality		

[10]As agreed during the MTR Closure and Additional Financing Appraisal, the Year 0 Sector Finance DLI could not be met during the life of the program. Where possible the funds allocated to achieving the Year 0 Sector Finance DLI have been reallocated

Sl. No.	DLI	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Remarks
		Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	
		role of NGOs in Pre-Primary Education		completed; Plan for PPE expansion plan approved by MOPME		Curriculum, standards, and materials for PPE, and teacher training approved by MoPME		preprimary curriculum and materials. PPE provision in at least 75% of GPS		standards in PPE classrooms PPE provision (trained teachers and PPE materials availability) in at least 75% of the 37,000 GPSs		criteria 50% of all GPS and NNGPS to develop plans to upgrade provision to meet PPE minimum quality standards		
4	2.2.4 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. TPV of infrastructure development according to technical criteria and standards.	Met JCM October-November 2015	At least 35% of planned needs-based infrastructure development completed according to agreed criteria and technical standards. TPV of infrastructure development according to technical criteria and standards.	Met JCM October-November 2015	At least 65% of planned needs-based infrastructure development completed according to criteria and technical standards Recommendations from efficiency gains study and the Year 3 TPV endorsed by MoPME		100% of planned needs based infrastructure development completed Third party validation of infrastructure development according to criteria and technical standards		
5	3.1.2 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 prepared SLIPs and received funds. 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 have prepared SLIPs and received funds according to SMC guidelines At least 10% of Upazilas have prepared UPEPs and received funds according to UPEP guidelines.	JCM April 2014	At least 75% of schools having prepared SLIPs and received funds according to SMC guidelines validated by expenditure tracking survey At least 25% of Upazila have prepared UPEPs and received funds based on UPEP guidelines validated by expenditure tracking survey	Met JCM October-November 2015	Recommendations of expenditure tracking survey (PETS) and lessons learned study are endorsed by MoPME At least 40% of Upazilas have prepared UPEPs according to UPEP 2012 guidelines SMC, SLIP and UPEP guidelines updated	Met JCM April 2016	At least 75% of schools (GPS and NNGPS) have prepared SLIPs and have received funds on the basis of guidelines updated in Year 4 At least 50% of Upazilas have prepared UPEPs on the basis of updated guidelines		
6	3.2.1. Grade 5 PECE (Primary Education	A five-year action plan for improvements in	JCM Nov. 2011	Revised 2011 Grade V terminal examination based	JCM Sept. 2012	Action plan implemented with at least 10%	JCM Sept. 2013	Action plan implemented with at least 25% of	Met JCM Nov 2014	Grade 5 PECE Framework updated and approved by	Met JCM Oct-Nov 2015	Updated action plan implemented with at least 50% of		

Sl. No.	DLI	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Remarks
		Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	
	Completion Exam) Strengthened	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 developed by NAPE and piloted with accompanying guidelines for pilot test admn., and training of test administrators		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		of competency based items 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		competency based items introduced in the 2013 Grade 5 completion exam and an additional 25% of competency based items piloted. Analysis of results of 2013 Grade 5 completion exam completed by DPE and NAPE and results disseminated		NAPE/MoPME and action plan prepared to implement it, and updated action plan implemented with at least 35% of competency-based items introduced in the 2014 Grade 5 PECE and piloting based on 100% of curriculum competencies. Analysis of results of 2014 Grade 5 PECE completed by DPE and NAPE and results disseminated		competency-based items introduced in the 2015 Grade 5 PECE and piloting of items based on 100% of curriculum competencies Analysis of results of 2015 Grade 5 PECE completed by DPE and NAPE and results disseminated		
7	3.2.2 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 HTs and ATs' position are (vacancies and new positions) filled according to agreed recruitment procedures and on a needs basis. And (ii) at least 90% of new HTs and ATs posts identified by the Year 0 assessments to be filled. Revised final proposal of career paths for ATs and HTs and, career paths, recruitment and promotion rules for DPE officers (field and HQ) submitted by MOPME to the committee of Joint Sect., Regulations, MoPA	JCM March 20132012	(i) All teachers' and head teachers' positions (regular vacancies and newly created positions) filled according to merit-based recruitment procedures and on a needs basis. And (ii) At least 90% of new teacher and Head Teacher posts filled, identified by the needs-based plan to be filled for the year.	JCM Sept. 2013	(i) All teachers' and head teachers' positions (regular vacancies and newly created positions) filled according to agreed recruitment procedures and on needs basis. And (ii) At least 90% of new teacher and Head Teacher posts filled as identified by the Year 0 assessments to be filled for the year.	Unmet	All teachers and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and norms and on needs basis. At least 90% of teachers and head teachers (vacancies and all new positions) filled according to needs based plan. A comprehensive study on contact hours and policies and interventions conducted with recommendations for increasing contact hours between teachers and students		All teachers and HTs positions (vacancies and new positions) filled according to agreed recruitment procedures and norms and on needs basis At least 90% of teachers and HTs (vacancies and all new positions) filled according to needs based plan Recommendations of comprehensive study (Year 4) on contact hours endorsed by MoPME Action plan to implement recommendations from the contact hour study endorsed by MoPME		Year 3 not yet met
8	3.2.3 Annual Primary School Census (APSC)	APSC questionnaire to meet PEDP3 requirements as	JCM Nov. 2011	Plan approved by DPE to expand coverage of monitoring system	JCM Sept. 2013	APSC administration and report preparation and	JCM April 2014	APSC Administration and report preparation and	Met JCM Mar 2015	APSC (AY 2015) administration and report preparation and dissemination	Met JCM April 2016	APSC (AY 2016) administration and report preparation and dissemination		

Sl. No.	DLI	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Remarks
		Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	Milestones	Dates Achieved	
		approved by MOPME		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.		dissemination completed 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 APSC report describing the background check used during data entry and the data cleaning rules and possible other validation mechanisms.		dissemination completed within academic year, covering at least 6 types of schools Third party validation of census data completed.		completed within academic year covering all primary schools Agreed recommendations from the third party validation (Year 3) are implemented		complete within academic year covering all primary schools Third party validation completed examining the accuracy of data compared to prior Third Party Validation M&E capacity assessment study completed		
9	4.3 Education Sector Financing[11]	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	FY13-14 PE budget aligned with program framework and consistent with FY13-18 MTBF. Actual PE expenditures in FY12-13 within 15% deviation of the originally approved budget	JCM Sep 2013	FY14-15 Primary education budget aligned with program framework and consistent with 14-19 MTBF Actual primary expenditures for FY13-14 within 15% deviation of the originally approved budget	Met JCM Nov 2014	FY15-16 Primary education budget aligned with program framework and consistent with FY15-20 MTBF Actual primary expenditures for FY 14-15 within 15% deviation of the originally approved budget	Met Met JCM Oct-Nov 2015	FY 16-17 Primary education budget aligned with program framework and consistent with FY 16-21 MTBF Actual primary expenditures for FY 15-16 within 15% deviation of the originally approved budget	Met	

[11] "As agreed during the MTR Closure and Additional Financing Appraisal, where possible the funds allocated to achieving the Year 0 Sector Finance DLI will be reallocated."

2.8 *Sub-component Progress Report*

The PEDP3 is organized around the achievement of 6 result areas under 4 components. The four components are divided into 29 sub-components. The PEDP3 is structured as follows:

The 4 components of the PEP3:

- ✓ Component 1: Teaching and Learning
- ✓ Component 2: Participation and Disparities
- ✓ Component 3: Decentralization and Effectiveness and
- ✓ Component 4: Planning and Management

The PEDP3 is organized to achieve the following six result areas:

Result area 1:	Learning Outcomes (6 sub-components)
Result area 2.1:	Participation (5 sub-components)
Result area 2.2:	Disparities (4 sub-components)
Result area 3.1:	Decentralization (4 sub-components)
Result area 3.2:	Effectiveness (4 sub-components)
Result area 4:	Program Planning and Management (6 sub-components).

These six results areas are to be achieved through 29 sub-components as planned:

The four components are sub-divided into 29 sub-components for better program implementation, management, and monitoring the progress of primary education sub-sector.

Result Area 1: Learning Outcomes (6 sub-components)

The anticipated outcome of Result Area 1 is that all the children acquire grade-wise and subject-wise expected learning competencies in the classroom through curriculum revision, improved teaching and learning practices, and the provision of textbooks and teaching/learning materials. The following 6 sub-components under the result area Learning Outcomes (see Table 2.1 above for details) are: 1.1 Each Child Learns; 1.2 School and Classroom-based Assessment; 1.3 Curriculum and Textbooks Strengthened; 1.4 Production and Distribution of Textbooks (DLI); 1.5 ICT in Education; and 1.6 Teacher Education and Development.

Result Area 2.1: Participation (5 sub-components)

The anticipated outcome of this result area 2.1 is that all children participate in pre- and primary education in all types of schools (formal, non-formal, madrasah).The sub-components are:2.1.1 Second Chance and Alternative Education (NFE); 2.1.2 Pre-Primary Education; 2.1.3 Mainstreaming Inclusive Education; 2.1.4 Education in Emergencies; and 2.1.5 Communications and Social Mobilization.

Result Area 2.2: Disparities (4 sub-components)

The anticipated outcome of this result area 2.2 is that regional and other disparities are reduced in terms of participation, completion and learning outcomes. The sub-components of these result areas

are: 2.2.1 Targeted Stipends; 2.2.2 School Health and School Feeding; 2.2.3 Needs based School; and 2.2.4 Needs based Infrastructure Development.

Result Area 3.1: Disparities (4 sub-components)

The anticipated outcome of this result area 3.1 is that Upazila and school level planning are decentralized. The sub-components of these result areas are: 3.1.1 Field Level Offices Strengthened; 3.1.2 Decentralized School Management and Governance; 3.1.3 School Level Leadership Development; and 3.1.4 Organizational Review and Strengthening.

Result Area 3.2: Effectiveness (4 sub-components)

The anticipated outcome of this result area 3.2 is the increased effectiveness of budget allocation. The sub-components are: 3.2.1 Grade 5 PECE Strengthened; 3.2.2 Teacher Recruitment, Promotion and Deployment; 3.2.3 Annual Primary School Census; and 3.2.4 National Student Assessment.

Result Area 4: Program Planning and Management (6 sub-components)

The anticipated outcome of this result area 3.2 is Effective program planning and management. The sub-components are: 4.1 PEDP3 Management and Governance; 4.2 PEDP3 Financial Management; 4.3 Sector Finance; 4.4 Strengthening Monitoring Functions; 4.5 Human Resource Development; and 4.6 Public Private Partnerships.

The following Table 2.6 summarizes the sub-component progress as of March 2017

Table 2.6: Implementation Status of Activities by Sub-components

Sub-components	Activities	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
1.1 Shikhbe Protiti Shishu (Each Child Learns)	Planned	3	6	6	6	6	6	7	3	43
	Executed	**3**	**2**	**3**	**3**	**3**	**2**	**0**		**16**
1.2 School and Classroom Based Assessment	Planned	0	3	2	2	1	2	2	0	12
	Executed	**0**	**1**	**0**	**0**	**0**	**0**	**0**		**1**
1.3 Curriculum and Textbooks Strengthened	Planned	3	2	2	4	9	7	4	3	34
	Executed	**3**	**1**	**2**	**2**	**2**	**1**	**0**		**11**
1.4 Productions and Distribution of Textbooks	Planned	3	2	2	2	1	0	0		10
	Executed	**1**	**2**	**2**	**2**	**2**	**0**	**0**		**9**
1.5 ICT in Education	Planned	3	2	3	3	6	3	5	3	28
	Executed	**3**	**1**	**2**	**2**	**2**	**1**	**0**		**11**
1.6 Teacher Education and Development	Planned	1	1	1	9	16	16	13	1	58
	Executed	**1**	**1**	**1**	**4**	**9**	**4**	**0**		**20**
2.1.1 Second Chance and Alternative Education	Planned	3	5	3	3	3	2	4	3	26
	Executed									**0**
2.1.2 Pre-Primary Education	Planned	1	2	2	2	2	2	0	1	12
	Executed	**1**	**2**	**2**	**2**	**0**	**0**	**0**		**7**
2.1.3 Mainstreaming Gender and Inclusive Education	Planned	1	2	2	1	6	3	3	1	19
	Executed	**1**	**2**	**1**	**0**	**2**	**0**	**0**		**6**
2.1.4 Education in Emergencies	Planned	0	1	1	1	3	3	2	0	11
	Executed	**0**	**0**	**0**	**1**	**1**	**0**	**0**		**2**
2.1.5 Communications and Social Mobilization	Planned	2	3	3	2	2	2	2	2	18
	Executed									**0**
2.2.1 Targeted Stipends	Planned	3	5	3	3	3	2	4		15

Sub-components	Activities	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
	Executed	**1**	**2**	**1**	**1**	**1**	**0**			**6**
2.2.2 School health and school feeding	Planned	2	3	3	1	4	3	3	2	21
	Executed	2	**2**	3	1	2	1	0		**11**
2.2.3 School Physical Environment	Planned	2	4	1	0	2	2	2	2	25
	Executed	**1**	**1**	**0**	**0**	**1**	**0**	**0**		**3**
2.2.4 Needs-based Infrastructure Development	Planned	1	1	2	2	2	2	0	1	11
	Executed	1	1	2	2	1	0	0		**7**
3.1.1 Field-Level Offices Strengthened	Planned	1	3	2	2	3	4	3	1	19
	Executed	**0**	**0**	**2**	**0**	**0**	**0**	**0**		**2**
3.1.2 Decentralized School Mant. and Governance	Planned	1	3	2	2	3	2	0	1	14
	Executed	**1**	**3**	**2**	**2**	**3**	**0**	**0**		**1**
3.1.3 School Level Leadership and Development	Planned	1	3	1	1	3	3	2	1	15
	Executed	**0**	**1**	**1**	**0**	**2**	**1**	**0**		**5**
3.1.4 Organizational Review and Strengthening	Planned	3	4	4	2	2	3	2	3	23
	Executed	**1**	**0**	**1**	**0**	0	0	0		**2**
3.2.1 Grade V Terminal Examination	Planned	2	2	2	2	3	2	1	2	16
	Executed	**2**	**2**	**2**	**2**	**3**	**0**	**0**		**11**
3.2.2 Teacher Recruitment, Promotion and Deployment	Planned	1	3	2	3	3	4	1	1	18
	Executed	**1**	**3**	**2**	**2**	**0**	**0**	**0**		**8**
3.2.3 Annual Primary School Census	Planned	1	3	2	2	2	3	1	1	15
	Executed	**1**	**3**	**2**	**2**	**2**	**0**	**0**		**10**
3.2.4 National Student Assessment	Planned	0	4	4	1	3	3	3	0	18
	Executed	**0**	**4**	**4**	**1**	**2**	**1**	**0**		**12**
4.1 PEDP3 Management and Governance	Planned	2	6	3	3	5	3	3	2	27
	Executed	**0**	**0**	**0**	**0**	**3**	**0**	**0**		**3**
4.2 PEDP3 Financial Management	Planned	2	5	7	7	8	9	7	2	47
	Executed					**7**	**4**	**0**		**11**
4.3 Sector Finance	Planned	1	2	2	2	2	2	2	1	14
	Executed	**1**	**2**	**2**	**2**	**2**	**0**	**0**		**9**
4.4 Strengthening Monitoring Functions	Planned	3	5	5	6	6	4	5	3	37
	Executed					**4**				**4**
4.5 Human Resource Development	Planned	2	2	2	1	3	3	2	2	17
	Executed					**1**				**1**
4.6 Public Private Partnerships	Planned	0	2	1	0	3	1	1	0	8
	Executed									**0**

2.9 *Overall Status of Implementation of Sub-components*

It must be mentioned that, out of 29 subcomponents, 13 sub-components shows steady progress, 8 sub-components indicate moderate progress and 8 sub-components have made limited progress against their individual set targets as reflected in the PEDP3 Revised result matrix in 2014 (see Table 2.6) as of March 2016. It is necessary to accelerate the implementation of moderate and limited achieved sub-components in the final year of the PEDP3. Table 2.6 shows sub-component progress.

Table 2.7: Status of the Sub-components based on their Implementation 2016

Steady Achievement	Moderate Achievement	Limited Achievement
1.4 Production and Distribution of Textbooks	1.1 Each Child Learns	1.2 School and Classroom-based Assessment
1.6 Teacher Education and Development	1.5 ICT in Education	2.1.1 Second chance and Alternative Education (NFE)
2.1.2 Pre-Primary Education	2.1.3 Mainstreaming Inclusive Education	2.1.5 Communications and social mobilization
2.2.1 Targeted Stipends	2.1.4 Education in Emergencies	2.2.3 Needs based School Environment Improvement
2.2.2 School Health and School Feeding	2.2.4 Needs based Infrastructure Development	3.1.4 Organizational Review and Strengthening
3.2.1 Grade 5 PECE Strengthened	3.1.1 Field Level Offices Strengthened	4.4 Strengthening Monitoring Functions
3.2.2 Teacher Recruitment, Promotion and Deployment	3.1.2 Decentralized School Management and Governance	4.5 Human Resource Development
3.2.3 Annual Primary School Census	3.1.3 School Level Leadership Development	4.6 Public Private Partnerships
3.2.4 National Student Assessment		
4.1 PEDP3 Management and Governance		
4.2 PEDP3 Financial Management		
4.3 Sector Finance		
1.3 Curriculum and Textbooks Strengthened		

N.B. sub-component progress report (Financial part) included in Chapter 6

3. SECTOR PERFORMANCE AND OUTCOMES

The PEDP3 program document is based on the concept of SWAp and RBM approaches and expected results (Baselines and Targets) at all levels (scope, goals, purposes, objectives, impact, outcomes, and outputs) were clearly defined and integrated into the PEDP3 main (2011)as well as the PEDP3 revised document (after 2014 MTR Closure). The scope of the PEDP3 is the whole primary education sector, including pre-primary and non-formal education (second chance and alternative education). The overall goal of the 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 the primary education sector performance has to start from an examination of short to medium-term outcomes. The Key and Non-Key Performance Indicators (KPIs and Non-KPIs) are designated to monitor the overall progress of the PEDP3 interventions at the outcomes and impact levels of each result area. These are grouped based on the PEDP3 result areas as follows.

Table 3.1: Key and Non-Key Performance Indicators by the PEDP3 Result Areas

Component 1: Teaching & Learning	Component 2: Participation & Disparities		Component 3: Decentralization & Effectiveness		Component 3: Program Planning and Management
Results Area 1 Learning Outcomes	**Results Area 2.1 Universal Access and Participation**	**Results Area 2.2 Reducing Disparities**	**Results Area 3.1 Decentralization**	**Results Area 3.2 Effectiveness**	**Results Area 4 Program Planning and Management**
KPI 1: Percentage of Grade 3 students who achieve Grade 3 competencies (All; Boys; Girls) in Bangla and Math Target: Bangla 75%, Math 60%	KPI 4: Parentage of children (never enrolled and dropped out) out of school (boys and girls) **Target:** 6-10 years old (All) – 5% and 11-14 years old (All) – 15%	KPI 7: Gender parity index of GER **Target: 1.03 (GER) and 1.02 (NER)**	KPI 10: % of AOP budget allocation for unconditional block grants (SLIPs and UPEPs for schools and *Upazilas* **Target: 10%**	KPI 12: Completion rate **Target: 80%** KPI 13: Dropout rate **Target: 15%**	Non-KPI 11: Public education expenditure as percentage of GDP (EFA-7) **Target: n/a**
KPI 2: Percentage of Grade 5 Students Who Achieve Grade 5 Competency (All; Boys; Girls) in Bangla and Math Target: Bangla 35%, Math 40%	KPI 5: Gross Enrolment Rate (GER) [EFA 5] **Target: 105%** KPI 6: Net Enrolment Rate (NER) [EFA 6] **Target: 98%**	KPI 8: NER – Range between top &bottom20% of households by consumption quintile **Target: Top20%-90%, Bottom 20% 82% and Range 8%**	KPI 11: Expenditure of block grants (unconditional) for Upazilas and schools **Target:** 95%	KPI 14: Coefficient of efficiency [EFA 14] **Target: CE-85% and YIPG-6 years**	Non-KPI 12: Public expenditure on primary education as % of total public expenditure on education (EFA-8) **Target: n/a**
KPI 3: Grade 5 Primary Education Completion examination (PECE) pass rate Target: 95%	Non-KPI 2: Repetition rate (EFA-12) **Target: 5%**	KPI 9: Upazila composite performance indicator **Target: Top 10%-2.5, Bottom 20% 1.5 and Range 1**		KPI 15: % of schools that meet 3 out of 4 PSQL indicators **Target: 35%**	
Non-KPI 1: PECE Participation rate (based on Descriptive Roll) Target: 95%	Non-KPI 3: Percentage of Grade1 new intakes who completed PPE (EFA-2) **Target: 80%** Non-KPI 4: Student attendance rate **Target: 92%** Non-KPI 5: Number of children from NFE institutes taking Grade 5 PECE **Target: n/a**	Non-KPI 6: Survival Rate (EFA-13) **Target: 85%** Non-KPI 7: Number of Single Shift School (Contact hours) **Target: 28%**	Non-KPI 8: Percentage of sanctioned posts filled in district and upazilas **Target: n/a**	Non-KPI 9: Gross Completion rate Target: n/a Non-KPI 10: Transition rate from Grade 5 to Grade 6 **Target: n/a**	

3.1 *Teaching and Learning*

Teaching and learning: Improving learning outcomes is one of the major objectives of the PEDP3. The policy priority of the Government on teaching and learning is to ensure a child-friendly teaching/learning environment in every classroom. New teaching methods being introduced, expanded and institutionalized include:

1. Student-centred activity-based learning (e.g. group work, pair work, creative work and reflective practice, peer tutoring, coaching etc.);
2. Continuous School Based Assessment for Grades 1 and 2;
3. First Terminal, Second Terminal and Annual Exams to be provided for Grade 3 and above with a Primary Education Completion Exam after Grade 5;
4. Stipends are to be given based on results of a public exam and Regular attendance; and
5. Grade 5 PECE should be held on common question papers with proper invigilation and monitoring.

There are three KPIs and one non-KPI to measure the learning outcomes; the first two KPIs are intended to measure the learning achievement in Bangla and Mathematics of Grades 3 and 5 students. The third KPI measures the pass rate of PECE and non-KPI measures the participation rate of PECE as DPE calculates the pass rate based on student examination results and participation rate based on the Descriptive Roll (DR)

The two data sources on learning assessment are:

- **NSA surveys (conducted in every two years) since 2006**
- **The Grade 5 Primary Education Completion Examination (PECE) (administrative source, since 2009)**

In addition, CAMPE conducted the Education Watch survey annually up to 2008 and then in 2014. Unlike the NSA, the CAMPE survey establishes a long-term trend in learning achievement by using similar tests in all surveys since the 2000.

3.1.1 2015 National Student Assessment (NSA)

The National Student Assessment (NSA) assesses Grade 3 and Grade 5 students in Bangla and Mathematics. The NSA has been implemented five times, in 2006, 2008, 2011, 2013 and 2015. The 2011 NSA was originally planned for 2010. But due to the need for establishing the PEDP3 baseline on student achievement, it was jointly agreed between the Government and DPs to shift the 2010 NSA to 2011. The next round NSA will be commissioned in 2017.

While each survey provides an important insight 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 there was insufficient standardization of tests items. In the PEDP3, the DPE developed standardized test items in collaboration with NCTB under the guidance of ACER supported by WB from 2011 and onwards. As a result the NSA 2011, 2013 and NSA 2015 are compatible because of their standard and uniqueness.

The NSA 2011, 2013 and 2015 analysts used the Response Theory (IRT) 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. The 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 student. Band 1 is considered 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

On 14 November, 2015, the NSA 2015 was administered throughout the country. The National Assessment Cell (NAC) cell under M&E Division of DPE was responsible for administration and data collection including a brief survey to collect background information about students' home environment and information on factors such as gender, geographical location, and socioeconomic status – factors that are known to have an impact on student learning outcomes. The NSA investigates the correlations between these factors and learning outcomes.

The national representative sample size remains comparable to previous rounds as follows:

- Grade 3 Bangla (total 23,040 students in 2015, total 22,869 in 2013 and total 17,626 in 2011) and Grade 3 Math (total 23,034 students in 2015, total 23,064 in 2013and total 17,615 in 2011);
- Grade 5 Bangla (total 19,406 students in 2015, total 17,828 in 2013 and total 13,827 in 2011) and Grade 5 Math (total 19,395 students in 2015, total 17,806 in 2013 and total 13,854 in 2011)
- All the students were selected using probability proportionate to size (PPS) sampling from nationally representative 1,185 sampled schools (1,001 schools in 2013) in 2015.

The full results are available in AIR (September 2016) and a selection of the key results is presented here. The estimates of the 2015 NSA, based on the five bands, are discussed below.

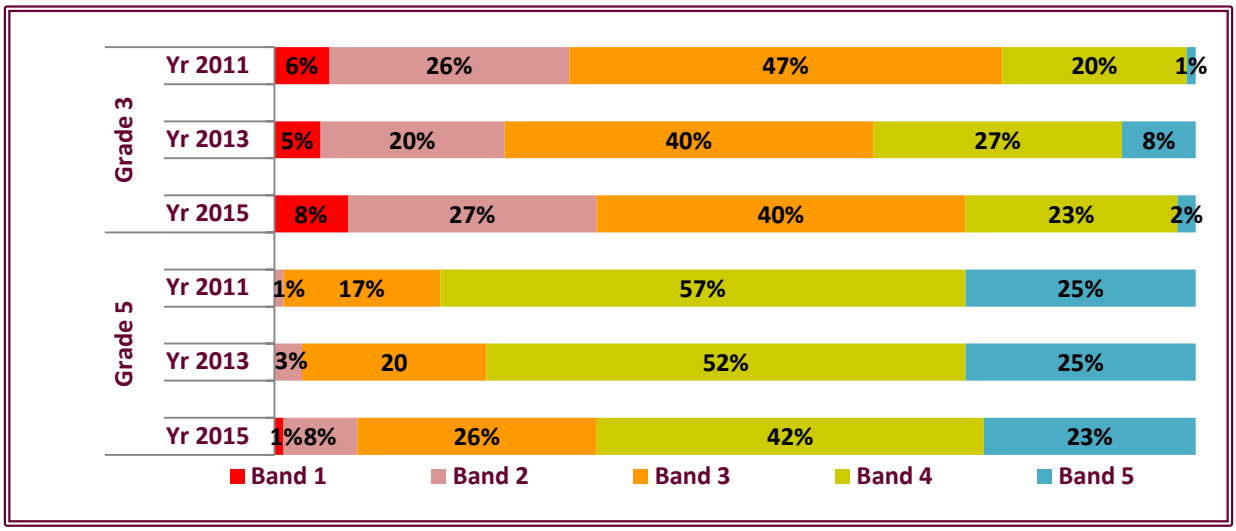
The Performance in Bangla Test 2015

Table 3.2: Band Distribution in Bangla Language Proficiency by Grade, NSA 2015

	Band 1	Band 2	Band 3	Band 4	Band 5
Grade 3	**8%**	**27%**	**40%**	**23%**	**2%**
Grade 5	**1%**	**8%**	**26%**	**42%**	**23%**

Source: 2015 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, 2013 and 2015



Source: NSA 2011, 2013 and 2015

The findings on the Bangla test are:

- ✓ In NSA 2015, the mean scores for Bangla Language were 100.2 for Grade 3 and 112 for Grade 5. The average scale score for Grade 3 Bangla slightly decreased 4 scale score points to 100.2 compared to 104.2 in 2013 (100.2 in 2011) but the effect of this difference was small, at 0.33. Grade 5 Bangla also decreased around 3 scale score point to 112.0 compared to 115.2 in 2013(116.2 in 2011) but the effect of this difference in mean score was even smaller, at 0.27. This difference is strongly statistically significant, indicating strong growth in Bangla skills and understanding from Grade 3 to Grade 5. Around 65% of Grade 3 students were working at Grade 3 level or above in 2015 compared to 75% in 2013 and 68% in 2011. This is a good sign, but it is of concern that the majority of Grade 5 students were not working at their expected grade level - only 23% in 2015 (25% both in 2011 and 2013).
- ✓ A small percentage of Grade 3 students (8% in 2015, 5% in 2013 and 6.2% in 2011) were very far behind their peers (band 1); 25% in 2015 (35% in 2013 and 21% in 2011) are working above their grade levels. The majority of Grade 5 students were working at Grade 4 level, around 42% in 2015 (52% in 2013 and 57% in 2011); nearly 9% in 2015 (3% in 2013 and 1% in 2011) were working well below their grade level i.e. band 1 and 2.
- ✓ Gender differences in Bangla scores were very small and not statistically significant in both grades, though girls tended to outperform boys by around one point on Bangla language at both grades; these differences were either not statistically significant, or statistically significant with small effect in most cases. This indicated relative gender parity in terms of achievement and was consistent across grades and subjects, and between years 2011, 2013 and 2015.
- ✓ The average scale score for Grade 3 decreased by 4 scale points between 2013 and 2015 but 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 to 4 scale score point between

2013 and 2015 and 3 scale score points between 2011 and 2013. Changes at both levels are small and are likely to have little practical significance.

- ✓ The students' performance in GPS and NNPS are similar in Grade 3 and Grade 5, and the differences in both grades are not statistically significant.
- ✓ In Grade 3, the average scale score of students in KG schools was the highest in Bangla at 106.4 BSS in 2015 (107.1 BSS in 2013), while the average scale score in ROSC Anandya School was the lowest (96.9 BSS in 2013). There was a medium to large difference in Bangla scale score between Anandya School 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 both in 2015 and 2013), while the average scale score in Madrashas was the lowest (106.4 BSS in 2015 and 110.4 BSS in 2013). There was a medium to large difference in Bangla scale score between Madrashas and KG schools, Madrashas and GPS, and KG and NNPS.
- ✓ For Grade 5, students in GPS performed better than those in NNPS in Bangla. The difference is statistically significant (112.4 in GPS and 109 in NNPS).

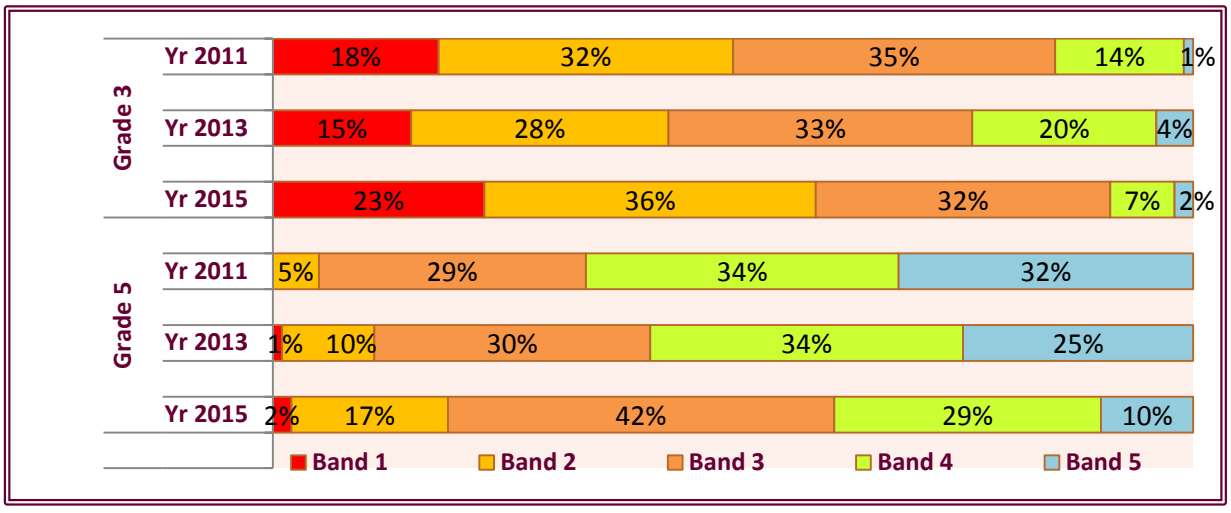
The Performance in Mathematics Test 2015

Table 3.3: Band Distribution in Mathematics by Grade 2015 NSA

	Band 1	Band 2	Band 3	Band 4	Band 5
Grade 3	23%	36%	32%	7%	2%
Grade 5	2%	17%	42%	29%	10%

Source 2015 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 Grades 3 and 5 Mathematics 2011, 2013 and 2015



Source: NSA 2011, 2013 and 2015 data as cited in ACER

The findings on the Mathematics test are:

- ✓ There was significant change in overall student achievement between 2013 and 2015 assessments in Mathematics in both grades. The average scale scores for Grade 3 decreased by 6 scale score point from 104.2 to 98.2 between 2013 and 2015 and for Grade 5 the score decreased by 5 scale score point from 115.2 to 110.2 between 2013 and 2015. Theses mean score differences were statistically significant but with moderate effect. The main concern is that nearly 59% of Grade 3 students and 90% 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 was evident for Grade 3 students compared to 2013. However, there was a worryingly high proportion (23%) of Grade 3 children working well below their expected grade in Mathematics (Band 1); it was 15% in 2013 and 18% in 2011. There was a clear danger that, without remedial action to support the weakest learners in Mathematics, they will fall further behind and could potentially be likely to drop out.

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

- ✓ The mean score in Mathematics for NNPS students was higher than for students in GPS, with the difference being statistically significant for Grade 3 (NNPS 99.2 MSS and GPS 97.8 MSS in 2015), built was the reverse in 2013 (NNPS 102.3 MSS and GPS 104.1 MSS).

- ✓ In 2013, in Grade 3, the mean score in Mathematics for GPS students was higher than for students in NNPS, with the difference being statistically significant for Grade 5 (GPS 110.9 MSS and NNPS 108.9 MSS in 2015). It was (GPS 117.2 MSS and NNPS 113.9 MSS) in 2013.

- ✓ In Grade 3, the average scale score of pupils in KG schools was the highest in Mathematics (113.9 MSS), while the average scale score in Madrashas was the lowest (103.9 MSS). There was a medium to large difference in Mathematics scale score between Madrashas and KG schools, BRAC, High school attached, and ROSC schools.

What the DPE will be able to do with Performance Standards

AIR proposes to develop 4 different performance scales; one scale in each of the following NSA focused subjects/grades: Mathematics and Bangla language Grades 3 and 5. When the Performance Standards have been developed, the DPE will be able to carry out the following:

1. Disseminate the results of the NSA test administration;
2. Design strategies to help improve instruction and student achievement for the upcoming academic year including setting achievement targets for teachers, schools, and districts;
3. Retrospectively re-interpret the test results from the NSA 2011 and 2013 by reference to the performance standards and plot trends from 2011 to 2015 administration also by reference to the performance standards;

4. Use the performance standards for all future administration of the NSA, to examine both horizontal change (from year to year) and vertical change (from grade to grade);
5. Provide the teaching profession/education system with a rich array of formative information that is empirically derived from high quality testing and that involves ensuring that test forms from one administration are appropriately equated and test results can be mapped onto the performance scale;
6. Use the performance standards to hold schools/districts accountable for developing and achieving targets;
7. If the LASI tests similarly develop performance standards for their targeted subjects/grades, then comparisons, both horizontal and vertical, can be made for the complete range of grades covering primary and middle school education in Bangladesh. American Institute for Research (AIR) can modify its proposal to support the development of the 4 performance scales for Learning Assessment of Secondary Institutes (LASI) together with those of NSA

3.1.2 NSA 2011, 2013 AND NSA 2015 (ESTIMATES) PERFORMANCE COMPARISON

The main conclusions based on comparison of performance between 2011, 2013 and 2015 assessments were:

- ✓ There was a significant change in overall student achievement between 2011, 2013 and 2015 assessments. The student achievement of grade 3 Bangla was on average a little bit lower in NSA 2015 than in NSA 2011 and 2013, however this difference was moderate. Similarly student achievement of grade 5 Bangla in NSA 2015 was lower than NSA 2011 and 2013
- ✓ Grade 3 and 5 Mathematics mean performance has gradually decreased since NSA 2011; however the difference was very small between 2011 and 2013 but large between 2013 and 2015.
- ✓ In 2015, *between school* variance accounted for more than half the total variance for both grades and subjects. As in 2013, there were achievement gaps across geographic divisions and school types, as well as across schools of the same type and within the same division. However, these further school effectiveness studies need to be undertaken to analyze and explain the between-school variations.
- ✓ While the Government Primary Schools (GPS) were the highest performers in 2011 and 2013, GPS scores decreased from 2013 to 2015 and NNPS scores increased from 2013 to 2015
- ✓ While girls tended to outperform boys in Bangla language and boys tended to score higher on the Mathematics tests, these differences were either not statistically significant, or statistically significant with small effect sizes in most cases. This indicates a relative gender parity in terms of educational outcomes and is consistent across grades and subjects, and between years 2013 and 2015
- ✓ NSA scores rose slightly in both Bangla and Mathematics from 2011 to 2013; there was a decline in NSA mean sores in both grades and subjects from 2013 to 2015, though several of these declines were negligible and had low associated effect sizes
- ✓ While the evidence from the 2011, 2013 and 2015 NSA indicates no large gaps in achievement by gender, there are achievement gaps by school type and division. The large amount of variance between schools also indicates that within divisions and Upazilas there are large quality gaps across schools.

- ✓ With regard to mean scores by division, we see that the Rajshahi has retained a relatively higher position in comparison to other divisions across grades and subjects. Sylhet Division has consistently been in the lower ranks at both grade levels and subjects. The achievement gap between Sylhet and the highest scorers is large in some cases, almost one standard deviation in score difference. Rangpur has also been a top four scorer for both assessment years. Khulna and Dhaka were relatively higher in position in 2015 than in 2013, with Dhaka moving from seventh (2013) to second (2015) on one of the Bangla years while Barisal dropped in Grade 3 Mathematics from second highest in 2013 to second lowest in 2015. Sylhet remained at the bottom for Grade 5 Mathematics and Rangpur, Chittagong, and Khulna remained in the middle in both assessment years

The final draft results of NSA 2015 show that the percentage of Grade 5 students meeting the relevant competency level in Math was lower than that of 2013. A number of factors might have influenced the results, including:

1) **Classroom Teaching:** It seems that the quality of teaching and learning is not up to the mark with new curriculum.
2) **Curriculum reforms:** The new curriculum and textbooks were introduced in 2012/13. The teachers guide, teachers addition, question booklet etc. based on new curriculum has not been supplied in time. As a result student and teachers are not fully acquainted with the competencies stated in the new curriculum and textbooks.
3) ***Lack of teacher orientation on new curriculum***: All the teachers did not receive training or orientation on the new curriculum. As a result, the teachers do not have opportunities to familiarize themselves with the instructional concepts of the new curriculum.
4) ***School sampling and comparability***: NSA 2011 included GPS and NNPS; NSA 2013 included all 7 types of schools while NSA 2015 included all categories e.g. Madrashas, Kindergarten, High school Attached, non-formal schools such as BRAC, ROSC, other NGO schools. Hence, the school samples between NSA 2013 and 2015 vary across a number of factors such as teacher profiles (qualification and training), student's background (socio-economic conditions),and school physical facilities etc.

These factors need to be considered before administering the 2017 NSA.

3.1.3 National Student Assessment: Which factors make a difference to student achievement?

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

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

Lastly, "Time on Task" affects student achievement. There was 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 on PECE when compared to students who had not been absent.

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.

There is a common perception that classroom learning and teaching are not up to the expected level. The students are not able to acquire the learning outcomes. It would be useful to conduct a study for identifying the existing causes for this problem. The survey could also provide another insight on other factors, such as the relevance of the curriculum linked with textbooks content, teachers' motivational level to conduct effective classroom teaching etc. It would be worthwhile for the DPE

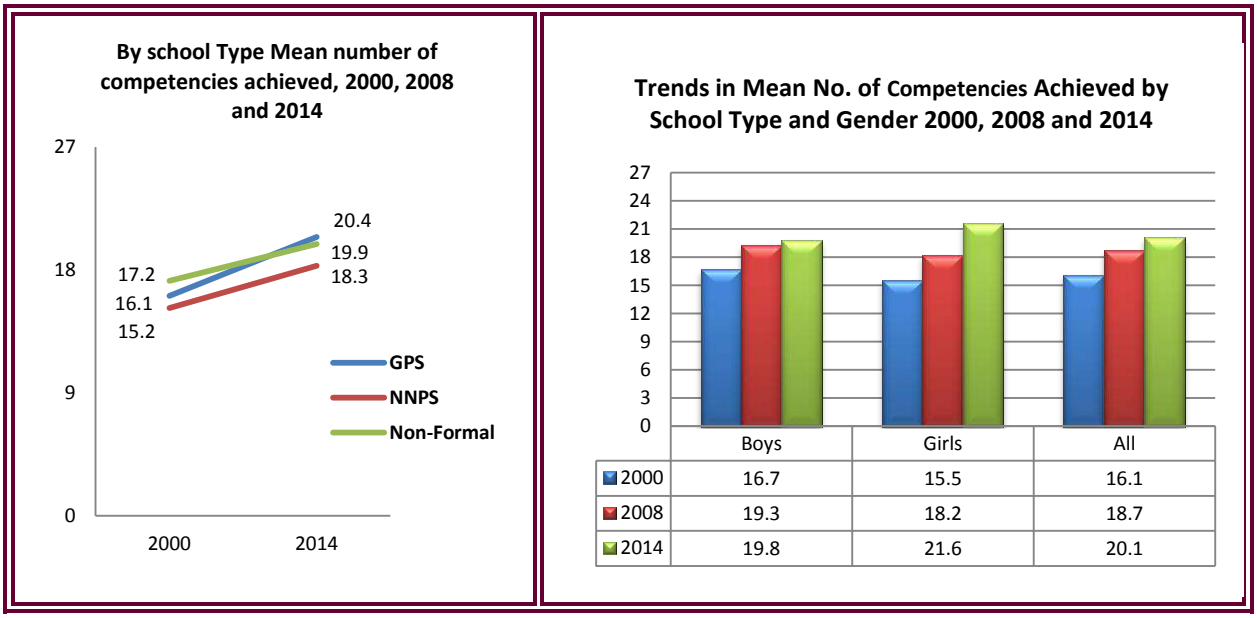
assessment team to discuss with national or international experts on the use of the Broad Based Open Technique to correlate the curriculum, Textbooks, learning outcomes, the aims and objective of primary education and Basic Niche Technique for focusing the specific areas to identify the bottlenecks hindering the achievement of learning outcomes by the students.

3.1.4 CAMPE Survey

Unlike the NSA, the 2015 Education Watch CAMPE survey established a long-term trend in achievement of Grade 5 students through using exactly the same tests that had been used in the 2000 and 2008 Education Watch CAMPE surveys. As only very small changes have been noticed in the 27 (out of 50) terminal competencies through 64 items under assessment, the instrument was not modified precisely in order to enable learning achievement to be compared between 2000, 2008 and 2014. The test was administered to more than 2,509 Grade 5 students in 186 schools in 2000; 7,093 Grade 5 students in 440 schools in 2008; and 5,375 Grade 5 students in 309 schools in 2014. Figure 3.3 shows the key results. The main finding is that there was a small but significant improvement in the mean number of competencies achieved between 2000 and 2014 (16.1 or 59.6% in 2000; 20.1 or 67% in 2008; and 20.1 or 74.4% in 2014).

Mean is not reliable statistically in comparing student learning achievement. A better method of comparison is to transform their mean achievement into percentage form. Subject-wise analysis showed that the Grade 5 students of 2014, on average achieved a learning achievement in Bangla of 73.7% (boys 70.7% and girls 76.3%), and in Math of 69.2% (boys 70.6% and girls 67.6%). The girls performed better than boys in Bangla and the reverse in Math. The urban (U) areas performed better in both Bangla (U 80% and R 72.3%) and Math (U 75.2% and R 68%) than their rural (R) counterparts.

Figure 3.3: Mean No. and Trend of Competencies achieved by School Type and Gender 2000, 2008 and 2014



Source: CAMPE 2000, 2008, 2014

Note: NSA and CAMPE findings are not comparable because methodology and test items are different.

3.1.5 GRADE 5 PRIMARY EDUCATION COMPLETION EXAMINATION (PECE) 2016

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

Table 3.5 and Table 3.6 present information on, and the results of the Primary and Ebtedayee completion examination between 2009 and 2016. During this period in PECE, the number of institutes rose by 24.5%; the number of students included in the Descriptive Role (DR) increased by 56.3%; the number of students appearing in the examination increased by 61.7%; and the number of students who passed the examination rose by 77.8%. In the 2013 PECE, the number of institutes dropped because the ROSC schools did not participate in the examination as it was the completion of ROSC's first phase and the beginning of the second phase of the project.

Table 3.5: Results of Primary Education Completion Examination [PECE], 2009-2016

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
2014	101,322	1,438,596	1,656,725	3,095,321	1,360,856	1,588,899	2,949,755	1,329,589	1,553,767	2,883,356
2015	99,221	1,355,296 (45.93%	1,595,468 (54.07%)	2,950,764	1,297,265 (45.69%)	1,541,973 (54.31%)	2,839,238 (96.22%)	1,277,146 (45.66%)	1,520,128 (54.34%)	2,797,274
2016	101,150	1,344,855 (45.84%)	1,589,232 (54.16%)	2,934,087	1,290,295 (45.58%)	1,540,439 (54.42%)	2,830,734 (96.48%)	1,270,222 (45.55%)	1,518,210 (54.45%)	**2,788,432 (98.51%)**

Source: PECE results, 2009-2016

Table 3.6: Results of Ebtedayee Education Completion Examination [EECE] 2010-2016

Year	No. of Inst.	Descriptive Roll (DR)			Appeared in the Exam			Passed in the Exam		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
2010	11,453	154,809	176,799	331,608	122,025	142,841	264,866	105,168	117,147	222,315
2011	11,519	150,018	171,142	321,160	125,600	146,571	272,171	116,190	132,244	248,434
2012	11,602	157,121	172,648	329,769	129,818	146,555	276,373	121,090	134,404	255,494
2013	11,771	160,921	161,271	322,192	134,458	139,521	273,979	129,320	133,152	262,472
2014	11,410	157,378	148,680	306,058	133,920	132,054	265,974	128,713	126,560	255,273
2015	11,549	160,643	145,553	306,196	135,058	129,076	264,134	128,425	122,841	251,266
2016	12,060	157,589 (52.41%)	143,082 (47.59%)	300,671	130,873 (50.82%)	126,627 (49.18%)	257,500 (85.64%)	125,160 (50.71%)	121,658 (49.29%)	246,818 (95.85%)

The PECE for 2016 was held between 20 - 27 November to 6 December, 2016. 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 and Moral Education. The examination was held at 7,083 exam centers covering the seven divisions and including 11 centers abroad (8 countries). A summary of the 2016 PECE and EECE results are shown in Table 3.7, distribution of GPA grade points are shown in Figure 3.4, by school type; pass rate are shown in Figure 3.5; and by Upazila the pass rate of eligible students are presented in Figure 3.6.

Table 3.7: Results of the Primary Education Completion Examination 2016

	Schools	Eligible students (DR)	Appeared students	Participation rate	Students passed	Pass rate, as percentage of appeared	Pass rate, as percentage of eligible
	(1)	(2)	(3)	=(3)/(2)	(4)	=(4)/(3)	=(4)/(2)
PECE (Formal schools)							
1. GPS	37,273	1,472,373	1,432,642	97.30%	1,414,030	98.70%	96.04%
2. RNGPS	100	2,017	1,846	91.52%	1,813	98.21%	89.89%
3. Model Govt.	504	50,381	49,384	98.02%	49,022	99.27%	97.30%
4. Experimental	56	1,979	1,937	97.88%	1,936	99.95%	97.83%
5. Temp. RNGPS	192	1,962	1,766	90.01%	1,730	97.96%	88.18%
6. Kindergarten	19,673	327,335	314,037	95.94%	311,741	99.27%	95.24%
7. NGO	4,019	101,016	96,149	95.18%	93,622	97.37%	92.68%
8. Community	81	1067	982	92.03%	955	97.25%	89.50%
09. NRNGPS	2,713	27,043	23,417	86.59%	22,609	96.55%	83.60%
10. High schools attached primary	1,880	141,956	137,892	97.14%	136,973	99.33%	96.49%
13. Govt. High Att.	16	2,578	2,536	98.37%	2,533	99.88%	98.25%
14. 1500 School Project	558	8,613	8,321	96.61%	8,207	98.63%	95.29%
15. NNPS	25,552	569,341	545,840	95.87%	531,529	97.38%	93.36%
PECE (Non-formal schools)							
11. BRAC	8,405	224,510	212,278	94.55%	210,116	98.98%	93.59%
12. Shishu Kollyan	128	1,916	1,707	89.09%	1,616	94.67%	84.34%
Total	**101,150**	**2,934,087**	**2,830,734**	**96.48%**	**2,788,432**	**98.51%**	**95.04%**
Boys		1,344,855 (45.84%)	1,290,295 (45.58%)	95.94%	1,270,222 (45.55%)	98.44%	94.45%
Girls		1,589,232 (54.16%)	1,540,439 (54.42%)	96.93%	1,518,210 (54.45%)	98.56%	95.53%
Madrashas (EECE)							
1. Ebtedayee	2,875	36,520	30,861	84.50%	29,528	95.68%	80.85%
2. Dakhil & higher	9,185	264,151	226,639	85.80%	217,290	95.87%	82.26%
Total	**12,060**	**300,671**	**257,500**	**85.64%**	**246,818**	**95.85%**	**82.09%**
Boy		157,589 (52.41%)	130,873 (50.82%)	83.05%	125,160 (50.71%)	95.63%	79.42%
Girl		143,082 (47.59%)	126,627 (49.18%)	88.50%	121,658 (49.29%)	96.08%	85.03%
Combined Primary and Madrashas	**113,210**	**3,234,758**	**3,103,372**	**95.94%**	**3,035,250**	**93.83%**	**93.83%**

Source: 2016 Primary/ Ebtedayee Education Completion Examination Result (PECE/EECE).

The main findings of the 2016 PECE result are as follows:

- A total of 2,934,087 Grade 5 students, Boys 1,344,855 (45.84%) and Girls 1,589,232 (54.16%) is included in the Descriptive Role (DR) from the 101,150 formal and non-formal primary education institutes. This total was down by 16,677 (Boys 10,441 and Girls 6,236) in the DR list from 99,221 formal and non-formal primary education institutes in 2015. Although the number of eligible children was reduced but coverage of institutes increased about 1,929 schools. It is noted that there were 244,337 more girls than boys in the DR in 2016.

- A total of 2,830,734 students Boys 1,290,295 (45.58%) and Girls 1,540,439 (54.42) sat the examination. As per the DR, the participation rate was 96.48%. The boys' participation rate was 95.94% and that of girls 96.33%.

- The students are required to score at least 33% in all six subjects in order to pass the examination. The overall pass rate for students from formal and non-formal institutes was 98.51% (total 2,788,432 students). The gender difference is negligible although girls are slightly ahead of boys: boys 98.44% (boys 1,270,222) and girls 98.56% (girls 1,518,210).

- There was virtually no variation in the pass rates by school type in PECE. The pass rate in almost all formal schools was nearer to or above 98%; and non-formal pass rate was nearer to or above 94%.

- Barisal Division had the highest pass rate of 99.09%. Sylhet division had the lowest pass rate of 97.25%.

- Out of 64 districts, Munshigonj district ranked first with a pass rate of 99.92%. Sunamgonj district had the lowest pass rate of 95.91%). Out of 508 Upazilas/Thanas, the vast majority of Upazilas achieved pass rates near or above 98%, including 17 Upazilas with 100% pass rate. The Ruma Upazila under Bandarban district had the lowest pass rate of 84.62%

- Total 4,547 special needs children (2,457 boys and 2,090 girls) were included in the DR list of PECE; of these, 4,332 students (2,332 boys and 2,000 girls) appeared for the examination and 4,165 students passed. The participation and pass rate were 96.14% and 95.27% respectively.

- A total of 5,936 repeaters from 2015 was listed in the 2016 DR: 5,518 appeared for the examination and 5,282 passed. The pass rate was 95.72%.

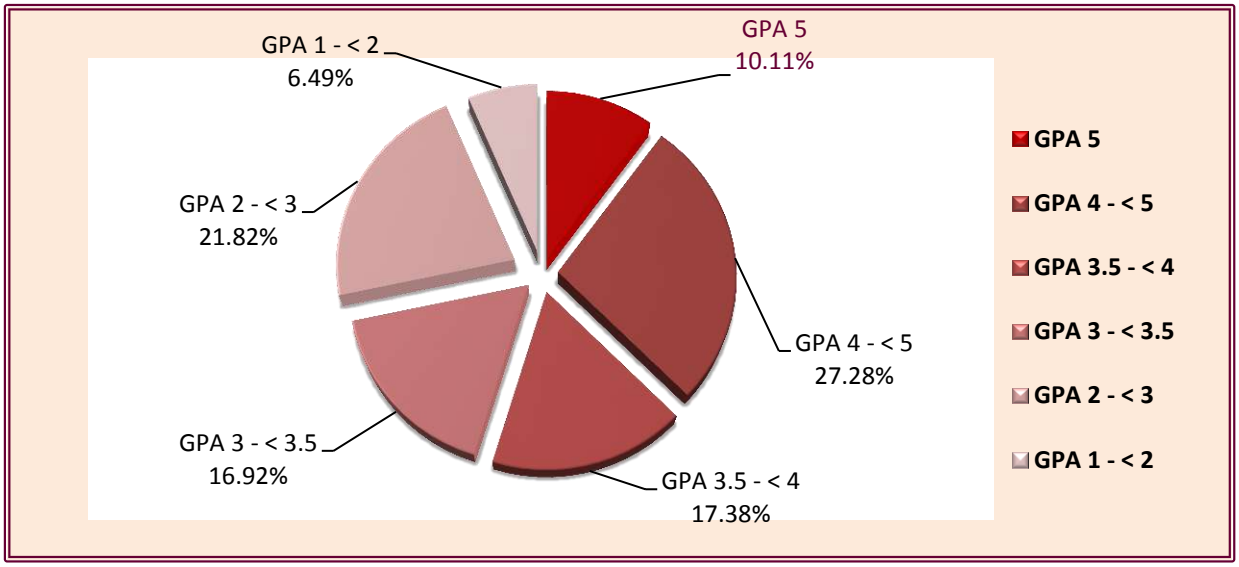
- **The schools with best results were:** PTI attached Experimental schools had the highest pass rate (99.95%), Primary Section of Government High Schools 99.88%; High Schools Attached 99.33%; Kindergarten 99.27%; Model Government Primary Schools 99.27%; BRAC Schools 98.98%; GPS 98.70%; Establishing 1500 Schools 98.63%; RNGPS 98.21%; Approved Non-Government 97.96%; NNPS 97.38%; NGOs schools 97.37%; Community 97.25%; NRNGPS 96.55%; and Shishu Kollyan had the lowest pass rate (94.67%). By type of school, the pass rate is given in Figure 3.4.

- **Student achievement was as follows:** 281,898 (10.11%) students were awarded GPA 5; a total of 760,563 (27.28%) awarded GPA between 4 to below 5; a total of 484,716 (17.38%) awarded GPA between 3.5 to below 4; a total of 471,708 (16.92%) awarded GPA between 3 to below 3.5;

a total of 608,468 (21.82%) awarded GPA between 2.5 to below 3; and a total of 181,079 (6.49%) awarded GPA between 1 to below 2.

- A total of 839 students from 188 schools (Temp. 3, KG 76, NGOs 20, Community 2, NRNGPS 78, High school 1, BRAC 1, 1500 project 2 and NNPS 5) did not participated in the examination.

Figure 3.4: Distribution of Grade Points of Students in the PECE by all Type of Schools 2016



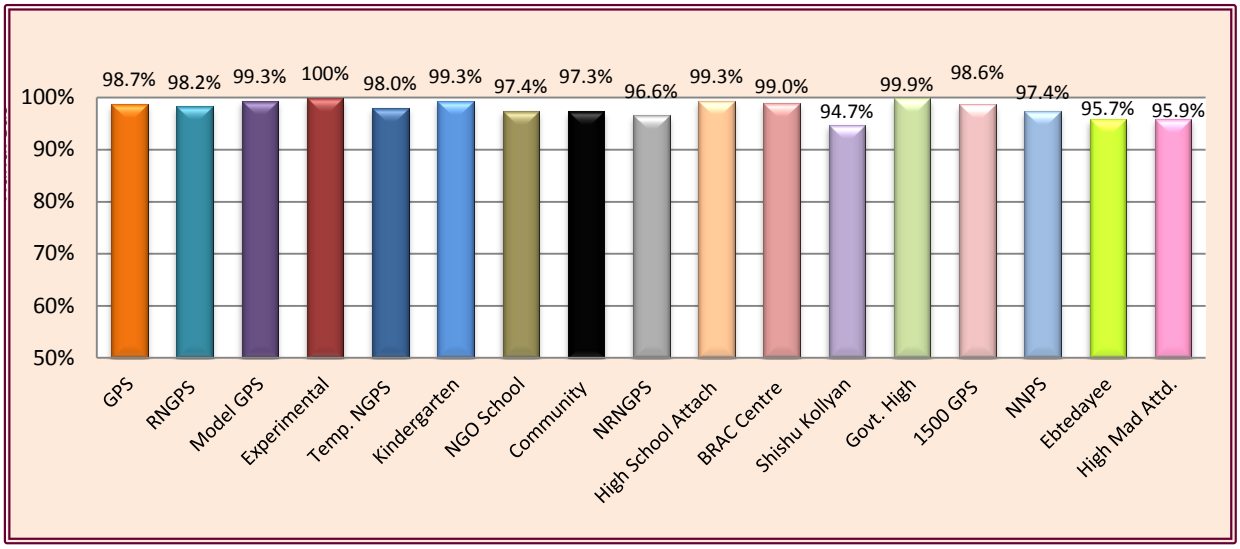
- A total of 265 students from the 55 schools (Temp. 1, KG 15, NGOs 9, Community 1, NRNGPS 17, High school attached 1, BRAC 4, NNPS 7) in the DR did not pass in 2016. A total of 1,435 students from the 204 institutes did not participate in the examination, as well as no students passed from 106 institutes.

The major findings of the 2016 EECE results are as follows:

- In 2016 EECE, a total of 300,671 Grade 5 students [Boys 157,589 (52.41%) and Girls 143,082 (47.59%)] was included in the Descriptive Role (DR) from the 12,060 Ebtedayee Madrashas and High Madrashas attached Ebtedayee sections, in contrast, in 2015, a total of 306,196 students (Boys 160,643 and Girls 145,553) was included in the DR from the 11,549 Ebtedayee Madrashahs and High Madrashahs attached Ebtedayee sections.
- Based on the DR, all eligible students did not sit the EECE. The total number of the students who appeared was 257,500 (85.64%), boys 130,873 (50.82%) and girls 126,627 (49.18). The participation rate was 85.64% (girls 88.82% and boys 85.09%) in 2016
- The overall pass rate was 95.85%. The gender difference was negligible: boys 95.63% and girls 96.08%
- The pass rate of EECE is 95.13% (boys 95.63% and girls 96.08%) which is lower than that of PECE pass rate (98.51%)

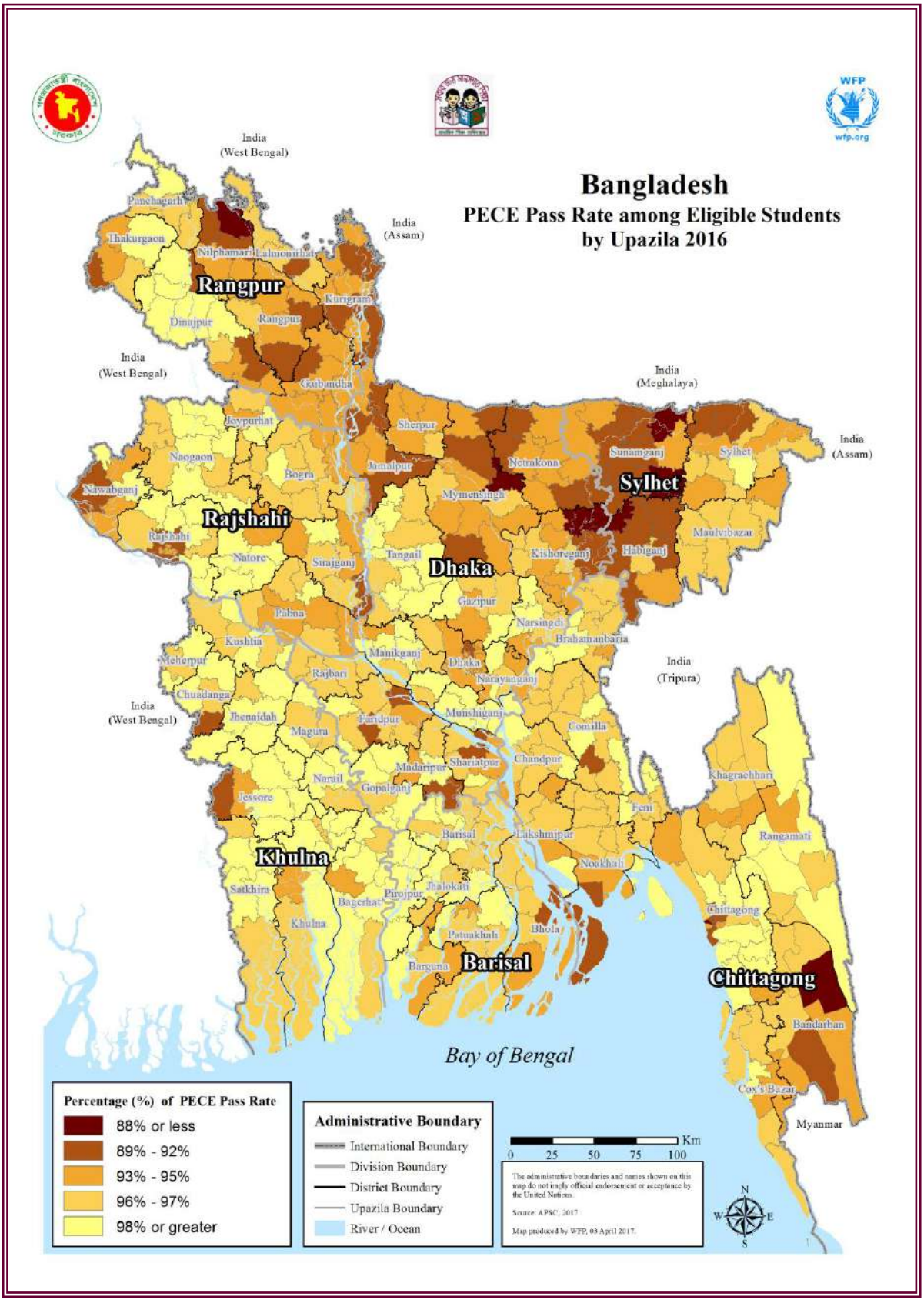
- There was virtually no variation of pass rates by type in EECE. The pass rate of both Ebtedayee Madrashas (95.68%) and High Madrashahs attached Ebtedayee sections (95.87%) was near to or above 95%
- Rajshahi Division had the highest pass rate of 98.03%. Sylhet division had the lowest pass rate of 92.04%
- District-wise, Lalmonirhat district ranked first with a pass rate of 99.88%. Hobigonj district had the lowest pass rate at 87.06%). Hijla upazila in Barisal district ranked the lowest at 70.28%
- There were 233 special needs children (127 boys and 106 girls) included in the DR list; of them, 209 students (117 boys and 92 girls) sat for the examination and 198 students passed. The participation and pass rates were 89.70% and 94.74% respectively
- A total of 1,254 students from the 26 (Ebtedayee 833 and attached 421) Madrashas did not participate in the examination
- No student passed from 26 Madrashas (Ebtedayee 18 and High Madrashas attached Ebtedayee only 8)
- A total of 5,948 (2.41%) students was awarded GPA 5, a total of 99,716 (40.40%) awarded GPA between 3.5 to below 5 and total 141,154 (57.19%) awarded GPA between 1 to below 3.5

Figure 3.5: PECE and EECE Pass Rate as Appeared by Type of schools 2016



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

Figure 3.6: PECE Pass Rate among Eligible Students by Upazila 2016



3.1.6 NFE CHILDREN TAKING PRIMARY EDUCATION COMPLETION EXAMINATION (PECE)

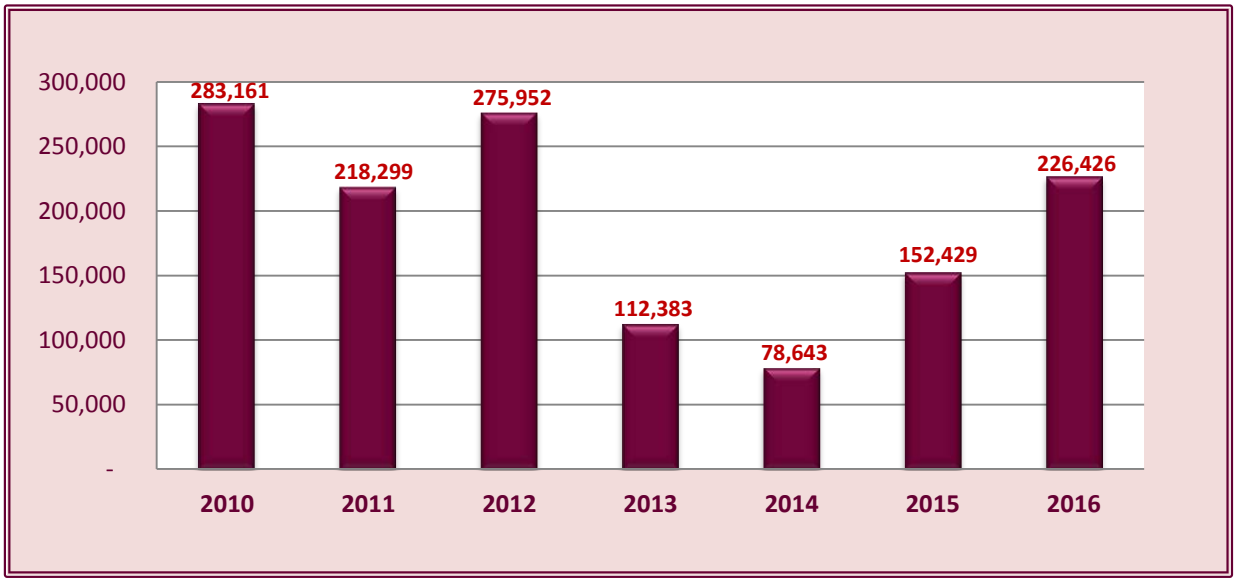
In the Mid-Term Review (November 2014), the Non-KPI-5 - '*Number of children from NFE institutes taking PECE'*- was included in the PEDP3 revised document. A total of 226,426 students from NFE institutes (BRAC and Shishu Kollyan only, this year ROSC is not eligible because the second phase of ROSC started in 2013) appeared in the PECE in 2016 compared to 283,161 (BRAC, ROSC and Shishu Kollyan) in the PEDP3 baseline 2010 and 152,429 in 2015. The student participation rate increased remarkably by 93.8% in 2015 compared to 2014 and 48.5% in 2016 (excluding ROSC schools) compared to 2015. Figure 3.6 outlines the number of children who participated between 2010 and 2016. According to the DR list, 25% students in 2010, 11.3% in 2011, 10.6% in 2012, 2.8% in 2013, 10.2% in 2014, 5.8% in 2015 and 4.3% in 2016 respectively did not appear for the examination. The number of children taking the examination in BRAC Schools decreased dramatically from 2013 to 2014 but increased greatly in 2015 and 2016 (see Table 3.8). In 2016, ROSC children did not participate in the PECE 2016. One of the discrete projects, namely the 'SHARE program' did not participate in the examination although SHARE claims that it has been managing 6 lac children. So there may be a possibility of double counting of non-formal children within some NFE programs. The trend of NFE children who have participated in PECE is shown in the Figure 3.7.

Table 3.8: Number of NFE Children appeared in the PECE 2010-2016

	2,010	2,011	2,012	2,013	2,014	2015	2016
BRAC	138,475	171,785	215,336	110,695	46,422	124,625	224,510
Shishu Kollyan	143,466	1,396	1,388	1,688	1,769	1,561	1,916
Anandya School (ROSC)	1,220	45,118	59,228	-	30,452	26,243	--
Total	**283,161**	**218,299**	**275,952**	**112,383**	**78,643**	**152,429**	**226,426**

Source: PECE result 2010-16, this year ROSC children are not eligible to appear in the exam (2nd phase). They will be appeared in 2017

Figure 3.7: Number of Children from NFE institutes taking PECE 2010-2016



Source: Different years PECE results, Note: ROSC children are not participated in the 2016 PECE

3.2 *Component 2: Participation and Disparities*

Access to and participation in primary education has been gradually improving in Bangladesh; in addition, gender and social disparities in enrolment are narrowing. School intake and gross and net enrolment rates are edging over 97%. The National Education Policy affirms that children participate in the country's free and compulsory education system through formal and non-formal channels. Universal access, participation and the reduction of disparities in the primary education sector collectively are a crucial component of the PEDP3's Program intervention.

3.2.1 UNIVERSAL ACCESS TO, AND PARTICIPATION IN PRIMARY EDUCATION

The PEDP3 Results Area 2.1 on universal access and participation in primary education are measured through the following 3 KPIs and 4 Non-KPIs:

KPI 4:	*Percentage of children out of school (boys and girls;*
KPI 5:	*Gross Enrolment Rate (GER) (EFA-5); and*
KPI 6:	*Net Enrolment Rate (NER) (EFA-6).*
Non-KPI2:	*Repetition rate (EFA-12);*
Non-KPI3:	*Percentage of Grade1 new intakes who completed PPE (EFA-2);*
Non-KPI4:	*Student attendance rate and;*
Non-KPI 5:	*Number of children from NFE institutes taking Grade 5 PECE.*

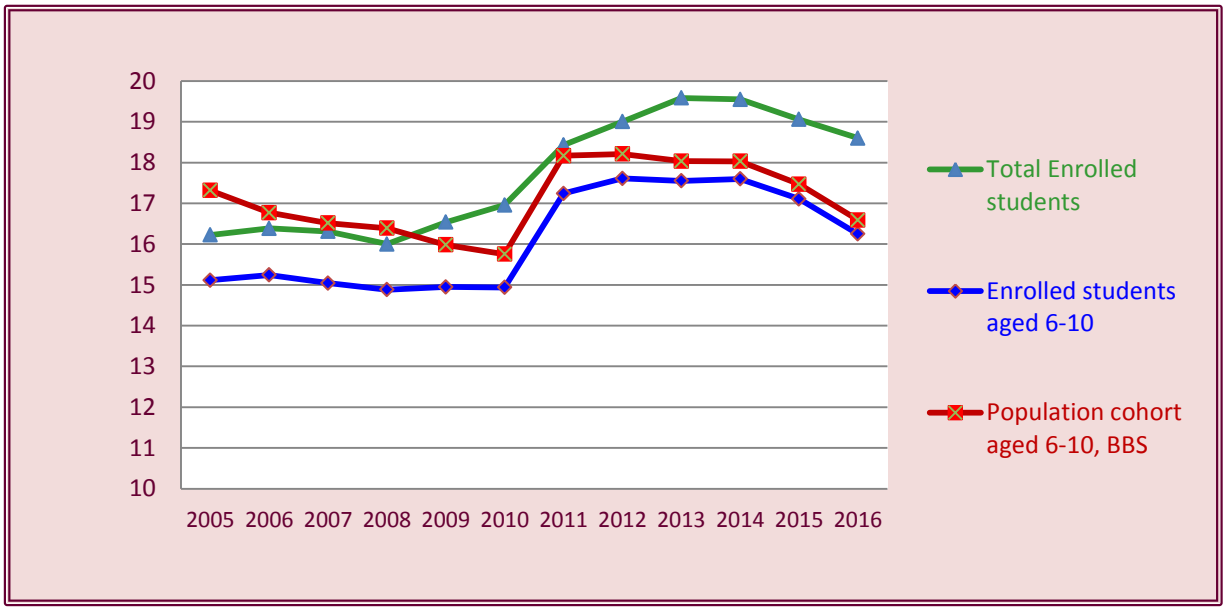
Bangladesh has made tremendous improvement in the universal access and participation of children in the 5-10 years age groups in both pre-primary education since 2010 and primary education since 2008. There has also been an increase of enrolment in all types of institutes due to many interventions like easy access, sufficient and improved infrastructure including WASH block. A number of programs aimed at reducing the cost of schooling for poor families, such as stipends, school feeding, mid-day meals, free text books and a communication campaign in favor of 100% enrolment by the Government, have been successful in improving the enrolment of such children.

According to APSC data coverage of educational institutes, the annual growth was about 5.99 percentage points between 2008 and 2016, even though the number of schools declined in 2008 (82,218) and 2009 (78,685). However, numbers of schools rose by 14 percentage points between 2010 and 2011, and there was a further sharp rise to 20.98 percentage points between 2011 and 2014 and by 3.63 percentage points between 2015 and 2016.

The enrolment of children aged 6 –10 years increased sharply by 15% between 2010 and 2011, and by 2.2% between 2011 and 2014. Many factors may have contributed to this improvement. The most significant of these may have been the Government's vigorous campaigns for 100% enrolment, and community mobilization efforts by the Government including incentives for the children. The introduction of the PECE also may have increased awareness among parents and guardians to send their children to school (see Figure 3.11 and Table 3.11 for KPI 5, KPI 6 and Figure 3.13 for KPI-4). Enrolment dropped by 2.5% in 2016, which is consistent with the declining trend in the country's population. Grade 1 enrolment also dropped around 3lac in 2016. The 6-10 year population has been gradually decreasing (see Figure 3.8) and impacting total enrolment.

The following Figure 3.8 shows that total enrolment was steady between 2005 and 2010 (around 17 million each year) but increased sharply between 2010 - 2011 (by 3,100,000 students or 18%). This is a positive development. At the same time, the cohort of children aged 6-10 years declined by 9.1%, not a surprise given the population projections of the BBS between 2005 and 2010. The cohort of children aged 6-10 years radically increased by 15.4% in 2011 and again declined in 2013; this trend continued to 2016. There is, therefore, a steady closing of the gap between the number of children aged 6-10 and the number of those children enrolled in the primary school.

Figure 3.8: Primary Enrolment and Population Cohort, 2005 – 2016 (in millions)



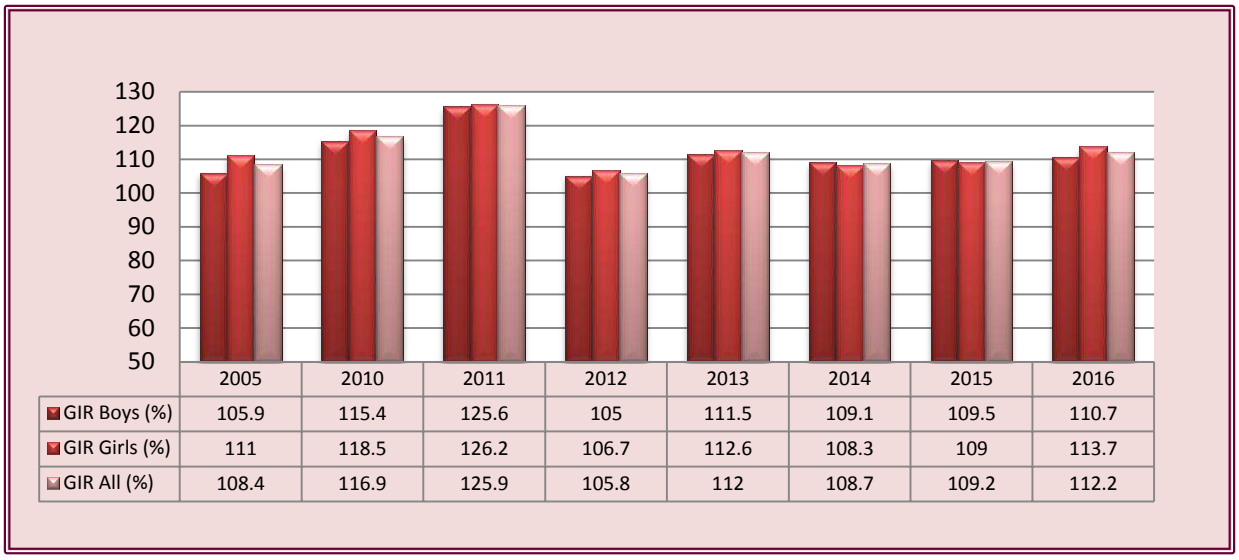
Sources: Enrolment data: APSC 2005 to 2016, BANBEIS 2005 to 2010; Population data: BBS estimates for 2005–2010 based on 2001 population census, BBS estimate for 2011-2016 based on 2011 population census. Note: The 2005-2010 enrolment rate estimates are not comparable with 2011- 2016 because the estimates of the population aged 6–10 for the denominators are different.

The PEDP3's main program document as well as the revised program document should not include the population estimates especially of primary school going age 6-10 years, PPE 5 years and Second Chance and Continuing Education 11-14 years. It is recommended to include the year and upazila wise single age projected population figures (age 5 to 15) in the PEDP4 program document for easy reference for calculating some indicators which require population figures as denominator.

3.2.1.1 Gross and Net Intake Rate (GIR & NIR)

GIR: In terms of access, the GIR (i.e. the number of children who enrolled for the first time in Grade 1, in other words **'new entrants'**) relative to the total population of children aged 6 years, fluctuated over the period 2010-2016 at around 108% - 1125% due to under and over age enrolment (see Figure 3.9).

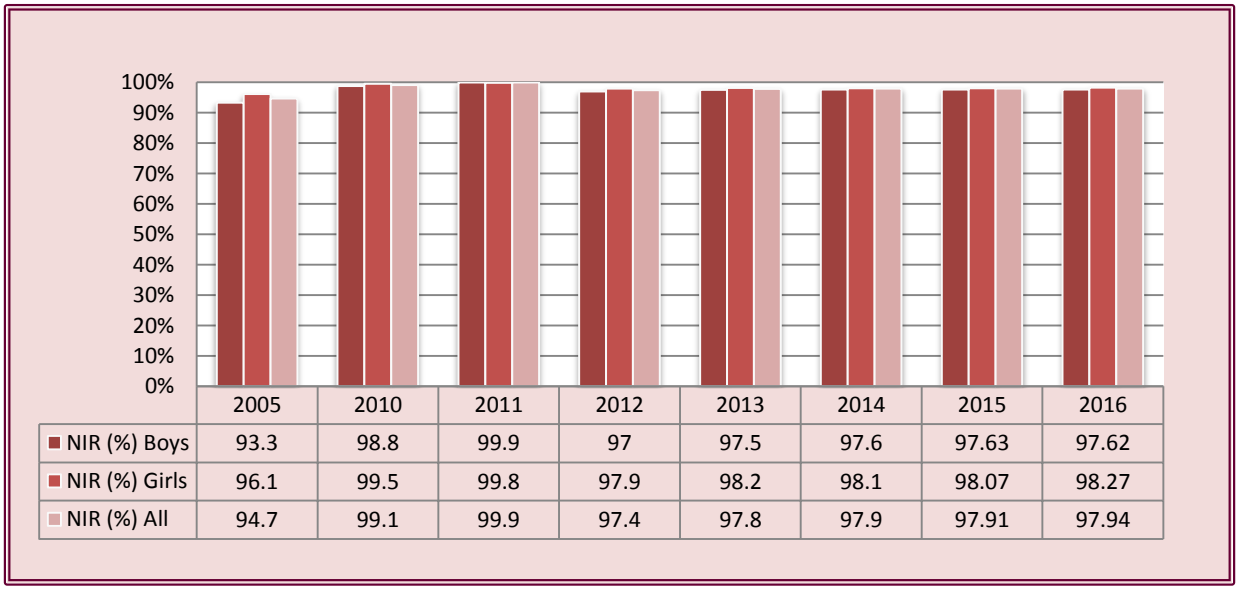
Figure 3.9: Gross Intake Rate by Gender (GIR) 2005, 2010 - 2016



	2005	2010	2011	2012	2013	2014	2015	2016
GIR Boys (%)	105.9	115.4	125.6	105	111.5	109.1	109.5	110.7
GIR Girls (%)	111	118.5	126.2	106.7	112.6	108.3	109	113.7
GIR All (%)	108.4	116.9	125.9	105.8	112	108.7	109.2	112.2

Net Intake Rate (NIR): the NIR (i.e. the number of children aged 6 years who enrolled for the first time in Grade 1 relative to the total population of children aged 6 years) remained constant over the period 2005-2009 at around 94-95%, but increased up to 98% between 2010 and 2016 (see Figure 3.10 and Table 3.9).

Figure 3.10: Net Intake Rate by Gender (NIR) 2005, 2010 - 2016



	2005	2010	2011	2012	2013	2014	2015	2016
NIR (%) Boys	93.3	98.8	99.9	97	97.5	97.6	97.63	97.62
NIR (%) Girls	96.1	99.5	99.8	97.9	98.2	98.1	98.07	98.27
NIR (%) All	94.7	99.1	99.9	97.4	97.8	97.9	97.91	97.94

The trend of achievement in gross and net intake is presented in the following Table 3.9

Table 3.9 Gross and Net Intake Rate (GIR & NIR) by Gender 2005-2016

Year	Gross Intake Rate (%)			Net Intake Rate (%) (6 years)		
	Boys	Girls	All	Boys	Girls	All
2005	**105.9**	**111**	**108.4**	**93.3**	**96.1**	**94.7**
2006	104.1	110.7	107.3	93.2	95.3	94.2
2007	104	110.2	107	93.5	95.8	94.6
2008	105.8	112.1	108.8	93.9	96.8	95.3
2009	113.6	116.3	115.1	98.6	99.3	98.9
2010	**115.4**	**118.5**	**116.9**	**98.8**	**99.5**	**99.1**
2011	125.6	126.2	125.9	99.9	99.8	99.9
2012	105	106.7	105.8	97.0	97.9	97.4
2013	111.5	112.6	112	97.5	98.2	97.8
2014	109.1	108.3	108.7	97.6	98.1	97.9
2015	**109.5**	**109**	**109.2**	**97.63**	**98.07**	**97.91**
2016	**110.7**	**113.7**	**112.2**	**97.62**	**98.27**	**97.94**

Source: APSC 2005 to 2016

The enrolment figures captured children in formal school and madras has but was an under-estimate of the total number of children receiving primary education in Bangladesh. This under-estimation could be attributed to one or more of the following. First, not all formal and non-formal schools were included. As mentioned in the Introduction Chapter, the APSC has not been capturing systematically information on three types of schools (NGO, kindergarten and English Medium Schools). The PECE, with the exception of English Medium Schools, includes all schools that participated in the PECE and provides a benchmark. One drawback is that the school type classification used in the PECE is not exactly the same as that used in the APSC. In addition, Quami Madrashs are also excluded in the APSC, which is only trying to cover them since 2015. As a result there might be a caveat to over or under estimate the indicators related to the corresponding school age children measure by APSC.

The accuracy of the GIR, GER, NIR 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.

Table 3.10 By District Gross and Net Intake Rate (GIR & NIR) 2016

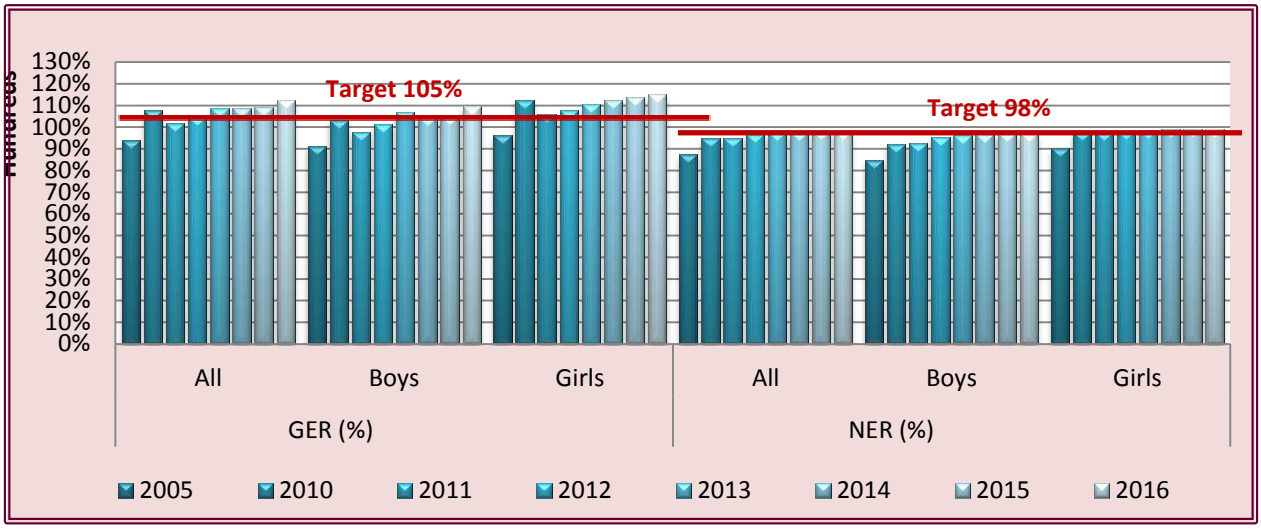
Division	District	Gross Intake Rate (%)			Net Intake Rate (%)		
		Boys	Girls	All	Girls	Boys	All
Barisal	Barguna	130.6	130.1	130.1	99.9	98.6	99.2
	Barisal	109.2	114.7	111.9	99.9	99.9	99.9
	Bhola	119.8	126	122.9	99.9	99.9	99.9
	Jhalokathi	111	113.8	112.4	99.9	99.9	99.9
	Patuakhali	121.8	119.4	120.6	99.6	99.9	99.8
	Pirojpur	112	117	114.5	99.9	99.9	99.9
Chittagong	Bandarban	114.2	115.1	114.7	99.2	93.5	96.4
	Brahmonbaria	109	110.7	109.8	99.8	99.4	99.6
	Chandpur	103.3	101.5	102.4	99.8	99.9	99.8
	Chittagong	98.8	102.8	100.8	98.5	99.8	99.2
	Comilla	102.3	106	104.1	99.9	99.9	99.9
	Cox's Bazar	69.5	78.6	74	69.1	72.6	70.8
	Feni	93.3	99.3	96.3	92.3	98.8	95.6
	Khagrachhari	106.6	103.1	104.8	99.7	98.2	99
	Laxmipur	101.2	101.5	101.3	99.9	99.9	99.9
	Noakhali	94.4	98.2	96.3	93.9	97.9	95.9
	Rangamati	100.6	104.8	102.7	98.5	98.8	98.7
Dhaka	Dhaka	98.2	99.5	98.8	97.7	97.5	97.6
	Faridpur	111.6	115.9	113.7	99.9	99.9	99.9
	Gazipur	107.0	111.5	109.3	97.9	97.4	97.7
	Gopalgonj	102.4	114.9	108.7	99.9	99.9	99.9
	Jamalpur	136.8	144.4	140.6	99.9	99.8	99.9
	Kishoregonj	103.5	110.8	107.2	92.7	93.8	93.2
	Madaripur	115.1	133.1	124.1	99.5	99.9	99.7
	Manikgonj	118.6	119.2	118.9	99.8	99.6	99.7
	Munshigonj	105.2	115.2	110.2	99.2	99.9	99.6
	Mymensingh	105.9	114.7	110.3	99.9	99.9	99.9
	Narayangonj	96.7	101.5	99.1	95.6	99.4	97.5
	Narsingdi	105.3	114.6	110	99.8	99.9	99.9
	Netrokona	116.5	128	122.2	98.6	99.9	99.3
	Rajbari	117.5	123.1	120.3	99.6	99.9	99.8
	Shariatpur	110.7	120	115.3	99.9	99.9	99.9
	Sherpur	122.3	129.7	126	99.5	99.9	99.7
	Tangail	111.2	117.3	114.2	99.8	99.9	99.8
Khulna	Bagerhat	108.2	109.3	108.8	99.7	99.9	99.8
	Chuadangha	119.3	116.8	118.1	99.8	99.9	99.9
	Jessore	117	113.9	115.5	99.9	99.6	99.8
	Jhenaidah	122.3	115.8	119	99.9	99.9	99.9
	Khulna	107.2	106.3	106.7	98.7	99.9	99.3
	Kushtia	123.7	124.6	124.1	99.9	99.9	99.9
	Magura	108.4	106.6	107.5	98.8	99.9	99.4
	Meherpur	124.6	126.2	125.4	99.9	99.9	99.9
	Narail	127.2	120.4	123.8	99.8	99.7	99.8
	Satkhira	117.8	113.2	115.5	99.9	99.1	99.5
Rajshahi	Bogra	110.9	113.5	112.2	99.6	99.8	99.7
	Joypurhat	109	105.5	107.3	99.9	99.9	99.9
	Naogaon	107.9	107.2	107.5	99.9	99.8	99.9
	Natore	112.8	111.3	112	99.9	96.7	98.3
	Nawabgonj	101.1	104.4	102.7	98.8	99.3	99.1
	Pabna	121.5	123	122.3	99.8	99.9	99.9
	Rajshahi	111	108.4	109.7	99.8	99.9	99.9
	Shirajgonj	132.2	135.4	133.8	97.5	99.9	98.7
Rangpur	Dinajpur	117.7	115.1	116.4	99.9	99.9	99.9
	Gaibandha	179.1	179.9	179.4	99.9	99.9	99.9
	Kurigram	124.1	123.1	123.6	99.9	99.8	99.9
	Lalmonirhat	124.7	126.7	125.7	99.9	99.8	99.8
	Nilphamari	152.4	152.4	152.3	99.9	99.8	99.8
	Panchagarh	129.4	129.5	129.4	99.9	99.9	99.9
	Rangpur	115.2	113.6	114.4	99.8	99.9	99.9
	Thakurgaon	135.6	135.5	135.4	99.9	99.9	99.9
Sylhet	Hobigoni	109.6	112.4	111	92.5	96.6	94.5
	Moulavbazar	103.8	103.7	103.7	93.5	97.3	95.4
	Sunamgonj	116.8	116	116.4	95.5	95.9	95.7
	Sylhet	105.8	110.9	108.4	84	87.0	85.5
	National	**110.72**	**113.7**	**112.2**	**97.62**	**98.27**	**97.94**

3.2.1.2 Gross and Net Enrolment Rate (GER & NER)

The two principal measures of participation (GER and NER) are KPI 5 and KPI 6, presented in Table 3.11 below:

- GER: The gross enrolment rate, in other words the number of children enrolled in Grades 1-5 relative to the total population of children aged 6-10 years (official primary school age of Bangladesh), was 112.2% (boys 109.32% and girls 115.02%) in 2016 (up from 93.7% in 2005, 107.7% in the PEDP3 baseline year 2010, and 109.2% in 2015).
- NER: The net enrolment rate, in other words the number of children at the official primary school age (6-10 years of Bangladesh), enrolled in Grades 1-5 relative to the total population of children aged 6-10 years was 97.96% (boys 97.10% and girls 98.82%) in 2016 (up from 87.2% in 2005, in the PEDP3 baseline year 2010 and 97.94% in 2015). The following Figure 3.11 presents the GER and NER by gender, by year and by district.

Figure 3.11: Primary Education: Gross and Net Enrolment Rate by Gender 2005, 2010-16



Source: APSC, 2005, 2010-2015

The Barguna district under Barisal Division had the lowest GER 78.2% and NER (71.9%) among all 64 districts in 2016. In 2015, Cox's Bazar district under Chittagong division, had the lowest GER (78.7%) and NER (71.8%) (See Table 3.10 for by district GER and NER). The Sylhet District had the highest GER (136.8%) and NER (99%) among all 64 districts. It is necessary to explore how Sylhet district improved so much within a one year period going from the lowest rank in 2015 to the highest in 2016.

Estimates from other sources (EHS, HIES, CAMPE and MICS):

The household surveys provide an alternative source of information that addresses NER and GER. Enumerators visit a random sample of homes and ask the parents or guardians whether their children had attended school on any day since the beginning of the school year. It is possible to capture enrolment in all types of primary level institutions, such as non-formal schools, non-formal Madrashas and English-medium Kindergartens. The methodology also allows the proportion of out-of-school children to be estimated. Information on the age of students comes from the parents and

guardians and is expected to be of better quality than the information possessed by the Head Teachers.

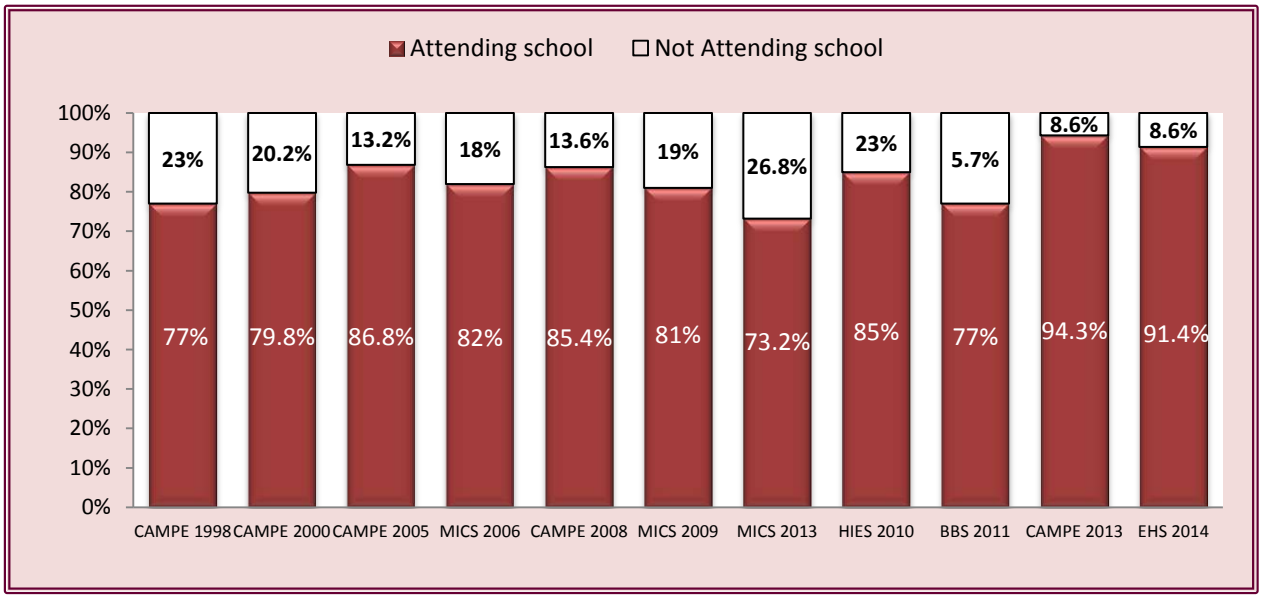
There were three surveys in recent years that provide information on enrolment: the BBS/UNICEF Multiple Cluster Indicator Survey (MICS; 2006, 2009, 2012-13); the Campaign for Popular Education survey (CAMPE; 1998, 2000, 2005, 2008, 2014 and 2015); and the BBS/DPE Education Household Survey (EHS) 2014.

Figure 3.12 presents the enrolment levels shown by five CAMPE surveys (1998, 2000, 2005, 2008 and 2013), two MICS (2006 and 2012-13) surveys, and one EHS survey (2014). The number of children who are not attending school has fallen considerably since 1998 (from 23% to 5.7%).

It needs to be mentioned here that there are some variations between the information of EHS and APSC regarding GER and NER. The EHS Report 2014 shows that the GER and NER of primary school aged children were 117.75% and 84.33%. At the same time, the APSC 2014 found that the GER and NER of the same aged children were 108.4% and 97.7% respectively. The reason for this variation might be that DPE collected data comprehensively from 108,537 schools of 24 categories, which provide primary education; on the other hand, the data for EHS 2014 were collected from 6,120 households of 306 PSU.

Using the household survey data (HIES, 2010), the Gross Attendance Rate (GAR) in 2010 was estimated to be 101% compared to the APSC figure of 107.7% in the same year. This difference can be explained by the lower aged 6-10 population figure used by APSC (see Table 3.11 below). The difference between NER of APSC and Net Attendance Rate (NAR) of HIES, however, is more pronounced. The HIES's estimate on NAR in 2010 was 77% compared to the APSC/NER figure of 95%. In addition, the BBS Population Census (2011) estimated that 23% of children aged 6–10 were not attending school (or pre-school), which means that the primary NAR was also, at best, 77% (see Figure 3.12).

Figure 3.12: Children aged 6-10 Years by Education Status in Household Surveys



Source: Different years MICS, CAMPE and HIES surveys

Table 3.11: Gross and Net Enrolment Rate (GER and NER) 2005 – 2016

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Students in Grades 1–5, GPS and NNPS only	13,056,577	12,939,129	12,916,522	13,010,370	13,281,194	13,554,878	14,526,281	14,860,746	14,890,225	14,671,914	13,793,653	13,389,052
Total Students in Grades 1–5 all schools	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	19,552,979	19,067,761	18,602,988
Students in Grades 1–5 aged 6–10, All schools	15,114,102	15,244,630	15,041,743	14,880,249	14,947,002	14,937,517	17,239,810	17,609,096	17,551,060	17,622,293	17,111,114	16,252,904
Population of Children aged 6–10	17,315,296	16,771,776	16,514,419	16,390,221	15,982,744	15,751,788	18,168,788	18,209,967	18,033,491	18,039,661	17,473,903	16,592,016
GER (%)												
All	93.7	97.7	98.8	97.6	103.5	107.7	101.5	104.4	108.6	108.4	109.2	112.2
Boy	91.2	92.9	93.4	92.8	100.1	103.2	97.5	101.3	106.8	104.6	105	109.32
Girl	96.2	103.0	104.6	102.9	107.1	112.4	105.6	107.6	110.5	112.3	113.4	115.02
Gender parity index (GPI) (NER)	1.05	1.11	1.12	1.11	1.07	1.09	1.08	1.06	1.03	1.03	1.08	1.05
NER (%)												
All	87.2	90.9	91.1	90.8	93.9	94.8	94.9	96.7	97.3	97.7	97.94	97.96
Boy	84.6	87.6	87.8	87.9	89.1	92.2	92.7	95.4	96.2	96.6	97.09	97.10
Girl	90.1	94.5	94.7	94.0	99.1	97.6	97.3	98.1	98.4	98.8	98.79	98.82
Gender parity index (NER)	1.07	1.08	1.08	1.07	1.11	1.06	1.06	1.04	1.02	1.02	1.02	1.02

Sources: Enrolment data: APSC 2005 to 2016, BANBEIS 2005 to 2010; Population data: BBS estimates for 2005–2010 based on 2001 population census, DPE estimate for 2011 to 2016 based on BBS 2011 population census (Table C 04). Note: (1). The 2011 to 2016 enrolment rate estimates are comparable but not strictly comparable to the previous years because the estimates of the population aged 6–10 years for the denominators are based on different sources. It appears that the projections of the population aged 6–10 based on the 2001 population census were not very accurate, particularly for the later years (there is a difference of 2.4 million children between the 2010 and 2011 estimates and only 41,179 between 2011 and 2012). The 2016 estimate is identical with 2015

Table 3.12: By District Gross and Net Enrolment Rate (GER and NER) 2016

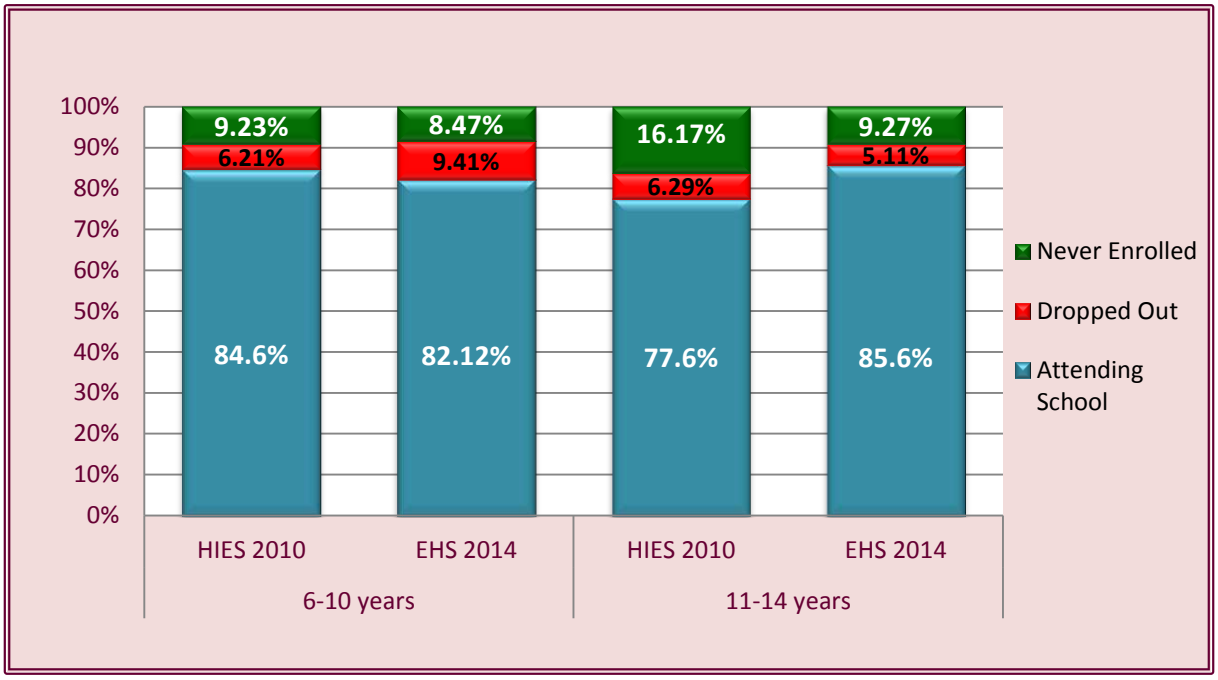
Division	District	Gross Enrollment Rate (GER) (%)			NET Enrollment Rate (NER) (%)		
		Boys	Girls	All	Boys	Girls	All
Barisal	Barguna	127.9	118.0	123.0	99.7	99.9	99.8
	Barisal	118.4	120.2	119.3	98.9	99.9	99.4
	Bhola	99.5	110.5	104.9	99.3	99.9	99.6
	Jhalokathi	117.3	109.7	113.5	99.8	99.9	99.9
	Patuakhali	125.2	122.5	123.8	99.7	99.9	99.8
	Pirojpur	116.7	111.2	114.0	99.6	99.9	99.7
Chittagong	Bandarban	115.4	118.0	116.7	98.4	99.8	99.1
	Brahmonbaria	95.7	107.9	101.7	95.6	99.6	97.5
	Chandpur	102.4	115.8	109.0	97.9	99.9	98.9
	Chittagong	109.2	120.6	114.8	99.5	97.9	98.7
	Comilla	103.4	118.7	110.9	99.8	99.5	99.6
	Cox's Bazar	71.5	85.2	78.2	66.2	77.8	71.9
	Feni	102.8	115.1	108.8	99.7	99.9	99.8
	Khagrachhari	112.1	111.7	111.9	99.9	99.4	99.7
	Laxmipur	98.0	116.7	107.2	97.4	99.9	98.6
	Noakhali	96.0	109.2	102.5	87.8	97.0	92.3
	Rangamati	110.9	111.4	111.2	96.3	99.3	97.8
Dhaka	Dhaka	100.5	110.9	105.6	97.1	99.7	98.4
	Faridpur	108.6	122.4	115.4	99.3	99.9	99.6
	Gazipur	123.4	135.4	129.2	97.4	99.6	98.5
	Gopalgonj	103.0	118.3	110.5	99.6	99.9	99.8
	Jamalpur	117.0	128.0	122.4	99.2	99.9	99.5
	Kishoregonj	89.4	105.3	97.2	86.9	99.9	93.3
	Madaripur	109.4	127.4	118.2	99.8	99.9	99.9
	Manikgonj	113.1	125.8	119.3	99.6	99.9	99.8
	Munshigonj	109.1	124.1	116.4	98.7	99.9	99.3
	Mymensingh	97.7	113.3	105.4	97.7	99.6	98.6
	Narayangonj	97.3	113.9	105.4	95.1	97.9	96.5
	Narsingdi	101.5	117.8	109.5	99.7	99.7	99.7
	Netrokona	103.7	116.8	110.1	99.4	99.2	99.3
	Rajbari	113.7	126.3	119.9	99.8	99.7	99.8
	Shariatpur	105.9	122.4	114.0	99.9	99.0	99.5
	Sherpur	108.0	118.9	113.3	99.8	99.9	99.9
	Tangail	110.4	120.6	115.4	99.8	99.6	99.7
Khulna	Bagerhat	111.4	103.1	107.3	99.9	99.9	99.9
	Chuadangha	126.3	117.5	122.0	99.6	99.9	99.7
	Jessore	127.3	119.6	123.5	99.9	99.6	99.7
	Jhenaidah	123.0	113.8	118.4	99.8	99.1	99.5
	Khulna	120.4	112.7	116.6	99.6	99.4	99.5
	Kushtia	129.1	125.0	127.1	99.3	99.3	99.3
	Magura	118.8	110.9	114.9	96.2	99.8	97.9
	Meherpur	139.8	127.4	133.7	99.5	99.8	99.7
	Narail	128.0	117.8	123.0	99.4	99.8	99.6
	Satkhira	125.3	116.9	121.2	99.6	99.8	99.7
Rajshahi	Bogra	112.2	112.6	112.4	99.3	98.6	98.9
	Joypurhat	121.1	114.0	117.6	99.1	99.8	99.5
	Naogaon	112.4	108.7	110.6	99.9	99.9	99.9
	Natore	121.4	117.1	119.3	99.7	99.8	99.7
	Nawabgonj	110.5	113.0	111.7	99.7	99.8	99.8
	Pabna	117.6	118.2	117.9	99.9	99.9	99.9
	Rajshahi	120.5	113.9	117.3	98.7	99.8	99.2
	Shirajgonj	118.0	121.2	119.6	99.8	99.7	99.8
Rangpur	Dinajpur	116.6	109.1	112.9	99.9	99.6	99.8
	Gaibandha	137.3	136.3	136.8	98.4	99.7	99.1
	Kurigram	110.2	109.2	109.7	99.9	98.9	99.4
	Lalmonirhat	121.4	115.8	118.6	99.5	99.2	99.4
	Nilphamari	133.9	129.0	131.5	98.6	99.9	99.3
	Panchagarh	128.3	122.9	125.6	99.9	99.6	99.8
	Rangpur	111.3	107.6	109.5	99.8	97.0	98.4
	Thakurgaon	130.9	124.1	127.5	98.7	99.0	98.9
Sylhet	Hobigonj	99.0	102.8	100.9	95.3	99.9	97.6
	Moulavbazar	112.4	105.8	109.1	95.2	99.0	97.1
	Sunamgonj	100.0	100.1	100.1	90.2	95.0	92.5
	Sylhet	106.9	107.1	107.0	91.8	98.7	95.2
Total		**109.3**	**115**	**112.1**	**97.1**	**98.8**	**97.96**

3.2.1.3 Out of school children

The PEDP3 KPI 4is designed to capture this status by measuring the Out-of-School Children (OOSC) using BBS HIES and EHS survey findings. The surveys consider the children who never enrolled in any formal or non-formal schools and those who dropped out of any grades in any school year. The 2010 HIES provides a baseline for this KPI. The previous section 3.2.1.2 summarised the evidence from six household surveys conducted between 1998 and 2014 on the school Net Attending Rates (NAR) of children aged 6–10 years. The latest data captured the same indicator from the EHS 2014, CAPME 2015 and the BBS Population Census 2011. The HIES and EHS data are comparable because the same methodology was used for conducting both surveys (see Figure 3.13).

According to the 2014 EHS report (published in June, 2015), around 17.9% of 6-10 year old children (boys 18.8% and girls 17.5%) and 14.4% of 11-14 year old children (boys 19.4% and girls 9%) were out of school in comparison with 15% and 22% respectively in the PEDP3 baseline (HIES 2010).About 9.4% of the 6-10 year old children were never enrolled in school, and 8.5% enrolled but dropped out before completing Grade 5. The primary cycle dropout rate estimated in the APSC 2014 was 20.9%, which is higher than that of EHS. The reason might be that the BBS collected data through sample surveys whereas the APSC 2014 collected data from each individual school through the regular census. Another reason might be that APSC calculates dropout numbers on the basis of a 5-year cycle completion: on the other hand, EHS calculates on a single year completion and also considers the internal migration factor.

Figure 3.13: Estimation of Out of School Children Aged 6-10 Years 1998-2015



Source: HIES 2010, EHS 2014. Note: never enrolled and dropped out children refers to out-of-school children.

The proportion of children who were out-of-school fluctuated between 15% and 25% over the past decade. The reason might be that there were differences in the way the school attendance status was measured by different types of surveys. The information from the last BBS Population Census (2011) estimated that 23% of children aged 6–10 years were not attending school, which is the highest estimate since CAMPE conducted its survey in 2014 (Education Watch report 2015). Due to these inconsistencies, DPE used HIES and EHS for monitoring this KPI in order to ensure consistency in methodology between the baseline and subsequent updates.[12]

Within the group of out-of-school children of primary school age, there are two distinct categories: (i) children who were never enrolled in school; and (ii) children who dropped out of school. It is useful to distinguish between these two groups in order to feed into the design of interventions to reduce school exclusion. According to the 2006 and 2009 MICS, children who had never been to school were the larger of the two groups. As many as 30% of children aged 6 years were not in school due to late entry. The percentage of children who had never attended school fell rapidly between the ages of 6 and 8 years. However, about 7- 9% of children aged 9-10 had still never been to school. Parents reported about 6% of children aged 10 as having dropped out of school.

Based on the 2010 HIES data, the 2014 education sector report estimated that the total number of out-of-school children aged 6 to 14 was around 5.5 million. These 5.5 million children represented 16% of the total population of that same age group, and the poor represented 54% of the out-of-school children. The majority of out-of-school children aged 6 to 14 had either never been enrolled in school or had not completed Grade 5. The parents' education and household income are the two most significant risk factors for children being out of school.

The 2011 population census data revealed 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 varied from 19.7% in Khulna to 26.6% in Sylhet. The disparity at the lower end of the geographical areas was even more marked: the average rate of school exclusion for the 10 lowest participation districts was 28.2% compared to 17.5% for the 10 highest participation districts. A slightly higher proportion of primary-aged boys (24%) were excluded from school compared with that of girls (22%). It is evident that the boys are behind their female counterparts. So it is recommended that special measures be taken to keep boys in school to complete the 5- year primary cycle.

The data on out of school children are not consistent. It is recommended that a new survey be completed, namely 'Out of School Children', to estimate the actual numbers of out of school children for the Post PEDP3 baseline.

[12] As an example, there is a further complication on how to treat those enrolled in the Quami Madrashas 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 - were not included in APSC [ADB Madrashas study 2011).

3.2.1.4 Urban Slum of Bangladesh

According to the slum census 2014 report, the number of slums in Chittagong City Corporation was 2,216 (15.90%), Dhaka (North) City Corporation was 1,639 (11.76%), Dhaka (South) City Corporation was 1,755 (12.59%), Khulna City Corporation was 1,134 (8.14%), Rajshahi City Corporation was 104 (0.75%). In the city corporation areas (all) number of slums were 9,113 (65.40%), in municipal areas 3357 (24.09%) and in other urban areas 1,465 (10.51%).

Table 3.13: No. of Slum, Households and dwellers in 2014

Locality	Slum Census 2014		Households		Population		
	Number of Slum	Percentage (%)	Number	(%)	All	Male	Female
1. Barisal City Corp.	137	0.98	9,629	1.61			
2. Chittagong City Corp.	2,216	15.90	127,587	21.44			
3. Comilla City Corp.	41	0.29	1,785	0.30			
4. Dhaka (North) City Corp.	1,639	11.76	135,340	22.75			
5. Dhaka (South) City Corp.	1,755	12.59	40,591	6.82			
6. Gazipur City Corp.	1,285	9.22	56,770	9.54			
7. Khulna City Corp.	1,134	8.14	20,658	3.47			
8. Narayanganj City Corp.	82	0.59	10,987	1.85			
9. Rajshahi City Corp.	104	0.75	10,202	1.72			
10. Rangpur City Corp.	49	0.35	6,282	1.06			
11. Sylhet City Corp.	671	4.82	11,927	2.01			
City Corporation Total	**9,113**	**65.40**	431,756	**72.58**			
Municipalities	**3,357**	**24.09**	**130,145**	**21.88**			
Other urban areas	**1,465**	**10.51**	**32,960**	**5.54**			
National	**13,935**	**100**	**594,861**	**100**	**2,232,114**	**1,143,925**	**1,086,337**

Source: Census of Slum Areas and Floating Population 2014

According to the slum census 2014, a total of 2,232,114 [Male 1,143,337 (51.25%) and Female 1,086,337 (48.67%)] slum dwellers was counted (6.33% of the total urban population of the country). The annual population growth rate in slum was 2.7%. Off these 216,068 (09.68%) of slum population were below 5 years; 269,907 (12.09%) were 6-10 years old i.e. primary school going age. The population of the above 10 years was 1,746,138. These 269,907 children may constitute the out of school children.

The literacy rate of slum dwellers was only 33.26% (Male 34.68% and Female 3.1.76%) in the Slum Census 2014. This was much lower than the national average (71%). The census reveals that most of the slum dwellers passed different Grades of education in the institutes operated by the Government. At the national level, 55.65% of slum dwellers studied in government managed institutes, followed by other types comprising 22.79%, private 19.75% and only 1.81% operated by the NGOs.

3.2.1.5 Urban Slum

There is no universal definition of an urban slum community. Moreover, slum characteristics are not consistent across countries or even across cities. The UN-Habitat group defines a slum household as one or a group of individuals living under the same roof in an urban area and lacking one or more of the following five facilities: (1) durable housing, (2) sufficient living area, (3) access to improved water, (4) access to improved sanitation facilities, and (5) secure tenure.

A key factor for children being out of school is urban migration from rural areas. Children whose households migrated in recent times 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 slum areas and also in a floating population, who mostly lack basic social services such as education, public health, and 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, are estimated to be 62%, which means that more than one-third of children aged 6-10 living in urban slum are out of schools (see Table 3.14 below). As a result, around 55 percent of adult slum inhabitants over the age of 17 have never been to school, and only 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 3.14: Primary Gross & Net Attendance 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, EHS 2014, WB ESR 2014

According to the 2016 APSC, there were 1,171 schools located in slums, which represents 0.92% of all types of schools. Of the total slum schools in the country, almost 50% are located in Dhaka. Total enrolment in the slum area schools was around 214,309 (51.5% girls). DPE managed schools had the highest share of primary students, 38% in the slum areas. On an average around 363 students were enrolled per school in DPE managed slum area schools. This is significantly higher than GPS' national average of209students per school, which is a possible indication of over-crowding in slum schools. A summary of primary schools in slum areas is shown below in Table 3.15

Table 3.15: Primary Schools in Slum Areas by School Types 2016

School Types	Schools	Enrolment	Teachers
GPS/NNPS	221	80,196	1,585
Kindergarten	357	53,739	2,080
BRAC	217	23,830	353
Primary section of high schools	52	14,941	314
NGO Schools	113	24,467	411
Other primary education schools/LCs	211	17,136	451
ALL	**1,171**	**214,309**	**5,194**

Source: APSC 2016

3.2.1.6 Slum in Dhaka

In Dhaka, the capital city of Bangladesh, the population increases by half a million each year, a rate that could result in a population of almost 23 million by 2016. Dhaka is the second fastest growing megacity in the world. The rapid urban growth of low income and ultra poor families is mostly due to internal migration from rural to urban areas for income generating purposes. The Centre for Urban Studies estimated that the total population of Dhaka's slums more than doubled between 1996 and 2005, from 1.5 to 3.4 million; other studies estimated a slum population of around 7/8 million people by 2016. The major challenges for slum area children are as follows:

a. Lack of shelter facilities;
b. Lack of education facilities;
c. Lack of water and Sanitation facilities;
d. Lack of health facilities.

To address these challenges, information on the spatial distribution of slum and floating area children is necessary, yet the data are rarely available for planning purposes. It is recommended that a study be conducted on the slum areas of Bangladesh to ascertain the real situation, to include the number of school-age children and what comprehensive program is required for the education development of these children. The State is responsible for providing free primary education for all children. The Departments of Social Welfare, Health and Primary Education must jointly take the initiative to construct a safe environment with facilities of boarding, feeding, education and health services for slum area children. Addressing the educational needs of children in urban slums is also a focus of the PEDP3. At the JARM in 2013, it was agreed that one of the priority areas for FY 2013/14 was to be the expansion of education in urban slums; to-date no such initiative has been taken under the PEDP3. So a special arrangement for safeguarding children in urban slums is a priority for the up-coming Post PEDP3 or the PEDP4.

According to the ROSC progress report of February 2017, a total of 2,576 slum children were provided with a pilot primary education program through 113 ROSC learning centers in the 21 schools premises of 21 slums under the Dhaka North and South City Corporation areas. Currently, these children are studying at Grade 3, 4 and 5 levels. ROSC will be scaling up this initiative in 2017 to cover 50,000 slum children in 11 city corporation areas of the country.

The following Table 3.16 summarizes the status of primary education in the slum areas of the Dhaka Metropolitan area based on the APSC 2016 report.

Table 3.16: Primary Schools, Students and Teachers in Slum Areas in Dhaka Metropolitan areas by School Types 2016

School Types	Schools	Enrolment	Teachers
GPS/NNPS	46	36,678	388
Kindergarten	159	40,804	802
BRAC	45	20,060	130
Primary section of high schools	31	16,105	174
NGO Schools	39	24,552	202
Other Primary Education Schools/LCs	5	1,522	26
ALL	**325**	**139,721**	**1,722**

Source: APSC 2016

In the Dhaka metropolitan areas, there are 11 Primary Education Administrative Thanaa (Mirpur, Mohammadpur, Dhanmondi, Lalbagh, Kotwali, Sutrapur, Cantonment, Motijheel, Ramna, Tejgaon and Gulshan) that compute the number of primary schools, students and teachers in slum areas. In Dhaka Metropolitan areas, a total of 325 schools were located in slum areas in the 2016 APSC. The major findings are as follows:

- ✓ Of these schools, 14% were GPS/NNPS, 49% Kindergartens, 14% BRAC, 10% High School Attached Primary Schools, 12% NGO Bureau managed Schools and 2% Other schools/LCs;

- ✓ On average, 430 students were enrolled in the slum areas schools. Category wise - 797 were students in the GPS/NNPS, 257 students in the Kindergarten, 446 students in the BRAC schools, 520 students in the High School Attached Primary Schools, 630 students in the NGO Schools and 304 students in the Other schools/LCs.

- ✓ On average, there were 5 teachers per school in slum areas. Category wise – above 8 were teachers in the GPS/NNPS, 5 teachers in the Kindergarten, 3 teachers in the BRAC schools, 6 teachers in the High School Attached Primary Schools, 5 teachers in the NGO Schools and 5 teachers in the Other schools/LCs.

From the above Table 3.15, it is clearly evident that the number of students in the slum areas schools is three times more than the national average. So a special measure is required to keep the children in school to complete the 5 years primary cycle.

3.2.1.7 Pre-primary education (PPE)

The 2010 National Education Policy sets out policy directives related to Pre-Primary Education (PPE) and the PEDP3 also prioritized the PPE. The main objective of pre-primary education is to provide one-year of pre-primary education to create an atmosphere fostering the physical and mental preparation of children before they enter Grade 1 of formal primary school. Under PEDP II, the Government re-introduced pre-primary classes (referred to as 'baby classes') after piloting them in the early 1990's. The operational framework for the development of PPE was approved by The MoPME in 2010, and subsequently implemented through government and NGOs partnership. The DPE is committed to introducing gradually the one year pre-primary for all children under the 'Learning and Teaching' component of the PEDP3. The mapping of the pre-primary education provision was completed in 2011 by UNICEF; based on this mapping, the PPE expansion plan was prepared. GO-NGO implementation guidelines were also prepared and approved by the MoPME, which envisages the formalization of the system through the development of curriculum and materials, and the recruitment of 37,672 PPE teachers and their professional development. A minimum standard for pre-primary education was defined and activities were implemented according to the guidelines. During the PEDP3, the Government has been gradually introducing the one-year pre-primary education in GPS and NNPS nationwide; various qualified NGOs have been adding the one-year pre-primary in other school categories. The entry age of children in pre-primary education is 5 to 6 years. The following Table 3.17 presents the total number of institutes that provided pre-primary education in 2016.

Table 3.17: Number of Institutes Providing Pre-primary Education by Type of Schools 2016

Division	GPS	NNPS	RNGPS	NRNGPS	Expt. School	Ebtedayee Madrasha	Community School	Other School	Total
Barisal	3,350	2,714	7	173	5	225	17	666	7,157
Chittagong	7,617	3,480	13	299	10	357	11	7,235	19,022
Dhaka	10,173	5,623	23	378	11	310	35	12,458	29,011
Khulna	4,328	3,681	11	108	7	190	9	3,341	11,675
Rajshahi	4,928	3,590	6	209	8	187	4	4,378	13,310
Rangpur	4,460	4,883	34	446	6	91	24	2,312	12,256
Sylhet	3,378	1,494	4	83	2	57	17	2,200	7,235
Total	**38,234**	**25,465**	**98**	**1,696**	**49**	**1,417**	**117**	**32,590**	**99,666**

Source: APSC 2016

The NCTB prepared the learning materials (textbook for children) based on the MoPME approved PPE curriculum for PPE learners. Accordingly, NAPE finalized PPE teaching and learning materials as well as the Teachers Training Manuals which were approved by the MoPME. Every GPS has received Tk. 5,000 for procurement and preparation of supplementary teaching learning materials. The Government has created 37,672 additional posts of assistant teachers for PPE classes (one for each GPS); of these additional posts, 33,974 assistant teachers have been recruited (22,000 in 2014) and (13,974 in 2015) and deployed in each GPS. The DPE is planning to create and recruit a further 25,800 pre-primary teacher posts for NNPS. To date, DPE has provided a one-day PPE

orientation training for all field level officials including Head Teachers of all GPS and NNPS schools. At least 22,000 newly recruited PPE teachers have been given two weeks of training, and 105 Master or Core Trainers have been developed and trained with the technical assistance of UNICEF.

The following Table 3.18 shows the pre-primary enrolment in GPS and NNPS. The total enrolment increased by 73% from 2010 to 2011. In 2015, there were 1,621,247 (GPS 1,108,310 and NNPS 512,937) pre-primary children in GPS/NNPS (all types 2,864,877) - nearly double the enrolment of the PEDP3 baseline year 2010. Almost 100% of the GPS and 92% of NNPS are now offering pre-primary education. About 1,363,148 children are receiving pre-primary education from other types of schools including NGOs and Kindergartens as mentioned in the APSC 2016 report.

Table 3.18: Enrolment in Pre-primary Education (GPS and NNPS only) 2010- 2016

	GPS			NNPS			Total GPS and NNPS		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
2010	634,933	320,707	314,226	260,591	130,936	129,655	895,524	451,643	443,881
2011	1,209,288	614,828	594,460	336,540	168,669	167,871	1,545,828	783,497	762,331
2012	1,178,311	592,435	585,876	501,793	249,457	252,336	1,680,104	841,892	838,212
2013	1,257,872	632,940	624,932	570,078	284,268	285,810	1,827,950	917,208	910,742
2014	1,326,403	667,892	658,511	623,963	312,109	311854	1,950,366	980,001	970,365
2015	1,108,310	555,174	553,136	512,937	253,831	259,106	1,621,247	809,005	812,242
2016	**1,165,402**	**575,145**	**590,257**	**600,985**	**298,439**	**302,546**	**1,766,387**	**873,584**	**892,803**

Source: APSC 2010-2016. Note: The enrolment of PPE has slightly increased in 2016 (3,129,535) compare to 2015 (2,864,877); this raise due to enrolment of under age and over age children in PPE and this is identical with the 2016 population cohort (4-6 years).

Enrolment of Special Needs Children in PPE

The enrolment of special needs children in the main stream education is also one of the core elements of the PEDP3. A total of 11,272 special needs children (boys 6,322 and girls 4,905) were enrolled in the DPE managed pre-primary classes in 2016 (see Table 3.19 and Figure 3.14).

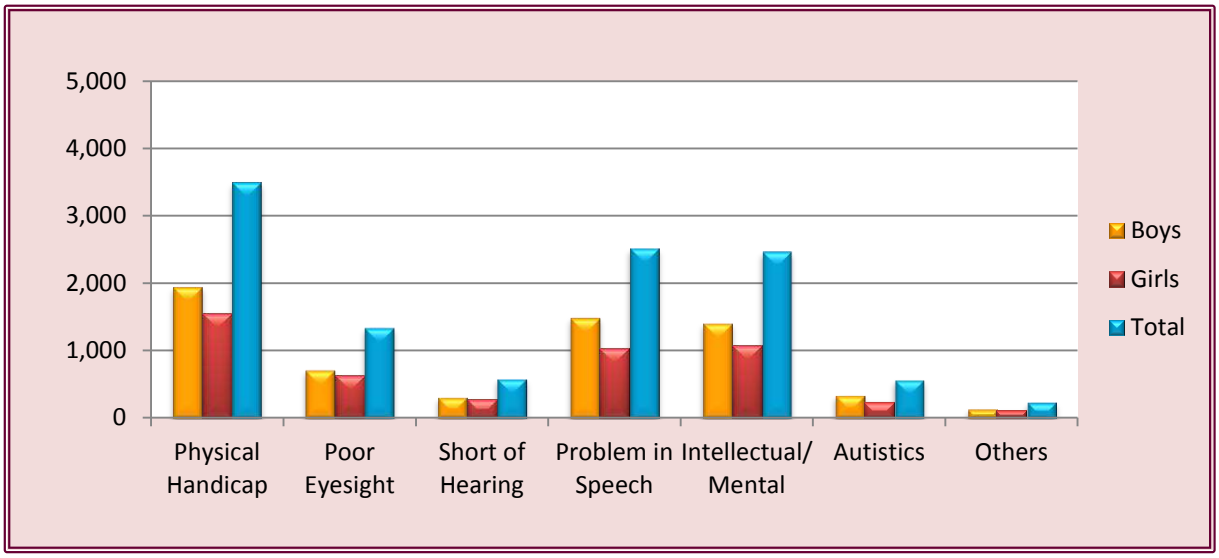
Table 3.19: Special Need Children by Type of disabilities and Gender in PPE 2016

Type of Disabilities	Boys	Girls	Total
Physical Handicap	1,941	1,556	3,497
Poor Eyesight	713	630	1,343
Short of Hearing	309	275	584
Problem in Speech	1,484	1,035	2,519
Intellectual/ Mental	1,405	1,069	2,474
Autistics	338	234	572
Others	132	106	238
Total	**6,322**	**4,905**	**11,227**

***Note: DPE consider only mild and moderate disable children who enrolled in the formal primary schools. The Head teachers classify the single type* of disability which one is likely to more considering the degree of severity if anyone has multiple disabilities**

Inclusive education - is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their teaching learning time with non-special needs students i.e. mainstreaming schools. Inclusive education rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. Schools most frequently selected students with mild to moderate special needs

Figure 3.14: Enrolment of Special Need Children in Pre-primary Education 2016



Note: DPE used the definition of different type of disabilities provided by the UNICEF

3.2.1.8 Grade-1 Students who Attended Pre-Primary Education

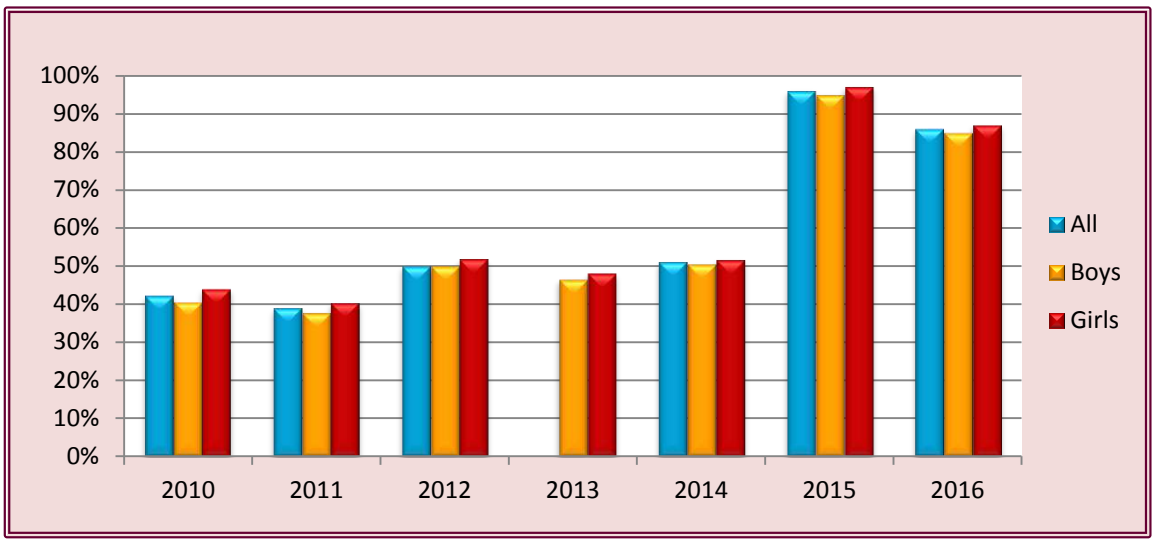
The indicator Non-KPI 3, *'percentage of Grade-1 students in primary schools who have attended pre-primary education'* is used by the PEDP3 to track changes in the coverage of PPE. The APSC collects data on the number of Grade 1 students in primary schools who had attended pre-primary education in the previous year. Table 3.20 and Figure 3.15 indicate that the enrolment of children with PPE in Grade 1 has increased since 2011. The growth rate went from 40.3% to 86% between 2011 and 2016..

Table 3.20: Grade1 Students with Pre-Primary Education (GPS &NNPS) 2010-2016

	2010	2011	2012	2013	2014	2015	2016
Boys	40.58%	37.73%	50.01%	46.50%	50.55%	95.1%	**85%**
Girls	43.94%	40.37%	51.83%	48.09%	51.63%	97.2%	**87%**
All	42.25%	39.02%	50.03%	47. 28%	51.07%	96.1%	**86%**

Source: APSC 2010-16 reports

Figure 3.15: Grade 1 Students with Pre-Primary Education (GPS &NNPS) 2010-2016



Source: APSC 2010-2016 reports

UNICEF conducted an assessment of the implementation of Pre-Primary Education in 2016. This report reveals that the implementation of Pre-Primary Education under the PEDP3 by both the GoB (GPS and NNPS) and NGOs (other institutions) was considered to be outstanding. The UNICEF also praised the following: the Pre-Primary Education curriculum development; teaching learning materials; development of PPE quality standards; PPE Expansion plan for achieving universal coverage; recruitment of new teachers with the creation of new PPE posts; development of teacher training packages; provision of dedicated classrooms, the PPE grant and the development of GO-NGO cooperation guidelines. These initiatives were considered to have been well planned, and would have a very positive impact on the quality of PPE.

This Assessment Report identified some gaps especially related to teaching and learning, which need to be addressed as soon as possible especially the following: class routine are not being followed properly; materials are insufficient and often children are not allowed to use them; both the school and classroom environments are not child friendly; in many instances classrooms are not properly decorated with charts, pictures and children's work/drawings; in many cases, the teacher-student ratio was much higher than 1:30; and newly recruited teachers did not have any training on PPE. With regard to the NNPS, there are no dedicated PPE teachers; and in general, the NNPSs do not have sufficient teachers.

For the Post-PEDP3, the UNICEF report also recommended that the quality of PPE text books (work books), exercise books and other materials need to be improved - particularly the quality of paper with right GSM, multi color and binding etc. Books and other materials should be colorful and attractive for young children.

It is evident that this indicator has grown tremendously since 2011, and has been measured from a global perspective by UNESCO. The PPE achievement is included in the Global Education Report based on SDGs, whose previous name was Global Monitoring Report (GMR) based on MDGs.

3.2.1.9 Student Repetition Rate

The Non-KPI 2 *'Student repetition rate'* is intended to measure one of the most important determinants of learning outcomes. The student repetition rate has been following a declining trend over the past seven years among both boys and girls; the rate was 6.1 % in 2016 (Boys 6.4% and Girls 5.8%), down from 6.2% (Boys 6.4% and Girls 6%) in 2015 (see Figure 3.16). The following Table 3.20 presents the repetition rate by grade and gender.

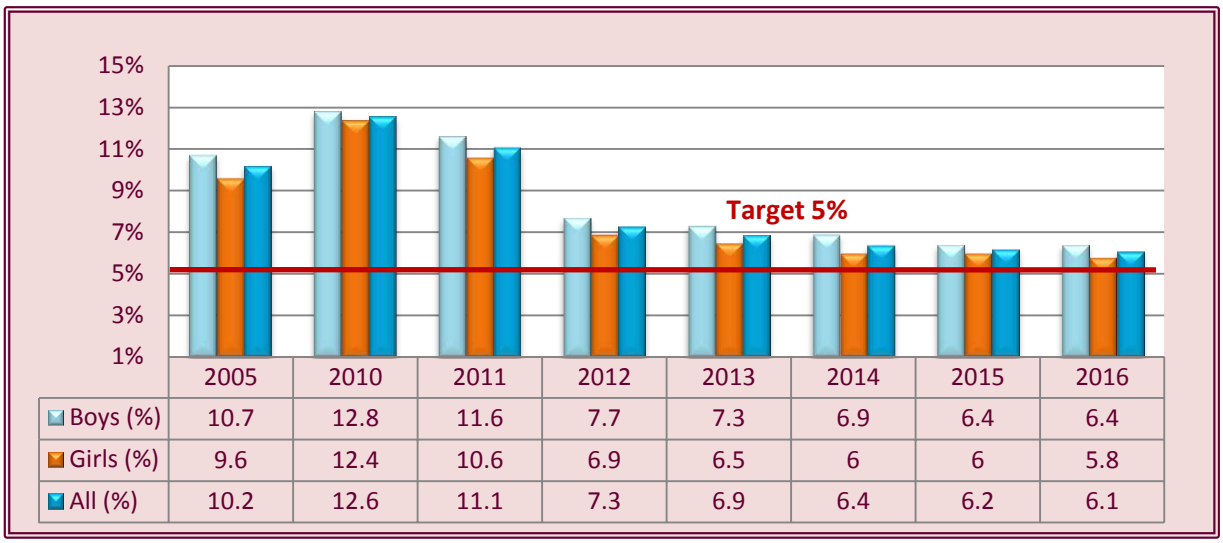
Table 3.21: Repetition Rate by Grade and Gender 2010-2016

Repetition rate (%)	By Grade (%)					By Gender (%)		
	Gr-1	Gr-2	Gr-3	Gr-4	Gr-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
2014	6.9	4.4	6.9	10.2	2.8	6.9	6	6.4
2015	1.6	3.2	3.4	10.1	2.1	6.4	6	6.2
2016	**7.9**	**5.3**	**6.3**	**7.7**	**2.4**	**6.4**	**5.8**	**6.1**

Source: APSC 2016

The repetition rate is constantly and remarkably high in Grade 4, and low in Grade 5 (see above Table 3.21). It is assumed that each school filters the students, who are allowed to pass from Grade 4 to Grade 5, based on their prospect of passing the forthcoming PECE.

Figure 3.16: Repetition Rate (GPS and NNPS) by Year and Gender 2005, 2010–2016



	2005	2010	2011	2012	2013	2014	2015	2016
Boys (%)	10.7	12.8	11.6	7.7	7.3	6.9	6.4	6.4
Girls (%)	9.6	12.4	10.6	6.9	6.5	6	6	5.8
All (%)	10.2	12.6	11.1	7.3	6.9	6.4	6.2	6.1

Source: APSC 2016

Education Watch 2015 stated that the repetition rate was 6.8% in 2014, which was very close to the APSC 2014 figure (6.4%). So it is clearly evident that the repetition rate has been declining since 2010. But the repetition rates, which are consistently high in Grade 4, raise some issues that will require further investigation and analysis in order to know the ongoing real cause or causes so that remedial action is taken. The following Table 3.22 presents the repetition rate by district.

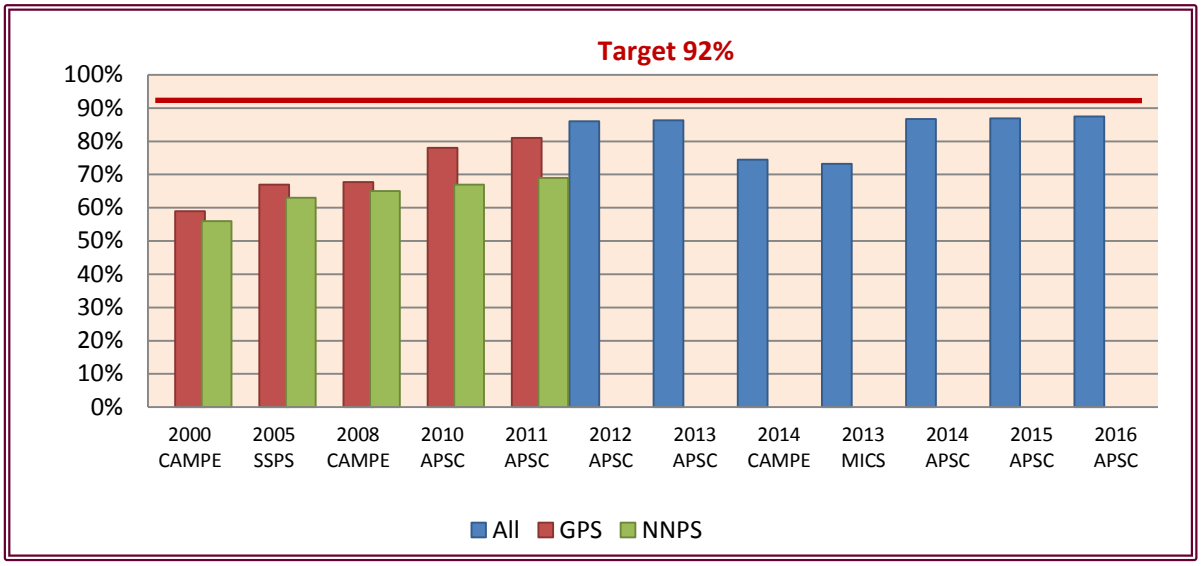
Table 3.22: By District Repetition Rate and No. of Repeaters 2016

Division	District	Repetition Rate (%)			No. of Repeaters (all type of school)		
		Boys	Girls	All	Boys	Girls	All
Barisal	Barguna	5.9	5.7	5.8	3,723	3,242	6.965
	Barisal	5.6	4.6	5.1	8,598	6,941	15,539
	Bhola	6.7	5.9	6.3	7,901	7,555	15,456
	Jhalokathi	5.0	4.6	4.8	2,134	1,706	3,840
	Patuakhali	6.0	5.6	5.8	6,699	5,813	12,512
	Pirojpur	5.3	4.9	5.1	3,694	3,106	6,800
Chittagong	Bandarban	6.5	5.7	6.1	2,141	1,973	4,114
	Brahmonbaria	7.4	5.7	6.6	13,717	12,349	26,066
	Chandpur	5.4	5.5	5.4	7,534	8,238	15,772
	Chittagong	7.0	5.8	6.4	27,946	24,529	52,475
	Comilla	5.9	5.6	5.7	18,715	19,456	38,171
	Cox's Bazar	8.3	6.0	7.1	9,897	8,129	18,026
	Feni	5.3	4.9	5.1	4,232	4,008	8,240
	Khagrachhari	6.2	5.4	5.8	2,842	2,366	5,208
	Laxmipur	5.6	4.5	5.1	5,884	5,694	11,578
	Noakhali	6.7	5.7	6.2	12,504	11,778	24,282
	Rangamati	5.3	4.8	5.0	1,993	1,771	3,764
Dhaka	Dhaka	7.1	6.0	6.5	25,266	21,533	46,799
	Faridpur	6.5	5.8	6.1	7,232	6,952	14,184
	Gazipur	5.5	5.7	5.6	9,081	8,765	17,846
	Gopalgonj	5.9	5.8	5.8	4,180	4,525	8,705
	Jamalpur	6.9	6.1	6.5	10,835	9,990	20,825
	Kishoregonj	6.8	6.0	6.4	11,692	11,682	23,374
	Madaripur	6.2	5.7	6.0	4,585	4,776	9,361
	Manikgonj	6.1	5.8	6.0	4,717	4,820	9,537
	Munshigonj	6.5		3.3	5,236	5,007	10,243
	Mymensingh	7.0	6.0	6.5	21,102	20,828	41,930
	Narayangonj	6.9	5.7	6.3	8,649	8,038	16,687
	Narsingdi	6.6	5.7	6.2	8,161	7,918	16,079
	Netrokona	6.7	6.2	6.5	10,201	9,721	19,922
	Rajbari	6.5	5.9	6.2	3,786	3,650	7,436
	Shariatpur	6.4	5.8	6.1	4,894	4,892	9,786
	Sherpur	6.3	5.9	6.1	5,487	5,306	10,793
	Tangail	6.1	5.8	6.0	12,019	11,817	23,836
Khulna	Bagerhat	5.8	5.2	5.5	4,762	3,832	8,594
	Chuadangha	6.8	5.8	6.3	4,381	3,414	7,795
	Jessore	11.8	5.7	8.7	10,179	7,901	18,080
	Jhenaidah	6.3	5.7	6.0	6,561	5,182	11,743
	Khulna	5.9	5.4	5.7	7,349	5,763	13,112
	Kushtia	5.8	5.8	5.8	6,972	6,067	13,039
	Magura	6.3	5.6	5.9	3,663	2,831	6,494
	Meherpur	6.4	5.6	6.0	2,528	1,965	4,493
	Narail	6.4	5.7	6.0	3,225	2,530	5,755
	Satkhira	6.0	5.5	5.8	7,342	5,631	12,973
Rajshahi	Bogra	6.2	5.7	5.9	11,128	9,010	20,138
	Joypurhat	6.1	5.7	5.9	2,903	2,178	5,081
	Naogaon	6.0	5.2	5.6	7,970	6,176	14,146
	Natore	30.3	5.8	18.0	6,311	5,025	11,336
	Nawabgonj	6.3	5.5	5.9	6,190	5,282	11,472
	Pabna	6.7	5.9	6.3	10,647	8,738	19,385
	Rajshahi	6.2	5.6	5.9	8,146	6,300	14,446
	Shirajgonj	6.7	6.7	6.7	13,895	11,715	25,610
Rangpur	Dinajpur	6.0	5.6	5.8	11,075	8,742	19,817
	Gaibandha	6.4	5.8	6.1	12,234	9,986	22,220
	Kurigram	6.6	5.7	6.2	9,364	7,780	17,144
	Lalmonirhat	6.4	5.7	6.1	6,071	4,974	11,045
	Nilphamari	6.5	5.9	6.2	9,984	8,037	18,021
	Panchagarh	6.1	5.6	5.9	4,662	3,672	8,334
	Rangpur	6.4	5.7	6.0	11,157	8,984	20,141
	Thakurgaon	6.0	5.8	5.9	6,106	4,783	10,889
Sylhet	Hobigoni	7.3	6.2	6.8	9,471	7,807	17,278
	Moulavbazar	6.5	5.9	6.2	7,947	6,212	14,159
	Sunamgonj	6.8	6.1	6.5	11,895	9,873	21,768
	Sylhet	6.6	5.9	6.3	15,058	12,408	27,466
	National	**6.4**	**5.8**	**6.1**	**536,453**	**471,672**	**1,008,125**

3.2.1.10 Student Attendance Rate

The Non-KPI 4 *'Student attendance rate'* is one of the most important determinants of learning outcomes. Based on the APSC, the student attendance rate has been following an increasing trend over the past decade among both boys and girls; the rate reached 87.5% (Boys 87.2% and Girls 87.7%) in 2016 and 86.9% in 2015. These figures are notably up from 79% in 2010 (see Figure 3.17).

Figure 3.17: Student Attendance Rate (GPS and NNPS) 2000, 2005, 2008, 2010–2015



Source: APSC (various years for register-based estimates; CAMPE 2000, 2008 and 2014; FMRP 2006 (SSPS) and MICS 2012-13.
Note: in Table 3.22 ESR compares only students' attendance rate between stipend and non-stipend areas schools.

Key factors that improve student attendance may be attributable to the School Feeding and Stipend Programs. The 2010 Primary Education Stipend Program (PESP) found that, when checked, the attendance rate of children on an inspection day was 65% among boys and 69% among girls: these students were not recipients of any stipends (see Table 3.22). Attendance rates were particularly lower in the areas where poverty is prevalent. On the other hand, the data showed that the attendance rate of stipend recipients, who must be present at school to receive the stipends, recorded a high attendance rate (89% among boys and 91% among girls) [WB, ESR 2014]

Table 3.23: Student Attendance Rate, Stipend and Non-Stipend PESP 2010 (ESR 2014)

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

Source: World Bank, Education Sector Review Report, 2014

3.2.2 DISPARITIES IN PRIMARY EDUCATION

The PEDP3 ***Results Area 2.2 on 'reducing Disparities'*** aims to address regional and other disparities in terms of participation, completion and learning outcomes. Bangladesh has been successful in steadily improving access to education at all levels while narrowing gender and social disparities in enrolment. However, an education divide persists in terms of primary cycle completion rates and learning outcomes between regions (urban, urban slum, rural, and remote areas) as well as between children from well-off and less well-off families. In addition to improving the quality of education for all, the PEDP3 addresses the needs of disadvantaged groups through Targeted Stipends, School Feeding and School Health programs. Regional disparities are addressed through a progressive, needs based initiative to improve the School Environment and Infrastructure. This result area consists of the following 3 KPIs and 2 non-KPIs.

KPI 7:	*Gender parity index (GPI) of GER;*
KPI 8:	*Range between top and bottom 20% of households by consumption quintile; and*
KPI 9:	*Upazila composite performance indicator.*
Non-KPI 6:	*Survival Rate (EFA-13); and*
Non-KPI 7:	*Number of single shift schools*

3.2.2.1 Gender Parity Index (GPI) of GER (all school types)

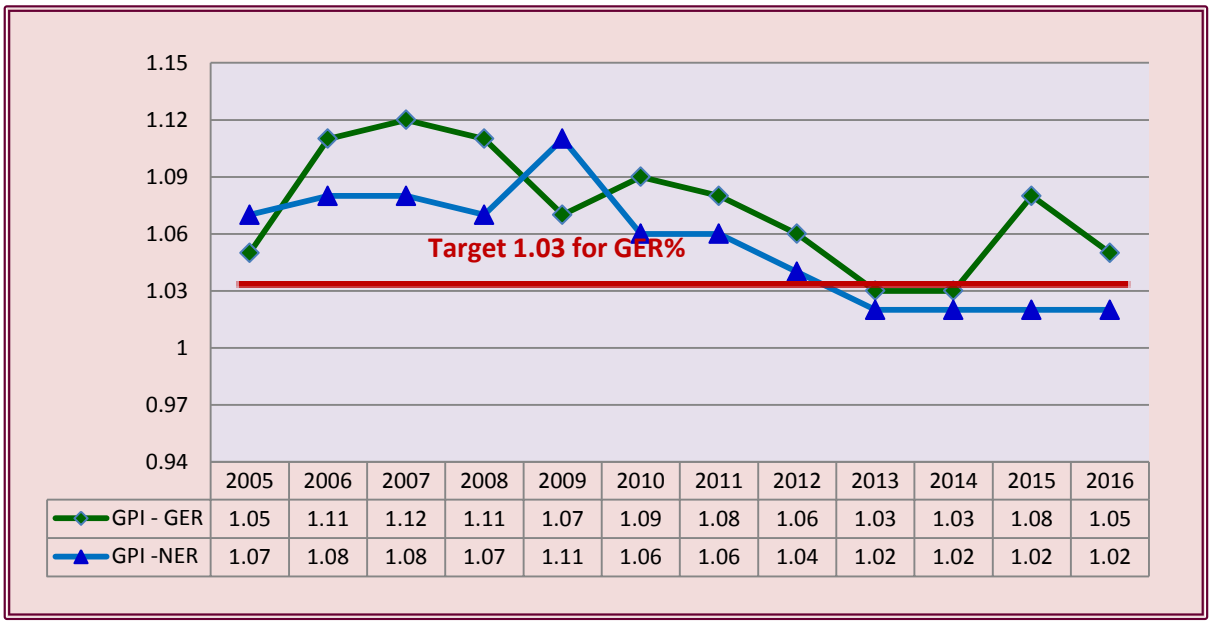
The Gender Parity Index (GPI) is the standard measure of assessing gender inequality. GPI is a Ratio of female to male values of a given indicator. Based on enrolment, gender parity is measured by KPI 7 and Table 3.11 shows that enrolment disparities continue between boys and girls, which, in other words, determine the ratio between girls and boys enrolment rates. *A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of males. A GPI above 1.03 indicates a disparity in favour of females.*
Source: UNIESCO

In Bangladesh, primary school-age girls are more likely to be enrolled than boys. In 2016, the gender parity index was 1.05 for the GER and 1.02 for the NER, which means that Bangladesh is approaching gender parity in primary education in terms of net enrolment. See Figure 3.18 for the Gender Parity Index for both GER and NER.

The lowest proportion of enrolled boys was observed mainly in the southern-eastern part as well as in northern districts of the country, particularly in all the districts of Barisal Division which started from Barguna, Cox's bazar, Bandarban, Chittagong Feni, Chandpur, Comilla, Brahmonbaria, Kishoregonj, Dhaka, Gazipur, Manikgonj, Narsingdi, Munshigonj, Narayangonj. The fact that there were fewer enrolled boys than girls in most upazilas and districts is consistent with the gender parity index since 2010, which indicated gender disparity in favour of boys. This was because the proportion of boys in the population aged 6-10 years was 50.9% (based on DPE estimates of 6-10 years population for 2016) i.e. there were more boys than girls but there were fewer boys enrolled in schools compared to girls in 2016.

The lower school participation of boys in the economically prosperous belt of Bangladesh suggests that there may be demand-side related issues (e.g. greater industrial demand for child workers in the Dhaka and neighboring districts). This situation may be contributing to fewer boys attending primary school. Another possible factor is that the APSC does not capture boys and girls who are enrolled in Quami madrashas and KG of English medium schools. Both types of institutes are not spread evenly throughout the country, Quami madrashas being more prevalent in Sylhet, Kishoreganj and Chittagong than elsewhere, and KG of English medium schools only in the urban areas. Due to ultra poor areas in northern districts, boys are engaged in income generating work. It would be useful to investigate further how Sylhet Division improved so much within one year, going from a lower to a higher position in terms of boys' enrolment.

Figure 3.18: Gender Parity Index: GER & NER 2005-2016

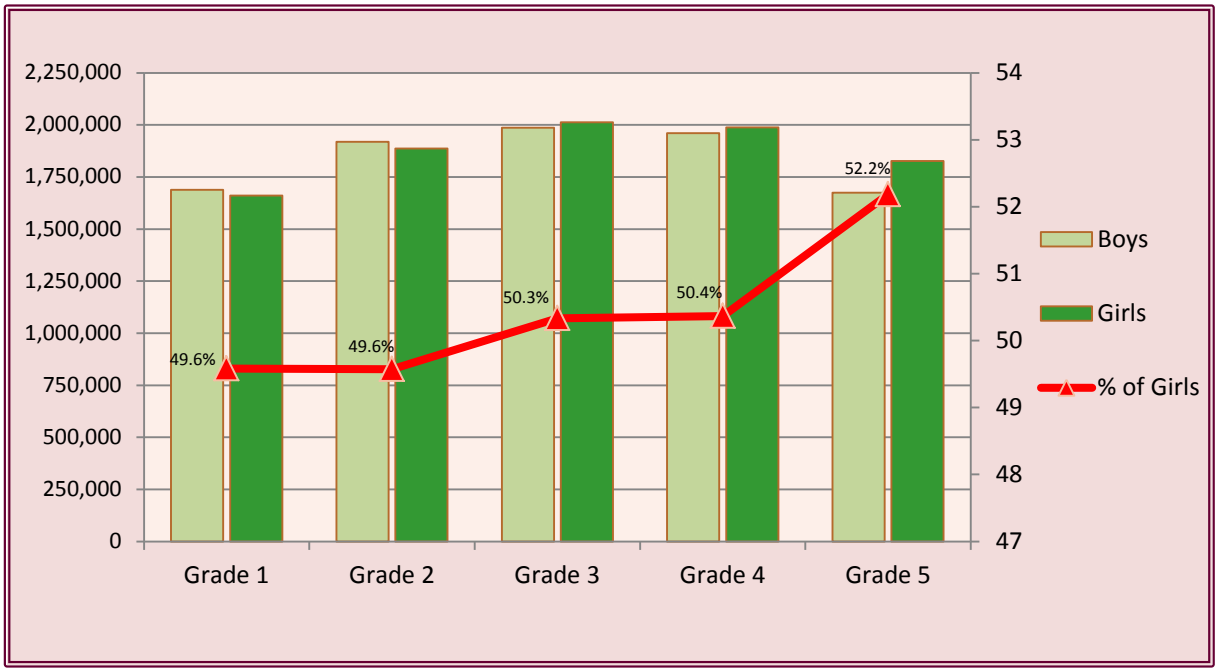


	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
GPI - GER	1.05	1.11	1.12	1.11	1.07	1.09	1.08	1.06	1.03	1.03	1.08	1.05
GPI -NER	1.07	1.08	1.08	1.07	1.11	1.06	1.06	1.04	1.02	1.02	1.02	1.02

Source: APSC 2005-2016

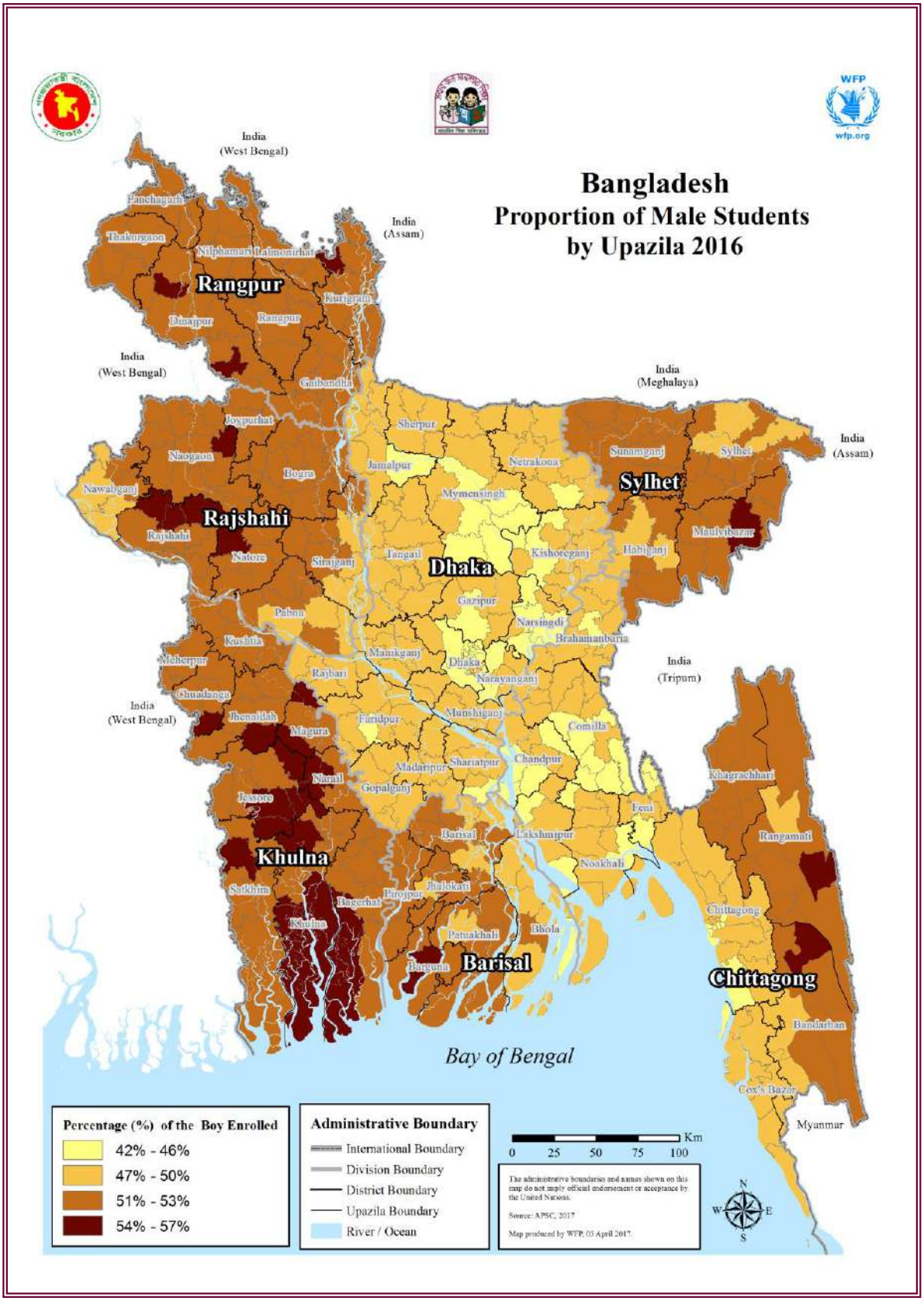
The following Figure 3.19 shows the comparison of enrolment by grade between boys and girls in 2016. In Grade 1, there were 28,027 more boys than girls, and in Grade 2 there were 32,525 more boys than girls. From Grades 3 to 5, however, the proportion of boys began to decline due to their higher dropout rate. Overall, the total enrolment dropped by about 467,773 between 2015 and 2016 and 485,218 between 2014 and 2015. There was a declining trend in all grades with the exception of Grade 5. Specifically, in Grade 1 numbers was dropped by 429,205 (in 2015 by 391,710); by 212,069 (in 2015 dropped by 25,961) in Grade 2; by 32,267 (in 2015 by 23,879) in Grade 3; and by 30,154 (in 2015 dropped by 130,506) in Grade 4 respectively. In contrast, numbers increased by 238,967 (in 2015 increased 86,838) in Grade 5.

Figure 3.19: Primary Education Enrolment by Gender 2016



In 2016, 49.6% of boys and 50.4% of girls were enrolled in primary level institutes; this indicates that the gender disparity is diminishing gradually. Figure 3.20 shows the proportion of girls in total enrolment in GPS and NNPS by *Upazila* in 2016. There are no major reasons for this proportion of boys to girls to vary across different parts of the country while, overall, the proportion of boys to girls in the DPE projected population, aged 6 – 10 years, was 50.9% boys and 49.1% girls in 2016.

Figure 3.20: Proportion of Male Students in GPS and NNPS by Upazila 2016



Source APSC 2016

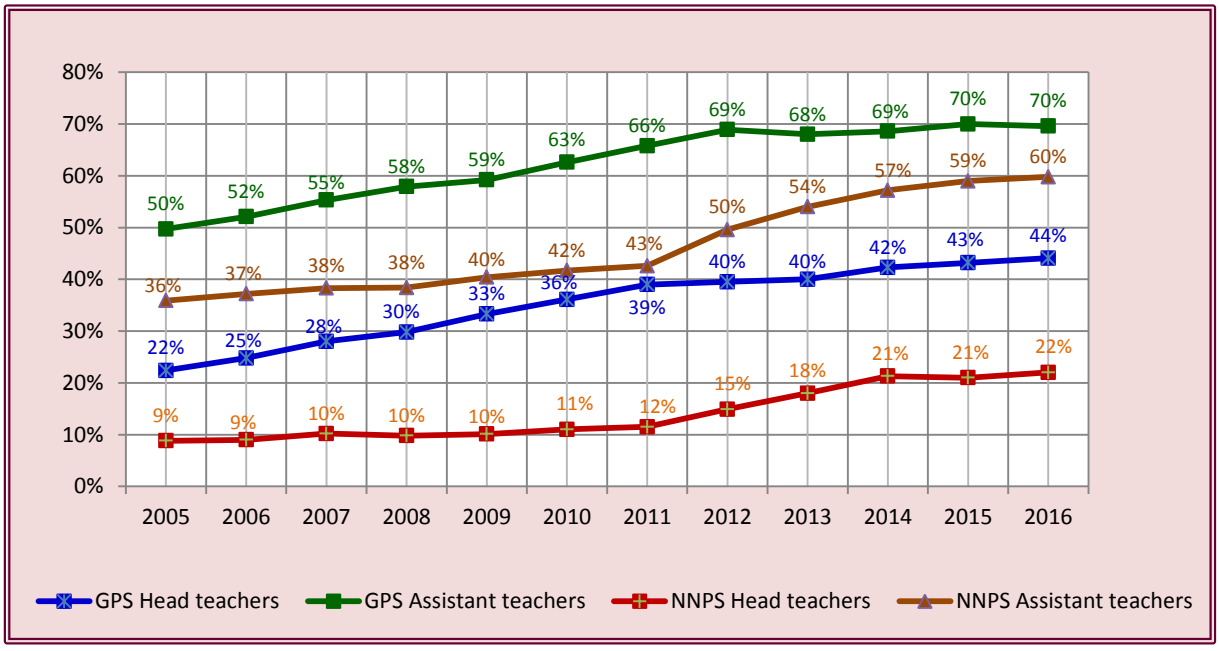
3.2.2.2 Gender Balance in Teacher Deployment

Overall, **t**he number of Primary school teachers has been increasing over time especially from the end of the PEDPII. **T**here has been an intensive effort to shift the gender balance towards female teachers in the last decade. The Bangladesh Government's policy is to reserve 60% of teacher posts for females in GPS. During the PEDPII, there was a focus on recruiting female teachers by creating 45,000 new posts as follows: 30,000 new posts to fill the vacancies resulting from the construction of needs-based additional classrooms; 10,000 new posts created to minimize overcrowded classrooms; and 5,000 new posts for the upgrading of 3/4 teachers post schools to 5-teacher post schools. At the beginning of the PEDP3, there were 37,000 PPE teacher posts also created and filled in stages; 60% of these posts were also filled by women.

It is clear that the recruitment strategy in GPS has worked smoothly. There has been a sharp increase in female representation between 2010 and 2016. In 2016, 66.9% of Head and Assistant teachers in GPS were female: their number was 36% in 2005, 58% in 2010 and 66% in 2015. Head and Assistant teachers in NNPS were 52.3% female in 2016, up from 23% in 2005, 49% in 2014, and by 35% in 2010.

The following Figure 3.21 shows the data from the different APSC reports on the proportion of female teachers in government and nationalized schools. There were positive trends in female representation in both GPS and NNPS Head and particularly Assistant teachers in 2016. But the improvement is not identical for Head Teachers especially in NNPS (only 22%) and in GPS (only 44%)

Figure 3.21: Proportion of Female Teachers in GPS and NNPS 2005–2016 (%)



Source: Various years APSC reports

3.2.2.3 NER - Range between top and bottom 20% of households by consumption quintile

The **KPI-8** measures socio-economic parity based on HIES and EHS data. Participation rates in primary school vary by poverty status. The KPI 8 is designed to capture this by measuring the range between the primary NAR for the richest 20% and the poorest 20% of households (based on households' consumption data). The latest source of data for this calculation is the 2010 HIES and the EHS 2014. Based on these surveys, the primary NAR was 83% (HIES 2010) and 84.73% (EHS 2014), but for the poorest 20% of households, the NAR fell to 77% compared to 88% for the richest 20% of households (HIES 2010)**.** The EHS (2014) showed that for the poorest 20% of households, the NAR fell to 80% compared to 88% for the richest 20% of households. Children aged 6–10 years from the poorest households are less likely to attend primary school than children from the richest households. This gap in NAR between the poorest and richest households was much larger for boys (73% to 88%) than for girls (82% to 87%) in 2010; and for boys (77% to 88%) than for girls (85% to 88%) in 2014. This suggests that demand side barriers to schooling may be more of a constraint for boys than for girls.

The following Table 3.24 presents the baseline, achievement and targets for this KPI from the PEDP3 program document and survey data. In the baseline year, the range/gap in the Net Attendance Rate (NAR) between the richest and poorest quintile was 11 percentage points in 2010, 8 percentage points in 2014 and significantly wider for boys than for girls. PEDP3's target is to reduce this gap to 8 percentage points by 2017. In EHS (2014), the range/gap in NAR between the richest and poorest quintile was 8 percentage points.

Table 3.24: NAR Range between Top and Bottom 20% Households by Consumption Quintiles

	HIES 2010 (Baseline)			EHS 2014			Target 2017
	Boys	Girls	Total	Boys	Girls	Total	
Top 20% Households	88%	87%	88%	88%	88%	88%	90%
Bottom 20% Households	73%	82%	77%	77%	85%	80%	82%
Range	15%	5%	11%	12%	3%	8%	8%

Source: PEDP3 Program Document, HIES 2010 and EHS 2014

3.2.2.4 Upazila Composite Performance Indicator

One of the PEDP3's key objectives is to minimize disparities in participation, completion and learning outcomes. In order to monitor the progress in narrowing geographical disparities, an *Upazila* composite performance index was constructed based on three performance indicators and KPI 9 designed for measuring the performance of composite indicators.

- ✓ ***Gender participation indicator:*** Absolute difference between (i) the ratios of girls in the total number of children enrolled in the *Upazila* and (ii) the average ratio of girls in the population
- ✓ ***Effectiveness/Efficiency indicator:*** Survival rate to Grade 5
- ✓ ***Learning outcomes indicator*:** The percentage of children who passed the Grade 5 Primary Education Completion Examination (PECE) as a percentage of those who were eligible to sit for the examination (based on DR). In other words, this combines the participation and the pass rate.

To develop the composite indicator, different steps were taken, in line with the method used for the calculation of the United Nations Human Development Index. Details on the methodology and the components of this composite indicator are given in Annex B.

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

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

In 2016 the average value of the index for the top 10% of Upazilas dropped to 2.23 from 2.00 in 2015, while the average value for the bottom 10% of Upazilas was 1.09; the range between the top and bottom group was 1.14. The range gap is declining; this means a reduction in the performance gap between top and bottom upazilas. The average value for the bottom 20% of Upazilas was 1.22 (see Table 3.25). Annex C contains a list of the 10% of Upazilas with the lowest and highest score on the Upazila composite indicator in 2016.

Table 3.25: Upazila Composite Index Value 2010-2016

Upazila	*2010*	*2011*	*2012*	*2013*	*2014*	*2015*	*2016*	*Target 2017*
Top 10%	2.36	2.23	2.27	2.38	2.34	2.00	2.23	2.50
Bottom 10%	1.04	1.15	1.17	1.24	1.44	1.04	1.09	1.50
Range	*0.99*	*1.10*	*1.10*	*1.14*	*0.90*	*0.96*	*1.14*	*1.0*
Bottom 20%	1.33/1.26	1.31	1.30	1.38	1.54	1.17	1.22	1.70

Source: APSC 2010-15

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

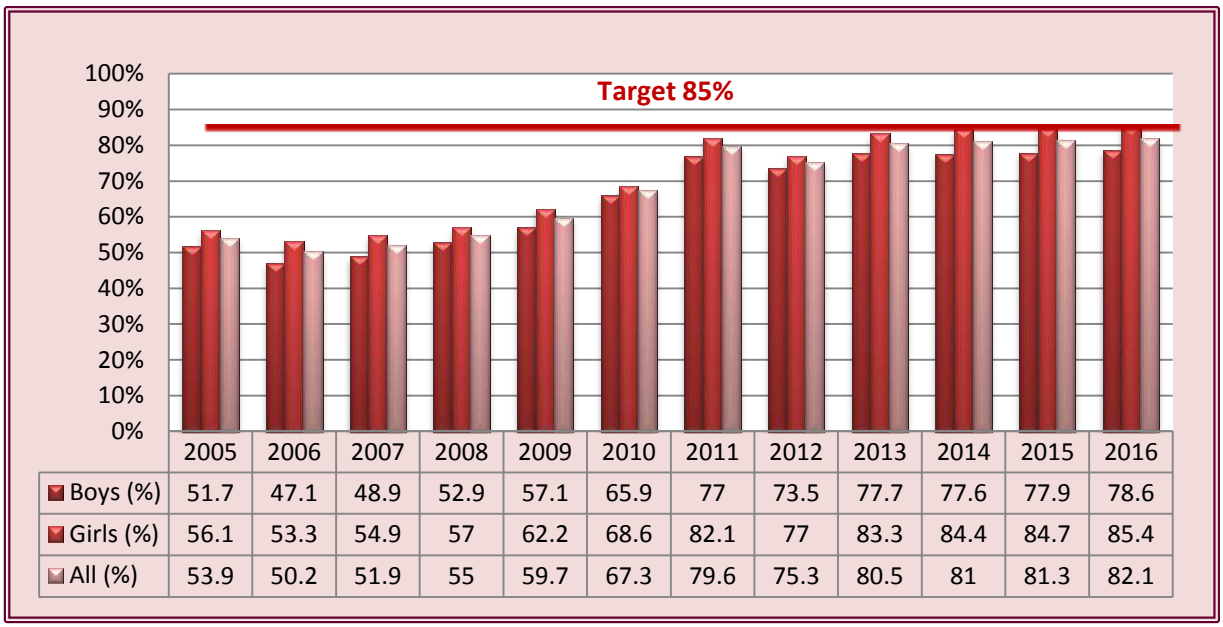
3.2.2.5 Survival to Grade 5

The **Non-KPI 6** of the PEDP3 is intended to monitor the survival rate to Grade 5, which is calculated using UNESCOs' reconstructed cohort model. The survival rate is the percentage of a cohort of students enrolled in Grade 1, who reach Grade 5 regardless of repetition. Based on the different annual APSC reports, the survival rate has increased remarkably from 67.2% in 2010 to 82.1% (78.6% boys and 85.5% girl) in 2016 – an increase of 15 percentage points.

The following Figure 3.22 presents the survival rate between 2005 and 2016 based on the yearly APSC reports. In the 2016 APSC, other sources of information were also available and presented below.

Chittagong district had the highest (93.6%) and Gaibandha district had the lowest (57.6%) survival rate in 2016. Other districts with low survival rates were Bhola (59.9%), Cox's Bazar (67%), Laxmipur (67.8%), Kishoregonj (69.6%), Sherpur (69.7%), Brahmonbaria (73.2%), Kurigram (75%) and all the districts of Sylhet division. The survival rate is also related to the primary cycle completion rate as well as to the primary cycle dropout rate. When the survival rate improves, the dropout rate diminishes and the primary completion rate improves.

Figure 3.22: Trends in Survival Rate to Grade 5 by Gender 2005-2016



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Boys (%)	51.7	47.1	48.9	52.9	57.1	65.9	77	73.5	77.7	77.6	77.9	78.6
Girls (%)	56.1	53.3	54.9	57	62.2	68.6	82.1	77	83.3	84.4	84.7	85.4
All (%)	53.9	50.2	51.9	55	59.7	67.3	79.6	75.3	80.5	81	81.3	82.1

Source: APSC 2016

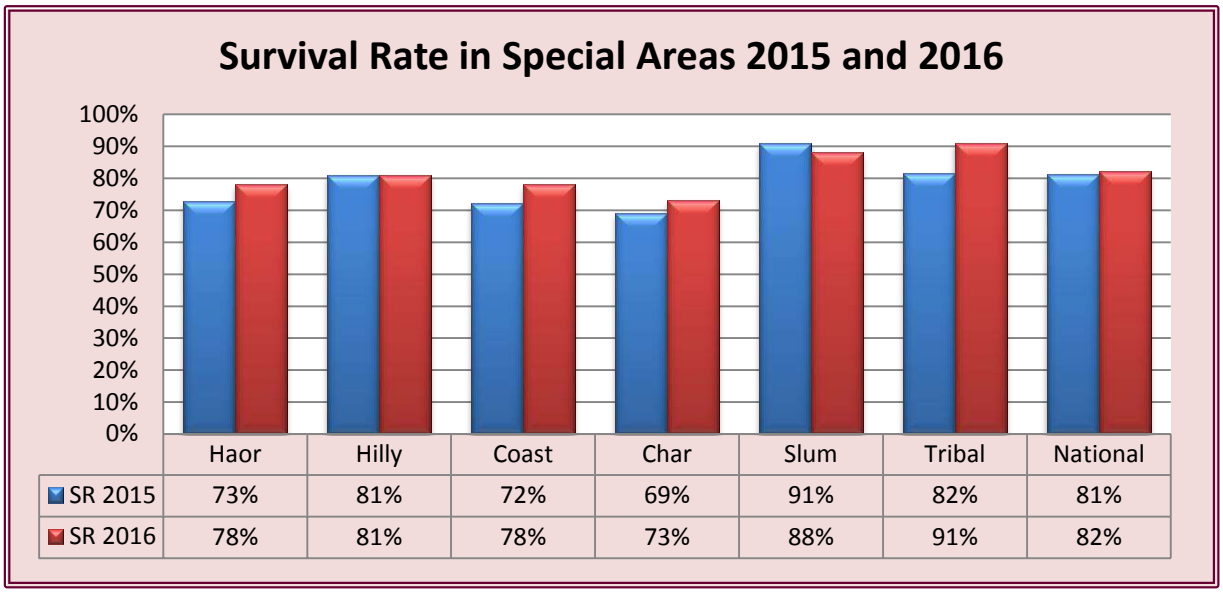
The 2012-13 MICS (published in 2015) shows that the survival rate to Grade 5 was 96.4% (boys 96% and girls 97%); this indicates a remarkable growth in student survival rates. Rajshahi division had the highest survival rate (96.9%) and Sylhet division had the lowest (93.4%).

Another source of information on the survival rate is the Education Watch Survey 1998, 2000, 2008 and 2014 (2014 report published in 2015). Based on those reports, the survival rate to Grade 5

increased from 1998 (76%) to 2014 (all: 86.8%; boys: 81.3%; and girls: 90.5%). It is clear that the survival rate has been improving during the PEDP3 period. The survival rate for the 2 main categories of schools was 88.4% for GPS and 70.3% for NNPS respectively.

The following Figure 3.23 shows the survival rate in 2016 for six special areas and compares them to the national average of the previous year. Children in Char, Coast and haor areas face greater challenges to complete primary education; the survival rate in these areas is five percentage points below the national average. About 5% of schools are located in haor areas and 6% in char areas. By contrast, the proportion of slum and tribal area students who make it to Grade 5 was above the average.

Figure 3.23: Survival Rate to Grade 5, Selected Areas, 2016



	Haor	Hilly	Coast	Char	Slum	Tribal	National
SR 2015	73%	81%	72%	69%	91%	82%	81%
SR 2016	78%	81%	78%	73%	88%	91%	82%

Source: APSC 2016

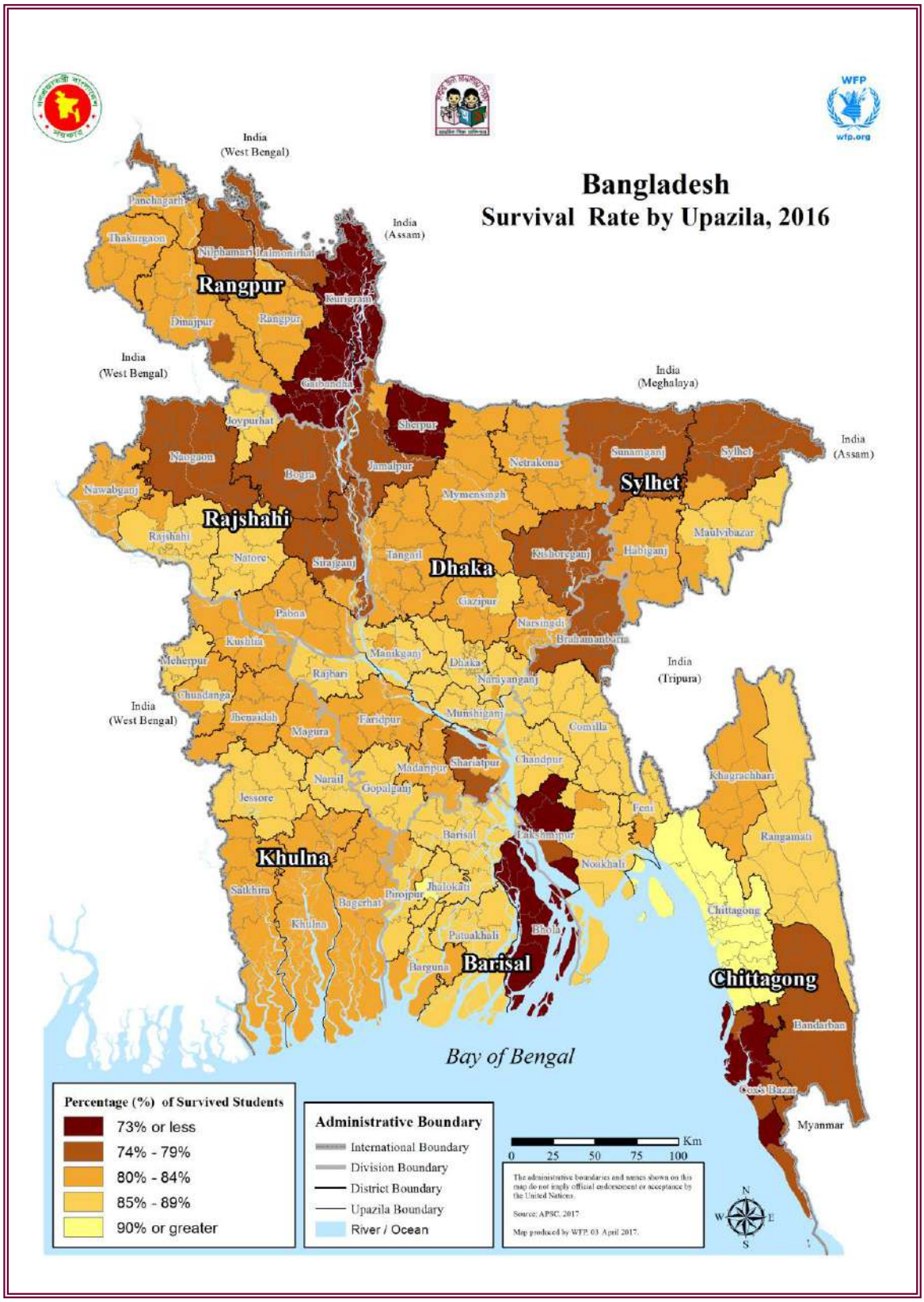
The following Table 3.26 presents the survival rate by district and gender in 2016. Figure 3.24 shows the survival rate to Grade 5 (GPS & NNPS) in 2016 by upazila. There was a significant geographic variation in the proportion of students who made it to Grade 5, with the best performing upazilas in the centre and southeast and the poorest performing ones in the northern part of the country (Sundarganj). The best performing district was Chittagong and the poorest performing district was Gaibandha. All four districts of Sylhet Division had lower survival rates compared to the national average.

Figure 3.24 shows the survival rate for six special areas and compares them to the national average. Children in haor and char areas are facing greater challenges to complete primary education: the survival rate in these areas is eight percentage points below the national average. About 7% of schools are located in haor areas and 8% in char areas. By contrast, the proportion of students who make it to Grade 5 is above the average in slum and tribal areas.

Table 3.26: By District Survival Rate 2016

Division	District	Survival Rate (%)		
		Boys	Girls	All
Barisal	Barguna	79.9	84.9	82.4
	Barisal	83.3	87.1	85.2
	Bhola	70.2	71.8	71.0
	Jhalokathi	88.7	89.0	88.9
	Patuakhali	83.1	87.5	85.3
	Pirojpur	82.1	86.3	84.2
Chittagong	Bandarban	76.5	79.3	77.9
	Brahmonbaria	79.5	73.3	76.4
	Chandpur	83.4	85.7	84.5
	Chittagong	92.7	94.8	93.8
	Comilla	84.6	90.4	87.5
	Cox's Bazar	64.3	80.6	72.5
	Feni	86.8	88.4	87.6
	Khagrachhari	81.4	82.4	81.9
	Laxmipur	78.5	64.8	71.6
	Noakhali	80.2	86.4	83.3
	Rangamati	84.8	84.0	84.4
Dhaka	Dhaka	84.2	88.2	86.2
	Faridpur	74.4	82.3	78.4
	Gazipur	79.5	84.3	81.9
	Gopalgonj	85.1	88.4	86.7
	Jamalpur	74.3	81.1	77.7
	Kishoregonj	68.1	78.9	73.5
	Madaripur	76.6	83.6	80.1
	Manikgonj	84.7	83.3	84.0
	Munshigonj	83.5	84.8	84.1
	Mymensingh	79.7	81.7	80.7
	Narayangonj	83.1	84.3	83.7
	Narsingdi	79.5	82.5	81.0
	Netrokona	77.8	83.1	80.4
	Rajbari	81.6	87.6	84.6
	Shariatpur	72.0	81.9	77.0
	Sherpur	65.1	74.8	69.9
	Tangail	76.7	86.9	81.8
Khulna	Bagerhat	81.7	83.0	82.3
	Chuadangha	82.4	81.5	81.9
	Jessore	84.5	87.2	85.9
	Jhenaidah	77.9	82.8	80.3
	Khulna	82.7	82.1	82.4
	Kushtia	73.6	84.3	79.0
	Magura	81.6	82.7	82.1
	Meherpur	84.0	84.5	84.3
	Narail	86.5	86.4	86.5
	Satkhira	78.8	84.3	81.6
Rajshahi	Bogra	76.1	77.3	76.7
	Joypurhat	82.0	84.2	83.1
	Naogaon	77.4	77.4	77.4
	Natore	82.6	90.5	86.6
	Nawabgonj	81.3	83.1	82.2
	Pabna	75.6	82.5	79.1
	Rajshahi	80.6	86.3	83.4
	Shirajgonj	76.1	80.9	78.5
Rangpur	Dinajpur	78.6	80.9	79.7
	Gaibandha	58.8	63.8	61.3
	Kurigram	73.9	72.0	73.0
	Lalmonirhat	76.1	73.7	74.9
	Nilphamari	74.4	80.3	77.4
	Panchagarh	77.4	81.2	79.3
	Rangpur	75.9	85.5	80.7
	Thakurgaon	76.1	83.2	79.6
Sylhet	Habigani	78.6	84.8	81.7
	Moulvibazar	81.7	88.0	84.9
	Sunamgonj	67.0	80.4	73.7
	Sylhet	73.7	82.1	77.9
	National Estimates	**78.6**	**85.4**	**82.1**

Figure 3.24: Survival Rate to Grade 5 in GPS and NNPS, by Upazila, 2016



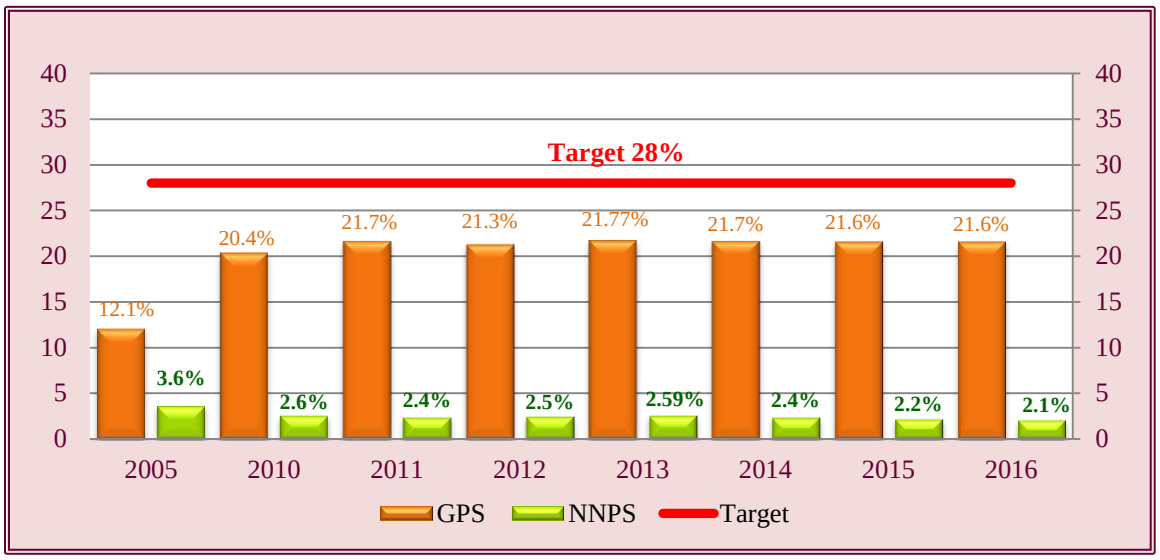
Source: APSC 2016

3.2.2.6 Contact Hours /Single Shift Schools

In order to increase contact hours in primary education, many factors need to be considered. One of the effective ways to increase school contact hours is by moving from double shift schools to single shift schools. This was a high priority during the PEDPII but improvement was extremely slow. At the start of the PEDP3, this indicator was not considered a priority. The PEDP3 MTR 2014 once more emphasized the need to increase contact hours, and set a non-KPI for measuring progress. However, there is no systematic approach to collecting information on contact hours through the APSC. It is possible, however, to distinguish four factors, which affect the number of contact hours that students receive: (i). Patterns of double-shifting; (ii). Number of days that the schools are open (working days); (iii) Teacher absenteeism; and (iv) Teacher lateness. These are considered in turn below.

I. Patterns of double-shifting*:* Non-KPI7 measures the '*percentage/number of single shift schools.'* More schools are operating the double shift system in Bangladesh and contact hours are affected by this situation. When the school is single shift, children get more teaching/learning interaction time and less in the double shift schools. The PEDP3 MTR accords high importance to this indicator as it helps to monitor the teacher/student interaction time in schools. The main factor expected to lead to an increase in contact hours is the move from double-shift to single-shift schools. The percentage of single-shift schools was targeted to rise to 28%. There has been no progress towards the target in the PEDP3. The majority of children in GPS will continue to be educated in a double-shift system for the foreseeable future. In the NNPS situation is worse, as the percentage of single-shift schools declined by 2.1% in 2016. Considering the data identified on the two types of schools together, it seems that there will continue to be a serious challenge in reaching a situation where students in primary schools have sufficient contact hours to really benefit from their learning experience.

Figure 3.25: Single-shift Schools (%) 2005, 2010–2016



Source: APSC 2005, 2010-2016

II. ***Number of Days that the School is Open:*** The school Census does not collect relevant information on this. Only the Social Sector Performance Survey (SSPS), conducted in 2005 and the report published in 2006, stated 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 contribute to reducing the actual number of contact hours to nearly half that of the 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 an average though our socioeconomic conditions are not similar to the developed countries. However, it should be underlined that the evidence given here is out of dated.

The PEDP3 has taken the initiative to conduct a study to determine the contact hours in 2016. The study is to examine all the issues related to this indicator. The new study will provide information on school opening days and hours; actual timetabling practices in double-shift and single-shift schools, combined with a focus on how the curriculum is delivered in both. The study will be conducted before the end of the PEDP3.

Contact Hour based on DPE Academic Calendar: The DPE school academic calendar is another source of information for calculating this indicator. According to the 2016 academic school calendar, the number of school opening days was as follows:

Table 3.27: Number of Working Days based on DPE Academic Calendar 2016

Month	Working Days	Weekend	Holidays	No of Thursday	Remarks
1	2	3	4	5	6
1. January	26	5	0	4	A total of 30 (24 days for exam, 4 days for Sub-cluster training and (2 days leave reserved for HTs) 2 days when classroom teaching is not conducted
2. February	22	4	3	4	
3. March	22	4	5	4 (H2)	
4. April	23	5	2	3 (Exam2)	
5. May	19	4	8	2	
6. June	5	4	21	1(H1)	
7. July	17	5	9	3 (4H)	
8. August	25	4	2	3 (1 Exam)	
9. September	19	5	6	4 (1H)	
10. October	17	4	10	3 (2H)	
11. November	25	4	1	4 (1 Exam)	
12. December	20	5	6	4(1H,	
Total	**240**	**53**	**73**	**39 (H 11)**	

Source: DPE Academic Calendar 2016

Note: Friday is weekend; Thursday is half-day, continuing up to 2:30 PM instead 4:15 PM. Column 5 gives the number of Thursdays and within brackets are mentioned non-teaching days, i.e. (H2) means 2 Thursdays are holidays and (Exam2) means exams are held on 2 Thursdays, so no class teaching.

School Timing

1. **School hours for double-shift schools are:**
   - Grades 1 and 2: 9.30 - 12.00 p.m. (150 minutes daily);
   - Grades 3 to 5: 12.15 - 4.15 including 30 minutes interval for lunch (210 minutes daily) and;
   - School hours for Thursday for Grade 3 to 5: 12.15-2.30 p.m. (135 minutes daily).

2. **School hours for single shift schools are:**
   - Grades 1 and 2: 9.30-1.30 p.m. (240 minutes daily);
   - School hours for Thursday in Grades 1-2: 9.30-12.30 p.m. (180 minutes daily);
   - Grade 3, 4 and 5: 9.30 - 4.15 p.m. including 30 minutes interval for lunch (315 minutes daily) and;
   - School hours for Thursday in Grades 3 to 5: 9.30-2.30 p.m. including 30 minutes interval for lunch (270 minutes daily)

Based on the above information, contact hours have been estimated as follows:

Table 3.28: Working days and hours in an Academic year (Contact Hours) 2016

Grade	Contact Hours for Classroom Teaching			
	Double Shift School		Single shift school	
I and II	150m X 240 days	**600 hours**	240m X 199 days 180mX41 days	**919 Hours**
III, IV and V	210X199 days 135mX41 days	**789 Hours**	315X199 days 270mX41 days	**1,230 Hours**

Note: Contact hours of single shift schools for Grades 1 and 2 are 50% and Grades 3 to 5 are 88% - more than double the shift schools. DPE is keen to increase the number of single shift schools. The above calculation does not consider restricted leave and examination schedule dates.

III. **Teacher Absenteeism:** There is information from two surveys on this issue, 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 authorized 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 authorized for short-term absence (such as casual leave, official duties or in-service training);
  - 2% of GPS and NNPS teachers were not authorized to be absent.

The 2015 CAMPE survey report found that 12.7% of GPS and 11.3% of NNPS teachers were absent on the day of the school visit in 2014.

- 7.3% of GPS and 3.3% of NNPS teachers were authorized for long-term absence (for example, on C-in-Ed or B.Ed. courses, in-service training, maternity or sick leave);
- 2.1% of GPS and 1.4% of NNPS teachers were authorized for short-term absence (such as casual leave, official duties or in-service training);
- 3.3% of GPS and 4.6% NNPS teachers were absent without authorization.

The surveys agreed that unauthorized teacher absenteeism is not a significant problem; only 2–3% of teachers were absent without permission. However, the level of official absenteeism was 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 teacher cover.

IV. Teacher Lateness: The surveys, mentioned above, also collected information on the timeliness of teachers, which is of greater concern.

- The MTR governance study in 2014 found that 40% of teachers in high performing and 80% in low performing schools arrive late and the average lateness of those teachers was 30-60 minutes in high performing schools and 60-120 minutes in low performing school respectively (Governance Study Report 2014).

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

- The 2012/13 CAMPE survey found that 43.4% of GPS and 44% of NNPS teachers arrived late and the average delay of these teachers was 30 and 50 minutes respectively.

The combination of these four factors shows the complexity of the challenge in measuring contact hours. While these are obvious factors influencing school contact hours, the quantitative data goes only so far in clarifying the real situation in classrooms. It is expected that the PEDP3 study on contact hours will examine all the issues (4 factors) related to contact hours including qualitative data on teachers' time management.

3.3 *Component 3: Decentralization and Effectiveness*

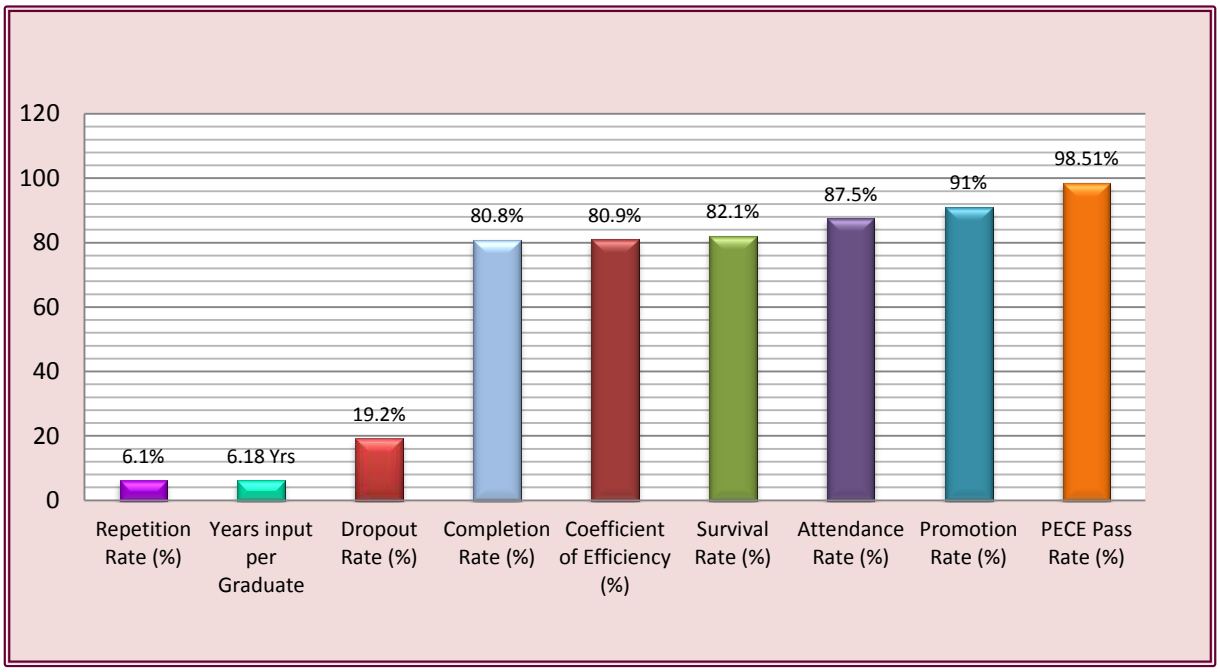
The PEDP3 Results Area 3.1 on ***'Decentralization'*** is a key dimension of the PEDP3 to devolve planning, management and monitoring to the district, Upazila and school levels. The School Level Improvement Plans (SLIPS) address school and community-wide matters linked with learning outcomes and primary completion. Upazila Primary Education Plans (UPEPs) help in reducing disparities between areas within Upazilas, leading, eventually, to a reduction of disparities between Upazilas.

Another dimension of decentralization is the delegation of administrative powers and functions of DPE in a more comprehensive and systematic manner, including the strengthening of field level offices through filling vacancies at PTIs, UEOs and URCs. This involves capacity building programs to strengthen the planning and monitoring functions of field level offices and to provide personnel with leadership development.

The PEDP 3 Results Area 3.2 on *'Effectiveness'* of Budgetary Allocation aims to address the effectiveness and efficiency in the utilization of the primary education budget in achieving goals for participation, quality and equity. This result area consists of four Key Performance Indicators, which are given in 3.26.

The UNESCO *reconstructed cohort* method is used to calculate outcome level indicators of completion, dropout, and repetition (see Annex E). There are six KPIs and five non-KPIs dedicated to measuring the performance of these result areas under the PEDP3. A snapshot of the main effectiveness/efficiency indicators is presented in Figure 3.26 and details are discussed in turn below

Figure 3.26: Effectiveness and Efficiency indicators, 2016 APSC Report



Source: APSC 2016

3.3.1 DECENTRALIZATION

The PEDP3 Results Area 3.1 on decentralization recognizes that, to ensure equity of access to education at all levels, there is a need to reduce disparities in school participation. In spite of recent achievements, an education divide persists between regions and between children from well-off and less well-off families. The PEDP3 is addressing the needs of the more disadvantaged groups through targeted stipends and school feeding programs. Regional disparities are addressed in part through a progressive, needs-based initiative to improve the school environment and infrastructure. This component also addresses decentralized planning, management and monitoring at district, upazila and school levels. In this result area, greater emphasis is required in the second half of the PEDP3 for reaching the goal. The following 2 KPIs and 1 non-KPI designed for measuring performance in this result area:

- ✓ *KPI 10: Percentage of AOP budget allocation for unconditional block grants (SLIPs and UPEPs for schools and Upazilas)*
- ✓ *KPI 11: Expenditure of block grants (conditional and unconditional) for Upazilas and schools*
- ✓ *Non-KPI 8: Percentage of sanctioned posts filled in districts and upazilas.*

3.3.1.1 Function Decentralization

The type of functions performed by Division, District, Upazila Education office, and by school can be categorized 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 The MoPME, which are updated from time to time in accordance with changes in central government policies, and gradually expanded under the PEDP3.

The Act relating to the decentralization of power and functions of the management of primary education was initiated in 1983. The Act empowers upazilaparishad with certain responsibilities in school management, and created the Upazila Education Committee with certain responsibilities.

As of today, there have been four Government Orders (GOs) issued by the MoPME between 2006 and 2012 relating to functional assignment at 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's circular that sets out the sub-delegation model to provide greater authority to designated departments and subordinate offices.[13]

Based on a review of these four GOs, a total of 50 functions were identified, including 25 administrative and 25 financial functions. Delegation of the functions at the sub-national level (district and downwards only 34) is as follows:

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

Table 3.29: 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 of cases related to fraud, negligence etc. (ceiling taka 2,500)
- Settlement of the Provident Fund of deceased government officials
- Approval of travel allowances for suspended employees
- Fitness certificate and
- Appointment of service staff and night guides.

Delegated financial management functions at the Upazila level include:

- Approval of civil works in Non-Development Budget (ceiling taka 3 Lac)
- Sale of unused materials (ceiling taka 25,000)
- Purchase of office materials and equipment (ceiling taka 100,000)
- Repair, maintenance and rehabilitation of Government transport (ceiling taka 10,000)
- Repair of office equipment (ceiling taka 1,500)
- Lease of government land (ceiling one year, taka 20,000) and
- Lease of canteen (ceiling one year, taka 10,000).

In early 2014, DPE submitted a proposal to MOPME for authority to be given to the Divisional Level to appoint third class employees (including Assistant teachers), and to the District level to appoint fourth class employees, Members of Lower Subordinate Services (MLSS). These responsibilities relate to the utilization of the non-development budget. For the development budget, functional decentralization is determined on a project by project basis, and lasts only for the length of the project. It is therefore very difficult to track systematically all the delegated functions in the development budgets, due to wide range of activities and implementation modalities.

3.3.1.2 AOP Budget Allocation

In the context of the overall primary education budget, the allocation to the PEDP3 components in 2016/17 was relatively small. In the medium term, it is expected that this program will dominate the development budget; therefore it merits a more detailed analysis. Table 3.25 presents the total planned costs of the PEDP3 (DPP and RDPP) and a comparison of the intended costs in the sixth year 2016/17 (original). The estimated DPP cost of the five-year program was BDT 22,196 crore (yearly around TK. 4,439 crore). The revised RDPP cost of the six-year program is BDT 18,316 crore or an average of BDT 3,053 crore per annum.

In the revised DPP, the first two results areas –Teaching and Learning, and Participation and Disparities – together account for 85% of the total planned costs. Participation and Disparities

attract the larger share, at almost 71%, partly because Result 2 contains a large needs-based civil works and school environment program. The Teaching and Learning component attracts 14.1% and Decentralisation & Effectiveness attracts 11.8%. The lowest share is the Planning and Management components at only 1.8%.

The PEDP3 RDPP allocation for civil works has increased by about TK. 2,402 crore compared to the DPP allocation of 6,136 crore. The overall increase in the allocation of civil works was 39.2%. In the original AOP of 2016-17, there was also an allocation increase of 19.23% compared to the revised AOP 2015-16. The original AOP2016/17 is presented in the following Table 3.30.

Table 3.30: PEDP3 Component Estimated Costs and Original Budget 2016/17 in Lac Taka

PEDP3 results areas	Estimated cost: DPP (2011-16)	Estimated cost: RDPP (2011-17)	Share RDPP (%)	AOP/(O) Allocation 2015-16	AOP/(R) Allocation 2015-16	Share (RDPP cost) (%)	AOP/(O) Allocation 2016-17	AOP/(R) Allocation 2016-17	Share (RDPP cost) (%)
Learning and Teaching	303,575.85	256,740.91	14.14	48,332.56	36,203.11	18.8/ 14.10	79,680.70	n/a	31.04
Participation & Disparities	1,579,976.36	127,7542.34	70.37	266,906.38	192,349.58	20.9/ 15.06	330,757.73	n/a	25.89
Decentralisation & Effectiveness	235,796.06	214,923.28	11.84	46430.77	41,885.30	21.6/ 19.49	68,368.00	n/a	31.81
Planning and Management	57,825.04	33,309.86	1.83	9,330.29	6,467.01	28/ 19.41	13,461.57	n/a	40.41
Contingency/ CDVAT	42,491.00	32,872.00	1.81	3,000	3,500.00	9.1/ 10.65	5,000.00	n/a	12.21
Total	**2,219,664.75**	**1,815,388.36**	**100**	**374,000**	**280,405**	**20.60/** 15.45	**497,268**	n/a	**27.39**
Civil works	***613,556.00***	***853,810.00***	***47***	***160,729.00***	***148,040***	***52***	***176,510.94***	n/a	***35.5***
Need base Infrastructure Development	***7,885,551***	***8,983,678***	***13.9***	***134,797.9***	***76,919.20***		***180,060.94***	n/a	

Sources: The PEDP3 program documents; Original/Revised AOP2014/15 PEDP3 (revised budget 2016/17).

3.3.1.3 Percentage of AOP Budget Allocation: Unconditional Block Grants (SLIPs and UPEPs for Schools and Upazilas)

The block grant is a fund channeling mechanism to transfer money from one organization to another, in most cases from national to local government. A 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 grants can be used for any purpose the recipient deems appropriate.

Decentralization, one of the key sub-components of the PEDP3 covers decentralized school management and governance, through decentralized planning, management and monitoring of school performance. Upazila Primary Education Plans (UPEPs) and School level Improvement Plans (SLIPs) are the main activities in introducing the participatory, demand-driven and bottom-up planning process to improve the present situation of Primary Education. Upazilas and schools are allocated block grants to implement their plans.

There is a budget provision in the Annual Operation Plan (AOP) to implement the SLIPs and to prepare the UPEPs. There are approved guidelines for the heads of expenditure where the block

allocations may be spent at the school levels as well as Upazila levels. DPE HQ releases block funds to the Upazilas, which are then forwarded to the schools to implement their SLIP planned activities, and also to selected upazilas only for the preparation of the UPEP. At present, the Upazilas and the schools receive grant allocations at flat rates. It is expected that, in the future, the fund will be allocated according to the requirements of implementing the approved SLIPs and UPEPs. And It is expected that UPEPs activities to be integrated into the national AOP in future.

KPI 10 is intended to show the AOP budget allocation for unconditional block grants (SLIPs and UPEPs) for schools and *Upazilas; KPI 11 shows expenditure.*

In Original AOP 2015/16, there are 5 types of allocated block grants; no funds are allocated against two activities:

- ***Unconditional Grant:*** SLIP (fund allocated in 2016-17 AOP); and
- UPEP (fund allocated in 2016-17 AOP).

Conditional Grant:

- Inclusive Education (fund allocated in 2016-17 AOP);
- Pre-primary Operational Costs (fund allocated in 2016-17 AOP);
- Education in Emergencies (fund allocated in 2016-17 AOP);
- School Health/Medical Team (no fund allocated in 2016-17 AOP);
- Para Teachers (no fund allocated in 2016-17 AOP).

Detailed block grant budgets in AOP 2015-16 (O/R) and 2016-17 (O) are shown in Table 3.31 below

Table 3.31: Block Grant Budget FY 2015-16 (O/R) and 2016/17 (O)

AOP SL. No.	PEDP3 Sub-components *(Taka Lac)*	AOP 2015-16		AOP 2016-17	
		Original	Revised	Original	Expenditure
	Unconditional				
0126	3.1.2) SLIP Master Training	52.00	128.00	0.00	0.00
0127	3.1.2) SLIP school funding	25,600.00	25,500.00	25,500.00	25,500.00
0129	3.1.2) UPEP Master training	15.00	15.00	100.00	74.472
0130	3.1.2) UPEP (planning only),[14] Upazila funding	5.3	5.3	26.00	26.00
	Unconditional Total	**25,672.30**	**25,648.30**	**25,626.00**	**25,626.00**
	Conditional				
0066	2.1.2) Pre-Primary Education	3,268.25	3,215.00	3,268.25	3,218.15
0070	2.1.3) Inclusive Education	218.00	253.50	254.00	253
0070	2.1.3) Inclusive Education (GIE Action Plan)	90.00	50.00	100.00	-
0073	2.1.4) Education in Emergency	800.00	400.00	1,000.00	-
0089	2.2.2) School Health (for medical team)	-	-	-	-
0130a	3.1.2) Para Teacher	-	-	-	-
	Conditional TOTAL	**4,376.25**	**3,918.50**	**4,622.25**	**3,471.15**
	Total Conditional and Un-conditional	**30,048.55**	**29,566.80**	**30,248.25**	**29,097.15**

Source: Original and Revised AOP 2015-16 and Original 2016-17

[14] Allocation for UPEP is only for UPEP planning, not for UPEP implementation

In the DPE budget, all block grants were assigned under the economic code 5900 Grants in Aid in the DPE budget. In the 2016-17 AOP, it was the fourth time that funds were allocated to these block grants (SLIP and UPEP). In the original AOP 2016-17, the total allocation for the block grants was TK. 30,248.25 Lac which is close to the revised AOP 2014-15 (29,566.80).

As a percentage of the overall AOP budget however, the share of the total block grants was 7% in 2012/13, 5.7% in 2013/14, 5.4% in 2014/15 and 8% in 2015/16, 6.1% in 2016/17. Budget disbursement in the first three-quarters of the fiscal year (up to February 2017) was 96.43%, mainly for SLIP funding and for the cost of pre-primary operations.

3.3.1.4 Expenditure of Block Grants

Detailed expenditure against block grant budgets in AOP 2016-17 is shown in Table 3.32 below

Table 3.32: Block Grant Budget and Expenditures FY 2015-16

PEDP3 Sub-components *(Taka Lac)*	AOP 2016-17			
	Original Budget	Revised Budget	Disbursement (up to March 2017)	
2.1.2) Pre-Primary Education	3,268.25	n/a	3,218.15	98.47%
2.1.3) Inclusive Education	254	n/a	253.00	99.61%
2.1.4) Education in Emergency	1,000.00	n/a	n/a	n/a
2.2.2) School Health (for medical team)		n/a	n/a	n/a
3.1.2) SLIP school funding	25,500.00	n/a	25,500.00	100%
3.1.2) UPEP (planning only)[15]	126	n/a	100.47	79.74%
3.1.2) Para Teacher	-	n/a	n/a	n/a
Total	30,148.25	n/a	29,071.62	96.43%

Source: AOP 2016-17

As a percentage of the overall AOP budget, the share of the total block grants increased from 6.1% in 2013/14, to 6.5% in 2014/15, 8% in 2015/16 and slightly dropped to 6.1% in 2016/17. Budget disbursement in the first three-quarters of the fiscal year (up to February 2017) was only 96.43%, mainly for SLIP funding and PPE operational costs. It is assumed that spending will accelerate in the last quarter to achieve the 100% target. A greater allocation will be required in the final year 2017-18 of the PEDP3 to cover UPEP implementation.

[15] Allocation for UPEP in FY 2013/14 – 2016/17 is only for UPEP planning, not for UPEP implementation.

3.3.1.5 Field Vacancies

The filling of teacher and staff vacancies at different levels is a recurrent challenge in the primary education sector. 28.5% of 1st class, 26.2% of 2nd class and 10% of others positions were vacant as of March 2016. On average, 10% of Staff and Teacher Posts are vacant throughout the year. About 95% of teacher posts are filled only once a year. When a teacher's post becomes vacant, there is no mechanism for filling the vacancy promptly: this creates a problem at school level (on an average 7% are vacant). The vacancies at the different levels are presented below in Table 3.33:

Vacancies at different levels:

According to the records of the Administration Division of DPE, around 28% posts of DPEOs were vacant; similarly 32% of ADPEOs posts, 35% of PTI Super posts, 25% of Assistant PTI Super posts, 15% of UEOs/TEOs posts, 11% of AUEOs/ATEOs posts, 27% of Head Teachers posts and 9% of Assistant Teachers posts were vacant during 2016. The following Table 3.33 presents the total number vacant posts at all official and staff levels.

Table 3.33: Sanctioned and Vacant Post of DPE staff as of March 2016

SL.	Type	Sanctioned Post			Total Existing	Vacant Post as of Jan'16		Remarks
		By ENAM Committee	Newly created after ENAM Committee	Total		Number	%	
1	Director General (DG)	1	0	1	1	-	-	
2	Additional Director General	-	-	0	1	-	-	
3	Director	2	6	8	6	2	25%	
4	Deputy Director (DD)	3	16	19	16	3	16%	
5	Senior System Analyst	-	1	1	1	-	-	
6	System Analyst	-	2	2	2	-	-	
7	Assistant Director (AD), (HQ)	9	25	34	31	3	9%	
8	Maintenance Engineer	-	1	1	1	-	-	
9	Programmer	-	2	2	2	-	-	
10	Procurement & Supply Officer	1	9	10	-	10	100%	
11	DPEO	68	0	68	49	19	28%	
12	PTI Super	49	17	66	43	23	35%	11 new
13	Education Officer	6	19	25	25	-	-	
14	Research Officer	2	4	6	6	-	-	
15	Assistant PTI Super	49	6	55	41	14	25%	
16	TEO/UEO	490	16	506	430	76	15%	
17	ADPEO	68	60	128	87	41	32%	
18	Instructor, PTI[16]	756	275	1031	741	290	28%	11 new
19	Instructor URC	-	481	481	353	128	27%	
20	Asst. Programmer	-	-	-	-	-	-	
21	Asst. M. Engineer	-	-	-	-	-	-	

[16] PTI Instructor (general) posts are 756. The subject based 55 posts are in 5 subjects each (Agriculture, Science, Physical, Arts and Crafts, Computer Science). The Computer Science posts were created by the PEDP3. Subject based posts were not created in the newly established 11 PTIs

SL.	Type	Sanctioned Post			Total Existing	Vacant Post as of Jan'16		Remarks
22	Statistical Officer	-	2	2	2	-	-	
23	Store Officer	1	1	2	2	-	-	
	Sub Total of 1st class	**1,505**	**943**	2,448	1,713	735	30%	
1	Administrative Officer	1	1	2	1	1	50%	
2	Asst. Instructor URC	-	481	505	219	286	57%	+ PEDP3
3	ATEO/AUEO	1,834	756	2,590	2,306	284	11%	
4	Asst. Education Officer	-	12	12	12	-	-	
5	Asst. Monitoring Officer	-	64	64	26	38	59%	
6	Asst. Research Officer	-	4	4	4	-	-	
7	Account Officer	1	1	2	1	1	50%	
8	Asst. Account Officer	-	9	9	8	1	11%	
9	Documentation Officer	-	1	1	-	1	100%	
10	Head Teachers	36,666	24,579	61,245	44,872	16,373	27%	
	Sub Total of 2nd Class	**38,502**	**25,908**	**64,434**	**47,449**	16,985	26%	
1	Expt. School Teacher	245	63	308	65	243	79%	275 deputed
2	Data Entry Operator URC		481	481	337	144	30%	
3	Head Assistant	7	2	9	2	7	78%	
4	PA cum Computer Operator	-	4	4	1	3	75%	
5	Computer Operator	-	80	80	71	9	11%	
6	Stenographer	6	15	21	19	2	10%	
7	UDA	82	7	89	83	6	7%	
8	UDA cum Accountant	539	33	572	478	94	16%	
9	Accountant	1	8	9	7	2	22%	
10	Cashier	69	3	72	47	25	35%	
11	Steno Typist	10	6	16	13	3	19%	
12	Data Entry Operator	-	495	495	352	143	29%	
13	Office Assistant cum Typist	1,202	35	1,237	889	348	28%	
14	Storekeeper	1	17	18	14	4	22%	
15	Account Assistant	2	491	493	339	154	31%	
16	Asst. Liberian cum cataloger	49	5	54	41	13	24%	
17	Driver	72	14	86	67	19	22%	
18	Record keeper	6	1	7	-	-	-	
19	Cash Sarkar	1	2	3	2	1	33%	
20	Duplicating M Operator	1	25	26	25	1	4%	
21	Office Facilitator	1,465	92	1,557	643	914	59%	
22	Despise Raider	1	-	1	-	-	-	
23	Night Guard	3	504	507	427	80	16%	
24	Swapper	50	7	57	33	24	42%	
25	Gardener	49	5	54	16	38	70%	
26	Electrician	-	1	1	1	-	-	
27	Liftman	-	2	2	2	-	-	
28	Plumber	-	25	25	25	-	-	
29	Assistant Teachers	120,366	215,412	335,778	311,145	24633	7%	
30	Residential Hostel	-	18	18	18	-	-	
	Sub Total of Staff	**124,227**	**217,853**	**342,080**	**315,162**	26918	8%	
	Grand Total	**164,234**	**244,704**	**408,962**	**364,324**	**44,638**	11%	

Source: DPE administrative records as of January 2016

3.3.2 EFFECTIVENESS

The PEDP3 Results Area 3.2 on Effectiveness of budgetary allocation aims to address effectiveness and efficiency in the utilization of the primary education budget in order to achieve the goals of participation, quality and equity. The performance of this results area is measured through four Key Performance Indicators and four Non-Key Performance Indicators:

- ✓ KPI 12 Primary Cycle Completion Rate;
- ✓ KPI 13 Primary Cycle Dropout Rate;
- ✓ KPI 14 Coefficient of Efficiency [EFA 14]; and
- ✓ KPI 15 PSQL based Composite indicators.

- ✓ Non-KPI 9 Gross Completion rate;
- ✓ Non-KPI 10 Transition Rate from Grade 5 to Grade 6;
- ✓ Non-KPI 11 Public Expenditure as percentage of GDP (EFA 7);
- ✓ Non-KPI 12 Public Expenditure on Primary Education as percentage of total public expenditure on Education (EFA 8).

The UNESCO *reconstructed cohort* model has been used to calculate these outcome level indicators e.g. the level of primary cycle completion, primary cycle dropout, survival to Grade 5, repetition and coefficient of efficiency and years input per graduate (see Annex E) etc. A snapshot of the main effectiveness and efficiency indicators is presented in Figure 3.27 and details are discussed in turn below:

3.3.2.1 Primary Cycle Completion Rate

The **KPI 12** 'primary cycle completion rate' is the percentage of a cohort of students, enrolled in Grade 1 in a given school year, who have completed Grade 5. The measure of 'cycle completion' or 'primary graduation' from primary school is success in passing the Primary Education Completion Examination (PECE). The DPE calculates the primary cycle completion rate, taking into consideration the reverse of the primary cycle dropout rate computed using the UNESCO reconstructed cohort model.

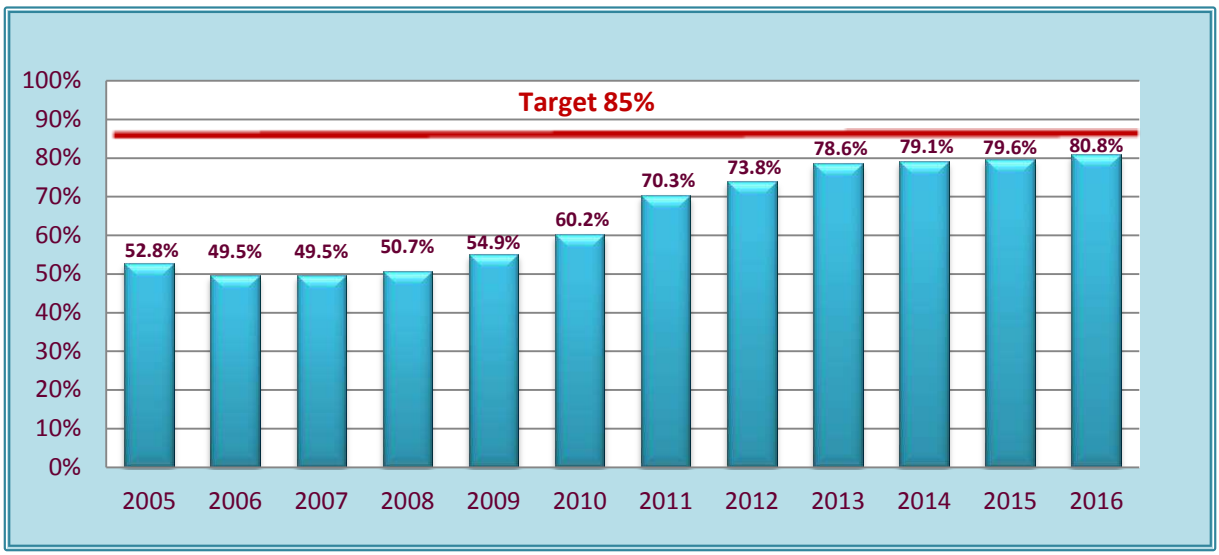
Table 3.34 shows the trend in cycle completion rates between 2005, 2010 and 2016. Using the PEDPII baseline year of 2005, the primary cycle completion rate has risen from 52.8% in 2005 to 60.2% in 2010 and to 80.8% in 2016. There was a gain of nearly 3.5 percentage points between 2010 and 2016 (see Table 3.34 and Figure 3.27).

Table 3.34: Primary Cycle Completion Rate 2005–2016

		2005	2010	2011	2012	2013	2014	2015	**2016**
Cycle completion rate (%)	**All (%)**	**52.8**	**60.2**	**70.3**	**73.8**	**78.6**	**79.1**	**79.6**	**80.8**
	Boys (%)	n/a	59.8	67.6	71.7	75.1	75.7	75.1	**77.7**
	Girls (%)	n/a	60.8	73	75.8	82.1	82.5	83	**83.9**

The main factor contributing to this rapid improvement appears to be the introduction of PECE as more pupils outside of GPS/NNPS appeared in this PECE. Other factors could include free secondary education for girls, and the stipend program that provide incentives for students to complete primary education and enter the secondary level.

Figure 3.27: Trend of Primary Cycle Completion Rate 2005-2016



Source: APSC 2005-2016

According to the APSC 2016, Chittagong district (92.4%) had the highest and Gaibandha district (58.5%) the lowest primary cycle completion rate.

The 2015 Education Watch report mentioned that the completion rate in primary education was 79.2% (boys 72.4% and girls 85.6%) in 2013. Similarly, the MICS 2012/13 survey (report published in 2014) stated that the completion rate was 79.5% (boys 74% and girls 86%) in 2013. Both findings are consistent with APSC 2013 (78.6%) and APSC 2014 (79.1%).

It is evident from the different sources of information that the primary cycle completion rate has improved considerably during the PEDP3 period; it was around 80.8% in 2016. According to MICS 2012/13, Rajshahi Division had the highest (92.5%) and the Dhaka Division had the lowest (71.2%) cycle completion rate. Considering all three sources, girls were ahead of boys.

The two-fold method for the calculation of the primary cycle completion rate is based on *administrative data*. This is the number of children who have completed primary education (in other words, who have passed the PECE and EECE) as a percentage of children of primary school graduation age (in other words, number of children passed the PECE/EECE as percentage of children aged 10 years).

$$\text{Primary completion rate} = \frac{\text{Number of children who passed Grade 5 PECE from formal schools and Madrashas}}{\text{Number of children aged 10 years}} \quad (1)$$

N.B. DPE calculated the Gross completion rate as advised by the GPE and included into the ASPR from 2016 including the definitions.

3.3.2.2 Primary Cycle Dropout Rate

The five-year cycle dropout and repetition rates are key internal efficiency indicators that show how the system converts inputs (budgets) to outputs (students who completed primary education). If students repeat grades or if they dropped out from school before they completed the primary education 5 years cycle, then there is inefficiency and wastage of public as well as private resources. Internal efficiency indicators are calculated using the UNESCO reconstruction cohort model on evidence from GPS, NNPS and Experimental schools. This model has been used since 2005.

The estimates on primary cycle dropout rates by grade and gender from 2005-2016 are presented in Table 3.35, Table 3.36 and Figure 3.28. The overall conclusion is that the declining dropout rate has been contributing to the overall improvement of internal efficiency, which is measured using KPI 13: *(primary cycle dropout rate)*

The primary cycle dropout rate (calculated using the UNESCO reconstructed cohort model) has fallen a great deal since 2008 (when it was at 50%) to 19.2% in 2016 (see Table 3.33). This is an excellent achievement but remains an ongoing challenge for DPE as for every 100 children, who enter primary school, only 80.8% are likely to complete Grade 5.

Table 3.35: Primary Cycle Dropout Rate 2005, 2010 – 2016

		2005	2010	2011	2012	2013	2014	2015	2016
Cycle dropout rate (%)	**All**	**47.2**	**39.8**	**29.7**	**26.2**	**21.4**	**20.9**	**20.4**	**19.2**
	Boys	n/a	40.3	32.4	28.3	24.9	24.3	23.9	22.3
	Girls	n/a	39.3	27	24.2	17.9	17.5	17	16.1

Source: APSC 2005 to 2016

The key grade wise dropout findings were:

- ✓ In Grade 1, the dropout rate fell sharply from 8.5% in 2010 to 0.7% in 2016. This could be attributed to the impact of pre-primary school expansion, but requires further investigation to confirm the hypothesis (see Table 3.33.)
- ✓ In Grade 2, rate was more or less consistent at 2.9% in 2016, a little lower than in 2010 (3%).
- ✓ In Grade 3, it decreased from 7.7% in 2010 to 4.2 in 2016 but it was 3.4% in 2015.
- ✓ In Grade 4, the rate remained the highest among all 5 Grades. However, it decreased from 12.2% in 2010 to 9.8% in 2016. But it was 10.1% in 2015.
- ✓ In Grade 5, it dropped drastically from 11.1% in 2011 to 1.5% in 2016, while it was consistent between 2012 and 2016.
- ✓ The dropout rate declined faster for girls than boys, resulting in a widening of the gender gap. In 2010, the gap between boys and girls was only 1 percentage point in favors of girls. By 2016, girls' dropout rate was about 6.2 percentage points lower than that of boys.

Gaibandha district has ranked high dropout rate (41.5%) and Chittagong district (7.6%) has the lowest dropout rate out of 64 districts (see by district dropout rate in Table 3.38) in 2016.

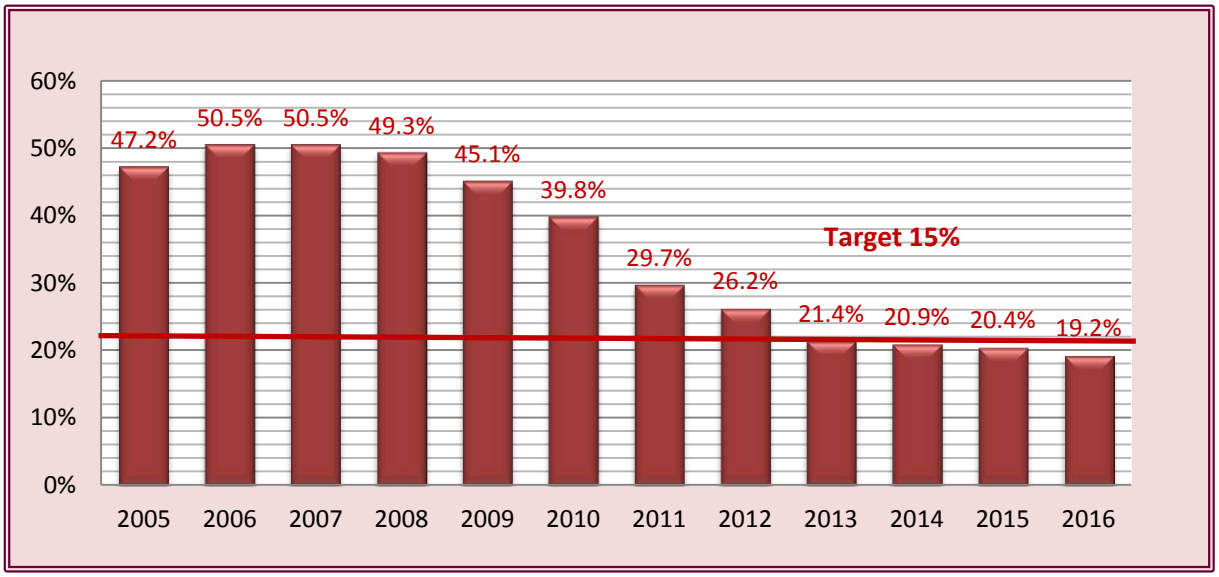
Table 3.36: Primary Cycle Dropout Rate by Grade and Gender 2010-2016

Dropout rate (%)[1]	Grade					Gender		
	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
2014	1.2	4.6	4.8	8.1	2.3	24.3	17.5	20.9
2015	1.6	3.2	3.4	10.1	2.1	23.9	17	20.4
2016	**0.7**	**2.9**	**4.2**	**9.8**	**1.5**	**22.3**	**16.1**	**19.2**

Source: APSC 2010 to 2016 reports

The following Figure 3.28 shows the primary cycle dropout rate from 2005 to 2016

Figure 3.28: Trend of Primary Cycle Dropout Rate 2005-2016



Source: Various APSC reports

There is a high dropout risk in the northern and southern parts of the country including Bhola. Gaibandha district has the highest dropout rate (47.3%) and Chittagong has the lowest (8.1%). The dropout rate by upazila is presented in the Figure 3.29 and by district in Table 3.37.

The 2012/13 MICS report found that the dropout rate in primary education was 14%, which is 7 percentage points lower than the APSC 2013 (21%) rate. This trend is also evident from other sources of information, indicating that the primary cycle dropout rate decreased considerably during the PEDP3 period.

3.3.2.3 Comparison of Repetition, Promotion and Dropout rates based on APSC with the Education Watch and MICS

As reported in last year's ASPR, the promotion, repetition and dropout rates, estimated by the 2012/13 MICS and Education Watch Educational Statistics Survey 2014, were very different compared to the APSC data (see the following Table 3:37).

Table 3.37: Comparisons between APSC, MICS and CAPME Data

Source	Promotion rate (%)					Repetition rate (%)					Dropout Rate (%)				
	Gr-1	Gr-2	Gr-3	Gr-4	Gr-5	Gr-1	Gr-2	Gr-3	Gr-4	Gr-5	Gr-1	Gr-2	Gr-3	Gr-4	Gr-5
APSC 2013	90.6	88	86	85	96	7.9	6.9	8.8	7.4	1.7	1.2	4.6	4.8	8.1	2.3
MICS 2013						10.7	2-3	2-3	2-3	7.4	1	1	1	1	2.8
APSC 2014	91.9	91	88.7	81.7	94.9	6.9	4.4	6.9	10.1	2.8	1.5	5.1	5	7.8	2.3
CAMPE 2014	91.8	92.3	89.8	90	97.6	7.4	6.8	8.9	8.2	1.1	0.8	0.9	1.3	1.3	1.2

In the 2014 ASPR, this discrepancy between the APSC, the MICS and the Education Watch was large. Between APSC and Education Watch, the percentages were more or less consistent in terms of the promotion rate; the discrepancy was found in the repetition and dropout rates. Research is needed to reconcile the three sets of estimates. To-date, there are no plans to conduct such research.

The following two points could be a basis for broader discussion:

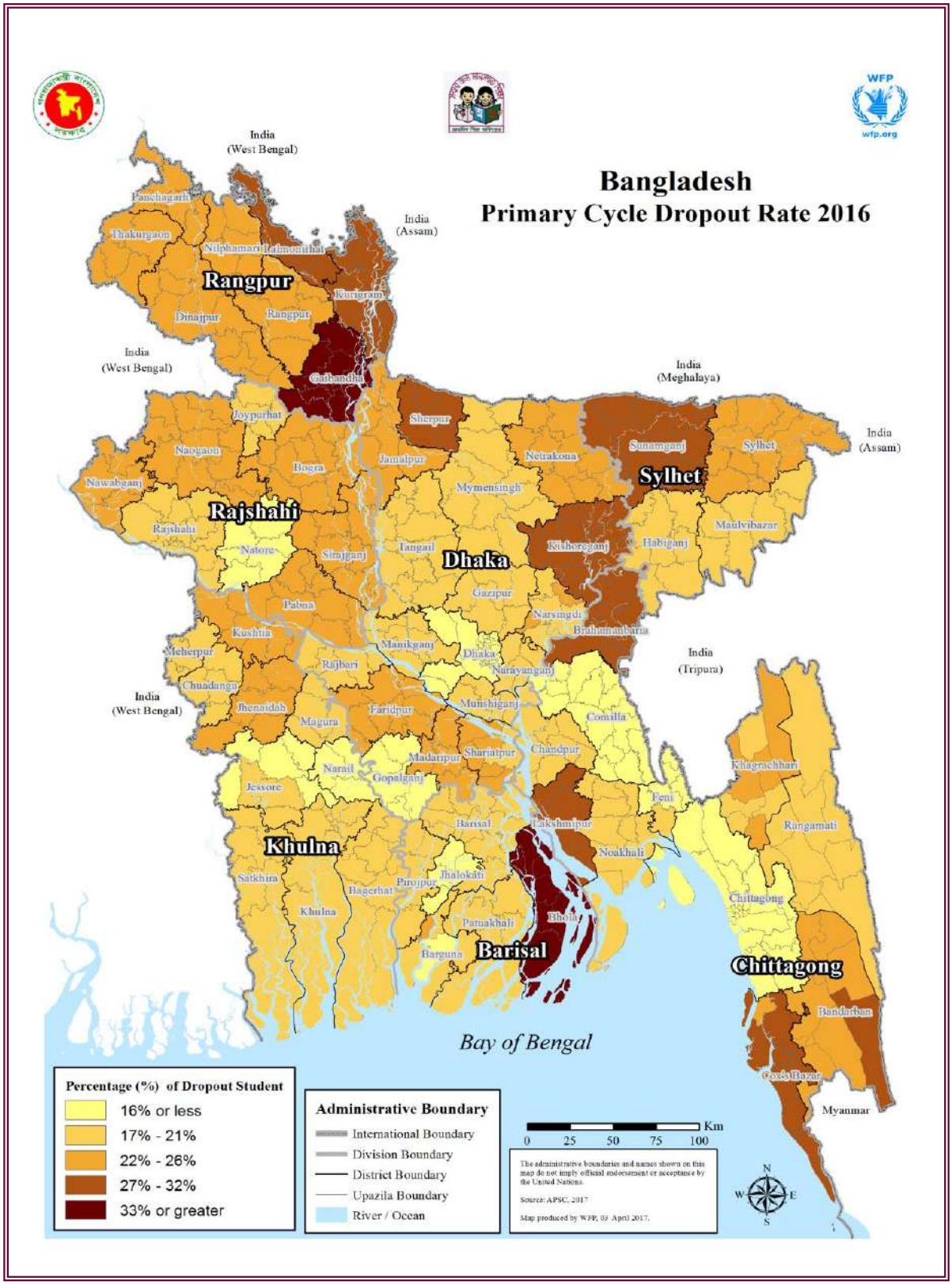
- ✓ The 2012/13 MICS may have been underestimating, and Education Watch may have been overestimating the repetition rate. In both surveys, parents were asked to report on the current and previous year if their child or children was/were in school and at what level and what grade. In general, the number of children in a particular grade in one year should not be very different to the number of children in same grade the previous year. However, the number of students who were reported attending a particular grade the previous year was consistently lower for all grades by at least 10% and the discrepancy was higher in Grades 1–2. This suggests some form of recall error: some parents may not consider that their children were in school in the same grade the previous year if their attachment to school was weak (for example, they had attended for a few weeks early in the year).

- ✓ Overall, it is clearly evident that the primary education sector is moving forward in achieving the PEDP3 targets.

Table 3.38 By District 5 years Primary Cycle Completion and Cycle Dropout Rate 2016

Division	District	Primary Cycle Dropout Rate (%)			Primary Cycle Completion Rate (%)		
		Boys	Girls	All	Boys	Girls	All
Barisal	Barguna	20.5	16.4	18.4	79.5	83.6	81.6
	Barisal	18.1	13.4	15.8	81.9	86.6	84.2
	Bhola	38.4	31.4	34.9	61.6	68.6	65.1
	Jhalokathi	12.5	12.1	12.3	87.5	87.9	87.7
	Patuakhali	18.9	14.1	16.5	81.1	85.9	83.5
	Pirojpur	19.6	16	17.8	80.4	84	82.2
Chittagong	Bandarban	26.2	22.7	24.5	73.8	77.3	75.5
	Brahmonbaria	25.6	28.8	27.2	74.4	71.2	72.8
	Chandpur	17.7	16.4	17	82.3	83.6	83
	Chittagong	8.4	6.7	7.6	91.6	93.3	92.4
	Comilla	16.4	10.7	13.6	83.6	89.3	86.4
	Cox's Bazar	39.6	22.8	31.2	60.4	77.2	68.8
	Feni	14.8	12.9	13.9	85.2	87.1	86.1
	Khagrachhari	20.3	22.1	21.2	79.7	77.9	78.8
	Laxmipur	23.8	38	30.9	76.2	62	69.1
	Noakhali	21.3	15.2	18.3	78.7	84.8	81.7
	Rangamati	16.7	17.4	17.1	83.3	82.6	82.9
Dhaka	Dhaka	16.9	13.4	15.1	83.1	86.6	84.9
	Faridpur	26.8	18.9	22.9	73.2	81.1	77.1
	Gazipur	21.6	16.6	19.1	78.4	83.4	80.9
	Gopalgonj	16.8	13.3	15	83.2	86.7	85
	Jamalpur	27.2	21	24.1	72.8	79	75.9
	Kishoregonj	32.8	24.4	28.6	67.2	75.6	71.4
	Madaripur	24.5	17.9	21.2	75.5	82.1	78.8
	Manikgonj	16.8	18.2	17.5	83.2	81.8	82.5
	Munshigonj	17.8	16.6	17.2	82.2	83.4	82.8
	Mymensingh	21.4	19.4	20.4	78.6	80.6	79.6
	Narayangonj	18.2	17.1	17.7	81.8	82.9	82.3
	Narsingdi	22.1	19.1	20.6	77.9	80.9	79.4
	Netrokona	25.2	18.5	21.8	74.8	81.5	78.2
	Rajbari	19.7	13.5	16.6	80.3	86.5	83.4
	Shariatpur	29.2	19.7	24.5	70.8	80.3	75.5
	Sherpur	36.5	26.3	31.4	63.5	73.7	68.6
	Tangail	24.8	14.2	19.5	75.2	85.8	80.5
Khulna	Bagerhat	19.6	18.1	18.8	80.4	81.9	81.2
	Chuadangha	18.9	19.9	19.4	81.1	80.1	80.6
	Jessore	17.2	14.1	15.7	82.8	85.9	84.3
	Jhenaidah	23.3	18.3	20.8	76.7	81.7	79.2
	Khulna	18.9	19.2	19.1	81.1	80.8	80.9
	Kushtia	27.8	17.4	22.6	72.2	82.6	77.4
	Magura	19.7	18.9	19.3	80.3	81.1	80.7
	Meherpur	17.2	16.8	17	82.8	83.2	83
	Narail	15	14.5	14.8	85	85.5	85.2
	Satkhira	22.9	17.5	20.2	77.1	82.5	79.8
Rajshahi	Bogra	25.2	24.1	24.7	74.8	75.9	75.3
	Joypurhat	19.2	17	18.1	80.8	83	81.9
	Naogaon	23.8	23.6	23.7	76.2	76.4	76.3
	Natore	19	11.1	15.1	81	88.9	84.9
	Nawabgonj	26.7	18.6	22.6	73.3	81.4	77.4
	Pabna	26.2	18.8	22.5	73.8	81.2	77.5
	Rajshahi	20.9	15.3	18.1	79.1	84.7	81.9
	Shirajgonj	26.1	20.5	23.3	73.9	79.5	76.7
Rangpur	Dinajpur	22.7	20.1	21.4	77.3	79.9	78.6
	Gaibandha	42.9	40	41.5	57.1	60	58.5
	Kurigram	29.6	29.6	29.6	70.4	70.4	70.4
	Lalmonirhat	26	28.3	27.2	74	71.7	72.8
	Nilphamari	27.1	21.3	24.2	72.9	78.7	75.8
	Panchagarh	24.6	20.5	22.5	75.4	79.5	77.5
	Rangpur	26.1	16.2	21.2	73.9	83.8	78.8
	Thakurgaon	26	18.6	22.3	74	81.4	77.7
Sylhet	Hobigonj	23.2	17.2	20.2	76.8	82.8	79.8
	Moulavbazar	20.2	13.6	16.9	79.8	86.4	83.1
	Sunamgonj	34.3	21.2	27.8	65.7	78.8	72.2
	Sylhet	27.5	19.3	23.4	72.5	80.7	76.6
	National	22.3	16.1	19.2	77.7	83.9	80.8

Figure 3.29: Dropout Rate in GPS and NNPS by upazila 2016



Source: APSC 2016

3.3.2.4 Coefficient of Efficiency

The KPI-14.a measures internal efficiency. KPI-14.b measures the number of input years per graduate. The calculation of these indicators again relies on the UNESCO reconstructed cohort method.

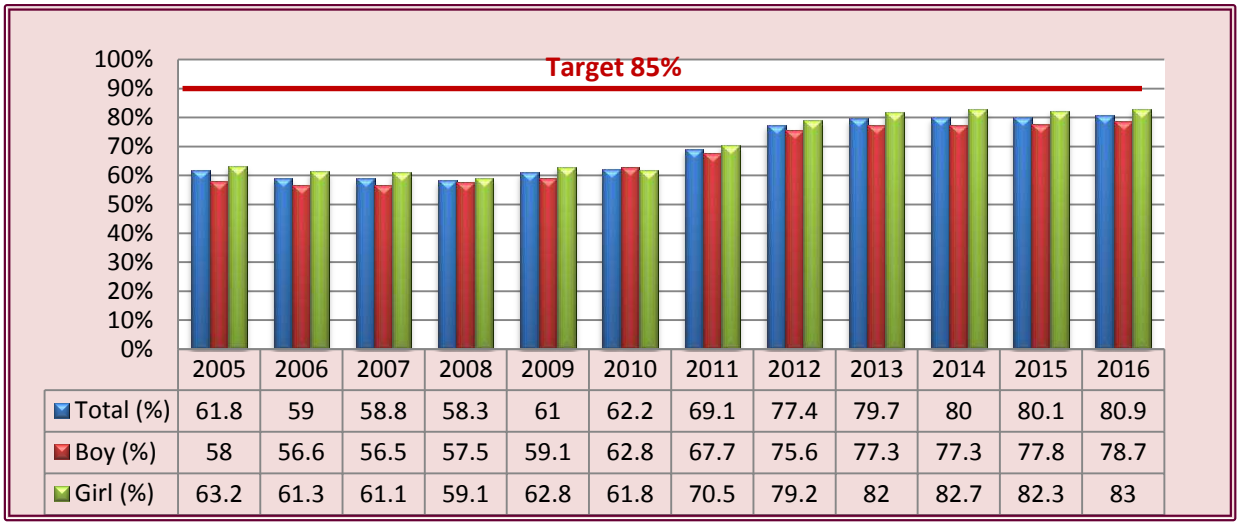
Coefficient of Efficiency (KPI-14.a***)*** summarizes the consequences of repetition and dropouts on the efficiency of the educational process in producing graduates. If there were neither dropout nor repetition, this indicator would be measured as 100%. The Coefficient of Efficiency, given below, has improved considerably between 2010 and 2015; from 62.2% in 2010 to 80.9% in 2016. The PEDP3 target for this indicator was set at 70%, which had already been exceeded in 2012 (77.4%). A new target was fixed during the PEDP3's mid-term review (MTR) in 2014. In terms of gender, the internal efficiency of girls is slightly higher than that of boys as shown in the Figure 3.30. The "by gender" trends of coefficient of efficiency from 2005 to 2015 are presented in Table 3.39.

Table 3.39: Internal Efficiency Indicators 2005–2016

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	**2016**
Coefficient of efficiency Total (%)	61.8	59	58.8	58.3	61	62.2	69.1	77.4	79.7	80	80.1	**80.9**
Boy (%)	58	56.6	56.5	57.5	59.1	62.8	67.7	75.6	77.3	77.3	77.8	**78.7**
Girl (%)	63.2	61.3	61.1	59.1	62.8	61.8	70.5	79.2	82.0	82.7	82.3	**83**

Source: APSC 2005–2015

Figure 3.30: Coefficient of efficiency by Gender 2005–2016

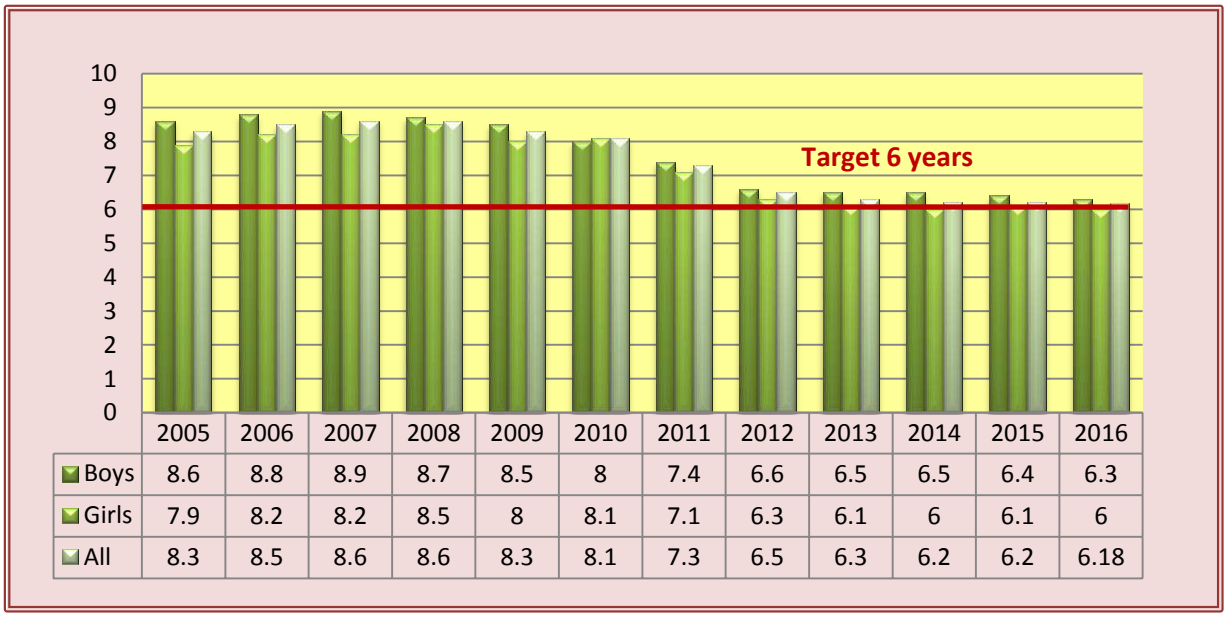


According to Education Watch's Educational Institutes Survey 2014, the Coefficient of Efficiency improved considerably between 2008 and 2015 (average 74.3%) - in GPS 77.1% and NNPS 66.6% in 2015. The Coefficient of Efficiency was also higher among the girls (79.3%) than boys (69%).

3.3.2.5 Years Input per Graduate (KPI-14.b):

A year's input per Graduate is the total number of student years divided by the total number of graduates. In the case of neither repetition nor dropouts, the figure would be five years for Bangladesh (excluding the 1 year pre-primary education). The target of PEDPII for this indicator was the reduction to 7.5 from 8.1 years in 2005. This was not achieved during the 2006–2010 period. The target of the PEDP3 was set at 7 years against the baseline of 8 years in 2010. The PEDP3 target was achieved in 2012 (6.5 years) and further reduced in MTR-2014 (6.2 years). The yearly input per graduate improved considerably between 2010 and 2015; from 8 in 2010 to 6.18 years in 2016. To produce a primary graduates required 6.3 years for boys and 6 years for girls in 2016; girls' performance has been better than boys' since 2005 (See Figure 3.31).

Figure 3.31: Years Input per Graduate by Gender 2005–2016



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Boys	8.6	8.8	8.9	8.7	8.5	8	7.4	6.6	6.5	6.5	6.4	6.3
Girls	7.9	8.2	8.2	8.5	8	8.1	7.1	6.3	6.1	6	6.1	6
All	8.3	8.5	8.6	8.6	8.3	8.1	7.3	6.5	6.3	6.2	6.2	6.18

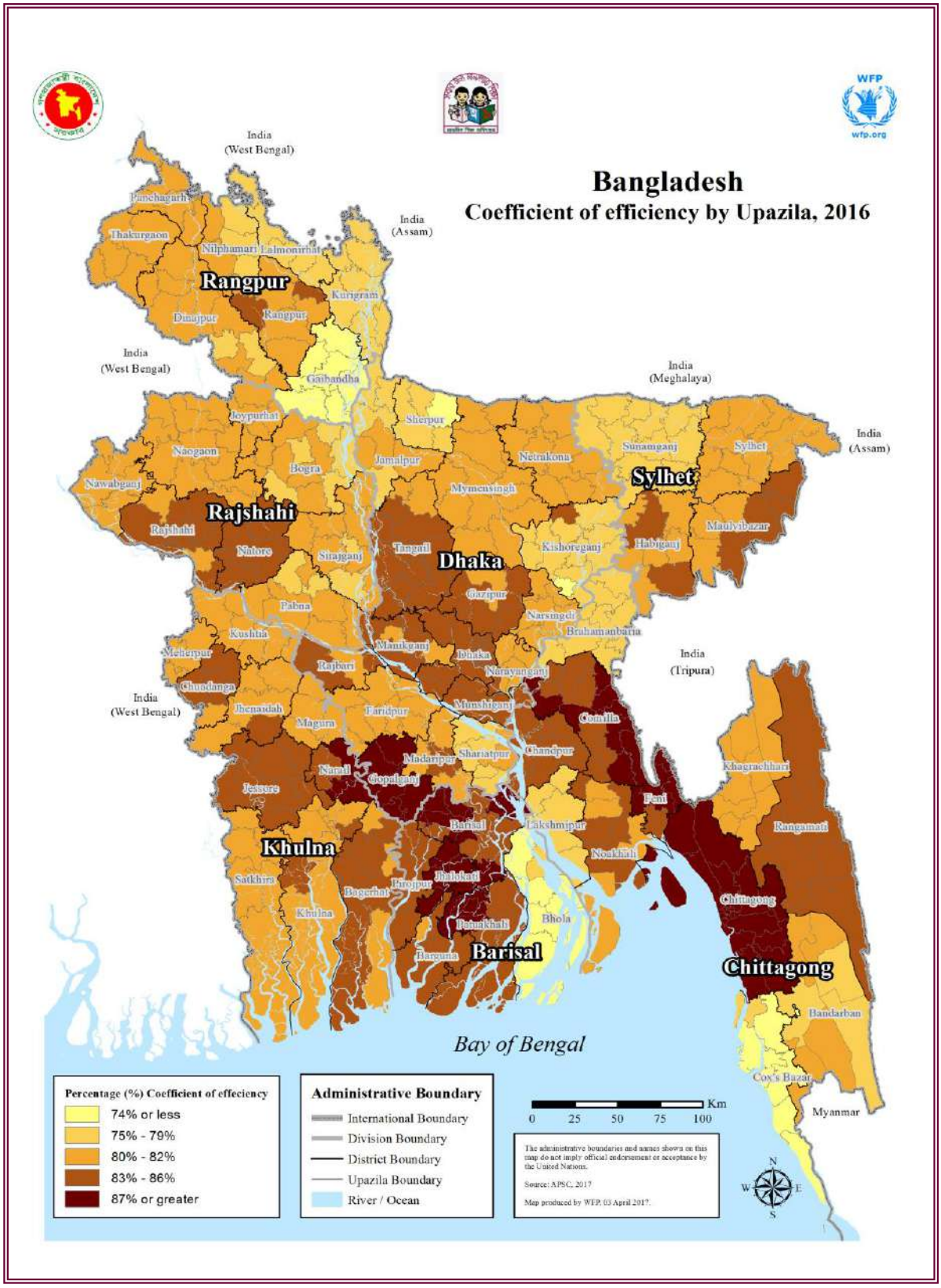
Source: APSC 2005–2016

According to Education Watch's Educational Institutes Survey 2014, the year's input per graduate improved considerably between 2008 and 2015 (all 6.7 years, boys 7.2 and girls 6.3); in GPS, it was 6.5, and in NNPS 7.5 years in 2015. The year's input per graduate was lower for girls than for boys.

Table 3.40 By District Coefficient of Efficiency and Years input per Graduate 2016

Division	District	Coefficient of efficiency (%)			Years Input per Graduate (Years)		
		Boys	Girls	All	Boys	Girls	All
Barisal	Barguna	81.3	82.9	82.1	6.2	6.0	6.1
	Barisal	82.3	87.4	84.9	6.1	5.7	5.9
	Bhola	70.7	73.1	71.9	7.1	6.8	7.0
	Jhalokathi	86.3	88.4	87.4	5.8	5.7	5.7
	Patuakhali	81.5	85.5	83.5	6.1	5.8	6.0
	Pirojpur	82.4	84.0	83.2	6.1	6.0	6.0
Chittagong	Bandarban	77.8	80.9	79.4	6.4	6.2	6.3
	Brahmonbaria	75.5	80.2	77.9	6.6	6.2	6.4
	Chandpur	83.5	84.7	84.1	6.0	5.9	5.9
	Chittagong	87.8	90.6	89.2	5.7	5.5	5.6
	Comilla	83.6	88.3	85.9	6.0	5.7	5.8
	Cox's Bazar	64.1	80.4	72.3	7.8	6.2	7.0
	Feni	85.2	87.2	86.2	5.9	5.7	5.8
	Khagrachhari	82.2	82.0	82.1	6.1	6.1	6.1
	Laxmipur	79.3	75.7	77.5	6.3	6.6	6.5
	Noakhali	80.5	84.3	82.4	6.2	5.9	6.1
	Rangamati	85.9	86.3	86.1	5.8	5.8	5.8
Dhaka	Dhaka	81.7	84.7	83.2	6.1	5.9	6.0
	Faridpur	76.2	81.3	78.8	6.6	6.1	6.4
	Gazipur	82.5	83.0	82.7	6.1	6.0	6.0
	Gopalgonj	83.6	85.6	84.6	6.0	5.8	5.9
	Jamalpur	76.3	82.0	79.1	6.6	6.1	6.3
	Kishoregonj	74.4	81.4	77.9	6.7	6.1	6.4
	Madaripur	74.3	82.7	78.5	6.3	6.0	6.2
	Manikgonj	83.0	82.4	82.7	6.0	6.1	6.0
	Munshigonj	81.0	83.3	82.1	6.2	6.0	6.1
	Mymensingh	78.7	82.2	80.5	6.4	6.1	6.2
	Narayangonj	81.7	83.9	82.8	6.1	6.0	6.0
	Narsingdi	80.0	82.3	81.1	6.2	6.1	6.2
	Netrokona	76.7	81.9	79.3	6.5	6.1	6.3
	Rajbari	81.1	85.5	83.3	6.2	5.8	6.0
	Shariatpur	74.3	82.7	78.5	6.7	6.0	6.4
	Sherpur	70.9	77.7	74.3	7.1	6.4	6.7
	Tangail	80.8	85.2	83.0	6.2	5.9	6.0
Khulna	Bagerhat	82.3	83.5	82.9	6.1	6.0	6.0
	Chuadangha	80.8	80.3	80.6	6.2	6.2	6.2
	Jessore	82.6	85.4	84.0	6.1	5.9	6.0
	Jhenaidah	78.8	82.0	80.4	6.3	6.1	6.2
	Khulna	81.2	82.7	81.9	6.2	6.0	6.1
	Kushtia	77.1	83.1	80.1	6.5	6.0	6.2
	Magura	81.6	81.4	81.5	6.1	6.1	6.1
	Meherpur	83.0	84.7	83.8	6.0	5.9	6.0
	Narail	83.9	85.8	84.9	6.0	5.8	5.9
	Satkhira	79.8	83.3	81.5	6.3	6.0	6.1
Rajshahi	Bogra	79.6	78.9	79.2	6.3	6.3	6.3
	Joypurhat	82.2	83.7	83.0	6.1	6.0	6.0
	Naogaon	79.2	79.7	79.4	6.3	6.3	6.3
	Natore	81.2	87.1	84.1	6.2	5.7	6.0
	Nawabgonj	75.0	82.7	78.8	6.7	6.0	6.4
	Pabna	77.1	82.7	79.9	6.5	6.0	6.3
	Rajshahi	81.1	84.8	83.0	6.2	5.9	6.0
	Shirajgonj	77.8	80.4	79.1	6.4	6.2	6.3
Rangpur	Dinajpur	81.4	83.1	82.3	6.1	6.0	6.1
	Gaibandha	63.5	69.5	66.5	7.9	7.2	7.5
	Kurigram	76.2	77.1	76.6	6.6	6.5	6.5
	Lalmonirhat	77.6	76.9	77.3	6.4	6.5	6.5
	Nilphamari	78.6	80.2	79.4	6.4	6.2	6.3
	Panchagarh	78.3	81.2	79.7	6.4	6.2	6.3
	Rangpur	78.6	83.6	81.1	6.4	6.0	6.2
	Thakurgaon	78.8	81.5	80.2	6.3	6.1	6.2
Sylhet	Hobigonj	81.4	82.1	81.8	6.1	6.1	6.1
	Moulavbazar	80.4	84.7	82.5	6.2	5.9	6.1
	Sunamgonj	73.6	80.4	77.0	6.8	6.2	6.5
	Sylhet	77.3	82.2	79.8	6.5	6.1	6.3
	National	**78.7**	**83**	**80.9**	**6.3**	**6**	**6.18**

Figure 3.32: Coefficient of Efficiency by Upazila 2016



Source: APSC 2016

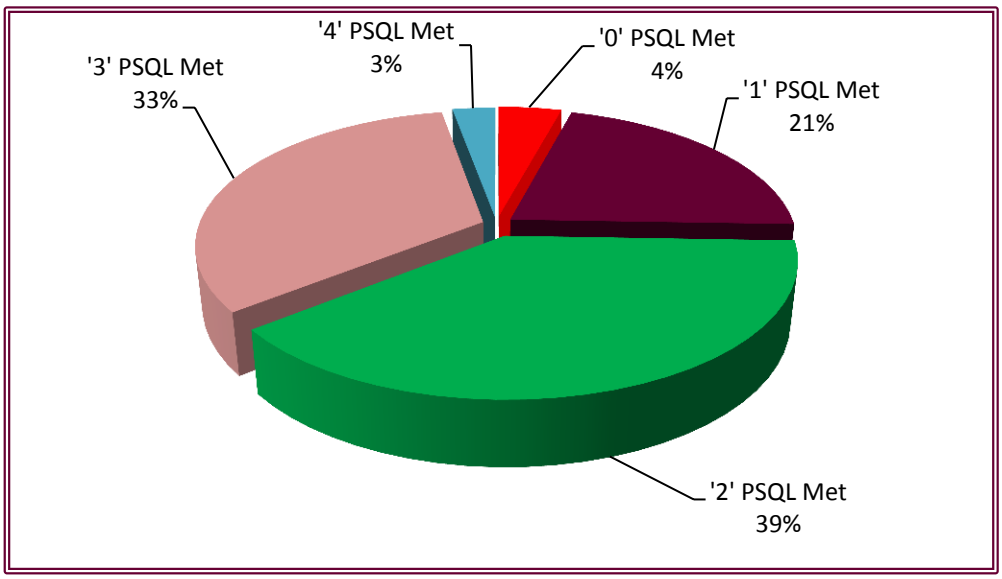
3.3.2.6 PSQL Based Composite Indicators

The **KPI 15** is a PSQL based composite indicator intended to measure the percentage of schools that meet the three out of four PSQL indicators (see below Figure 3.33): The following 4 PSQLs calculated this composite indicator based on data collected from 97,613 schools through APSC 2016:

- ✓ Separate Girls' toilets (PSQL previous 5/revised 8);
- ✓ Safe and functioning water sources at school (PSQL previous 7/ revised 9);
- ✓ SCR (Student Classroom Ratio) (PSQL previous 11/ revised 10); and
- ✓ STR (Student Teacher Ratio) (PSQL previous 16/ revised 14).

In 2016, 32.8% of all school types nationwide met three out of the four PSQLs, up from 24% in 2013, 28% in 2014 and 31.6% in 2015 respectively. The value of this KPI increased 13 percentage points in 2016 compared to the PEDP3 baseline (2010). As Figure 3.33 below shows, the majority of the schools (39%) met 2 out of the 4 PSQLS (38% was in 2015). Only 3% of the schools met all 4 PSQLs (7% was in 2015) and 4% of the schools did not met any of the four PSQLs standards (7% was in 2015). It is clearly evident that this indicator is gradually moving forward but not as quickly as expected.

Figure 3.33: GPS/NNPS Results on PSQL Composite Index 2016



Source: APSC 2016

Table 3.41 disaggregates this KPI for school types. The percentage of GPS and NNPS meeting 3 out of 4 PSQLs was unexpectedly low at 25.7% and 18.1% respectively. On the other hand, Kindergarten, ROSC, BRAC and NGO schools and primary sections attached to high Madrashas scored well on this indicator. The reasons for the underperformance of GPS and NNPS may be the high student/classroom and student/teacher ratios.

Table 3.41: Percentage of All Schools that Met 3 out of 4 PSQLs by School Type, 2016

SL. No.	School Type	% of Schools
01	GPS	25.7%
02	NNPS (former RNGPS)	18.10%
03	Reg. NGPS	20.8%
04	Non Reg. NGPS	19.3%
05	Experimental schools	20%
06	Ebtedayee Madrashahs	35.2%
07	Kindergarten	41.7%
08	NGO Schools	43.2%
10	Community Schools	20.5%
11	Primary Section Attached to High Madrashahs	40.00%
12	Primary section of high schools	32.70%
13	BRAC	56%
14	ROSC	63.8%
15	Shishu Kollyan	29.4%
16	NGO Center	51.70%
17	CHT mange school	37.80%
18	Others	47.50%
	Total	**32.80%**

Source: APSC 2015

Based on the composite indicators, there are clear differences between the performances of upazilas. So far, no action has been taken to reduce the regional disparity in accordance with the findings of the differences in performance. It is strongly recommended that more resources be channeled to the low performing upazilas for equilibrium development based on the composite indicators. The list of low performing upazila is given in Annex D. In addition, if resources were to be mobilized for implementing the UPEP, then regional disparities could be reduced.

3.3.2.7 Gross Completion Rate

The **Non-KPI 9** is intended to measure the percentage of students who complete the primary education cycle regardless of age (in Bangladesh the official age is 10 for Grade 5 students). The World Bank calculated this indicator using the following definition.

Primary Completion Rate, Total (% of relevant age group)

This Primary completion rate is measured as the gross intake ratio to the last grade of primary education. It is calculated by taking the total number of students in the last grade of primary school (i.e. total enrolment of Grade 5), minus the number of repeaters in Grade 5, divided by the total number of children of official graduation age (10 years). This indicator is also known as "gross intake rate to the last grade of primary." The ratio can exceed 100% due to over-aged and under-aged children who enter primary school late/early and/or repeat grades.

http://data.worldbank.org/indicator/SE.PRM.CMPT.ZS/countries?display=default

DPE uses this formula to calculate the 3 types of gross completion rate by using the 3 numerators as follows:

Type 1: Number of new entrants in Grade 5 (not including repeaters in Grade 5) in 2016
Type 2: Number of students was on the DR list (PECE) in 2016
Type 3: Number of students who passed the PECE in 2016

Based on the 2011 Population Census conducted by BBS, the estimated Grade 5 population was in the 3.55 to 3.66 million ranges. The three possible primary gross completion rates of Bangladesh are shown in the following Table 3.42.

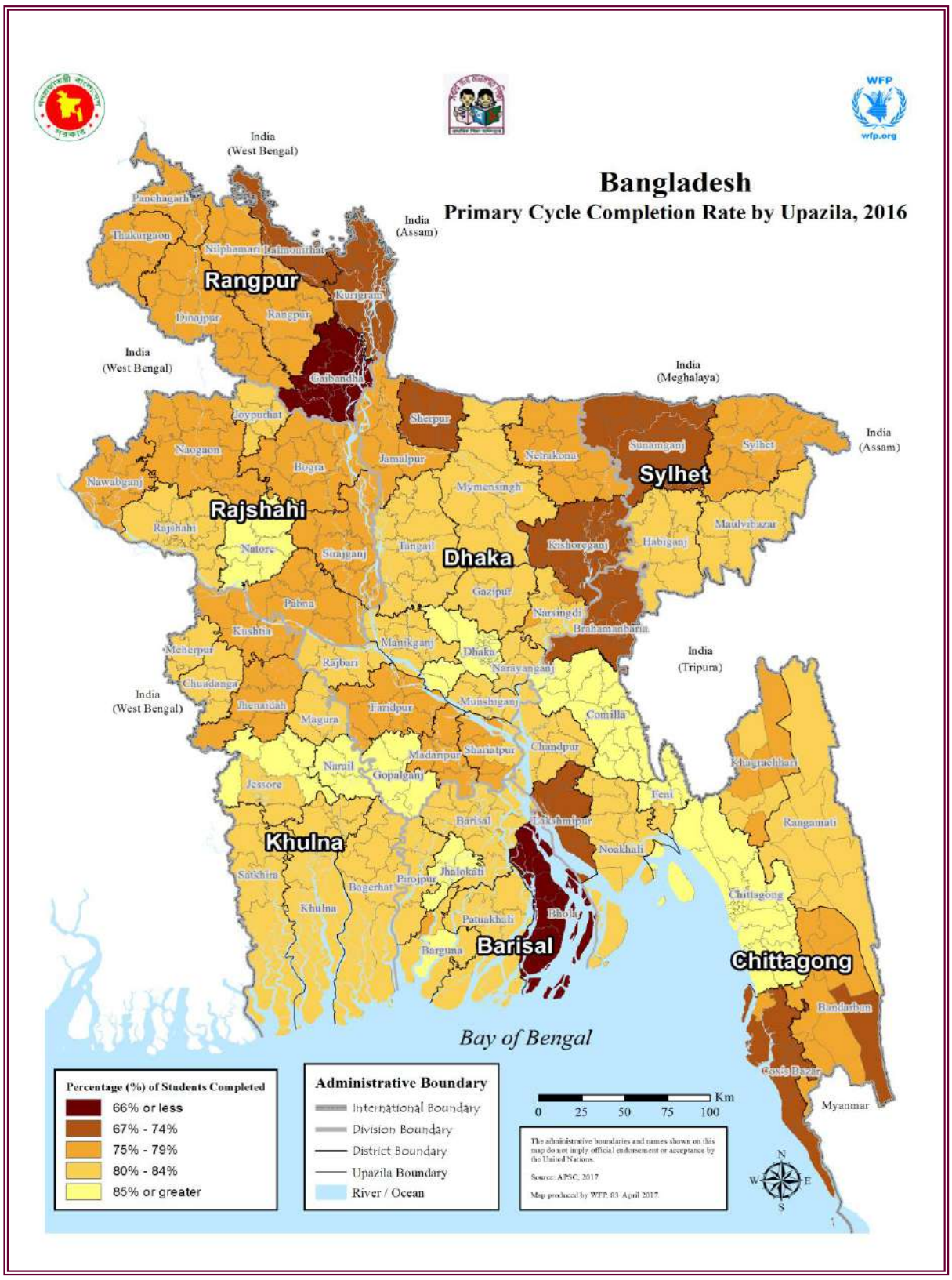
It is clearly evident that the 5 year primary cycle completion rate has been rising since 2011.

Table 3.42: Gross Completion rate 2016

	No. of Student	Completion Rate (%)	
		High Case (3.66 million)	Low Case (3.4 million)
New Entrants in Gr-5 including over and under ages	3,478,446	95%	99.4%
Students on DR	3,234,758	88.4%	92.4%
Students Passed PECE & EECE	3,035,250	82.9%	86.7%

Source: APSC 2016 and PECE 2016, BBS 10 years projected population

Figure 3.34: By Upazila Primary Cycle Completion Rate 2016



Source: APSC 2016

3.3.2.8 Transition Rate

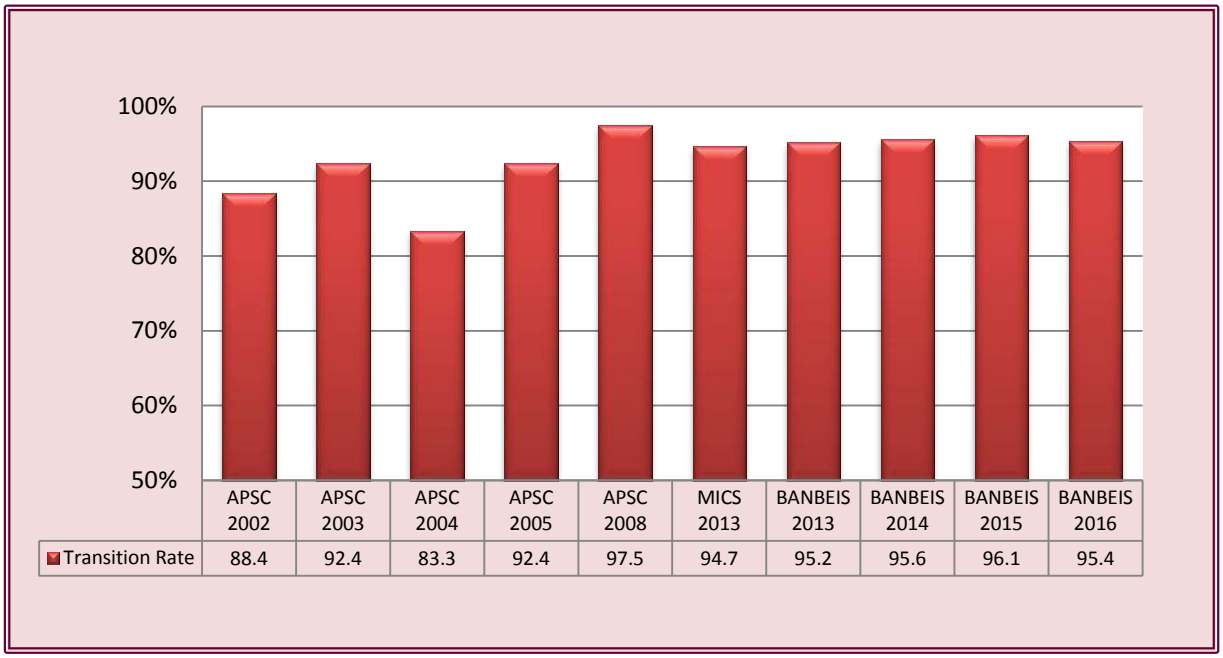
The **Non-KPI 10**is designed to measure the transition to the first grade of secondary level education (Grade 6 in Bangladesh) from the last grade of primary education level (Grade 5 in Bangladesh). This is calculated as follows:

$$\text{Transition rate} = \frac{\text{Number of new entrants to Grade 6, 2017}}{\text{Number of children who passed the primary education completion examination 2016}}$$

However, the calculation of the transition rate has been hindered by the fragmentation of the education statistical system. The most important problem has been the lack of comprehensive information on the number of children who have passed the school based Grade 5 annual examination. This information is now available following the introduction of the Primary and Madrashas Education Completion Examination (EECE); the calculation also relies on information on repeaters and new entrants to Grade 6 to get the complete number of new entrants in Grade 6

Data on secondary levels schools and Madrashas are the responsibility of BANBEIS. DPE uses BANBEIS provided data for the relevant information to calculate the transition rate. In 2016, the transition rate was 95.4%, which is slightly down from 96.1% in 2016 but up from92.4% in 2010 of the PEDP3 baseline. The MICS 2012-13 reports estimated that the transition rate was 94.7% in 2013 which is consistent with BANBEIS figure (95.2%) in 2013.

Figure 3.35: Transition Rate in GPS and NNPS by District 2016



	APSC 2002	APSC 2003	APSC 2004	APSC 2005	APSC 2008	MICS 2013	BANBEIS 2013	BANBEIS 2014	BANBEIS 2015	BANBEIS 2016
Transition Rate	88.4	92.4	83.3	92.4	97.5	94.7	95.2	95.6	96.1	95.4

Source: APSC reports, MICS 2012/13 and BANBEIS report 2015. Note: DPE has collected the transition rate from BANBEIS since 2013.

3.4 *Component 4: Program Planning and Management*

The program planning and management component addresses the overarching planning and management of the PEDP3. The MoPME is responsible for the execution of the PEDP3. The MoF manages GoB's MTBF, which translates the sector policy targets into a consistent budget framework.

The PEDP3 management systems, including financial management, follow the Sector Wide Approach (SWAP), and are designed to support both Results Based Management (RBM) and an improved financial management model, where Government systems are used for: financial management (Treasury model) and reporting (IBAS); procurement (PPR); progress and performance reporting (APSC, ASPR and NSA); staff development training; sector finance; and partnerships between Government, NGOs and the private sector.

The Ministry of Finance (MoF) is responsible for providing adequate financing for the pre-primary and primary education sector. The following 2 non-KPIs are intended to measure performance but not to set the target up to 2017 as the primary education budget is fixed for the whole program period (2011-2017)

- ✓ Non-KPI 11: Public education expenditure as percentage of GDP (EFA-7) (%); and
- ✓ Non-KPI 12: Public expenditure on primary education as % of total public expenditure on education (EFA-8).

The amount Bangladesh spends on education has remained relatively stable over the last 6 years: it had fluctuated between 1.9 - 2.5 percent of GDP during 2010 - 2016. The education sector accounts for: the largest share of program expenditure in the national budget at approximately 14.27 percent in 2015-16 (revised budget), 13.38% in 2016-17 (original budget) and represents 2.15 percent of the GDP in 2015-16 and 2.50 in 2016-17. The allocation to the MoPME was 45.40% of the total education budget in 2016-17 and 45.22% in 2016-17.

The following Tables 3.43 and 3.44 show the trend of these two non-KPIs, which has improved to 2.50% in 2016 from 2.30% in 2010 (PEDP3 baseline). In other South Asian countries, the total public expenditure as a percentage of GDP is, for example: Bhutan at 7.39% and ranks highest; followed by The Maldives at 5.71%; Nepal at 3.75%; Afghanistan at 3.38%; India 3.80%; Pakistan 2.66%; and Sri Lanka 2.18%. (Source: Global Education Digest Report).

Table 3.43: Public Expenditure on Education as % of GDP 2010-16

	Indicator	2010	2011	2012	2013	2014	2015	2016	Remarks
Non-KPI 11	Public education expenditure as percentage of GDP (EFA-7) (%)	2.3%	2.2%	2.06%	2.11%	2.18%	2.15%	2.50%	MoF budget

Source: MTBF, MoF

Table 3.44: MoPME Allocation as % of Education Sector 2010-16

	Indicator	2010	2011	2012	2013	2014	2015	2016	Remarks
Non-KPI 12	Public expenditure on primary education as % of total public expenditure on education (EFA-8)	45%	45.2%	45.9%	47.5%	46.8%	45.40%	45.22%	MoF budget

4. SECTOR OUTPUTS: PSQL INDICATORS

The Primary School Quality Level (PSQL) indicators are proxy indicators; they define a set of minimum standards for primary schools. The PSQLs were first used to track minimum standards in primary schools under the PEDPII, and have been continued in the PEDP3. The Government has committed itself to achieving these standards in primary schools by the end of the PEDP3. Data on PSQL indicators are collected by the APSC and have been reported for GPS and NNPS only since 2005. Most of the PSQL indicators describe outputs but few of the PSQL indicators, such as enrolment of children with special needs, are early outcomes; they are included in this chapter for ease of reference. Table 4.1 lists the PSQL indicators and standards by thematic areas based on RDPP. The following sub-sections correspond to the PSQL indicators as numbered in Table 4.1.

Table 4.1: PSQL Indicators and the PEDP3 Target (2017) by Thematic Areas based on RDPP

Teaching Learning	Equitable Access	Water and Sanitation	School Infrastructure	Decentralization
PSQL 1: Percentage of schools receive all new textbooks by January 31 Target: 100%	PSQL 5: Percentage of schools (GPS/ NNPS) with pre-primary classes Target: 98%	PSQL 7: Percentage of schools with at least one functioning toilet Target: 95%	PSQL 10: Percentage of schools that meet the SCR standard of 40:1 Target: 25%	PSQL 12: Percentage of schools having receive SLIP grants Target: 98%
PSQL 2: Percentage of (Assistant and Head) teachers with professional Qualification (C-in-Ed, Dip-in-Ed, B. Ed, M. Ed. Target: 95%	PSQL 6: No. of enrolled children with special needs Target: 100%	PSQL 8: Percentage of schools with separate functioning toilets for girls Target: 95%	PSQL 11: Percentage of standard size classrooms (19'x17'4'') and larger constructed Target: 55%	PSQL 13: Percentage of Head Teachers who received training on leadership Target: 85%
PSQL 3: Percentage of (Assistant and Head) teachers who receive CPD training (subject based) Target: 95%		PSQL 9: Percentage of schools that have safe water sources: functioning tube wells and other sources Target: 95%		
PSQL 4: Percentage of (Assistant and Head) teachers who receive CPD training (sub-cluster) Target: 100%				
PSQL 14: Percentage of schools that meet the STR standard of 46:1 Target: 75%				

Source: The PEDP3 revised M&E draft framework

4.1 *Teaching and Learning*

Learning achievement is the ultimate outcome of the primary education sector and an important indication of the PEDP3 progress. The following five PSQLs are clustered under the thematic area "Teaching and Learning" for measuring the achievement of results (outputs) at school level.

- ***PSQL 1: Percentage of schools which received all new textbooks by January 3;***
- ***PSQL 2: Percentage of teachers with professional qualifications;***
- ***PSQL 3: Percentage of teachers who received Continuous Professional Development, (CPD) subject based training;***
- ***PSQL 4: Percentage of teachers who received Continuous Professional Development (CPD) sub-cluster training;***
- ***PSQL 14: Percentage of schools that meet the STR standard of 46.***

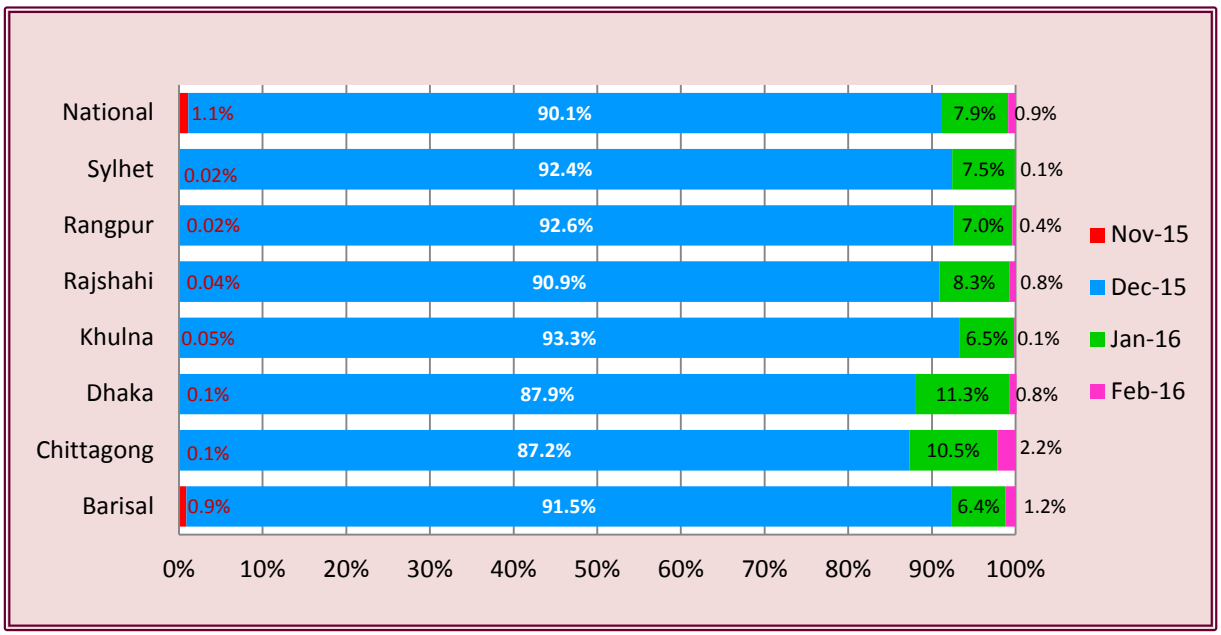
4.1.1 TIMELINESS OF TEXTBOOK DISTRIBUTION

According to this **PSQL-1** standard, the delivery of textbooks to all school should have been completed within the first month of the school year (academic year) or by 31 January. Up to 2011, the ASPR reported that this indicator was based on the APSC question that asked Head Teachers to report the starting and completion dates of textbook deliveries. A new textbook distribution database was set up in 2012 with the technical assistance of the World Bank, managed by the IMD guided by the Administration Division of DPE; this system allows upazilas to update information on the textbooks they have received, and has created a positive impact for monitoring the distribution of textbooks.

The APSC collects textbook data from schools, but stopped collecting data teaching aids and information in 2013. However, data on teaching aids were re-introduced in the APSC questionnaire in 2016 as NCTB had developed a new teacher's guide and teacher's addition based on the new primary curriculum and textbooks.

Ensuring the timely delivery of textbooks has been a major achievement of the PEDP3. In 2010, only one-third of the schools received their textbooks within the first month of the school year. As Figure 4.1 shows, more than 99% of the schools received their textbooks on time in 2016; a little over 90% of schools received them before the academic year started, up from 85% in 2013, and slightly lower than 2014 and again slightly up from 2015; and about 7.9% schools received their textbooks within January 2016 and less than 1% school received the remaining small number of books in February 2016. Textbook distribution appears to be a year-round process, but the bulk of the activities take place between October and December of the previous academic year (see Table 4.2). This positive trend has continued from 2012 to 2016. Textbook delivery for the academic year 2016 started on 26 November 2015 and was completed on 26 February 2016

Figure 4.1: Status of Delivery of Textbooks 2016



Source: Book distribution report and the database 2016, Administration Division

A total of 1,092 schools encountered a late delivery of certain textbooks (See Table 4.2). The number of these books is given by Division as follows:

- ✓ Barisal: 15,160 text books; Chittagong: 57,918 books; Rajshahi: 1,423; Khulna: 11,617; Rangpur: 24,662; and Sylhet: 3,649 books. All these text books were delivered before the end of February 2016.

Table 4.2: Percentage of Schools Receiving Textbook Delivery by Division 2016

Division	Nov -15	Dec-15	Jan -16	Feb-16	Late Delivery (No. of schools)
Barisal	0.9%	91.5%	6.4%	1.2%	96
Chittagong	0.1%	87.2%	10.5%	2.2%	488
Dhaka	0.1%	87.9%	11.3%	0.8%	282
Khulna	0.05%	93.3%	6.5%	0.1%	16
Rajshahi	0.04%	90.9%	8.3%	0.8%	129
Rangpur	0.02%	92.6%	7.0%	0.4%	68
Sylhet	0.02%	92.4%	7.5%	0.1%	13
National	**1.1%**	**90.1%**	**7.9%**	**0.9%**	**1,092**

Source: Textbook Database, 2016

Table 4.3: Textbooks Demand and Supply 2016

	No. of Subjects	Demand including buffer stock (3%), 2016			By grade Demand	No. of books Delivered district and upazila	% of Books Delivered district and upazila
		Bangla Version	English Version	Total			
Grade 1	3	15,289,039	109,413	15,398,452	15,289,039	15,289,039	100
Grade 2	3	14,639,812	99,320	14,739,132	14,639,812	14,639,812	100
Grade 3	9	28,439,481	181,182	28,620,663	28,439,481	28,439,481	100
Grade 4	9	26,361,733	166,166	26,527,899	26,361,733	26,361,733	100
Grade 5	9	23,305,487	146,366	23,451,853	23,305,487	23,305,487	100
TOTAL	**33**	**108,035,552**	**702,447**	**108,737,999**	**108,035,552**	**108,035,552**	100

Source: Textbook Database, 2015. Note: in the percentage calculation did not consider the English version and buffer stock

To ensure the availability of textbooks, the Government introduced e-books and anyone can download their required textbooks from the e-book Web site. The distribution of the English version of the textbooks is managed by the Bangladesh Mission Abroad (Abu Dhabi and Dubai of UEA, Oman, Bahrain, Qatar, Jeddah, Modena and Riyadh of KSA, Kuwait, Italy, Spain and USA). The Government also has taken steps to produce pre-primary textbooks in their mother tongue for the ethnic minority groups (Chakma, Marma, Tripura, Garo, Sadri) and these will be distributed in the 2017 academic year.

4.1.1.1 Teacher Editions, Guides and Aids

The PEDP3 planned to develop and distribute Teacher Edition and Teacher Guides based on the revised Primary Curriculum and revised Primary Textbooks through the NCTB. But the NCTB has not, as yet, been able to distribute any of these items. It is necessary to accelerate the whole process and ensure distribution of teacher guides and teacher editions of textbooks within the required period.

Previous ASPRs provided details on the supply of teachers' guides and teaching aids based on information collected by the APSC. The school census stopped collecting information on teaching aids (e.g. flip charts, maps, education kit, etc.) in 2007. Because the new textbook database does not collect information on teacher guide, there has been no update since 2011. However, based on an ASPR recommendation, the APSC collected information on teaching and learning materials in 2016, as the PEDP3 plans to distribute teacher guides, teacher editions etc. based on the revised curriculum.

4.1.1.2 Pre-Primary Education Materials

In DPE managed all the PPE schools received 8 types of teaching learning materials: Amar Boi (Bengali Books) and Exercise Books as per number of PPE students. As teaching aids: all the PPE schools received 3 sets of Story Books (10 story books in one set), Teachers Guide, Alphabets Chart (consonants), Alphabet Charts (vowel), Flip Charts, 4 sets Flash cards (70 cards in one set) etc. A total of 10,257,741 copies was printed and distributed in 2016. All the materials are kept in the PPE classrooms and children use them during the school hours (no one is allowed to bring materials home).

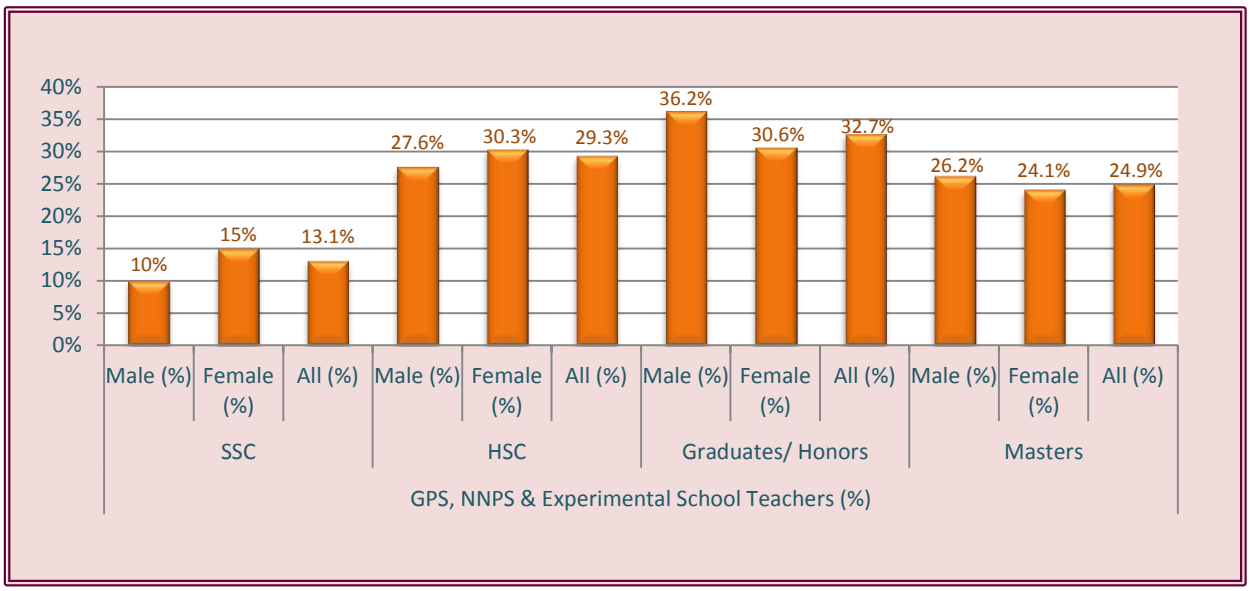
4.1.2 TEACHER QUALIFICATIONS

A safe learning environment in the classroom is a key to the provision of quality primary education. Teachers' educational and professional qualifications, including skills and roles, are also important for effective classroom teaching as well as for the overall management of the school.

4.1.3 TEACHERS' EDUCATIONAL QUALIFICATIONS:

In DPE managed schools, the former minimum educational qualification for primary school teachers was a secondary level certificate (i.e. the successful completion of Grade 10). This minimum qualification was increased to the higher secondary level (i.e. the successful completion of Grade 12) during the PEDP3 period. However, over time, the educational level of primary teachers has increased. Currently, more Bachelor and Master Degree holders are joining this profession, but the required educational qualification is flexible for female teachers. Now the required educational qualification is a Bachelor Degree for males, and the Higher Secondary Certificate for female teachers. The APSC 2016 collected reliable data about teachers' educational qualifications. The highest level of education attained by primary school teachers varied substantially; in 2016, overall 13.1% of teachers had completed Grade 10 (SSC), 29.3% had a Higher Secondary Certificate (HSC), 32.7% had a Bachelor/Honors degree and 24.9% had a Masters degree (in 2015 it was 22%). The following Figure 4.2 shows the educational qualifications of teachers.

Figure 4.2: Percentage of Teachers with Educational Qualifications by Gender 2016



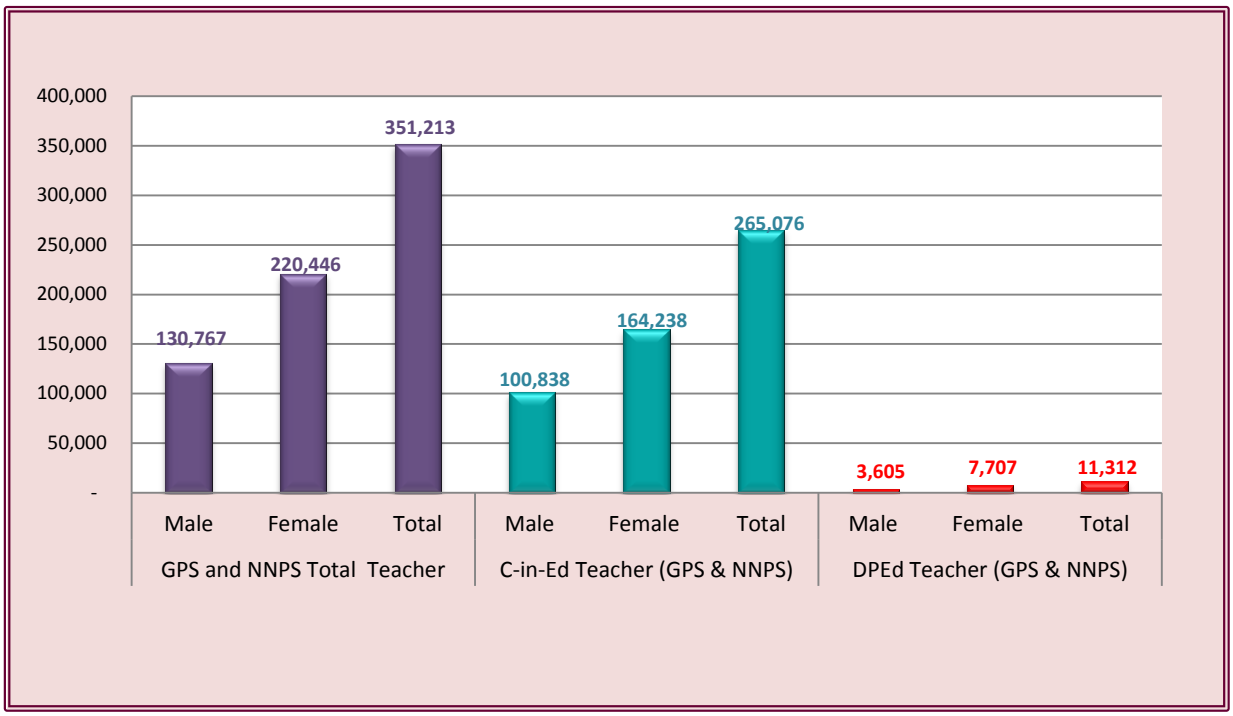
Source: APSC 2016

It is noted that education qualifications, especially bachelor and master degrees, have improved since 2010. It is now time to raise the minimum qualification level for female candidates from Higher Secondary Certificate (HSC) level to university degree level. Well-qualified teachers are key to the provision of a quality primary education for the country's children.

4.1.4 TEACHERS' PROFESSIONAL QUALIFICATIONS:

The PSQL 2 monitors the professional qualification of teachers both Head Teachers and Assistant Teachers (C-in-Ed, B.Ed., M. Ed, DPEd, etc.). This PSQL standard requires that all teachers be trained to at least C-in-Ed level. Figure 4.3 shows the total number of Teachers (GPS and NNPS), and of these, the percentage number with professional qualification such as C-in-Ed and DPEd in 2016.

Figure 4.3: Number of Teachers (GPS & NNPS) with Professional Qualification (C-in-Ed and DPEd) as of March 2016



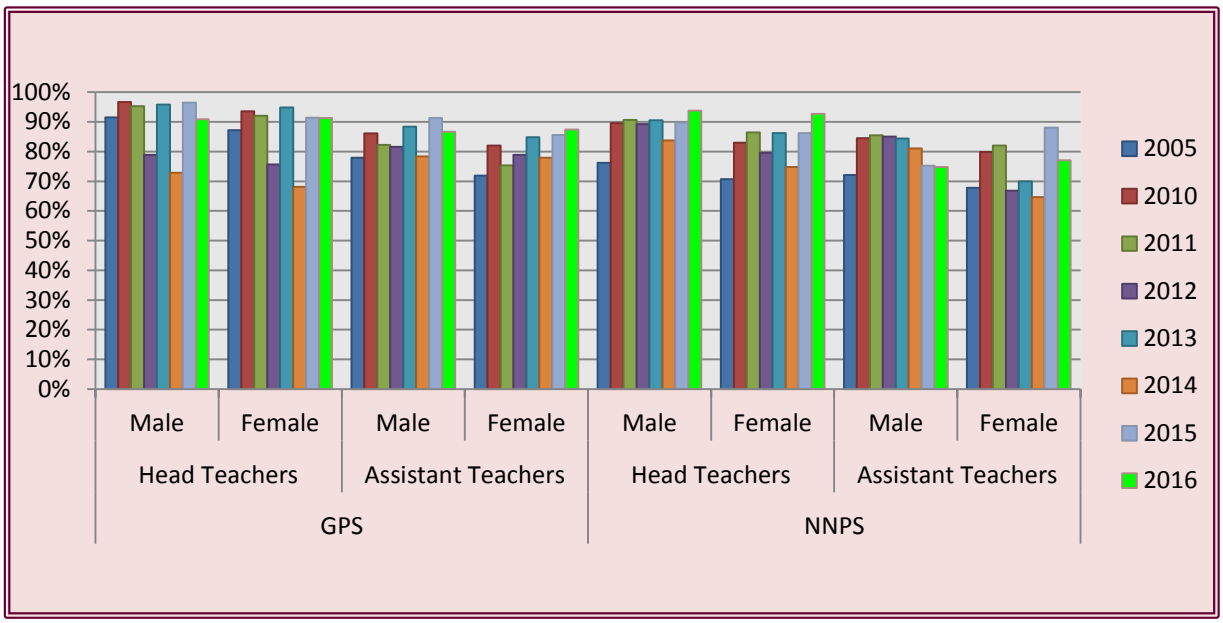
Source: APSC 2016

Figure 4.4 below shows the changes in the proportion of teachers (of different categories, by gender and by school type) with at least C-in-Ed qualification between 2010 and 2016. The key points are as follows:

- The percentage of teachers, who meet the professional qualification of at least the C-in-Ed level, has remained constant at above 83% since 2010. There was an increase in 2012 (89%) and a further improved to 90% in 2013. In 2014, the percentage further declined, and stood at 83.8% (87.6% male; 81.2% female); but improved again to 88.7% in 2015 and 94.3% (94.8% male and 94.1% female) in 2016. The reason for the sharp increase in 2016 was that about 13,974 teachers had completed the C-in-Ed. and were added to the total number of teachers with C-in-Ed.

- One implication of the Government's newly nationalized NNPS was an increase in the number of under-qualified teachers, especially female assistant teachers. In 2016, only 77.4% of female teachers in NNPS had the minimum qualification compared to 87.4% of their female counterparts in GPS. Among the various groups of teachers, the female assistant teacher is in the group furthest away from achieving the PEDP3 target of 95% by 2017.

Figure 4.4: Proportion of Teachers (in GPS and NNPS) with At Least C-in-Ed 2010-2016



Source: APSC 2010 and 2016

The proportion of teachers with at least a C-in-Ed for both categories of Head Teachers, and Assistant Teachers, both male and female - was disaggregated by GPS and NNPS. The above Figure 4.4 clearly shows that the proportion of teachers with at least a C-in-Ed increased in 2016 compared to 2015. In 2016, over 90.9% of male Head Teachers had the required qualification compared to their female counterparts with 91.3% in GPS; and over 93.8% of male HTs had the required qualification compared to 92.7% of their female counterparts in NNPS. Similarly, 86.7% of male ATs had the required qualification compared to 87% of their female counterparts in GPS; and 74.8% of male ATs had the required qualification compared to 77.1% of their female counterparts in NNPS. With regard to training, female teachers were ahead of male teachers in both school categories; there was only one exception, there were more male Head teachers in NNPS (93.7% vs. 92.8%). Up to 2015, male teachers were ahead of female teachers in receiving training. The situation changed in 2016 because more trained male teachers were going on Pre-Retirement Leave (PRL) and this resulted in the recruitment of more female teachers (minimum 60% posts reserved for female)

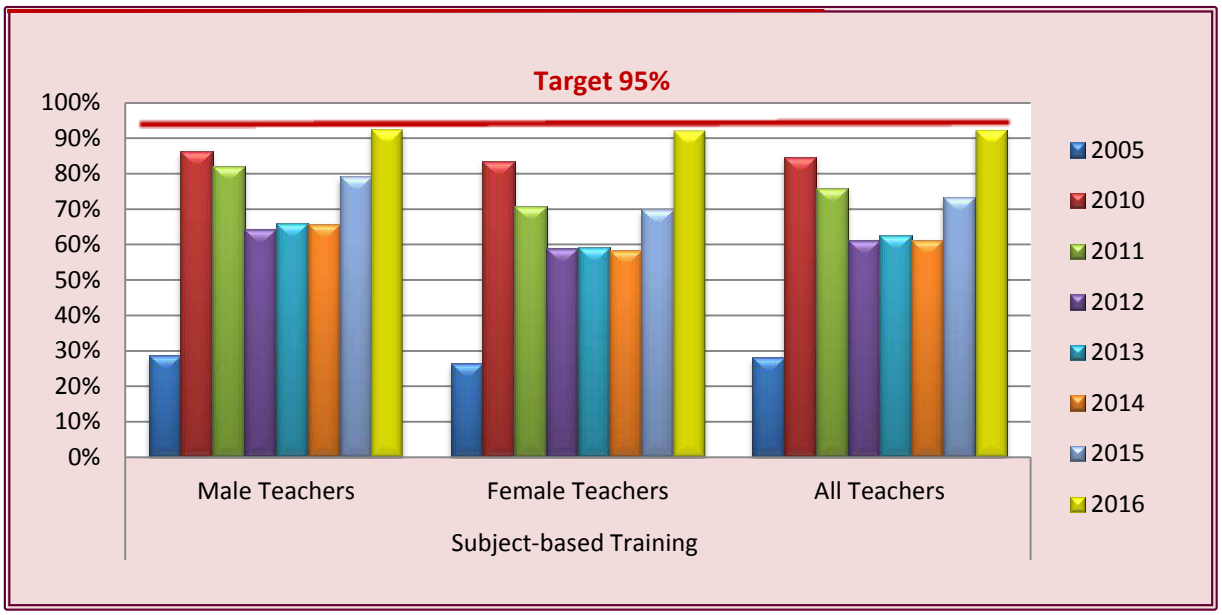
4.1.5 CONTINUOUS PROFESSIONAL DEVELOPMENT TRAINING (SUBJECT BASED)

The **PSQL-3** covers 'subject-based training': six-day training is designed to acquaint primary teachers with subject and pedagogical knowledge including preparing and using lesson plans and teaching and learning materials. The modality of training held at URCs is participatory and adapts various training approaches including group work, case study and microteaching in order to improve teacher professional knowledge, understanding, delivery and skills.

The following Figure 4.5 displays participation in 'subject-based training' of all type of teachers in GPS and NNPS for 2005, and from 2010 to 2016. There has been an improving trend in the annual provision of the subject-based training since the introduction of the PEDP3 baseline (2010). In 2016, around92.7% (male 92.4% and female 92%) of teachers (Head and Assistant) received subject-based training. This was considerably higher than 73.4% in 2015, and was significantly higher than the PEDP3 baseline of 84.7% in 2010. As stated earlier, subject-based trained teachers have the highest positive correlation with learning outcomes among all other teacher qualification and training factors [WB ESR 2014]

The proportion of teachers receiving subject-based training has been declining from the start of the PEDP3. This is because of the amount of preparatory work required for this training, such as the development of training manuals, TOT for subject-based training, and also the deployment of 45,000 teachers in 2010-11 and 2011-12 as they had not received training. Another important factor is that subject-based training starts after the APSC data collection (February–March) from the schools, and therefore is not included in the APSC. This training is mainly completed before the closing of the financial year

Figure 4.5: Percentage of Teachers (GPS &NNPS) who Received Subject based Training by Gender 2005, 2010–2016



Source: APSC 2005, 2010-2016

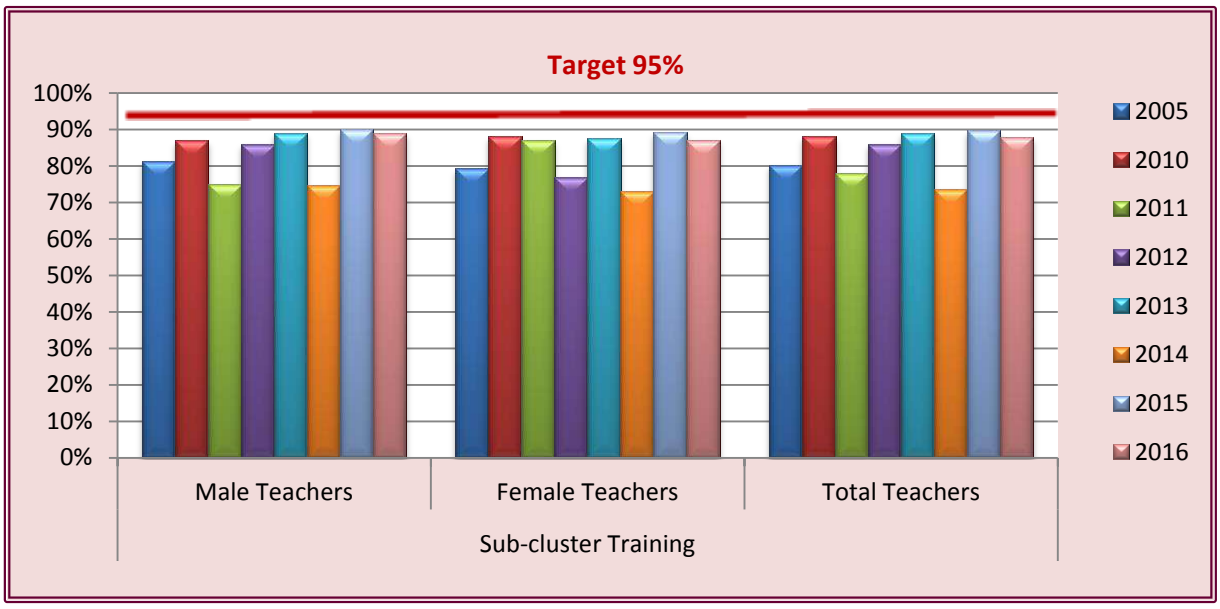
4.1.6 CONTINUOUS PROFESSIONAL DEVELOPMENT TRAINING (SUB-CLUSTER)

The standard of PSQL-4 is that 95% teachers receive sub-cluster training: the Program Framework is structures so that all teachers, fortnightly, receive 4 days of sub-cluster trainings in each year to strengthen their academic supervision, mentoring, and other teacher support systems. The PEDP3 placed an increased focus on this PSQL, and increased the training budget allocation (TK. 9,820/- in each sub-cluster). Hence, the training is planned and designed locally through collaboration between the URC, Upazila Education Officers (UEO), Assistant UEOs and selected Head teachers.

A total of 11,498 sub-cluster training were planned to be conducted fortnightly (total 45,992 courses in each year). But in 2015/16 f/y, DPE planned only 3 rounds (11,498 X 3) instead of 4 rounds (11,498 X 4) of training, due to lack of funds. A total of 22,996 training courses were completed as of March 2016. The relevant Upazilas' AUEO and one selected teacher jointly facilitated the training based on the specified topic on sub-cluster leaflets. The sub-cluster training is organized for a whole day and is attended by 30-35 teachers from 5-6 nearby schools under one sub-cluster. During the training all schools are closed apart from the venue school. All field level officials (DD, AD, DPEO, ADPEO, PTI Super, AMO, UEO, URC Instructor and Asst. URC Instructor) are designated for monitoring and supervising the sub-cluster training program.

The APSC collected this information and pattern of achievement, presented in Figure 4.6, which displays the level of teacher participation in sub-cluster training in GPS and NNPS for 2005, and 2010 to 2016. About 89.8% of teachers (Head and Assistant) (male 89% and female 87.1%) received sub-cluster training in 2016 compared to 89.7% of teachers (Head and Assistant), male 90% and female 89% in 2015.

Figure 4.6: Trends in Percentage of Teachers received Sub-cluster Training by Gender (GPS and NNPS) 2005, 2010–2016

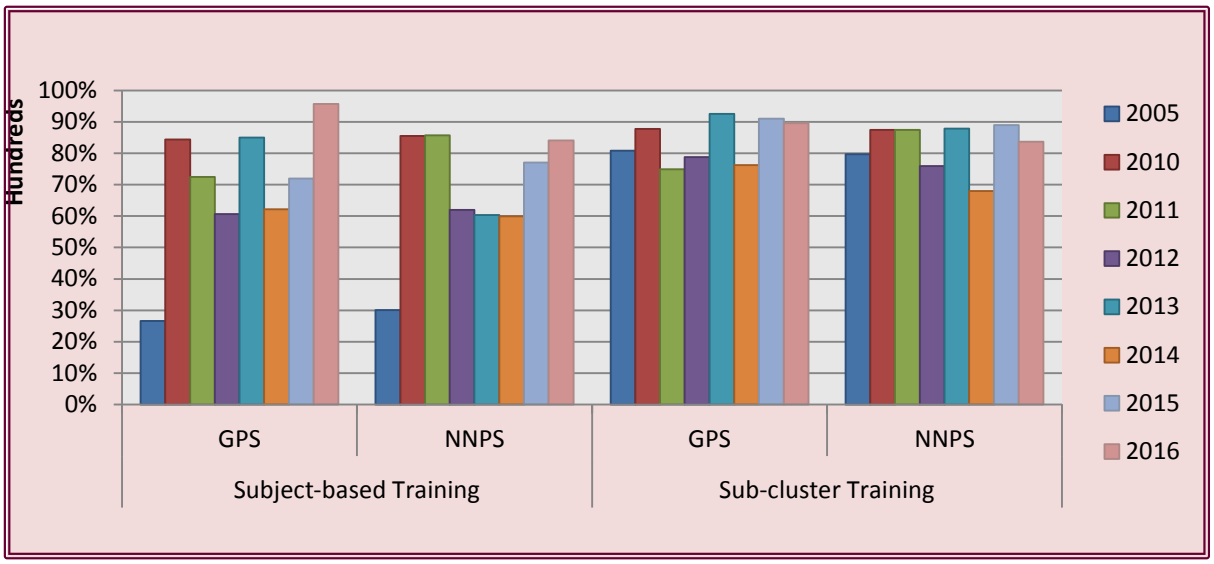


Source: APSC 2005, 2010-2016

The following Figure 4.7 presents the results for both types of training, disaggregated by GPS and NNPS. This shows that the proportion of teachers in GPS and NNPS, who were trained across the two categories of training (subject based and sub-cluster); participation rose to 95.7% (GPS) and 84.1% (NNPS) in 2016, compared to 84.4% (GPS) and 85.5% (NNPS) in 2010. Sub-cluster training for GPS teachers reached nearly 90% and 87.3% for NNPS teachers in 2016, compared to GPS 87.7% and NNPS 87.4% of teachers in 2010.

The downward trend in subject-based training for GPS and NNPS teachers has been observed since 2010 with the exception of 2013 and 2015. One clarification is that there was no allocation for subject based training at the start of the PEDP3. In addition, newly recruited teachers in GPS had probably less opportunity to receive in-service training courses, due to the timing of their recruitment, which did not match the training schedule. On the other hand, sub-cluster training was found to be improving with the exception of 2012 and 2014.

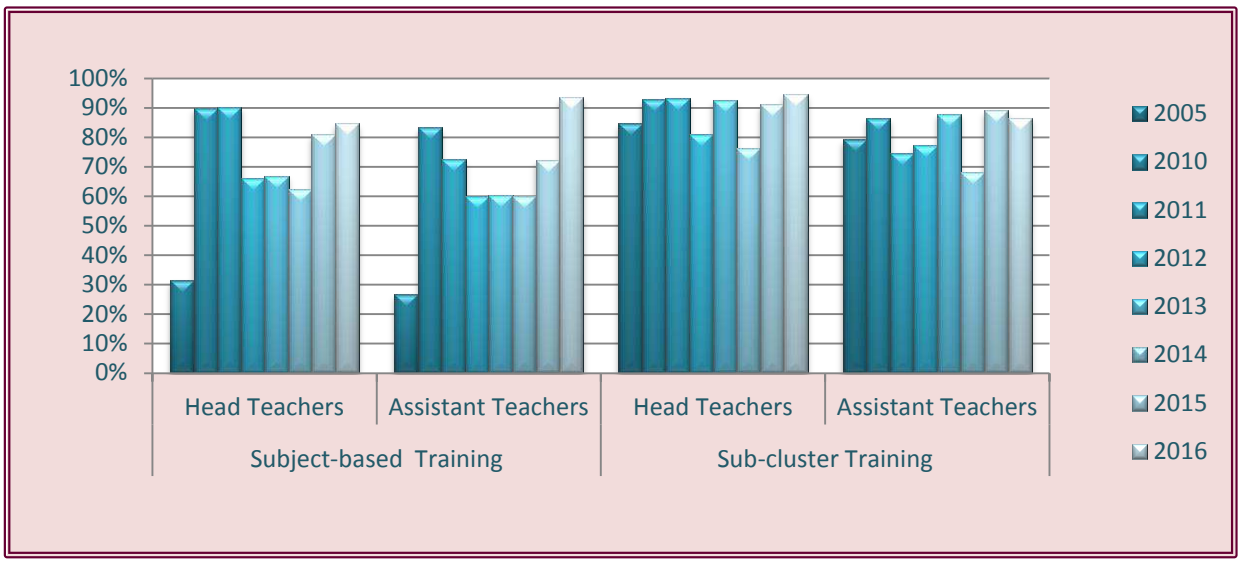
Figure 4.7: Proportion of GPS/NNPS Teacher Received In-Service Training 2005–2016



Source: APSC 2016

The following Figure 4.8 displays a different pattern in the proportion of Head Teachers attending in-service training compared to that of Assistant Teachers. For both Head and Assistant Teachers in 2016, on average, 84.7% of Head Teachers and 93.5% of Assistant Teachers received subject-based training compared to 81% of Head Teachers and 72% of Assistant Teachers in 2015. And 94.6% of Head Teachers and 86.6% of Assistant Teachers received sub-cluster training compared to 91% of Head Teachers and 89% of Assistant Teachers in 2015.

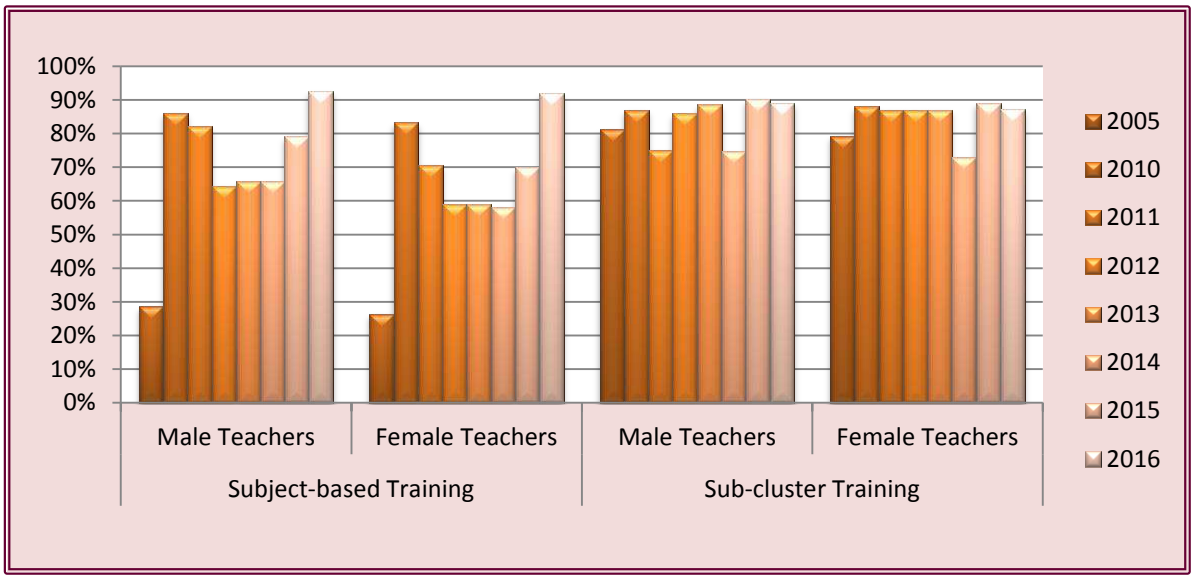
Figure 4.8: Proportion of Head/Assistant Teacher Received In-Service Training 2005–2016



Source: APSC 2005, 2010 – 2016

The following Figure 4.9 displays teachers' participation in in-service training disaggregated by gender. It shows that in both types of in-service training, females are behind males, with 79% of males have had subject-based training compared to 70% of females; and 90% of males have undergone sub-cluster training compared to 89% of females in 2015. This pattern was found in each of the two years and in each category; females received less training than male teachers. It is not clear why these disparities exist. Further research and analysis is needed to identify the causes, so that they can be addressed.

Figure 4.9: Proportion of Teacher who received In-Service Training by Gender 2005–2016



Source: APSC 2005, 2010 – 2016

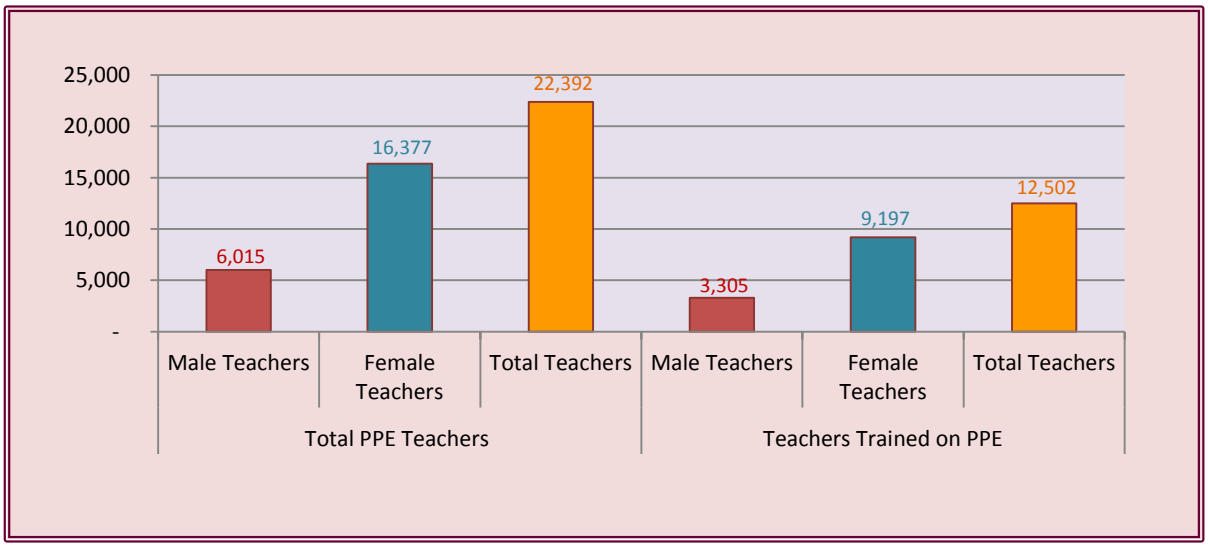
In addition, the PEDP3 has provision to provide other in-service/on the job training for: Head Teachers, Assistant Thana/Upazila Education officers, Thana/Upazila Education officers, URC/PTI/NAPE Instructors, Assistant Instructors as well as induction Training for newly recruited teachers without C-in-Ed/DPEd, Teachers supervision, Teacher support, Networking and mentoring. It will be significant that the next APSC report will integrate all types of in-service training received by teachers during the PEDP3 time span.

4.1.7 PRE-PRIMARY TEACHERS TRAINING)

The Pre-Primary Education (PPE) training is a two-week course provided for new and existing teachers who are deployed to the Government primary schools. Trainers from both the Government and private sector provide the training. The PPE teacher training program covers child cognitive, mental and physical development, teaching strategies and classroom management.

The Government has created 37,672 additional posts of assistant teachers (one for each GPS) for PPE classes, who were recruited and deployed in the GPS. Pre-Primary Education is a DLI; its benchmark is 'numbers of PPE classes with trained PPE teachers'. The APSC 2016 collected information on how many PPE teachers received PPE training. A total of 22,392 PPE teachers responded to this question; 12,502 (Male 3,305 and Female 9,197) received the PPE training (see the following Figure 4.10). The UNICEF (2016) conducted the PPE assessment study, which revealed that the PPE training was well planned and delivered at field level, and also that the training package was of good quality. But in some cases, teachers were not implementing their acquired teaching skills. In most cases, the total school and classroom environments are not child-friendly. Recently recruited teachers did not have any PPE training. Also most of the Head Teachers have not had training on the supervision of PPE classes and on mentoring the PPE teachers. In many cases, the teacher-student ratio was much higher than the standard ratio of 1:30. The major challenges were found in the NNPS where there were no dedicated PPE teachers, and as a whole, the NNPS did not have sufficient teachers (3.84 teachers per NNPS).

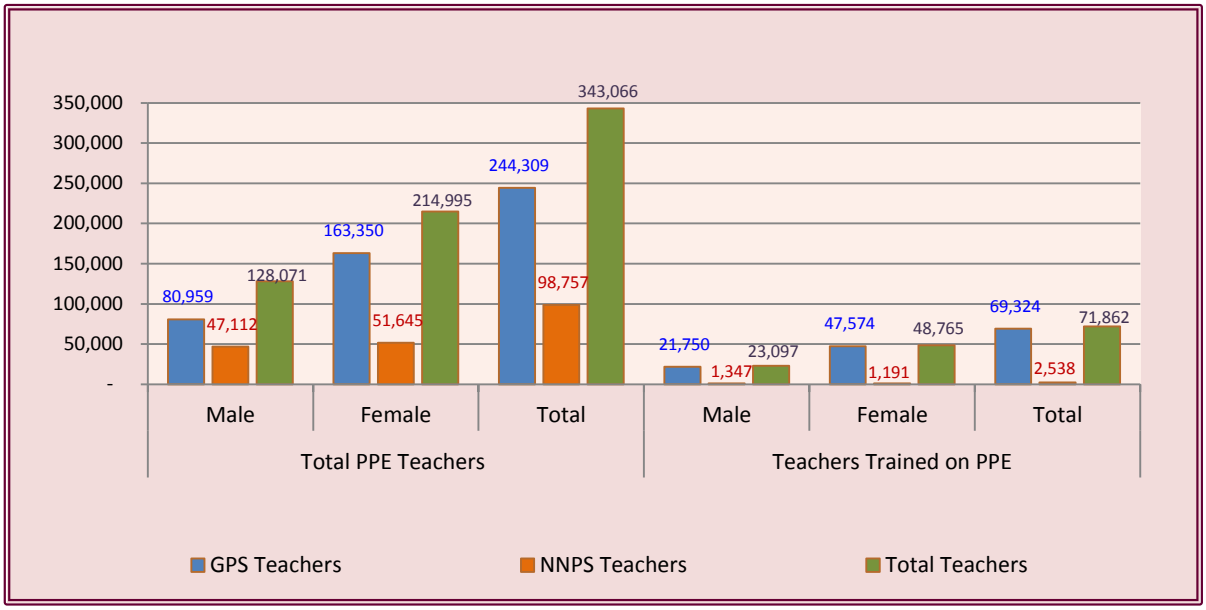
Figure 4.10: Proportion of Teacher who received Training on PPE by Gender 2016



4.1.8 TRAINED TEACHERS ON ICT

Bangladesh has been rapidly moving forward on digitalization as a whole, including the Primary Education sector. A multi-media classroom is currently provided in all the Model schools (1 Model school in each Upazila). Laptops are provided to the GPS. An ICT strategy has been developed and endorsed by the MoPME. Teacher training on ICT includes developing e-learning materials for operating the multimedia classrooms. The following Figure 4.11 shows both the total number of teachers and the ICT trained teachers. As of March 2016, a total of 71,862 (Male 23,097 and Female 48,765) teachers from both the GPS and NNPS have received training on ICT.

Figure 4.11: Proportion of Teacher who received Training on ICT by Gender 2016



4.1.9 STUDENTS TEACHER RATIO (STR)

The Student-Teacher Ratio provides an indicator of teacher workload and classroom situation. The **PSQL-14** standard is one teacher per 46 students. This ratio is extremely high. In the Post PEDP3 or the PEDP4, the aim is to reach the international standard, which is a ratio of 1:30.

In order to calculate how many schools achieved the PEDP3 standard of 1:46, different approaches were used:

- The total number of enrolled students is divided by the total number of working teachers for each GPS and NNPS (Head and Assistant teachers);
- The total number of enrolled students is divided by the number of working teachers for single shift GPS and NNPS only (Head and Assistant teachers);
- The total number of enrolled students is divided by the 'effective' number of working teachers for each GPS and NNPS (Head and Assistant Teachers): to calculate the number of

'effective' teachers, the number of teachers is multiplied by two in double shift schools, assuming that all teachers teach in both shifts ('staggered system'), which is the case in the vast majority of schools

Table 4.4 shows the proportion of schools that met the standard, that is, where the number of students per teacher was below 46. Using the first approach (single shift schools only), this shows that there has been a marked improvement in the share of GPS meeting the standard, from 44% schools in 2010 to 72.3% in 2016; over the same period, the situation in NNPS has not improved at all (50.3% in 2016 which is slightly lower than the PEDP3 baseline 2010 (52%). It appears that the recruitment of additional NNPS teachers has not kept pace, considering the increase in enrolment. It is clearly evident that the number of teachers in NNPS is below that of the GPS (GPS average 6.4 teachers per school and NNPS only 3.8 teachers per school). So the DPE should consider deploying more teachers in NNPS, otherwise quality primary education faces greater challenges as NNPS covered 29.2% enrolled children in 2016.

Under the second approach, which takes account of double-shift schools, 94.5% of GPS met the standard STR ratio, compared with 95.1% of NNPS. Although these are fairly high proportions, it is important to remember that *double-shift schools deliver far fewer contract hours than the defined standard*. Based on this PSQL, the overall implication of the figures in Table 4.4 is that there is still an acute shortage of primary teachers in both GPS and NNPS especially the NNPS.

Table 4.4: Schools (GPS and NNPS) Which Meet the Students-per-Teacher Standard 2010-2016

	Year	GPS	NNPS	Total
Percentage of schools that 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
	2014	61	62	62
	2015	76.3	52.1	74.3
	2016	**74.3**	**50.3**	**61.8**
Percentage of schools that meet the standard: 46 students per 'effective' teacher (%)	2010	82	93	86
	2011	82	90	85
	2012	85	93	88
	2013	82	93	86
	2014	81	92	85
	2015	95	94	94
	2016	**94.5**	**90.1**	**92.8**

Source: APSC 2010 – 2016 reports

It is noted that the above figures do not reflect the real situation of primary schools. In the urban and good communication area schools, there is an over-deployment of teachers, whereas in the rural and remote areas, there is an acute shortage of teachers. Moreover, all NNPS have been suffering from a lack of teachers, which hampers regular classroom teaching.

The increase in the percentage of GPS that met the STR standard over the PEDPII and the PEDP3 period is partly explained by the recruitment of some 45,000 additional GPS teachers between 2004 and 2011, and of some 14,000 PPE teachers recruited in 2015; this represents an increase of about 19% in the teaching force. During the PEDP3, new teacher posts have been created along with the construction of additional classrooms in overcrowded schools. These have also resulted in an increase in the average number of teachers per GPS (Figure 4.12).

One limitation in the calculation of the STR is that it includes both primary and pre-primary enrolment. This is because last year's APSC was not able to disaggregate pre-primary teachers from the overall teacher stock. In 2016, there were around 1.16 million pre-primary children in GPS and 0.6 million in NNPS. Due to a lack of pre-primary teachers, some assistant teachers (as well as community volunteers or para-teachers) assisted in pre-primary classes. Hence, the "real" primary STR, excluding pre-primary enrolment, could have been roughly 7 percentage points higher than the figures quoted in Table 4.4.

4.1.10 Average Number of Students per schools (GPS and NNPS) in 2016

In the 2016 APSC, the average number of students in GPS was 243 and 158 in NNPS (250 students in GPS and 167 students in NNPS in 2015). The number of eligible children has been falling since 2015, which is consistent with the national growth rate. Surprisingly, there were fewer than the standard number of students in the various GPS and NNPS in 2016. It would be helpful to ascertain why many of the GPS had less than 20 students. According to the APSC 2016 dataset, a total of 4,679 schools (2,194 GPS and 2,843 NNPS) had less than 100 students, e.g.

- 2 schools (GPS and NNPS) had less than 10 students;
- 23 schools (GPS and NNPS) had less than 20 students;
- 86 schools (GPS and NNPS) had less than 30 students;
- 206 schools (GPS and NNPS) had less than 40 students;
- 446 schools (GPS and NNPS) had less than 50 students;
- 895 schools (GPS and NNPS) had less than 60 students;
- 1,519 schools (GPS and NNPS) had less than 70 students;
- 2,508 schools (GPS and NNPS) had less than 80 students;
- 3,640 schools (GPS and NNPS) had less than 90 students;
- 5,036 schools (GPS and NNPS) had less than 100 students; and other are presented in the Table 4.5

Table 4.5: Enrolled Student (GPS and NNPS) by School 2016

GPS		NNPS		Total (GPS and NNPS)	
Range of Student	No. of School	Range of Student	No. of School	Range of Student	No. of School
Less than 10	2	Less than 10	0	Less than 10	2
11-20	19	11-20	2	11-20	21
21-30	44	21-30	19	21-30	63
31-40	73	31-40	47	31-40	120
41-50	123	41-50	117	41-50	240

GPS		NNPS		Total (GPS and NNPS)	
Range of Student	No. of School	Range of Student	No. of School	Range of Student	No. of School
51-60	222	51-60	227	51-60	449
61-70	275	61-70	349	61-70	624
71-80	411	71-80	578	71-80	989
81-90	461	81-90	671	81-90	1132
91-100	562	91-100	834	91-100	1396
101-110	687	101-110	1,108	101-110	1795
111-120	839	111-120	1,246	111-120	2085
121-130	945	121-130	1,436	121-130	2381
131-140	1,046	131-140	1,604	131-140	2650
141-150	1,132	141-150	1,524	141-150	2656
151-160	1,201	151-160	1,634	151-160	2835
161-170	1,249	161-170	1,636	161-170	2885
171-180	1,283	171-180	1,765	171-180	3048
181-190	1,368	181-190	1,621	181-190	2989
191-200	1,413	191-200	1,317	191-200	2730
201-250	7,101	201-250	4,271	201-250	11372
251-300	5,701	251-300	1,781	251-300	7482
301-350	3,976	301-350	887	351-400	4863
351-400	2,634	351-400	400	351-400	3034
401-450	1,760	401-450	227	401-450	1987
451-500	1,224	451-500	135	451-500	1359
501-550	770	501-550	72	501-550	842
551-600	559	551-600	47	551-600	606
601-700	567	601-700	48	601-700	615
701-800	286	701-800	22	701-800	308
801-900	169	801-900	8	801-900	177
901-1,000	92	901-1,000	7	901-1,000	99
1,000-1,500	159	1,000-1,500	6	1,000-1,500	165
1,501-2,000	39	1,501-2,000	19	1,501-2,000	58
2,001-2,500	8	2,001-2,500		2,001-2,500	8
2,501-3,000	4	2,501-3,000		2,501-3,000	4
Above 3,000	1	Above 3,000		Above 3,000	1
Total: GPS	**38,405**	**Total: NNPS**	**25,665**	**Total: GPS & NNPS**	**64,070**

The minimum number of students in a school was 7 and the maximum was 3,768; one of the GPS under Barisal had only 3 students. There is a need to consider a policy for shifting those schools (less than 50 students) from their current location to needs-based locations. BANBEIS should do the exercise to identify the needs- based locations using a GPS modem, as well as considering the school-age population (6 to 14 years) of the location.

4.1.11 Average Number of Teachers in GPS and NNPS in 2016

Primary schools show a discrepancy in both the number of students and deployed teachers (GPS and NNPS). In 2016, schools ranged from having 1 to 34 teachers (more teachers deployed in urban areas GPS). In 2016, there were on average 6.4 teachers per GPS and 3.8 teachers per NNPS; more teachers were deployed in the urban area GPS than in hard-to-reach area GPS. Over the period, the number of

government teachers has increased from 4.8 teachers per school in 2009 to 5.9 teachers in 2015 and 6.3 teachers in 2016.

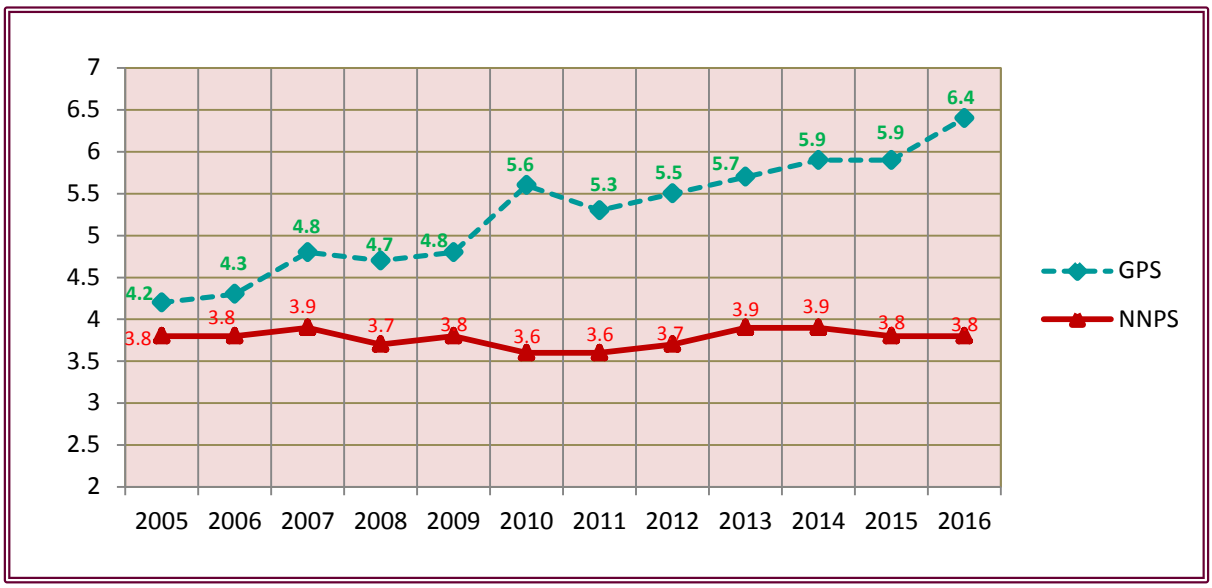
Table 4.6 shows a total of 37,346 GPS and 25,472 NNPS teachers. It has been noted earlier that 0.12% (79 GPS and NNPS) have been operating with only 1 teacher. Furthermore, there were 1.15% (721 GPS and NNPS) with just 2 teachers; 12.4% (7,764 schools) with 3 teachers; 35.9% (22,527 schools) with 4; 12.4% (7,765 schools) with 5; 10.9% (6,823 schools) with 6; 9.3% (5,862 schools) with 7; 7% (4,372 schools) with 8 teachers; 4.9% (2,825 schools) with 9 teachers; 2.6% (1,654 schools) with 10 teachers; and 6.4% schools (2,426 schools) with 11-34 teachers. The Figure shows the trend of average teacher numbers in GPS and NNPS.

Table 4.6: No. of GPS and NNPS has No. of Working Teachers in 2016

GPS		NNPS		Total (GPS and NNPS)	
No. of School Running	No. of Teachers	No. of School Running	No. of Teachers	No. of School Running	No. of Teachers
46	1	33	1	79	1
290	2	431	2	721	2
2,799	3	4,965	3	7,764	3
4,623	4	17,904	4	22,527	4
6,040	5	1,725	5	7,765	5
6,562	6	261	6	6,823	6
5,762	7	100	7	5,862	7
4,339	8	33	8	4,372	8
2,812	9	13	9	2,825	9
1,651	10	3	10	1,654	10
968	11	3	11	968	11
599	12			602	12
353	13	1	13	354	13
195	14			195	14
110	15			110	15
73	16			73	16
42	17			42	17
29	18			29	18
17	19			17	19
10	20			10	20
8	21			8	21
2	22			2	22
3	23			3	23
1	24			1	24
5	25			5	25
2	26			2	26
3	27			3	27
1	29			1	29
1	34			1	34
37,346		**Grand Total**	**25,472**	**62,818**	

Source: APSC 2016

Figure 4.12: Average Number of Teachers per School (GPS and NNPS) 2005–2016



Source: APSC various years

Despite the increase in the percentage of GPS teachers and pre-primary teachers during the PEDPII and the PEDP3 period, there is still a shortage of teachers in the GPS and NNPS, especially severe in the NNPS and remote schools. Table 4.7 shows the average number of teachers in GPS and NNPS (2005 – 20016). On average, there were 6.4 teachers at GPS in 2016 compared to 4.2 teachers in 2005 and 5.6 teachers in 2010 (the PEDP3 baseline.); there were 3.8 teachers in NNPS in 2016 compared to 3.8 teachers in 2005 and 3.6 teachers in 2010 (the PEDP3 baseline). It is important to develop a mechanism to fill teacher vacancies quickly particularly in the NNPS; otherwise schools will not be able to provide a quality primary education.

Table 4.7: Trend of Average Existing Teachers in GPS and NNPS 2005, 2015-2016

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
GPS	4.2	4.3	4.8	4.7	4.8	5.6	5.3	5.5	5.7	5.9	5.9	6.4
NNPS	3.8	3.8	3.9	3.7	3.8	3.6	3.6	3.7	3.9	3.9	3.8	3.8

Source: APSC 2016 database

As stated earlier, there is an over-deployment of teachers against the number of enrolled children in urban and good communication areas schools. But there is an acute shortage of teachers in the remote areas, especially the hard-to-reach ones. According to current deployment figures, it is evident that there is a shortage of teachers in the remote areas' schools. Need to teacher's incentive program to attract more teachers from urban to rural areas' schools for addressing the situation.

4.1.12 Recruitment and Deployment of Teachers in GPS

The shift from universal to needs-based targeting of primary education delivery under the PEDP3 is one of the most innovative and important goals of the PEDP3. One of the major elements of this is the needs-based recruitment and deployment of teachers. Annual targets were set against this sub-component and all teacher and head teacher positions were to be filled according to agreed recruitment procedures and on a needs basis. The assessment of teacher-need is based upon:

1. The establishment of new teacher positions in areas of need (e.g. PPE teachers or increasing teacher-student contact hours); and
2. Yearly attrition of head and assistant teachers.

During the PEDP3 period, there was tremendous growth in the recruitment and deployment of teachers in the Government Primary Schools. A total of 95,398 teachers (Head, Assistant, PPE and attrition) were recruited from 2011 to 2017 (see Table 4.8). Another dimension was the newly created teachers' posts. A total 37,672 preprimary teachers posts were created and deployed in the GPS. In addition, 667 Head teachers posts and 2,668 Assistant Teachers posts were also created for 667 newly established Government Primary Schools constructed by the ''1500 school construction discrete project'' in the unschooled areas and 4,165 teachers posts were still to be created in 833 schools. In the NNPS, 21,422 panel teachers were also recruited and deployed in 2016.

Table 4.8: Recruitment and Deployment of Teachers in GPS 2010/11-2016/17

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
Head Teachers	n/a	n/a	2,049 on 03.06.2013	n/a	n/a	n/a	898 by PSC	2,947
Assistant Teachers	5,414 on 18.08.2011	12,701 on 14.08.2012	n/a	n/a	n/a	n/a	15,019	33,134
Assistant Teachers (Panel) (NNPS)	n/a	n/a	n/a	n/a	n/a	n/a	21,422	21,422
PPE Teachers	n/a	n/a	13,988 on 09.10.2013	6,933 on 06.11.2014	13,974 on 03.01.2016	n/a	3,000	37,895

Source: Administrative data of the Admin Division, DPE

4.2 *Access and Equity*

The following two PSQLs are clustered under the thematic area "Access and Equity":

- ***PSQL 5: Percentage of schools (GPS/NNPS) with pre-primary classes***
- ***PSQL 6: Number of enrolled children with disabilities***

4.2.1 PRE-PRIMARY SCHOOL COVERAGE

Section 3.5.2.6 discusses in detail the expansion of pre-primary education under the PEDP3. Non-KPI-3 **covers** another dimension on pre-primary coverage, defined as "***Percentage of Grade 1 new intakes who completed PPE (EFA-2)".***

The **PSQL-5** standard is "98% *schools (GPS/NNPS) with pre-primary classes*. The following Table 4.9 shows that 99.6% of GPS had pre-primary classes in 2016; only 172 (0.44%) out of 38,406 GPS in the 2016 APSC database did not have any (newly functioning schools from 1500 school construction project); similarly, nearly 99% of NNPS has pre-primary classes. Only 251 (1%) out of 25,716 NNPS in the 2016 APSC database had none. This PSQL achieved the PEDP3 target (98%) in 2016.

It is noted that the GPS had dedicated PPE teachers deployed at the commencement of the PEDP3 but NNPS has no such provision as yet. It is necessary to create PPE teacher posts in the NNPS to achieve quality primary education. In addition, the NNPS need PPE teaching and learning materials.

In 2016, nationally 3,129,535 PPE children (1,569,937 boys and 1,559,598 girls) were enrolled in 99,666 educational institutes. Approximately, 79% of all types of primary educational institutes/LCs were offering pre-primary education; the PPE enrolment in the two main categories of schools was – 1,165,402 (boys 547,145 and girls 590,257) in GPS, and 600,985 (boys 298,439 and girls 302,546) in NNPS

Table 4.9: Percentage of schools (GPS) with pre-primary classes 2010-16

	2010	2011	2012	2013	2014	2015	2016
GPS	45%	94%	97%	99%	99%	99.2%	99.6%
NNPS	40%	55%	82%	88%	92%	94.9%	99%
Total	43%	81%	91%	95%	97%	97.5%	99.5%

4.2.2 ENROLLED CHILDREN WITH SPECIAL NEEDS

To support the National Education Policy, the PEDP3 designed a quality primary education with equal opportunity for all children of the country. To achieve this, the Action Plan is intended to address the particular needs in formal schools of tribal children, ethnic minorities and children with disabilities. Block funds were allocated through UPEPs to assist schools to mainstream gender sensitive inclusive education for mild to moderately disabled children. Accordingly, the **PSQL 6** monitors progress in the enrolment of special need children in the main stream education under the inclusive education component; the APSC collects data on enrolment for two main categories of disadvantaged children: (1) children with special needs because of a physical challenge and (2) children from ethnic and minority groups. This sub-section outlines the trends on children with special needs in six main types (physical, visual, hearing, speaking, mental and autistic) but also includes other less common types.

Data on children with disabilities in Bangladesh are inadequate and often inconsistent and underestimated because of changing definitions of disabilities and data collection methodologies. According to surveys conducted by the Government (MoSW) in the last decade, the percentage of people with disabilities is estimated to range from 1.4 to 9 per cent of the total population. The proportion of children with disabilities in Bangladesh varies, ranging from less than 1.4 per cent to 17.5 per cent; the estimated child population is 57.5 million, and the number of children with some form of disability could range from 805,000 to 10 million. As DPE has no information, the PEDP3 is not able to fix a target for this indicator. Only mild and moderately disabled children are enrolled in mainstream primary education. The intention is to integrate such special-needs children through 'mainstreaming inclusive education', which is one of the sub-components of the PEDP3, and to measure the success of this goal through the PSQL indicator 'the number of children with special needs enrolled in schools".

Table 4.10 shows the number of children with special needs by gender and types of disability enrolled in GPS and NNPS in 2016.

Table 4.10: By Type Enrolment of Special Needs Children in GPS and NNPS, 2016

Type of disabilities	GPS			NNPS			Total GPS & NNPS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Physically Handicap	9,364	6,882	16,246	3,584	2,554	6,138	12,948	9,436	22,384
2. Poor Eyesight	3,922	3,208	7,130	1,305	1,074	2,379	5,227	4,282	9,509
3. Short of Hearing	1,067	875	1,942	424	389	813	1,491	1,264	2,755
4. Problem in Speech	5,409	4,591	10,000	2,641	2,232	4,873	8,050	6,823	14,873
5. Intellectual/ Mental	6,400	5,372	11,772	1,730	1,507	3,237	8,130	6,879	15,009
6. Autistics	730	546	1,276	249	189	438	979	735	1,714
7. Others	332	235	567	103	108	211	435	343	778
Total	**27,224**	**21,709**	**48,933**	**10,036**	**8,053**	**18,089**	**37,260**	**29,762**	**67,022**

Source: 2016 APSC

The following Table 4.11 shows that the number of children with special needs (physically challenged) enrolled in DPE managed schools has grown faster than the PEDPII target for all types, and in particular for children with physical disabilities and eyesight problems. There was a striking 50% increase in the number of special needs children in school between 2005 and 2011. The enrolment trend gradually declined from 2012 and stood at 67,022 in 2016 compared to 67,793 in 2015. The reason for this decrease is unknown but the perception is that teachers have not been properly trained to identify disabled children, so their numbers might be over- or under- reported in the APSC dataset. After receiving training under the Inclusive Education program, teachers may be able to identify those children who have mild and moderate disabilities. DPE does not take into account of the children with severe and mental disability as they require special arrangements. DPE also now refers cognitively ill children to specialized schools and autism rehabilitation centers.

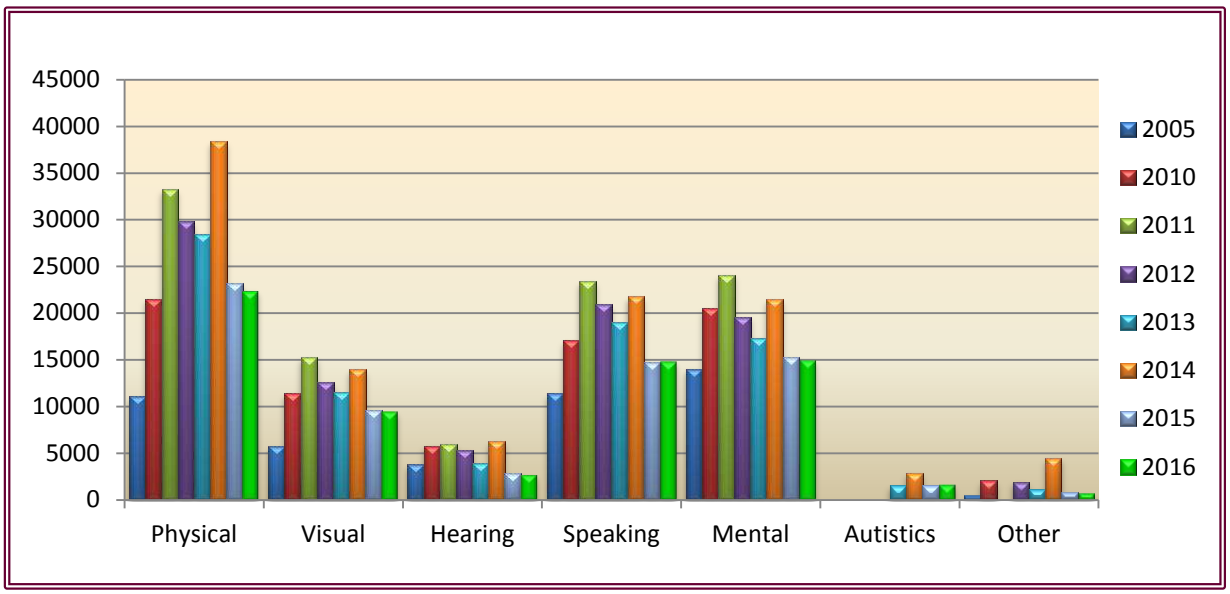
Table 4.11: Year wise Enrolment of Special Need Children by Gender 2005- 2016

Year	Boys	Girls	Total	Remarks
2005	25,833	19,847	45,680	*Declining trend from 2012. MoSW conducted a study and expected the report will published soon which helps to set the PEDP3 and also Post PEDP3 targets and also know the exact number of special need children of the country
2006	26,777	20,793	47,570	
2007	30,142	23,161	53,303	
2008	44,340	33,148	77,488	
2009	43,925	34,274	78,199	
2010	47,029	35,994	83,023	
2011	51,248	39,712	90,960	
2012	50,365	39,629	89,994	
2013	45,858	36,850	82,708	
2014	42,523	33,999	76,522	
2015	37,535	30,258	67,793	
2016	**37,260**	**29,762**	**67,022**	

Source: APSC 2005-2016

The following Figure 4.13 shows that the number of children with special needs (physically challenged) enrolled in DPE managed (GPS and NNPS) schools has been declining since 2012. It is recommended that DPE work with the MoSW to identify and examine the cause(s) of this declining trend, and to collect information on what has been achieved to integrate special needs children into primary education during the PEDP3 period

Figure 4.13: Enrolment of Physically Challenged Children (GPS and NNPS) 2005, 2010-2016



Source: APSC, various years

One more source of information on children with special needs is the 2010 Child Education and Literacy Survey (CELS) draft report published in 2012. This survey found that 118,575 children aged 3 to 14 years with special needs were enrolled in various types of schools. This is not far from the APSC 2014 figure of 76,366 (only 6-10 year olds) in GPS and NNPS combined (based on six types of special needs children). The Standard definitions are difficult to apply in the field of disability because, as already noted, teachers have not been trained to identify clearly the different kinds of disability that special needs children have.

The Child Education and Literacy Survey (CELS) also estimated the proportion of children in the population with a disability and who were enrolled in school. It was found that 59.4% of children (boys: 58.4%; girls: 60.8%) were enrolled out of total 197,159 children with special needs aged 3-14 years nationally. The enrolment rate of rural children with special needs (60.7%) was higher than that of urban children (54.3%). Among the seven divisions, Rajshahi had the highest proportion of children with special needs enrolled in school (63.4%) and Sylhet had the lowest (51.9%).[17]

Such a large increase in enrolment over the period, 2005-2013, and the decreasing trends from 2013 to 2016, together with their participation in class along with regular children, is worthy of further investigation. This would help to understand the underlying factors for these increases and decreases as well to identify the children's motivational level for learning (helped through the provisions of SLIP grants, such as the increased facilities of ramps, toilets, wheelchairs, hearing aids, spectacles etc.).

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

4.3 *Water and Sanitation*

The following three PSQLs are clustered under the thematic area of water and sanitation:

- ✓ ***PSQL-7 Percentage of schools with at least one functioning toilet***
- ✓ ***PSQL-8 Percentage of schools with separate functioning toilets for girls and***
- ✓ ***PSQL-9 Percentage of schools with safe water sources: functioning tube wells and other sources.***

4.3.1 SCHOOL TOILETS

There are two PEDP3 PSQLs standards on school toilets:

- ✓ **PSQL-7 'Percentage of schools with at least one functioning toilet':** In 2016, about 81.7% of GPS and NNPS have at least one functioning toilet, which is below the PEDP3 baseline of 95% for both GPS and NNPS. Overall, around 18% of all types of primary educational institutes do not have at least one functioning toilet. It is unclear why this indicator has been on a downward trend since 2012. Some possible reasons may be: (i) the rephrasing of this question in the APSC led to different school responses; (ii) lack of proper toilet maintenance; and (iii) introduction of the new wash block leading to the slow replacement of non-functioning toilets as the WASH block was not included in the calculation.
- ✓ **PSQL-8 'Percentage of schools with separate functioning toilets for girls':** The PEDP3 target was for at least 95% of GPS to have separate toilets for girls by the end of the Program (June 2017). In 2016, the proportion of GPS and NNPS with separate toilets for girls was only 32.6% compared to 57.6% in 2015, which was reduced from the previous year, possibly because of the inclusion of the WASH block in calculations. During the PEDP3, WASH blocks were constructed instead of separate toilets or tube wells, and were not included in the calculations due to APSC not collecting this information.
- ✓ **Accessibility for children with physical disabilities:** All toilets should be accessible for children with physical disabilities. It is unclear from year to year whether Head Teachers identified which of the existing toilets can be accessed by disabled students. The APSC questionnaire should consider including specific questions on this issue. At present, it is not possible to report whether the toilets are accessible for the physically challenged children or not.

All schools should have proper hygienic latrines, as this factor has an impact on attendance and dropout especially among the girls. However, the definition of a 'proper hygienic latrine' is not spelled out clearly in any document. In APSC questionnaire a few additional questions may be included about the accessibility for physically challenged children, hygienic latrines etc. in this subsection. UNICEF has been promoting health and hygiene education and as a result UNICEF might be able to provide a definition of hygienic latrines for use by APSC and schools.

4.3.2 SCHOOL WATER SUPPLY

The **PSQL-9** standard is that 95 Percentage of schools have safe water sources such as functioning tube wells. The APSC questionnaire collects information on water supply to assess whether standards are met. There have been some improvements in the phrasing of the questions but many issues remain unresolved. To determine the quality and availability of the water supply, the following sequence is followed:

- Source of safe drinking water of the school [supply (piped tape), Tube well, Filter, others;
- Present condition of the source of safe drinking water:
  - ✓ Good, fair, bad, sinking, abandon
- **Is** the **s**ource of safe drinking water Repairable – yes/no
- If the identified source was a tube well:
  - ✓ Is the tube well water *free from arsenic*?
  - ✓ Is the tube well water *arsenic* contaminated?
  - ✓ Has the A*rsenic* contaminated area been tested for arsenic?
- **What is the name of the project/ program covering tube well repairs / construction?**

Unfortunately, many GPS and NNPS did not provide a response in 2016; and also many responses were not consistent with this clear sequence of questions. For example: About 17% of schools that responded to the first question (namely that the school did *not* have a source of safe drinking water), provided information on other water sources. Only some of the responses can be explained by the fact that the identified source was either not safe or outside the school premises. More than 5,000 schools provided an answer on tube well related questions even though they had not identified the tube well as their main source of water.

The following Table 4.12 highlights the recent trends in the achievement of this indicator. In 2010, 84% of GPS and 83% of NNPS reported positively on this indicator, compared with 98.2% of GPS and 96.1% of NNPS in 2016. The trend is declining since the PEDP3 baseline (2010) but sharply increased in 2016 due to including the WASH facilities. A possible explanation is the introduction of the new wash block, which led to a slow replacement of non-functioning tube wells.

The APSC has some concern about the reliability of data provided by schools on water safety, especially regarding information on tube wells and arsenic. There appears to be a general lack of understanding on these water-related questions, evident by the low response rate from the schools. Currently, school water arsenic testing is a part of the annual school health program (the PEDP3 sub-component 2.2.2). Following the testing of arsenic through this sub-component, the results should be given to the schools so that Head Teachers are able to answer arsenic related questions correctly in the APSC questionnaire (section 5.3, column 4). The DPHE is responsible for arsenic testing and reporting of findings.

Table 4.12: Water Supply (GPS and NNPS) 2010-15

		2010			2011			2012			2013			2014			2015			2016		
Percentage of schools:		GPS	NNPS	Total	GPS	NNPS	Total	GPS	NNPS	Total	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	72.5	64.5	69.3	75.6	69.5	73.2	98.2	96.1	97.4
(2) With safe water if school has:	Any source of water	86	82	85	96	83	90	72	60	67	92	92	92	96.9	97.1	97	96	95.6	96.3	97.3	97	97.2
	Tap water (7.2% of GPS & NNPS with water)	87	87	87	98	90	93	78	80	78	88	93	89	100	100	100	100	100	100	100	100	100
	Tube well (85.5% of GPS & NNPS with water)	87	81	85	95	82	89	86	82	85	93	93	93	87.6	86	87	97.5	97.7	97.6	89.1	85.2	87.5
	Pond/river others (3.3% of schools with water)	21	17	19	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2.5	2.6	2.5
(3) With safe water [= (1) x (2)]		75	64	71	84	68	77	62	51	58	72	63	68	74.8	66.4	71.4						
(4) If source is tap water[18]:	Free of Arsenic	61	59	60	n/a	n/a	n/a	n/a	n/a	n/a	72	71	72	100	100	100	100	100	100	100	100	100
	Not Tested	30	31	30	n/a	n/a	n/a	n/a	n/a	n/a	8	7	7	N/T	N/T	N/T	N/T	N/T	N/T	N/T	N/T	N/T
	With Arsenic	9	10	10	n/a	n/a	n/a	n/a	n/a	n/a	20	22	21	N/T	N/T	N/T	N/T	N/T	N/T	N/T	N/T	N/T
(5) If source is tube well:	Functional Tube well	88	83	86	88	83	86	n/a	n/a	n/a	92	86	90	83.3	79.5	81.9	86.9	86.4	86.7	84.2	82.6	83.6
(6) If source is functional tube well:	Free of Arsenic	60	57	59	84	81	82	n/a	n/a	n/a	89	87	88	90.2	88.2	89.5	92	92	92	82.2	80.4	81.5
	Tested	34	36	35	8	8	8	n/a	n/a	n/a	2	1	2	1.1	0.9	1.1	N/T	N/T	N/T	N/T	N/T	N/T
	With Arsenic	6	7	6	9	11	9	n/a	n/a	n/a	10	12	10	6.7	8	7.2	N/T	N/T	N/T	N/T	N/T	N/T

Source: APSC 2010-2016, Note: 'N/T' means Arsenic not tested in 2015/16 f/y and 2016/17.

[18] It was assumed that tap water is generally arsenic free. A total of 3,688 GPS and 1,649 NNPS Head Teachers reported that they have tap water and 100% of this water is arsenic free. Tap water was not arsenic tested and the number of school that have been tested is significantly low, only 303 GPS and 142 NNPS tested in 2014 but no tube wells were tested in 2015 and 2016.

4.4 *School Infrastructure*

In order to establish a good learning environment in the schools, nationwide action has been taken to reduce overcrowding of classrooms. The PEDP3 has adopted a needs based approach to infrastructure development. Under this, an additional classroom has been constructing and each school receives funds to undertake repair and maintenance work. A robust and transparent decision making tool has been developed for school infrastructure under the PEDP3 using the Education Management Information System (EMIS) and a set of agreed criteria for assessment and prioritization. This has greatly reduced subjectivity in decision-making in defining where and what infrastructure should be built to maximize impact.

The following two PSQLs are clustered to track the progress under the thematic area of "school infrastructure".

- ***PSQL-10 Percentage of schools that meet the SCR standard of 40***
- ***PSQL-11 Percentage of standard-size classrooms (19'6''X17'4") (PEDPII size was 26'x19'6'') and larger constructed.***

4.4.1 STUDENTS PER CLASSROOM (SCR)

The **PSQL-10** standard under the PEDP3 is that there should be 40 students per classroom. In order to calculate how many schools have achieved this standard, two different approaches were used to calculate the SCR:

- ✓ In the first approach, the total number of enrolled students was divided by the total number of classrooms for each GPS and NNPS (Note that only useable classrooms are included, based on information from the APSC reports).
- ✓ 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.
    - ➢ The following Table 4.13 shows that there is an acute shortage of classrooms in both GPS and NNPS because of increased enrolment, though progress has been made between the 2010 baseline (GPS 22% and NNPS 26.9%) and in 2016 (GPS 23.7% and NNPS 27%). The 'effective' classroom showed improvement between the 2010 baseline (GPS 60% and NNPS 76%) and 2015 (GPS 69% and NNPS 73%). In 2016, the achievement dropped slightly, due to the construction of small-size classrooms during the PEDP3 period compared to the PEDPII size. It is noted that the PEDP3 room size is small to accommodate the 40 students in a classrooms (PEDP3's standard room size is '19'X17'4'').

Table 4.13: Schools (GPS and NNPS) which Meet the SCR Standard (40:1)

	Year	GPS	NNPS	Total
Percentage of schools which meet the standard: 40 students per classroom (single shift only)	2005	20	17	19
	2010	22	18	21
	2011	22	20	21
	2012	20	22	21
	2013	20	22	21
	2014	28	31	24
	2015	27.9	26.9	28.7
	2016	23.7	15.8	23
Percentage of schools which meet the standard: 40 students per 'effective' classroom	2005	63	77	67
	2010	60	76	65
	2011	60	79	67
	2012	56	73	62
	2013	56	73	62
	2014	62	75	65
	2015	80	74	77
	2016	69	73	71

Source: APSC 2006, 2010 and 2016

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

The calculation is at the level of the school: it is possible that within a particular school, which does not meet the standard on the whole, the standard is achieved at Grade 2 and Grade 3 levels where the level of enrolment is lower. Conversely, it is possible that within a school, which meets the standard on the whole, the standard is not achieved in Grades 1, 4 and 5 where enrolment is higher.

- According to the first approach, 33% of schools met the average standard of 40 students per classroom in 2015, which is over the figure for 2010 (21%) and for 2014 (24%). There has been little movement in this ratio for GPS since 2005, despite the addition of more than 40,000 classrooms during PEDPII and about 20,000 needs-based classrooms during PEDP3 to the GPS classroom stock to accommodate increased enrolment levels. There has also been improvement in the SCR for NNPS of about 10 percentage points since 2005.

- According to the second approach, 77% of schools met the average standard of 40 students per 'effective' classroom in 2015. A considerably higher proportion of GPS and NNPS met the standard. The main reason behind this situation is that on average all the NNPS (97%) are double-shift schools. In addition fewer students are enrolled in the NNPS especially from the northwest part of Bangladesh.

The student-per-classroom indicator ignores the fact that classroom sizes vary: whether 40 students are attending lessons in a large classroom or are cramped in a small classroom does not change the indicator. An alternative approach is, therefore, to measure the number of students per classroom square meter. The school census collects information on classroom size. A classroom of sufficient size for 40 students should be 40 m^2, which is equal to 1 m^2 per student. About 48% of schools met this explicit minimum standard, a slight improvement on the figure in 2015. A higher percentage of GPS met the standard compared to NNPS because GPS classrooms tend to be 50% larger.

Similar to the caveats on STR, the SCR calculation includes both primary and pre-primary students because APSC did not disaggregate classroom use for pre-primary classes from overall classroom stock. Inclusion of the new pre-primary classrooms into the classrooms stock, therefore, may have the effect of lowering the proportion of primary schools meeting the SCR standard of 40 students per classroom.

In addition, if once considers that the actual student attendance is around 87%, then fewer students than those enrolled are actually in the classroom, and the proportion of schools that meet the standard in practice is in fact higher i.e. more schools may meet the standard.

4.4.2 PERCENTAGE OF STANDARD SIZE CLASSROOM (19'6"X17'4") AND LARGER CONSTRUCTED

At the commencement of the PEDP3 there were three PSQLs standards for classrooms. To meet these classroom must be: (PSQL-13) pacca classroom (built with durable materials); (PSQL-12), is a large classroom (at least 26' x 19'6" / 47.1m^2); and (PSQL-10) and all classroom are in good condition. In the MTR 2014, these three PSQLs were revised and re-organized as one PSQL.

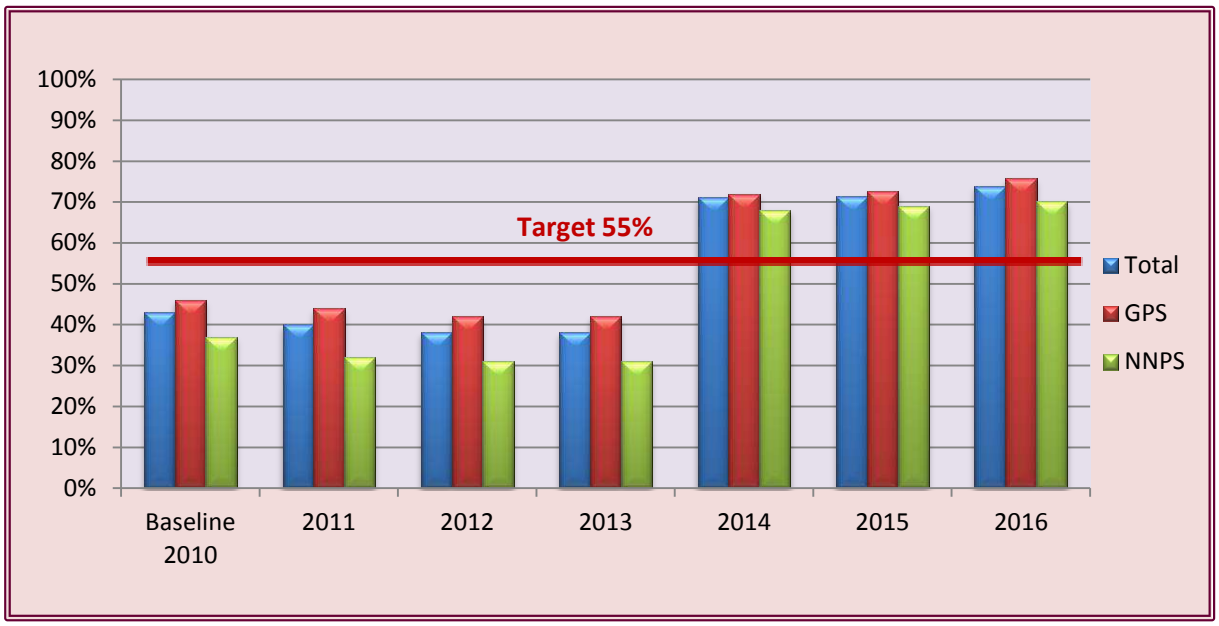
Previous APSCs contained questions on all three criteria, although the last is subjective and depends on the Head Teacher's assessment, due to a lack of a clear-cut definition of a classroom in good condition. PEDP3 constructed all pacca classrooms. As a result two PSQLs were removed and only PSQL-11 was retained - 'Percentage *of standard-size classrooms (19'6''X17'4") and larger constructed'*.

The proportion of the GPS/NNPS classrooms that meet the PSQL criterion on room size (26'X19'6'' or larger) has been declining since 2010. The reason for the downward trend is that the PEDP3's standard room size is '19'X17'4'' or larger'; accordingly, new construction under PEDP3 is smaller than the PEDPII classroom size. Thus, all new classrooms built over the past three years do not meet this PSQL standard. This indicator was calculated to consider the PEDP3 classroom size '*19'X17'4"/30.9*m^2 or larger' since 2014. As a result, progress in 2014 (71%) jumped compared to that of 2013 (38%) but was consistent with 2015 and 2016, which progress had slightly improved at 71.4% (GPS 72.6% and NNPS 68.8%) in 2015 and 73.9% (GPS 75.7% and NNPS 70.1%) in 2016.

Figure 4.14 displays the proportion of classrooms which are *standard size and* larger, by type of school. It shows that the trend towards *standard size* classrooms has continued in a positive direction. Around 75.7% of GPS classrooms and around 70.1% of NNPS classrooms are standard size (PEDP3:

19'X17'4") or larger, but the PEDP3 size is *30.9*m^2 which is not consistent with the PEDP3 SCR standard of 40:1.

Figure 4.14: Proportion of classrooms which are *standard size and* larger 2010-2016



Source: APSC 2010-2016

A related standard on classroom size is the square meter per student. The minimum norm is 1 square meter (10.764 square feet) per student [UNESCO]. Hence, the PEDP3 room size of 330 square feet (19'X17'4'') can accommodate only a maximum of 30 students, which is significantly lower than the current SCR norms of DPE 40:1. It is recommended that one square meter be the required space per student and that future room size be increased accordingly (at least *40* m^2 instead *30.9* m^2 in the post PEDP3 or reduced the SCR 30:1).

It is also worth investigating the current stock of 'half rooms' in schools. 'Half rooms' are found in pre-1996 built schools. The logic was that the half room could be used for very small sized classes or for Teacher/Head Teacher rooms. LGED also built 3.5 and even 2.5 rooms. It is suggested that classroom size be standardized to reflect PEDP3 norms on student numbers for implementation throughout the country.

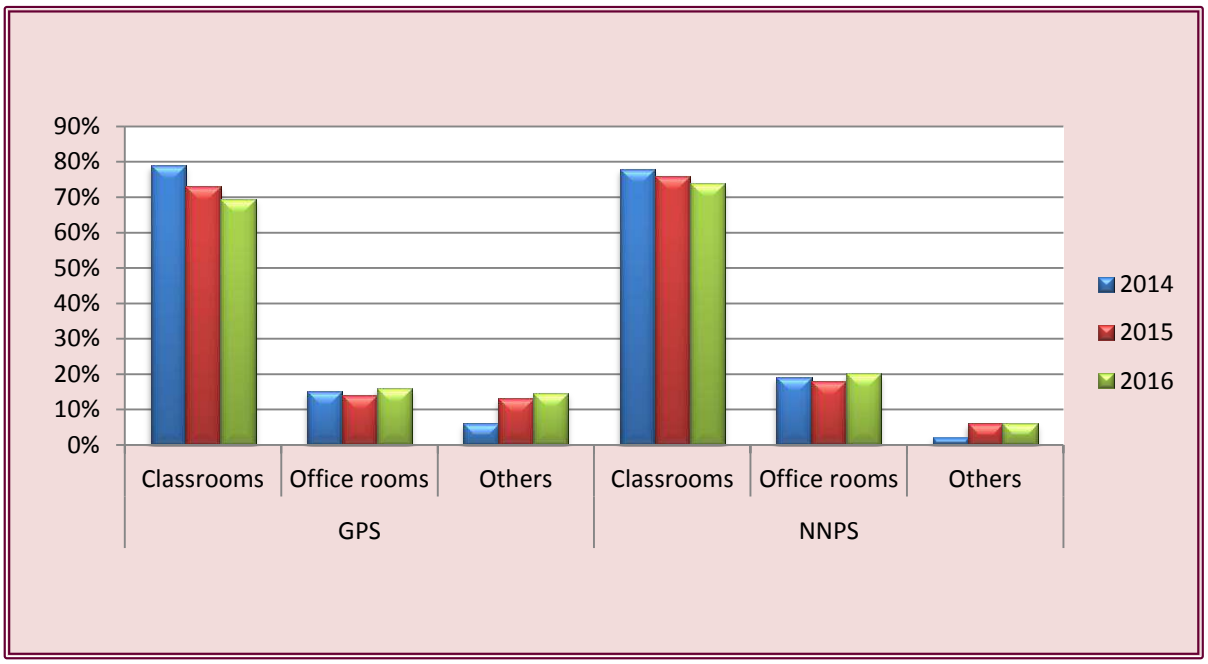
4.4.2.1 Uses of Rooms in GPS & NNPS

The APSC 2016 collected information about the use of rooms in GPS and NNPS. A total of 303,456 (305,360 rooms in 2015) rooms (GPS 207,621 and in NNPS 95,835 rooms) were listed including 12,208 pre-primary classrooms (GPS had 10,362 and NNPS 1,886 pre-primary classrooms).In the GPS, 70% of rooms were used for classroom teaching and learning (including 5% of pre-primary classrooms); 13.4% of rooms for Head Teacher offices, 2.5% rooms for Assistant Teacher offices; 1% for a library, 0.5% for displaying teaching aids, 4.6% for store rooms and 3.6% for other purpose.

Similarly, in NNPS, 74% of rooms were used as classrooms (2% pre-primary classrooms); 17.3% of rooms used for Head Teacher offices, 2.8% rooms for Assistant Teacher offices; 1.3% used for a library, 0.3% for displaying the teaching aids, 1.4% for store rooms and 1.1% for others rooms in 2016.

The following Figure 4.15 shows the use of rooms for the three main categories.

Figure 4.15: Use of Rooms (GPS & NNPS) 2014-2016



Source: APSC 2014-2016

4.4.2.2 Classroom Condition

In 2016, a total of 78.6% classrooms were Pacca and of these quite a high proportion of all classrooms (70%) were rated as 'good' or 'moderate', but lower than the baseline of 88%. The numbers were very similar when compared to those in 2010-2016. The only glaring problem appeared to be in semi-pacca classrooms S. Some 39.8% of classrooms needed to be repaired; 20.9% of classrooms were reported in 'bad condition' and 13.7% as 'unusable'. The replacement of non-pacca GPS school buildings should be given priority in the PEDP3 under the sub-component 'needs-based infrastructure development'. Similarly, in NNPS, some 35.9% of classrooms were reported as needing 'repair', 21.3% classrooms in 'bad condition' and 5.2% reported as 'unusable'. The replacement of non-pacca NNPS school buildings needs to be given priority in the PEDP3 needs-based infrastructure development. Table 4.14 shows the comparison between 2015 and 2016 on classroom conditions.

Some 15.7% respondents did not provide any answers about classroom conditions. Around 3.9% classrooms of all type schools are still in Katcha.

Table 4.14: Classroom (GPS and NNPS) Conditions 2015 and 2016

Building		Classroom condition in 2015 (%)				Classroom condition in 2016 (%)				
		Good	Moderate	Under const.	Unusable/ need to repair	Good	Moderate	Bad	Under construction	Unusable / need to repair
GPS	*Pacca*	68	24	1	7	47.7	22.7	5.7	0.7	23.2
	Semi-*Pacca*	16	43	1	41	7.7	17.6	20.9	0.4	53.5
	Total	59	27	1	12	38.4	21.4	9.3	0.6	30.3
NNPS	*Pacca*	50	35	1	17	31.7	24.8	13	0.4	30
	Semi-*Pacca*	25	42	0.5	32	14.9	21.7	21.3	0.5	41.6
	Total	48	33	0.7	18	28.9	23.9	14.7	0.5	32
All	*Pacca*	62	27	0.7	10	42.3	23.4	8.2	0.6	25.5
	Semi-*Pacca*	18	43	0.5	39	8.8	18.2	21	0.4	51.6
	Total	**56**	**29**	**1**	**14**	**35.3**	**22.2**	**11**	**0.6**	30.8

Source: APSC 2015 and 2016

4.4.2.3 Construction of New Classroom

In order to reduce overcrowding and disparities in school facilities, the PEDP3 uses a transparent, needs-based approach to infrastructure development. Additional classrooms (target 39,003 classrooms) are to be built during the PEDP3 along with the creation of teacher posts to reduce overcrowding in the Government Primary Schools (GPS). As per the LGED progress report up to March 2016, a total of 22,444 classrooms have already been constructed. For the construction of new classrooms, priority is to be given to the following areas:

- ✓ While schools may run in double shift, it must be ensured that no school is overcrowded;
- ✓ Minimum is 3 classrooms with one teachers' room in a school;
- ✓ Classroom/student ratio is 1:40 with flexibility of overcrowding up to 40% (classroom design to consider this);
- ✓ One school for areas having a catchment of 2,000 and no school within 2km radius.

It is strongly recommended to consider the following criteria for construction of additional new classrooms in the school in Post PEDP3:

- **Remote:** In 2016, about 11,300 (18.1%) schools were located in remote areas, and as stated by Head Teachers GPS 6,390 (16.7%) and NNPS 4,910 (20.4%) their school was difficult to reach. Equally, about 10% of schools (GPS/NNPS) were 25 kilometres or more away from the *Upazila* headquarters and faced many challenges e.g. acute shortage of teachers, classrooms etc.

- **Underserved:** The APSC has started identifying geographical areas that are generally considered to be underprivileged. In 2016, it was estimated that around 12% of all GPS and NNPSs are located in the more underserved *haor* and hilly areas.

- **Inhabited by tribal communities:** The 2009 APSC included a question on whether a school was located in a tribal/ethnic minority area (about 2% of schools). In 2016 it was estimated that there were 3% of GPS and NNPS schools located in tribal areas. This requires further investigation on whether or not the present number of schools in tribal areas meets demand, alongside the need to replace schools or ones that have poor infrastructure that need to be renovated.

It was mentioned that a discrete project had been established to build 1,500 new schools in the no-school areas of Bangladesh between 2011 and 2017; as of March 2016, 1,125 schools have been constructed. As of March 2017, a total of 667 schools constructed by the project have already been functioning (newly 667 Head Teachers and 2,668 Assistant Teachers posts created and deployed). While this construction project lies outside the PEDP3, it is expected to have a positive impact on overall enrolment, retention and completion. This project is also expected to reduce disparities, so the project should contribute to a reduction in regional disparities, one of the result areas targeted in the PEDP3. As such, the progress of school construction should be reported in ASPR 2017. (See annexure on the progress of discrete projects as of March 2017).

4.5 *Education Decentralization*

The PEDP3 prioritizes increased decentralized management and governance to district, upazila and school levels. APSC captured three types of training related to capacity building for decentralization. Two types of training programs were targeted for Head Teachers; (i) School Management and Leadership (PSQL13); and (ii) Community Mobilization through SLIP planning, implementation and monitoring.

Two PSQLs are clustered under the thematic area of education decentralization.

- ***PSQL-12: Percentage of schools which receive SLIP grants,***
- ***PSQL -13: Percentage of head teachers who received training on school management and leadership.***

4.5.1 SCHOOL-LEVEL IMPROVEMENT PLAN (SLIP)

The main dimension of the PEDP3 is to expand decentralized planning, management, implementation and monitoring at district, upazila and school levels. The 'School Level Improvement Plans' (SLIPs) aim to address school and community-wide issues linked with learning outcomes and primary cycle completion. Upazila Primary Education Plans (UPEPs) aim to reduce disparities between areas within upazilas leading, eventually, to a reduction of disparities between upazilas.

A key element 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 the PEDP3. The coverage of SLIP grants across schools is a PSQL indicator. The PEDP3 target is for 95% of GPS and NNPS to receive SLIP grants.

A total of 63,750 schools (GPS and NNPS) received SLIP grants at TK. 40,000/- per school in 2015/16 financial year. The grant was TK. 30,000/- per school up to 2013/14f/y. In 2016, total disbursed was TK. 255 crore. The SLIP coverage increased to 100% in 2015/16 F/Y, it was 74% in 2015[19]. The following Table 4.15 presents the coverage of SLIP and UPEP under the PEDP3

Table 4.15: Trend of SLIP Coverage GPS and NNPS Schools 2012 - 2016

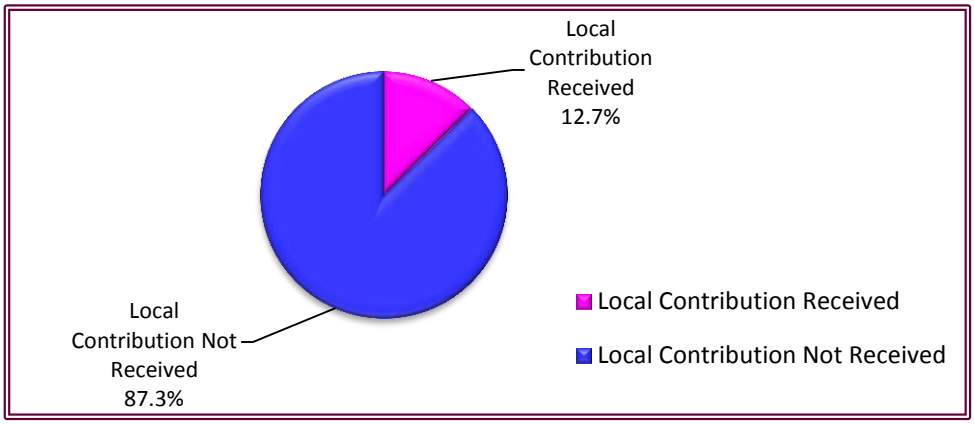
SL.	Events	Target	Financial Year					Remarks
			2012/13	2013/14	2014/15	2015/16	2016/17	
1	SLIP	Physical	32,085	39,293	47,247	63,691	63,750	100% school covered
		Financial	9,625.50	11,787.60	14,174.10	25,476.40	25,500.00	
2	UPEP	Physical	50	76	76	53	252	
		Financial	5.00	7.6	7.6	5.3	25.2	AOP allocation

[19]SLIP fund WAS TK. 30,000 per school until June 2013, revised to TK. 40,000 per school from June 2013 to June 2015 and based on a recommendation of the Public Expenditure Tracking Survey revised AT Tk 50,000 per school from June 2015.

Community Contribution: Community involvement and ownership increased to some extent for the preparation and implementation of SLIP. Community awareness increased and stakeholders felt honored to be a part of the SLIP preparation process. Stakeholders and community people played their roles for the betterment of their school as well as for the students by contributing their own resources (cash and kind) along with government-funded SLIP grants to implement the planned SLIP activities. The DPE provided SLIP grant Tk. 30,000 per school until June 2013, and SLIP grant increased TK. 40,000 per school

The 2016 APSC collected information about local contributions collected during or after the SLIP preparation orientation workshop. About 12.7% schools (12% GPS and 13% NNPS) received community contribution within the range of Taka 100 to 1,000,000. It is worthwhile to investigate whether the local contributions were properly utilized or not. See Figure 4.16.

Figure 4.16: Percentage of Schools (GPS and NNPS) Received Local Contribution for implementing SLIP 2015/16



Source: APSC 2016

A qualitative evaluation of SLIP, conducted by UNICEF in 2010, found that the local and national SLIP grants have enabled schools to plan and implement limited improvements to their physical facilities for the purpose of creating a more welcoming learning space for children. However, the study also found that the SLIP initiative has made limited progress in supporting a fuller decentralization of education management functions, including those which impact directly on teaching and learning. These findings underscore the importance for ensuring that decentralization programs are underpinned by effective capacity building initiatives for central and local education authorities in school supervision and performance monitoring (basically no supervision and monitoring mechanisms exist at the school level).

M&E Division personnel monitor SLIP implementation during their routine school visits. The findings of the SLIP qualitative evaluation conducted by UNICEF and M&E shows clearly in their reports that, in some cases, perceptions regarding SLIPs are not clear to SMC members, PTA, teachers and other stakeholders; more emphasis needs to be given to infrastructure development rather than on improving teaching learning processes. The quality outlook of SLIPs is not very clear to those stakeholders for prioritizing the teaching learning activities in the SLIP plan.

More resources need to be mobilized towards the low performing upazilas and schools through SLIP as a priority for enabling them to catch up with the high performing upazilas. In addition, the SLIP preparation process and utilization of allocated funds needs to be very closely monitored in order to achieve the preferred results. A common monitoring matrix for SLIP needs to be developed for progress monitoring as well as regular reporting.

The SLIP grant is intended to be increased in accordance with the implementation of the SLIP plan under the PEDP3. If the SLIP grant is increased according to need, greater attention is required for the targeting of activities, utilization of the grant, and efficient record-keeping of spending. The use of the SLIP grant at the school level needs to be monitored carefully

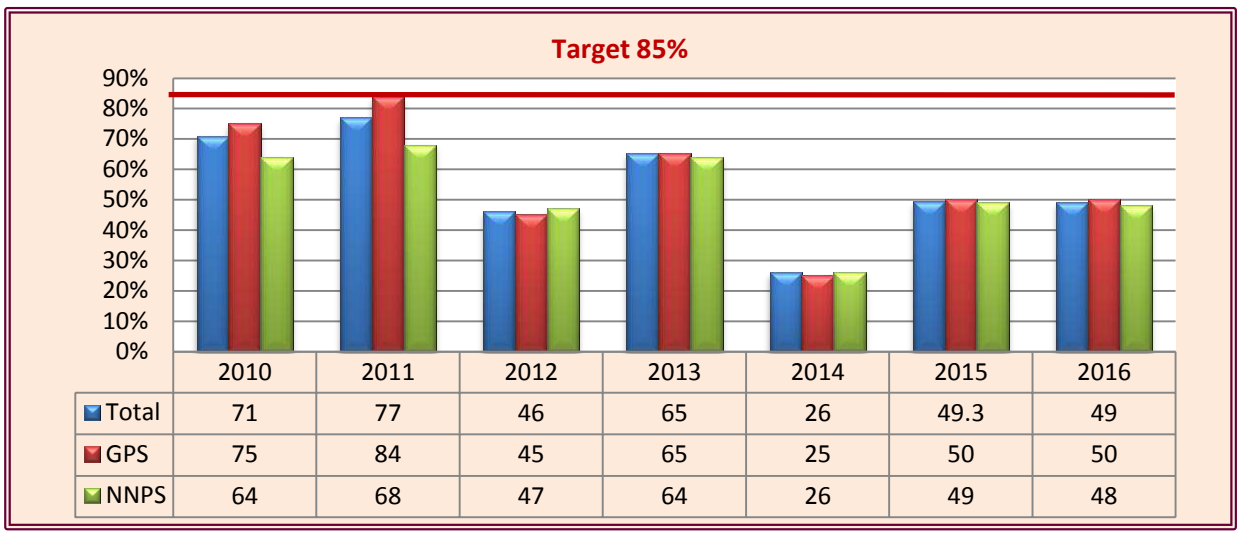
4.5.2 TEACHERS TRAINING ON SCHOOL MANAGEMENT AND LEADERSHIP

The PSQL-13 standard of the PEDP3 is stated as ***'Percentage of head teachers who received training on school management and leadership training'***. All Head Teachers are expected to be given training in school management and leadership, teacher support and academic supervision, community mobilization and participation, including subject based and sub-cluster training. All types of in-service training for Head Teachers are recorded in the APSC.

Among those schools with a Head Teacher, Figure 4.17 below shows the proportion of Head Teachers who received training on school management and leadership (in addition to the other training outlined above in the sub-section 4.1.2 and 4.1.3) in 2016. It appears that school management and leadership training for Head Teachers has fallen off to some extent since 2012. Only 50% GPS and 49% NNPS Head Teachers received this training in 2016 compared to 25% GPS and 26% NNPS in 2014 and 75% and 64% in 2010.

There is no identifiable reason why the trend is up and down but one possible explanation is that there was no AOP allocation in the 2011/12 and 2013/14 financial year for conducting this training.

Figure 4.17: Trends and Percentage of Head Teachers (GPS and NNPS) received Training on School Management and Leadership 2010–2016 (%)



	2010	2011	2012	2013	2014	2015	2016
Total	71	77	46	65	26	49.3	49
GPS	75	84	45	65	25	50	50
NNPS	64	68	47	64	26	49	48

Source: APSC 2010-16 and DPE Training Division Administrative records

4.5.3 SCHOOL MANAGEMENT COMMITTEE (SMC) MEMBERS TRAINING

According to the 2016 APSC data, around 81% of Schools (GPS and NNPS) reported that they have a School Management Committee. On an average, each GPS conducted 10.1 and each NNPS conducted 9.7 SMC meetings in 2016; the goal is to conduct 12 meetings a year.

SMC member training has been de-prioritized since 2011 with no funds allocated separately for this activity. The SMC members have the opportunity to receive training during the SLIP preparation process and also through social mobilization activities.

On the other hand, there is always a requirement for the training of newly elected or selected SMC members. In the SMC guidelines, specific roles and responsibilities are outline for SMC members, especially for the SMC chair. It is very important that SMC members to be given the required training or orientation about their roles and responsibilities for carrying out their functions. The PEDP3 has prioritized increased decentralized management and governance to district, upazila and school levels. The Government has currently reviewed the structure and functions of the SMC to make it a more effective body, accountable to the school community for the overall administration of the school. For example, there will be new requirements for SLIPs, including effective monitoring and supervision.

The final PEDPII project completion report published in December 2011 found that there is a "lack of clarity about accountability for decisions, overlapping functions, and concerns about the composition of the School Management Committee. This lack has delayed the achievement of increased community participation in decision-making throughout the school system". The MTR governance study also highlighted the lack of knowledge about school management by the SMC chairpersons and members as the main reason for the failure of accountability at school level.

The above findings focused on the necessity for the training of SMC members mainly to make them aware of their roles and responsibilities. It is strongly recommended that, before the end of PEDP3 in 2017, SMC training need to be re-introduced especially to cover newly formed SMC members in order to ensure the effective preparation and implementation of SLIP and the introduction of decentralization reforms including establishing and ensuring school accountability.

5. ACTIVITIES

Based on the revised PEDP3 Programme Framework, this chapter summarises the AOP 2015/16 activities and the number of sub-component activity indicators, apart from outcomes (KPIs, Non-KPIs) and outputs (PSQLs) indicators.

5.1 The PEDP3 Activities

This short chapter summarises in table form the progress with respect to the PEDP3 activities based on AOP 2015/16. In the AOP 2015/16, there were 408 activities with funds allocated against 203 of them. The following table summarizes the key activities, AOP2015/16 budget allocations, including the budget disbursed to implement these activities in f/y 2015/16.

Table 5.1: Planned Activities in 2015/16 AOP

					Lac Taka	Lac Taka	
SL #	Activity	Responsible Division	Original Budget 1$=70 BDT	Revised Budget 1$=78 BDT	AOP 2015/16	Money Spent as of March 2016	% of spending (9 months)
1.1	Each Child Learns: Program piloting, expanded, study and workshop	Program	13,743,589	11,598,975	865.00	**0.00**	0
1.2	School and Classroom Based Assessment: Piloting, tools and Printing of assessment tools & methods	Training, NCTB	166,666	538,923	150.00	0.00	0
1.3	Curriculum Revision Gr-1 to 5: Try-out of Text books from **G**rade 1-5; Annual Scheme of Work with class routine; test item booklets; CRM Dissemination and Curriculum dissemination (training of teachers)	NCTB	41,243,589	33,703,103	1,314.00	18.52	1.41%
1.4	Teacher Guide s; Supplementary reading materials	Admin, NCTB	180,804,276	10,259,654	3,248.75	1,631.67	50.22%
1.5	ICT Education - Model School and GPS Teachers: Establish multimedia classrooms with one laptop and a projector along with internet connection in 503 model schools and 1000 GPS	Training, IMD	43,367,320	125,336,744	54,757.29	2,300.44	4.20%
1.6	Teacher education & professional development: Diploma in Education – implementation; Sub-cluster - training in 12,000 (app) clusters; Subject based training other than 5 subjects; Teacher network and need-based technical support for development of DIP in ED curriculum and related	Training	109,874,358	147,717,615	19,345.66	11,318.95	58.51%

SL #	Activity	Responsible Division	Original Budget 1$=70 BDT	Revised Budget 1$=78 BDT	Lac Taka AOP 2015/16	Lac Taka Money Spent as of March 2016	% of spending (9 months)
	teaching materials.						
	Total of Component 1: Learning and Teaching		**389,199,798.00**	**329,155,014.00**	**79,680.70**	**15,269.58**	**19.16%**
2.1.1	Second Chance and Alternative Education survey, new division.	P &D	89,737,769	24,137,974	9,824.87	22.18	0.23%
2.1.2	Pre-Primary Education: PPE database and mapping; PPE curriculum development; PPE expansion plan; try-out of PPE materials; PPE textbook printing	P &O	286,378,584	250,545,949	90,117.08	59,069.59	65.55%
2.1.3	Mainstreaming Inclusive Education: Implementation of Gender & IE action plan; Block grant for UPEP; multilingual education for the ethnic tribal children; and Teacher training on IE for Autism	P &O	643,589	3,206,205	1,234.43	886.93	71.85%
2.1.4	Education in Emergencies: Funds for reconstruction & rehabilitation; funds for UPEP and need**s**-based support for EiE schools	P&D	3,205,128	200,156,667	2,460.00	205.39	8.35%
2.1.5	Communication and Social Mobilization : Public Awareness Build**ing** Activities; Publicity of Development Works & Motivational Activities on Communication & Social Mobilization; Bangabandhu and Bangamata Begum Fazilatunnesa Mujib gold-cup football tournament; National Events (Education Week, EFA, ICT Fair, national days & others) and Inter-school cultural & sports	P&O	6,153,846	18,730,974	3469.74	1,811.73	52.22%
	Component 2.1		**386,118,916**	**496,777,769**	**107,106.12**	**61995.82**	**57.88%**
2.2.1	Targeted Stipend	P&D	429,678,241		0.00	0.00	0%
2.2.2	School Health Education & Check-up and First Aid Box and training	P&D	266,214,700	1,981,346	437.73	0.00	0%
2.2.3	School Physical Environment: Toilet**s** for male teachers and boys; Toilet for female teachers and girls; Sinking of Tube Well; Furniture for schools; Repair of toilet**s**; Boundary wall/ green/ play ground and book corner	P&D	155,107,756	240,747,872	43,152.94	8,430.00	19.54%
2.2.4	Need Based Infrastructure Development: Construction of schools; additional classrooms; Repair and maintenance of schools; Need based Furniture; Maintenance and Other Construction	P&D	788,555,185	898,367,808	180,060.94	89,624.46	49.77%

SL #	Activity	Responsible Division	Original Budget 1$=70 BDT	Revised Budget 1$=78 BDT	Lac Taka AOP 2015/16	Lac Taka Money Spent as of March 2016	% of spending (9 months)
	Modules of PEPMIS Software						
	Component 2.2		**1,639,555,882.00**	**1,141,097,026**	**223,651.61**	**98054.46**	**43.84%**
	Total of Component 2: Participation and Disparities		**2,025,674,798.00**	**1,637,874,795.00**	**330,757.73**	**160,050.28**	48.39%
3.1.1	Field- Level Offices Strengthened: PTI expansion works; Construction of Auditorium; URC (new) construction; Repair works; Furniture; Computers/ Laptops, UPS, volt stabilizer for PTI, UEO, URC, Additional manpower , Transport	Admin	44,959,122	70,456,949	20,602.00	7,455.66	36.19%
3.1.2	Decentralized School Management and Governance: SLIP; UPEP; Training and grant	P&D	175,472,910	136,312,397	25,626.00	25,574.47	99.80%
3.1.3	Head Teacher training on school level leadership	Training	8,269,230	10,158,897	500.00	498.13	99.63%
3.1.4	Organizational Review and Strengthening: Construction works; Leadership centre; DPE HQ, NAPE, DPEO; Computers/ Laptops, UPS; volt stabilizer for DPE, DD, DPEO and Computer accessories; Additional manpower	Admin	37,069,314	24,885,628	10,010.00	1,092.64	10.92%
	Component 3.1		**265,770,576**	**241,813,871**	**56,738.00**	**34,620.90**	**61.02%**
3.2.1	PECE: Study on Grade 5 terminal examination	Admin, NAPE	480,769	2,317,936	150.00	131.02	87.35%
3.2.2	10,000 teacher salary; Additional Manpower for GPS and Hostel in Hill-tracts	Admin	38,961,538	26,927,564	10,020.00	17.40	0.17%
3.2.3	Annual School Census (APSC), School Mapping and Orientation & Workshop on APSC	M&E	3,846,153	3,266,308	1,130.00	82.00	7.26%
3.2.4	National Assessment of Students, Workshop for subject teachers for NSA, Dissemination workshop on NSA report 2013 & 2015	M&E	3,141,025	1,216,987	330.00	166.22	50.37%
	Component 3.2		**46,429,485**	**33,728,795**	**11630**	**396.64**	3.41%
	Total of Component 3: Decentralization and Effectiveness		**312,200,061**	**275,542,666**	**68,368**	**35,018**	**51.22%**
4.1	PEDP 3 Management and Governance: Workshop/ seminar (t.b.d) managed by Program Division; Operational Cost of PEDP3 (contingency)	Program, Training, FPD	46,903,685	26,475,436	8,353.64	2,264.11	27.10%
4.2	PEDP 3 Financial Management: Developing computerized accounting system; Training on accounting system & IBAS	F&P	632,512	553,308	130.00	63.55	48.88%
4.3	Sector Finance- Workshop and Seminar	MoPME, MoF	0.00	0.00	0.00	0.00	0%
4.4	Strengthen Monitoring	M&E	7,435,897	1,755,295	403.70	286.60	70.99%

SL #	Activity	Responsible Division	Original Budget 1$=70 BDT	Revised Budget 1$=78 BDT	Lac Taka AOP 2015/16	Lac Taka Money Spent as of March 2016	% of spending (9 months)
	Functions: Workshop & Seminar on QSTF; Progress review meeting,; Prep. of ASPR, GIS implementation, RBM , Monthly meeting						
4.5	Human Resources Development: Training of management and staff - central level, DPEO, ADPEO, AD, field level	Admin, Training	9,416,410	10,709,372	4,524.23	2,009.34	44.41%
4.6	Public Private Partnership:	Program		3,211,538	50.00	0.00	--
	Component 4:		**64,388,504**	**42,704,949**	**13,461.57**	**4,623.60**	**34.35%**
	Grand Total of 4 Components		**2,791,463,161.00**	**2,285,277,424.00**	**492,268.00**	**214,961.00**	**43.67%**
	CDVAT for Textbook, computer, vehicle and others				**5,000.00**	1,686.60	33.73%
	Total				**497,268**	216764.15	**43.59%**

Source: AOP 2015/16 and RDPP of PEDP3

5.2 The PEDP3 Activities not covered in the AOP

Apart from outcomes (KPIs and Non-KPIs) and outputs (PSQL) indicators, the revised PEDP3 Program Framework includes a number of activity indicators. This short chapter summarises, in table form, progress with respect to the PEDP3 activities not covered in previous chapters.

Component 1: Learning and Teaching

No.	Planned activity	Target date	Progress summary
A1	Longitudinal study on ECL designed	June 2016	Phase II of Longitudinal study is ongoing.
A2	Expand piloting to an additional 510 schools	June 2016	Ongoing
A3	Continuous teacher mentoring, supervision and support	June 2016	Development stage
A4	Introduction of school based assessment tools and methods as part of the curriculum dissemination training	December 2016	Ongoing
A5	Integrated national curriculum framework is established for all primary schools to be approved by GoB with agreed common core subjects (common learning outcomes) plus optional elective subjects	December 2015	Integrated national curriculum framework approved and endorsed by the MoPME.
A6	Continue curriculum dissemination and other teacher training through distance mode utilizing electronic media	December 2016	
A7	Study on production and distribution of textbooks completed (including print quality)	December 2016	Ongoing
A8	Multi-lingual education is endorsed by the National Education Policy, including the development of textbooks	June 2016	Textbooks are developed in 5 different languages
A9	Updated DPEd framework and endorsed by NAPE/MoPME	June 2016	Already updated DPEd framework and also endorsed by NAPE/MoPME.
A10	ICT Strategy to be developed and implemented		ICT strategy developed and endorsed by MoPME and is being implemented.
A11	Study to explore alternative methods and modalities to implement or expand the DPEd	June 2016	Study to explore alternative methods and modalities is in progress
A12	A study conducted to inform planning for moving the DPEd from an in-service to a pre-service program for all government primary school teachers	June 2016	

Component 2: Participation and Disparities

No.	Planned activity	Target date	Progress summary
A1	Pilot 100,000 out of school children to access Second Chance Education	December 2016	Progress ongoing
A2	Extensive assessment of the SCE model	December 2016	Progress ongoing
A3	PPE expansion Plan updated, incorporating equity and quality criteria	December 2016	Progress ongoing
A4	Study on integration of PPE with the DPEd	June 2016	The study is ongoing
A5	Modules on education in emergencies included in training programs for volunteers, teachers, head teachers, Upazilas and district education officers	December 2016	Progress ongoing
A6	Gender and Inclusive Education criteria uses in school inspection reports	December 2016	Progress ongoing
A7	Twice a year health check-ups with teachers' involvement provided at schools	December 2016	Not yet initiated
A8	Collaboration mechanism for school layout and design operationalized		
A9	Third party validation of infrastructure development according to criteria and technical standards	June 2016	Not yet been initiated

Component 3: Decentralization and Effectiveness

No.	Planned activity	Target date	Progress summary
A1	Based on the ODCBG stocktaking exercise conduct and hire field level official	June 2016	
A2	Update SMC, SLIP and UPEP guidelines	June 2016	Updated SMC, SLIP and UPEP guidelines completed in March 2016
A3	Upazilas develop and implement needs-based UPEPs on the basis of SLIPs.	December 2016	UPEP upazila plans prepared, but funding not yet received for implementation of the plan
A4	Fill at least 90% of teacher and head teacher vacancies, and all new positions according to needs based plan	June 2016	Time-bound Action Plan to fill vacancies being implemented: • HTs: 87% filled • ATs: 93% filled
A5	Development of handbook / guidebook for head teachers	June 2016	In progress

No.	Planned activity	Target date	Progress summary
A6	Conduct needs assessment on strengthening assessment/examination system	June 2016	Organization of assessment not yet initiated
A7	Review MTR governance report findings, and agree on next steps to be taken	June 2016	Not yet initiated
A8	M&E capacity assessment study completed	December 2016	

Component 4: Planning and Management

No.	Planned activity	Target date	Progress summary
A1	Ensure amounts budgeted are in line with MTBF	December 2016	AOP budgeted in line with MTBF
A2	FY 16-17 Primary education budget aligned with program framework and consistent with FY 16-21 MTBF	December 2016	
A3	Progress monitoring review at divisional and national level conducted using RBM approaches biannually.	December 2016	
A4	All school inspections conducted using updated tools in line with PEDP3 and a consolidated action oriented inspection report drafted and shared quarterly	December 2016	
A5	Needs-based list of training needs compiled from field levels and implemented in collaboration with TED plan	December 2016	Not yet developed
A6	Develop and Implement PPP framework	December 2015	Not yet developed

5.3 New Initiative: The Web Based Computerized Accounting System of DPE

Introduction:

The Directorate of Primary Education has initiated a program to install a software generally known as Web Based Computerized Accounting System. The computerized accounting system would provide accurate and reliable information about budget and its utilization in relation to the primary education sector. Moreover, the system would assist the top management to analyze financial activities more efficiently.

Through this computerized accounting system DDOs under PEDP3 would be able to ensure timely compliance with regard to reconciliation and advance adjustment. This is a pioneer initiative for any

Directorate of GoB that promotes sector wide book keeping arrangements. This web based system would act as a Management Information System (MIS) allowing DPE to monitor expenditures regularly executed by the DDOs.

DPE's web based computerized accounting system would also enable DDOs to submit their statement of expenditures online, and in a timely manner accounting records would be updated accordingly. The system would also significantly improve the process of monthly reconciliation with IBAS statements and significantly reduce the time for DPE to produce consolidated accounts.

Overall Objective:

The main objective of Computerized Accounting System at DPE and field offices is to strengthen Financial Management, following the General Financial Rules (GFR) and Treasury Rules (TR) of the Government to update the books of accounts of the DPE, MoPME.

Specific objectives are to:

- Establish strong financial management at the Directorate of Primary Education (HQs and Field level) through the use of advanced information technology;
- Establish a robust financial database at DPE for efficient and effective financial service delivery to ensure faster disposal of works;
- Establish transparency and reliability in accounting and financial service delivery of DPE;
- Help produce contemporary technology/knowledge based human resources to run full-fledged e-Government in near future.
- Tone with the Government's 'Digital Bangladesh' by the year 2021.

Benefits:

- Financial service delivery of DPE will be increased significantly;
- Financial scenario of DPE is at the finger-tips of the DPE authority;
- Timely reconciliation will be possible through this system;
- Efficient monitoring of advances through regular supervision and follow up;
- DPE's web based computerized accounting system will enable DDOs to submit their statement of expenditures online and in a timely manner;
- Computerized accounting system is expected to save DPE's man-hours compared to the manual preparation of financial statement; In that context accuracy is also expected to increase and errors reduced.
- Financial service delivery capacity is expected to increase significantly;
- The system will provide all necessary reports that will help DPE authority for financial decision making.

6. INPUTS

The Primary Education Sector performance, as presented in the previous two chapters (outcomes in Chapter 3 and outputs in Chapter 4) can only be assessed in relation to the inputs that have been expended since the beginning of the PEDP3 implementation. This chapter provides a brief outline of the resource framework both in absolute terms and in relation to the original plans. The emphasis is in providing a snapshot of overall progress in implementation; it is not the intention of this Report to provide an exhaustive account of the implementation progress. Overall progress depends on how inputs are spent to implement activities. Through the process to implement the planned activities, outputs are achieved and in turn the outputs lead to achievement of outcomes and impact, finally to gain the ultimate result i.e. goals of primary education sector. This chapter details the distribution of budget share:

- Assistance of Development Partners in the PEDP3;
- The budget allocation of the original PEDP3 Development Project Proforma (DPP) (around 58,360 crore taka);
- The budget allocation in the PEDP3 Revised Development Project Proforma (RDPP) (about 76,500 crore taka) as well as the 2015/16 original and revised and 2016/17 original AOP allocation of the PEDP3;
- Education Budget Overview - six-year-trend;
- MoPME Budget and MTBF 2010/11 – 2016/17;
- The actual spending up to March 2017 and the spending anticipated to the end of the program in June 2017 (around 76,500 crore taka). The PEDP 3 is to be extended by one year (June 2018);
- Budget Trend of Primary Education Discrete Projects 2011/12 – 2016/17.

Table 6.1 shows the total assistance of the Development Partners. The Development Partners **'**commitment on budget support to the GOB **is** shown in Table 6.1.

Table 6.1: Assistance of Development Partners in the PEDP3

Name of DPs	Original	Additional	Total	Percentage (%)	Remarks
	US$ in million	US$ in million	US$ in million		
ADB	320	120	440	25.39%	
World Bank	300	400	700	40.39%	
DFID	190	0	190	10.96%	
EU	70	46.67	116.67	6.73%	
DFAT (former AusAid)	35	11	46	2.65%	
Sida	45	0	45	2.6%	
DFATD (former CIDA)	65	0	65	3.75%	
JICA	30	0	30	1.73%	
UNICEF	0.5	0	0.5	0.03%	Parallel Fund
GPE	0	100	100	5.77%	Newly included
Total in million USD	**1,055.50**	**677.67**	**1,733.17**	**100%**	

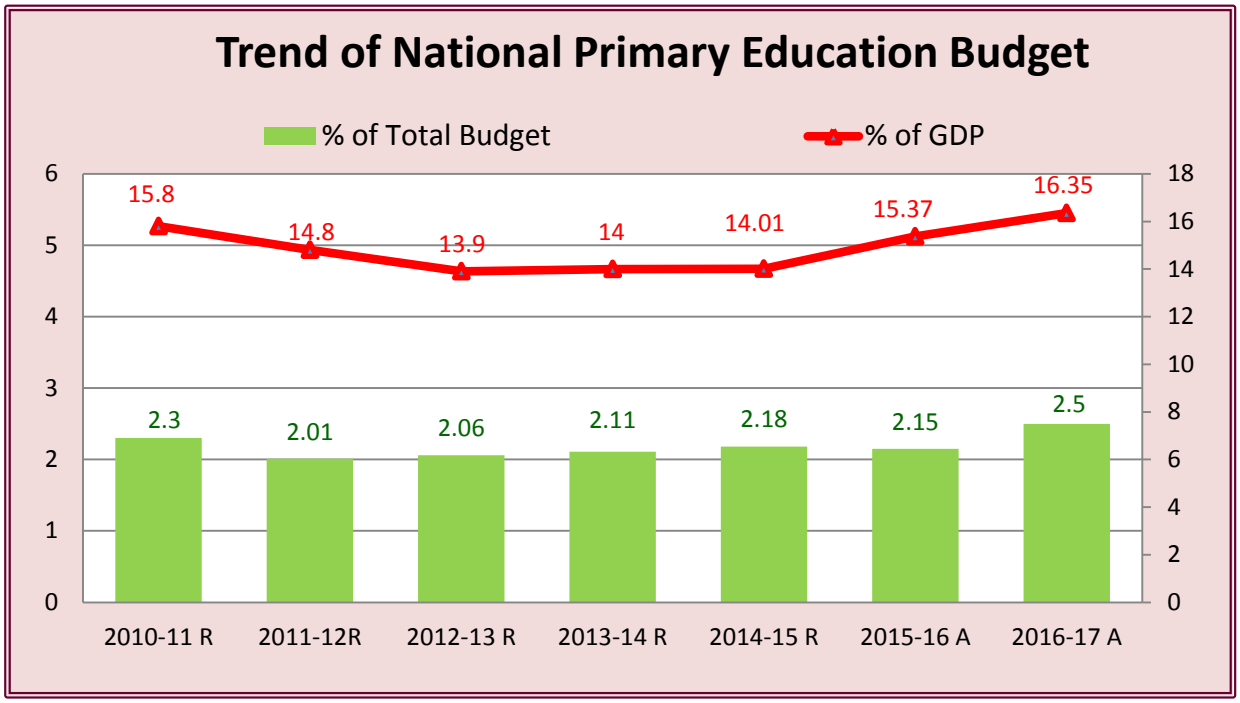
6.1 *Overview of Education Budget*

The budget is the Government's most powerful tool to address overall development challenges and ensure effective coverage of quality social sector services. The Medium Term Budgetary Framework (MTBF) has set a range of priorities for the education sector including Primary Education's aim to: decrease the teacher student ratio; develop a needs-based infrastructure; develop and equalize the standard of primary schools by establishing a pre-primary or baby classes in Government primary schools; increase access to primary schools; and provide stipend and educational allowances, school feeding etc. The budgetary allocation to the primary education sector partially measures how far these policies and programs are being translated into fiscal commitments.

Available data reveal that the education sector budget has been one of the top priorities of the Government of Bangladesh for many years. Education gets the largest allocation with 15.5% of total budget in 2016-17. In line with a positive growth in the national budget as a percentage of GDP, the share of the education sector budget both as percent of the GDP and the total budget, is increasing (Figure 1). The ratio of the education budget to GDP remains static at around 2% over the years. This means, education sector investment is stagnant in proportion to overall national growth.

In nominal terms, the size of the total budget, on average, grew annually at 28% while the education budget increased at 20% per annum (except with 0.13% growth in F/Y 2011-12) between F/ Y 2009-10 to 2015-16.

Figure 6.1: Trend of National Education Sector Budget as percentage of GDP in Bangladesh



Source: MTBF, MoF

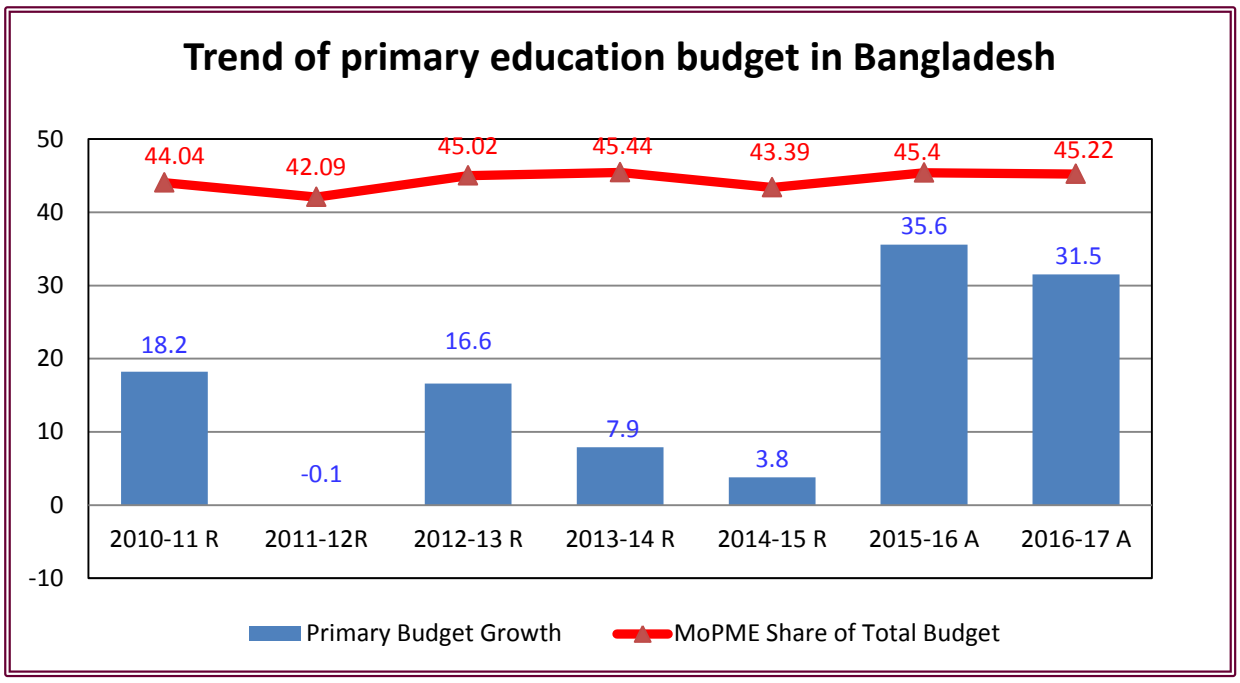
6.1.1 Overview of Primary Education Budget

Primary education is the country's most important investment for consolidating the foundation of student development, after pre-schooling. Accordingly, DPE has been implementing the PEDP3, originally a five-year sub-sector wide program, commenced in the financial year 2011/12. The PEDP3 was increased by one year (to June 2017) in the 2014 MTR, and was further increased by another one year (June 2018). The Development Partners' financial support for the PEDP3 has been implemented by using a treasury model, whereby external funds are deposited into the general consolidated fund managed by the Ministry of Finance (MoF).

The PEDP3 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/RDPP. In addition there are a number of discrete projects (around 9 to 16 projects), which operate outside of the PEDP3 but contribute to the achievement of primary education sub-sector goals and targets.

The MTBF data analysis reveals that the share of primary education budget witnessed fluctuation and ranged from around 44 to 45 percent of total education budget from 2010-11 to 2016-17, with a negative growth in 2011-12, as presented in Figure 6.2

Table 6.2: Trend of Primary Education Budget 2011-12 to 2016-17



Source: MTBF, MoF

6.1.2 THE PEDP3 ORIGINAL 2011-16 (DPP) AND REVISED (RDPP) BUDGET 2011-17

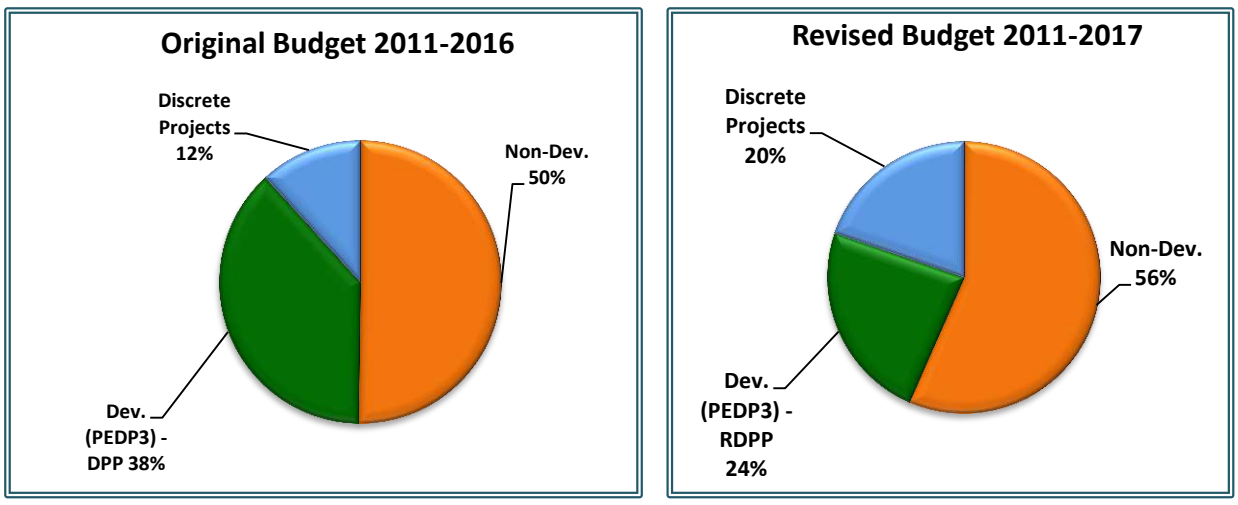
In the 2014 Mid-Term Review (MTR) as mentioned, the PEDP3 was extended from five to six years and as endorsed by the MoPME in February 2014; the program will close in June 2017 (December 2017), although both DPE and DPs agreed to extend PEDP3 by another one year (June 2018). Accordingly, a Revised Development Project Pro-forma (RDPP) was prepared for 2017/18, based on the agreed financing plan for 2011-17. The cost of different components, items and activities have been adjusted and rationalized based on MTR decisions.

This paragraph summarizes the original and revised costs of the PEDP3. The original PEDP3 DPP cost for the program period 2011-2016 was about TK. 58,360 crore. Due to the extension of PEDP3 for an additional year, the increase in the cost of civil works, the expansion of ICT activities and the implication of the nationalization of RNGPS, the total program cost was increased to TK. 76,500 crore (31%). The revised PEDP3 – RDPP cost is TK. 18,154 crore, which is 4% lower than the original cost. Similarly, discrete projects cost is TK. 15,066 crore, which is an increase of around 12% and Non-development cost is TK. 43,280 crore, which is an increase of around 48% compared to the original cost. Both the original and revised costs are shown in Table 6.1 and Figure 6.3. The PEDP3 costs of RDPP were reduced mainly due to the transfer of school feeding and stipend program to the discrete project budget; an increase in the non-development budget is due to the inclusion of the cost of textbooks.

Table 6.3: Comparison between the PEDP3 Original and Revised Cost 2011-16/17

Budget Head	DPP (July 2011-June 2016)			RDPP (July 2011-June 2017			
	Taka	US $ in Million	Share (%)	Taka	US $ in Million	Share (%)	Change (%)
Non-Development	29,309	4,187	50	43,280	5,549	57	48
Development (PEDP3)	22,197	3,171	38	18,154	2,372	24	-18
Discrete Project	6,854	979	12	15,066	1,932	20	120
Sub-total Dev. (PEDP3+ discrete projects)	29,050	4,150	50	33,220	4,259	43	14
Total Cost:	**58,359**	**8,337**	**100**	**76,500**	**9,853**	**100**	**31**

Figure 6.2: The PEDP3 Original and Revised Program Cost as per DPP and RDPP



Sources: RDPP, the PEDP3

The comparison of the above two pie charts reveals that the balance between the non-development and development budgets has shifted slightly towards non-development in the revised DPP. The share of the development budget has fallen from 38% to 24%. A sharper change is evident in the composition of the revised discrete project budget. Discrete projects have gained a considerable budget share, accounting for almost 20% of the revised budget and up from 12% of the original budget.

6.1.3 EDUCATION FINANCING TREND

Table 6.3 summarizes the education budget. The Government funding for education as a percentage of GDP was increased to 2.50% in FY 2016/17as well as the volume of budget also increased, alongside a modest rise in the education share of total Government spending. The MoPME's budget as a percentage of the sector was slightly reduced to 45.22% in 2016/17.

Table 6.4: Education Budget Overview: Five Year Trend

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Allocation of Education as % of GDP	2.04	2.30	2.20	2.06	2.11	2.18	2.15 (R)	2.50
Education as % of All Sectors	14.0	15.8	14.8	13.9	14.0	14.01	15.37	16.35
MoPME Budget as % of GDP	0.96	1.03	1.00	0.94	1.00	1.02	0.97	1.13
MoPME Budget as % of Education Sector	47.2	45.0	45.2	45	45.4	46.8	45.89	45.22
Allocation MoPME (Crore Tk.)	6,611	8,062	8,956	9,825	11,935	13,673	14,504	22,162

Source: MoF budget documents and MTBF

Volume-wise, the MoPME had a major budget increase in 2016/17 of around 52.2% compared to 2015/16. Similarly, the budget increases was up by 6.1% in 2015/16, up 14.6% in 14/15, up 21.5% in 2013/14, up 9.7% in 2012/13 and up 11.1% in 2011/12 compared to the consecutive previous years (see below Table 6.4

In order to ensure a predictable budget for the PEDP3 implementation, one of the DLIs on 'Sector Finance' is the alignment of the education budget with the Medium-Term Budgetary Framework (MTBF) Table 6.4shows that the Government has met its MTBF projections on the MoPME budget allocation for the past six years, except for 2012/13 when it was not met. The MoPME budget exceeded MTBF by 6.8% in 2010/11, by 0.04% in 2011/12, by 7.9% in 2013/14, by 0.02% in 2014/15 and 0.01% in 2015/16 respectively. However, there has been less certainty about the allocation of the non-development and development budget. For instance in 2010/11, the non-development budget exceeded the MTBF projection by 27.3% due to the recruitment of new teachers but reduced by 20.7% in 2012/13. In the 2013/14 the non-development budget again exceeded MTBF projections in order to cover NNPS teachers' pay. In 2012/13, the development budget exceeded MTBF projection by 24.4% and dropped by 16.77% in 2014/15. The lack of predictability in the development budget presents a challenge for the PEDP3 in operational planning and in the achievement of annual targets and results.

Table 6.5: MoPME Budget and MTBF 2010/11 – 2016/17

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
MOPME Budget							
MTBF Projection (crore taka)	7,558	8,960	9,899	11,057	13,673	14,502	22,162
Actual Budget (crore taka)	8,074	8,964	9,825	11,935	13,676	14,504	22,162
% Variation	6.83%	0.04%	-0.75%	7.94%	0.02%	0.01%	0%
Non-Development							
MTBF Projection (crore taka)	3,823	5,087	5,525	5,809	6,040	8,960	14,452
Actual Budget (crore taka)	4,867	5,450	4,382	6,657	7,898	8,963	14,452
% Variation	27.31%	7.14%	-20.69%	14.60%	30.76%	0.03%	0%
Development Budget							
MTBF Projection (crore taka)	3,735	3,873	4,374	5,249	6,942	5,542	7,709
Actual Budget (crore taka)	3,207	3,514	5,443	5,278	5,778	5,541	7,709
% Variation	-14.14%	-9.30%	24.40%	0.60%	-16.77%	-0.01%	0%

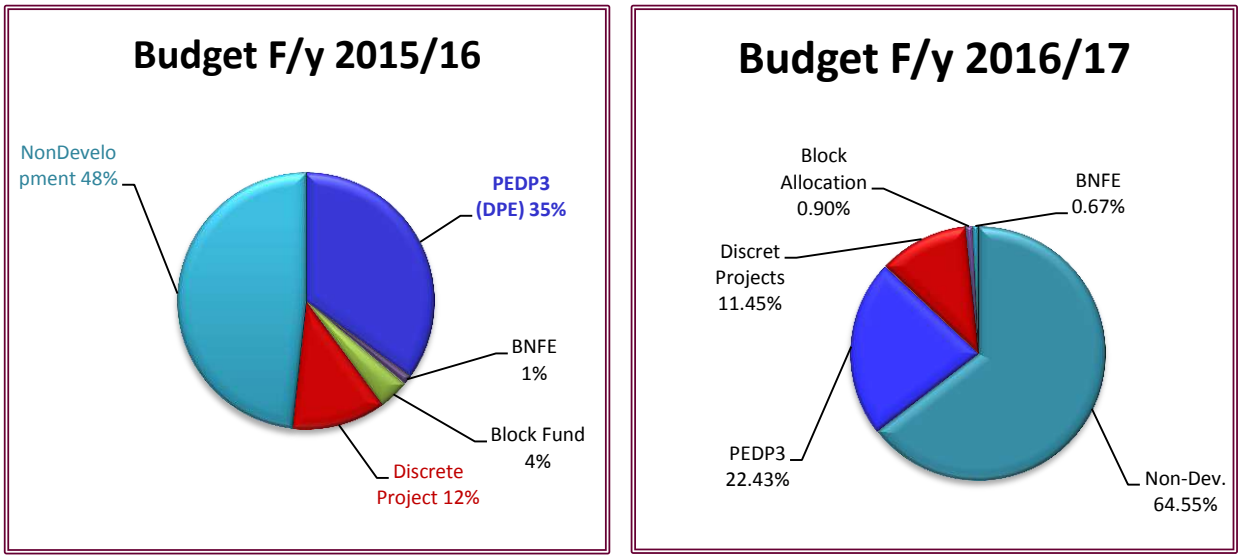
6.1.4 BUDGET COMPOSITION 2016-17 COMPARE TO 2015-16

The school academic calendar year (January-December) straddles the 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 2015/16 and the current financial year 2016-17 (three quarters only).

The composition of the MoPME budget in all the FYs was very similar, including in 2016/17. In the revised PEDP3 period from 2011 to 2017, the development budget share has been 44%, including the PEDP3 development component of 24%, the discrete project share of 20%, and the non-development budget share of 56% (see above Figure 6.1 revised budget 2011-2017).

In the FY 2016/17, the development budget share is 35.45% (52% in 2015/16), which includes the PEDP3's development component of 22.43% (35% in 2015/16) and the discrete projects at 11.45% (12% in 2015/16).The PEDP3 budget was increased and the discrete project budgets slightly decreased compared to the previous year's budget. The unplanned block allocation of the development budget remains low but increased in 2015/16 (4%) compared to 2014/15 (1%) and 0.9% in 2015/16. The allocation is low due to uncertainties in budget disbursement and expenditure. To get an overview on the primary education budget, the Figure 6.4 below displays a snapshot of the MoPME budget in 2015/16 and 2016/17.

Figure 6.3: MoPME budget by type of budget, 2015/16 and 2016/17



Sources: MoPME PEDP3 AOP 2013/14 and 2014/15

Information is available on both original and revised AOP 2015/16 (original TK. 14,503 crore) and (revised TK. 16,847 crore). The revised 2015/16 AOP was up by around 16.2% compared to the original 2015/16 budget. This represents an improvement over the previous year (2013/14) when the AOP was revised downward by 20% to 32% due to low spending by nearly half of the sub-components (see Table 6.5). In 2016/17, the budget, overall increased by 31.4% of the MoPME budget (46.9% development and 24.6% non-development budget) compared to the revised 2015/16 budget.

Table 6.6: Comparison of MoPME Original and Revised budget 2013/14 - 2016/17

(in Crore Taka)	2013–14			2014-15			2015-16			2016-17
	Original	Revised	%Change	Original	Revised	%Change	Original	Revised	% Change	Original
Development budget	5,278	4,528	-14%	5,778	4,333	-25%	5,541 (28%)	5,247	-5.3%	7,709
- **The PEDP3 (DPE)**	3,673	2,510	-32%	3,400	2,404	-29.30%	3,740 (56%)	2,804	-25.0%	4,972
- **Discrete projects**	1,479	1,822	34%	2,135	1753	-17.90%	1260	00	-100%	2,389
- **Block allocation**	92	-	-	173	172.92	0%	416	00	-100%	200
- **BNFE**	34	36	6%	70	2.9	-96%	5,541	5,247	-5.3%	7,709
Non-development	6,657	7,438	12%	7,898	8,087	2.4%	8,962	11,600	29.4%	14,452
MoPME Budget Total	**11,935**	**11,966**	**0.3%**	**13,676**	**12,420**	**-9.20%**	**14,503 (16.8%)**	**16,847**	**16.2%**	**22,162**

Sources: MoPME, the PEDP3 AOP 2013/14 - 2016-17

6.1.5 BUDGET EXECUTION

The 2016/17 budget implementation was unavailable at the time of this ASPR preparation. The only figure available is the PEDP3 disbursement up to, and for March 2017 (3 quarters) at only 52.1%. The overall, budget execution has been robust over the past five years (see Table 6.6), consistently at above 95% with exception of f/y 20114/15. 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 the development budget was more uneven, although the execution rate was much improved in 2015/16 compared to 2014/15 and 2016/17 (3 quarters).

The AOP planning process has been improving since FY 2012/13, resulting in an improved overall execution of the development budget.

Table 6.7: MoPME Budget Execution Rates for 2011/12 - 2016/17

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17
	Orig.	Rev.	Orig.	Rev.	Orig.	Rev.	Orig.	Rev.	Orig.	Rev.	As of 13 May'17
Development budget	**69%**	**98%**	**86%**	**96%**	**84%**	**99%**	**81%**	**92.2%**	n/a	**98.23%**	**59.9%**
The PEDP3	91%	88%	77%	96%	92%	99%	77%	91.1%	98.2%	98.2%	59.9%
Discrete projects	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Block allocation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Non-development	**106%**	**109%**	**104%**	**102%**	**98%**	**100%**	**88%**	**88%**	n/a	95.33%	n/a
Total MoPME Budget	**91%**	**106%**	**96%**	**99%**	**95%**	**99%**	**87%**	**89%**	n/a	**98%**	n/a

6.2 *The PEDP3 Component Planned and Actual Budget*

Adjustments in budget allocation and expenditure are normal in very large programs and provide lessons for future planning. The reasons for such large changes are complex. They may be connected with capacity, changed needs, policies or price increases. In a challenging environment, it may have been pragmatic to increase spending on 'big ticket' items such as construction. However, Table 6.7 presents the PEDP3 budget allocation and expenditures by the four components in FY 2012/13, 2013/14, 2014/15 and 2015/16 and 2016/17. Overall, the composition of the PEDP3 budgets in the past two years was nearly identical and consistent with the overall the PEDP3 financing framework. In the AOP 2015/16, the first two results areas (e.g. Learning and Teaching, Participation and Disparities) altogether accounted for 84.5% of the planned costs. Component 2, Participation and Disparities, attracted the largest share, at nearly 72% due to its large civil works component.

Volume-wise, the PEDP3 revised 2015/16 budget increased by 56% from the year before (revised 2014/15). Component 2, Participation & Disparities, had the largest increase at over 23.2%. Based on the 9 month disbursement up to March 2015, 2015/16 spending also appeared to be similar to the actual expenditure rate of the revised 2014/15 allocation.

Table 6.8: The PEDP3 Component Budget and Expenditure FY 2014/15- 2015/16 and Disbursement 2016/17 as of March 2016

(Crore Taka)	2014/15				2015/16				2016/17		
	Budget (O)	Budget (R)	Actual Expenditure		Budget (O)	Budget (R)	Actual Expenditure	Orig. Budget	Rev Budget	Disbursement as of March'17	% of Disbursement
Teaching and Learning	584	362	90	25%	483	362.03	350.37	798.8	574.9	335.56	*58.37%*
Participation & Disparity	2,323	2,154	1,239	58%	2,669	1,923.49	1,913.53	3,306.07	2,497.31	1,515.73	*60.69%*
Decentralization & Effectiveness	372	256	90	35%	464	418.85	402.87	683.68	496.28	298.93	*60.23%*
Planning and management	101	54	18	33%	93	64.67	54.20	134.61	11.04	8.37	*75.82%*
Contingency/ CDVAT	20	20	-	-	30	35.00	35.00	50.00	50.00	16.86	*33.72%*
Total	3,400	2,846	1,436	51%	3,740	2,804.05	2,755.98	4,973.16	3,629.53	2,175.54	*59.94%*

Sources: Revised AOP of the PEDP3 (original/revised budget 2014-15 to 2016/17).

AOP Revision: The AOP 2016/17 budget was also revised. In the mid-year of PEDP3 - 2014/15, the budget revision was modest and was cut about 16%. At the component level however, all components had a substantial budget cut in 2016/17. Component 1 Teaching and Learning, was affected the most, losing 28%; followed by Component 3 Decentralization and Effectiveness by 27.4%; Component 2 Participation and Disparities by 24.5% and Component 4 Planning and Management by 17.5%.The budget allocation in the AOP 2016/17 increased a lot compared to revised AOP 2015/16 (30.2%)

Table 6.9: The PEDP3 Component Budget Revision and Execution Rate FY 2014/15 (%)

In Lac Taka

PEPD 3 Components	Original Budget 2015/16	Revised Budget 2015/16	% change	Original Budget 2016/17	Revised Budget 2016/17	% change
I. Teaching and Learning	58,337	36,207	-38%	79,830.70	57,498.34	-28%
II. Participation and Disparities	232,294	215,416	-7%	330,607.73	249,731.67	-24.5%
III. Decentralization and Effectiveness	37,236	25,587	-31%	68,368.00	49,628.02	-27.4%
IV. Planning and Management	10,133	5,389	-47%	13,461.57	11,104.97	-17.5%
Total	**338,000**	**282,600**	**-16%**	**492,268.00**	**367,963.00**	**-25.3%**

Sources: Original and Revised 2015/65 and AOP 2016/17 of the PEDP3

Budget Implementation:

This year, there appears to be a serious risk that budget credibility will drop because the AOP 2016/17 has not yet been revised. Based on eight months of spending figures (July 2016 to February 2017), the execution rate would be 43% if spending was evenly spread. Non-development spending looks on track, which is not surprising given that a high proportion of this budget is remuneration. Spending on development is far behind expectations, even allowing for the 'lumpy' nature of capital spending, with less than half of the budget spent over eight months.

Budget execution at the sub-components level was also very uneven. Out of 29 sub-components of the PEDP3, DPE allocated funds against 27 sub-components (no funding allocated in the stipend and sector finance). As of March 2017, funding allocated to 12 sub-components achieved a budget execution rate above 50% including 5 sub-components above 70%. On the other hand, only 4 sub-components spent 20-48%; 2 sub-components spent less than 10%; 2 sub-component spent less than 5%; three sub-components spent less than 1%; and 4 did not disburse any funds to-date based on its 9 months disbursement of original 2016/17 AOP budget.

Based on the 9-month disbursement, the spending pattern by sub-components in 2016/17 appears to be largely similar to that of the previous year.

The six top performing sub-components, in terms of budget execution, were:

- 3.1.2 Decentralized School Management and Governance (99.80)
- 3.1.3 School Level Leadership and Development (99.63%)
- 3.2.1 Grade 5 PECE Strengthened (87.35%);
- 2.1.3 Mainstreaming Inclusive Education (71.85%);
- 3.2.1 Pre-primary Education (87.35%); and
- 4.4 Strengthening Monitoring Functions (70.99%).

The four subcomponents with no budget disbursed up to March 2017 were:

- 1.1 Each Child Learn
- 1.2 School and Classroom Based Assessment;
- 2.2.2 School Health and School Feeding; and
- 4.6 Public Private Partnership.

Chapter 5 summarizes the implementation of AOP 2015-16 by the PEDP3 subcomponents and activities as outlined in Annex E. In addition, the Annex provides a short summary of the PEDP3 infrastructure: furniture, WASH Block construction and repair component, and JICA supported activities for PEDP3 through parallel financing.

6.3 *Discrete Projects*

As part of the effort to transform the ASPR into a comprehensive report on the primary education sector, ASPR incorporated a new section on discrete projects in the primary education sub-sector in 2013. In the formal education sector of 2016-17, there were seven discrete projects; in the non-formal education sector one discrete project was implemented by the BNFE, and one by the NGO Alliances. The annual budget ranged from the highest amount of Taka 14,000,000 Lac (stipend) to the lowest amount of Taka 140,000 Lac (English in Action). This ASPR includes the progress of the 9 discrete projects as of March 2017.

Discrete projects play an important role in improving the access, participation, completion and overall quality of primary education. In 2011, discrete projects represented 69% of MoPME's development budget. The share of discrete projects decreased to 52% in 2012 due to the expansion of the PEDP3 activities after the first year. In 2016/17, the total budget of all discrete projects (Taka 2,737 crore).

The Government is the main financing source of these projects except for English in Action, ROSC and SHARE. In 2011-12, 87% of the total discrete projects budget was sourced by the Government at 83% in 2012-13, 73% in 2013-14 and 80% in 2015/16. The number of discrete projects dropped in 2016/17 due to the phasing out of 3 projects, but the budget was increased compared to 2015/16. There is also a provision in the National Budget for new projects as a Block grant allocation (Tk. 20,000 lac). In 2016/17, there is no allocation for the CubScouting project. In 2016/17, the total discrete project budget was Taka 238,908 lac (the Government share was 81.64% and external share was 18.36%) (See Table 6.9)

Table 6.10: Discrete Projects Financing Sources 2016

SL.		**FY 2016-17** *(taka thousand)*				**Total**	**Expenditure as of March 2017**
	Project	Government	Share %	External Sources	Share %	***(taka thousand)***	
1	English in Action	10,700	7.64%	129,300	92.36%	140,000	120,349
2	ROSC project	10,000	0.38%	2,640,000	99.62%	2,650,000	559,368
3	Establishment of 1500 primary school in the un-schooled areas	1,860,000	100.00%	-	-	1,860,000	451,352
4	School feeding program in the poorest areas (GoB/WFP)	3,090,000	71.73%	1,218,000	28.27%	4,308,000	3,038,054
5	Establishment of 12 PTIS in the 12 districts	515,100	100.00%	-	-	515,100	192,120
6	Primary education development project IDB	19,700	4.72%	398,000	95.28%	417,700	218,776
7	Stipend program of primary education 2nd phase	14,000,000	100.00%	-	-	14,000,000	-
	Total	**19,505,500**	81.64%	**4,385,300**	18.36%	**23,890,800**	**6,168,686 (48.9%)**

Source: Budget Documents, MOF

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

Table 6.11: Discrete Projects by PEDP3 Result Areas:

PEDP3 Results Area	Discrete Projects(Formal Education Sector)
Learning Outcomes	1. Establishment of 12 PTIS in the 12 districts 2. English in Action 3. Expansion of CubScouting in primary school (allocation in non-dev. budget in 2016/17)
Participation	4. ROSC project
Disparity	5. Primary Education Stipend program (PESP) 6. School feeding program in the poorest areas (GoB/WFP) 7. EC supported school feeding program (Phased out) 8. Establishment of 1500 primary school in the un-schooled areas 9. GPS re-construction and renovation project (Phased out) 10. Primary education development project IDB

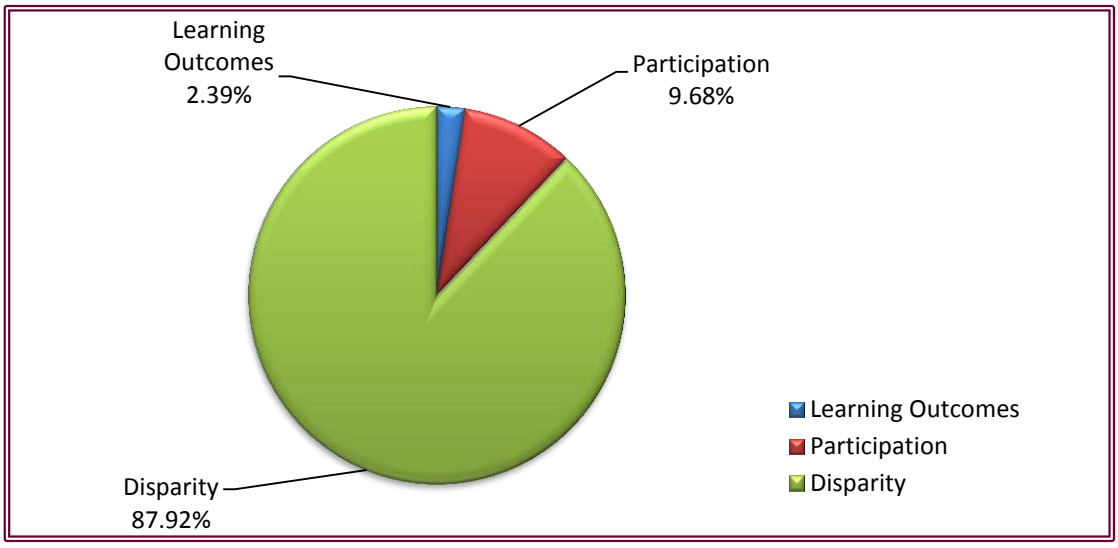
Source: Discrete Project Document and ASPR assessment.

Table 6.12 Discrete Projects managed by BNFE

PEDP3 Results Area	Discrete Projects (No-Formal Education Sector)
Participation	1. Basic Literacy Program (NFE)
Disparity	2. SHARE Education Program in Bangladesh: Reaching the Hardest to Reach Children (NGO alliance)

Source: Discrete Project Document and ASPR assessment.

Figure 6.4: Discrete Projects Budget by the PEDP3 Components 2016 - 17



In 2015-16, the total budget allocation to the discrete projects amounted was Taka 2,135 crore. Based on the above classification, it is evident that the bulk of the funding went to reducing disparity and improving participation at around 95% (e.g., stipend, school feeding, school construction etc.). Hence, it is fair to assume that discrete projects have contributed significantly to the improvement of education access and internal efficiency indicators (e.g., NER/GER, survival/dropout rates) (see above Figure 6.3).

Note: Summary descriptions of discrete projects are provided in Annex E including the following:

- ✓ I-1: The PEDP3 Budget DPP and RDPP and Cumulative Expenditures as of 2016;
- ✓ I-2: The PEDP3 budget RDPP and Expenditures as of March 2016 based on of 2016-17 AOP;
- ✓ I-3: AOP 2015-16 Activity Implementation;
- ✓ I-4: A. Summary Description of Water & Sanitation Activities under the PEDP3 as of 2016;
- ✓ I-5: B. Summary Description of Furniture and Repair Activities under the PEDP3 as of 2016;
- ✓ I-6: C. Summary Description of Construction & Repair Activities under the PEDP3 as of 2016;
- ✓ I-7: D. Summary Description of Construction, Repair and Expansion under the PEDP3 as of 2016; and
- ✓ I-8: Summary Description of JICA Supported Activities under the PEDP3 2010-2017

Table 6.13: Budget Trend of Primary Education Discrete Projects 2011/12 – 2016/17

SL #	Program/Project	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
		Original Budget 2011-12	Revised Budget 2011-12	Original Budget 2012-13	Revised Budget 2012-13	Original Budget 2013-14	Revised Budget 2013-14	Original Budget 2014-15	Revised Budget 2014-15	Original Budget 2015-16	Revised Budget 2015-16	Original Budget 2016-17	Revised Budget 2016-17
1	Primary education stipend program (5003)	87,999	90,000	94,900	94,900	92,500	85,250	97,000	94,000	94,000	140,000	140,000	n/a
2	School feeding program in the poorest areas (GoB/WFP) (5200)	28,350	23,950	47,700	43,000	49,300	46,300	35,992	41,880	56,000	48,166	43,080	n/a
3	EC supported school feeding program (5150)	3,250	6,750	4,530	2,650	4,800	5,250	2,102	3,600	1,786	2,618	--	Dec 2015
4	ROSC project (5014)	10,452	6,916	4,578	9,401	24,899	14,800	22,400	16,550	17,000	13,585	26,500	n/a
5	GPS re-construction and renovation project (5110)	39,885	45,385	20,000	19,000	17,000	10,000	7,714	5,500	20,045	23,495	--	June 2016
6	Establishment of 1500 primary school in the school less areas (5180)	15,000	7,955	20,000	19,000	30,000	20,000	25,000	15,000	20,000	6,000	18,600	n/a
7	Establishment of 12 PTIS (5260)	8,355	4,100	5,000	5,000	10,000	5,020	7,500	4,500	4,000	2,470	5,151	n/a
8	Expansion of Cub Scouting in primary school (9449)	-	233	345	315	222	217	300	294	130	130		Non-dev. budget
9	Primary education development project IDB (5380)	4,894	1,095	12,250	1,280	8,600	4,000	13,637	9,400	5,233	4,383	4,177	n/a
10	English in Action (5011)	3,090	-	1,800	1,800	3,070	7,400	1,872	1,872	1,876	1,826	1,400	n/a
11	Continuing Education for Human Development	15,808	9,500	5,963	5,963	9,500	950	-	n/a	-	n/a		
12	Basic Education for hard to reach urban working children (5964)	2,300	3,000	2,200	2,200	3,200	2,545	-	108	-	n/a		
13	RNGPS development project	30,217	31,717	19,933	19,200								
14	China supported construction of 2 Mod. GPS	822	822	-	678								
15	Basic Literacy Project (1.1.14-30.06.18) (5014)						50	7,000	184	12,500	417	14,800	n/a
16	Block Allocation (5010)							17,292	00	41,600	n/a	20,000	n/a
	Grand Total (Excluding the PEDP3)	**253,181**	**231,423**	**239,199**	**224,387**	**261,691**	**210,382**	**220,517**	**195,888**	**274,170**	**n/a**		

Source: Budget Documents, MOF

6.4 *Inputs – Sub-components*

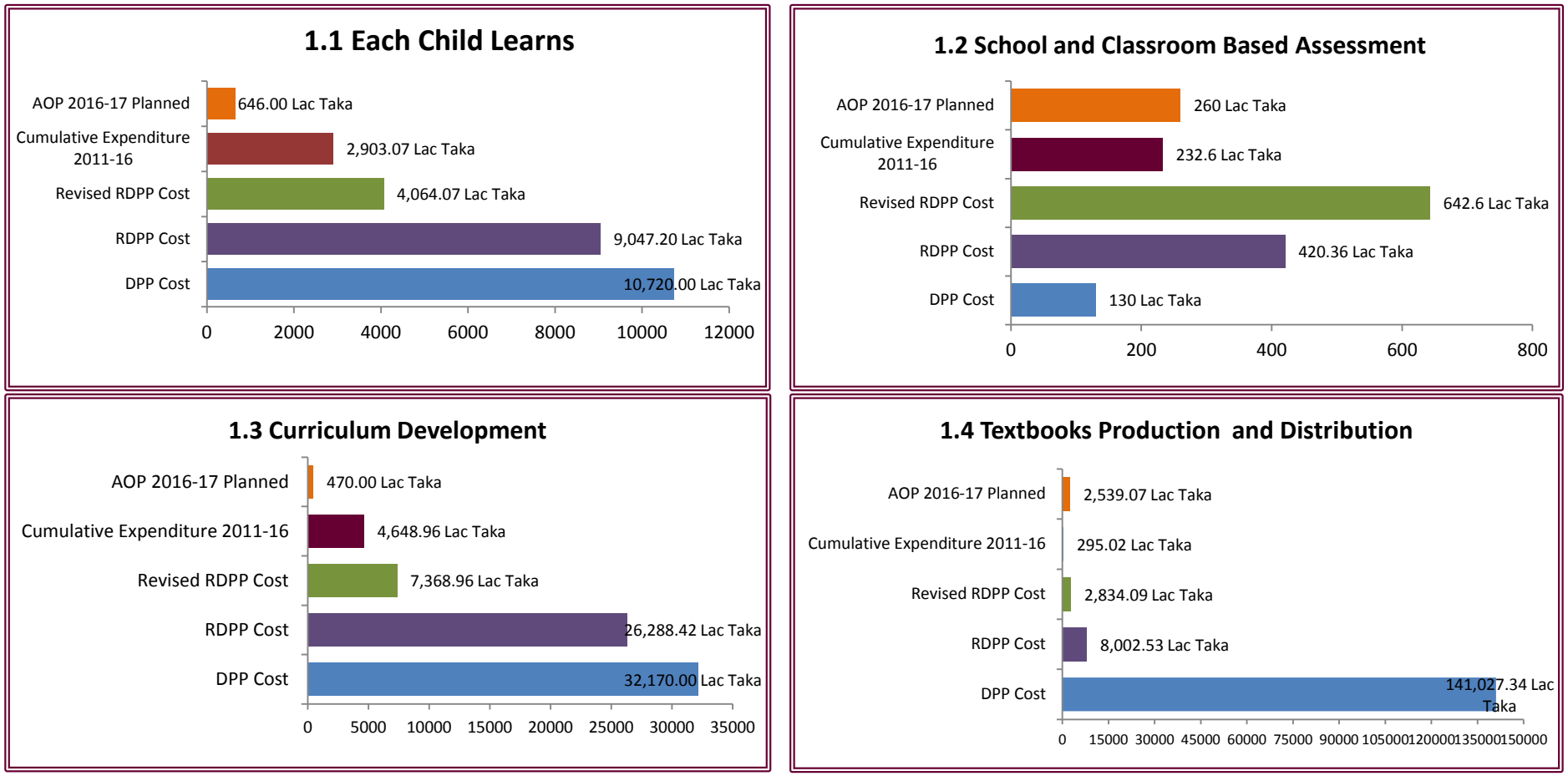
The PEDP3 is organized around the achievement of 6 result areas under 4 components. The four components are divided into 29 sub-components to track the progress of the primary education sub-sector. The following Table summarizes the status as of March 2017.

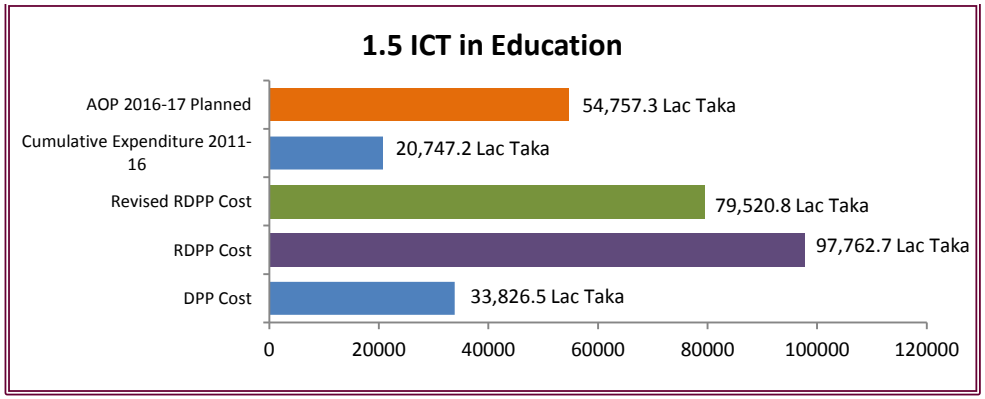
Table 6.14: Total allocation (DPP, RDPP, R-RDPP and Cumulative Expenditure, by Type (%)

Sub Component	DPP Cost	RDPP Cost	RRDPP Cost	Cumulative Expenditure 2011-16	AOP 2016-17 Planned	AOP 2016-17 Planned (R)
1.1 Each Child Learns	*10720*	*9047.2*	4064.0705	2903.0705	865.00	646
1.2School and classroom based assessment	*130*	*420.36*	642.6	232.6	150.00	260
1.3 Curriculum Development	*32170*	*26288.42*	7368.96	4648.96	1314.00	470
1.4 Textbooks production & distribution	*141027.34*	*8002.53*	2834.09	295.02	3248.75	2539.07
1.5 ICT in Education	*33826.51*	*97762.66*	79520.77	20747.16	54757.29	30628.61
1.6 Teacher education & professional development	*85702*	*115219.7*	133432.07	78339.75	19345.66	22139.66
Comp. 1 Learning and Teaching (total)	303575.85	256740.9	227862.5605	107166.561	79680.70	56683.34
2.1.1 Second Chance Education	*69995.46*	*18827.62*	11306.34	672.42	9824.87	3511.42
2.1.2 Pre-Primary Education	*223325.296*	*195425.8*	345092.65	99820.17	90117.08	93527.19
2.1.3 Inclusive Education	*502*	*2500.84*	6699.6	2868.17	1234.43	1524.43
2.1.4 Education in Emergencies	*2500*	*156122.2*	48493.31	725.96	2460.00	6050
2.1.5 Communication and Social Mobilization	*4800*	*14610.16*	17179.27	10020.42	3469.74	3548.19
2.2.2 School Health & Feeding	*207647.4666*	*1545.45*	2278.1	1440.37	437.73	437.73
2.2.3 Need based school environment	*120984.05*	*187783.3*	228252.51	126207.72	43152.94	22223.71
2.2.4 Need based infrastructure development	*615073.045*	*700726.9*	654754.41	454414.41	180060.94	119646
Comp. 2 Participation and Disparities (total budget)	1579976.346	1277542	1314056.19	696169.64	330757.73	250468.7
3.1.1 Field level Offices Strengthened	*35068.11575*	*54956.42*	46356.45	12554.45	20602.00	15033
3.1.2 Decentralized School Management and Governance	*136948.87*	*106323.7*	119498.16	67846.16	25626.00	25826
3.1.3 School level Leadership Development	*6450*	*7923.94*	7456.53	6956.53	500.00	500
3.1.4 Organizational review and strengthening	*21114.065*	*19410.79*	16997.2	3528.2	10010.00	2977
3.2.1 Grade 5 terminal Examination	*375*	*1807.99*	816.26	451.26	150.00	165
3.2.2 Teacher recruitment and deployment	*30390*	*21003.5*	27491.77	44.04	10020.00	4287.02
3.2.3 Annual School Census	*3000*	*2547.72*	2985.95	800.95	1130.00	1118
3.2.4 National Student Assessment	*2450*	*949.25*	888.1	333.1	330.00	255
Comp. 3 Decentralization and Effectiveness (Total budget)	235796.0508	214923.3	222490.42	92514.69	68368.00	50161.02
4.1 PEDP III management and governance	*36584.875*	*20650.84*	24826.14	11959.87	8353.64	6597.77
4.2 PEDP III financial management	*493.36*	*431.58*	490.97	255.97	130.00	115
4.3 Sector finance	0	0	0	0	0.00	0
4.4 Strengthen monitoring Functions	*5800*	*1369.13*	1888.45	925.5	403.70	403.7
4.5 Human Resources and Development	*7344.8*	*8353.31*	10195.03	3461.53	4524.23	3533.5
4.6 Public private partnership	*102*	*2505*	50	0	50.00	0
Comp. 4 Planning and Management (Total Budget)	50325.035	33309.86	37450.59	16602.87	13461.57	10649.97
Total (1-4): Base Cost	2169673.282	1782516	1801859.761	912453.761	492268.00	367963
Unforeseen (in cl. Implementation of NEP)	7500	5000	0	0	0.00	0
CDVAT for Textbook, computer, vehicle and others	4883.4	7028.87	13528.6	3528.6	5000.00	5000
Physical contingency	16072.54	10541.86	0	0	0.00	0
Price contingency	21535.5	10301.17	0	0	0.00	0
Total of PEDP3	2,219,664.72	1,815,388	1,815,388.36	915,982.36	497,268	372,963

The following presents the main information about the Sub-components (DPP cost, RDPP cost, 2nd Revised RDPP cost, cumulative expenditure as of f/y 20115/16 and AOP 2016/17 allocation in a graphic form:

Figure 6.5: Total allocation and cumulative expenditure, by type (%)




1.5 ICT in Education
AOP 2016-17 Planned
54,757.3 Lac Taka
Cumulative Expenditure 2011-16
20,747.2 Lac Taka
Revised RDPP Cost
79,520.8 Lac Taka
RDPP Cost
97,762.7 Lac Taka
DPP Cost
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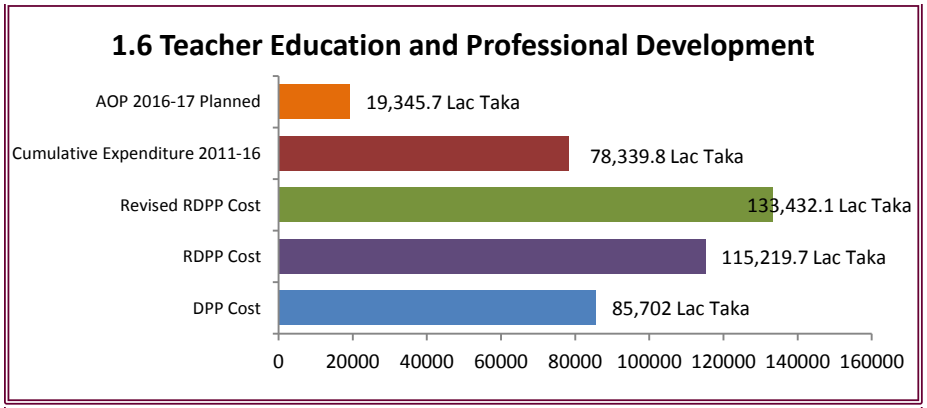
1.6 Teacher Education and Professional Development
AOP 2016-17 Planned
19,345.7 Lac Taka
Cumulative Expenditure 2011-16
78,339.8 Lac Taka
Revised RDPP Cost
133,432.1 Lac Taka
RDPP Cost
115,219.7 Lac Taka
DPP Cost
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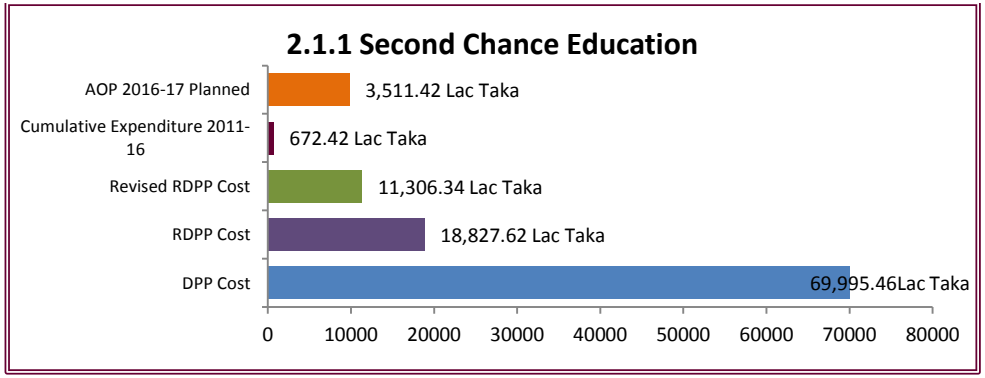
160000


2.1.1 Second Chance Education
AOP 2016-17 Planned
3,511.42 Lac Taka
Cumulative Expenditure 2011-16
672.42 Lac Taka
Revised RDPP Cost
11,306.34 Lac Taka
RDPP Cost
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DPP Cost
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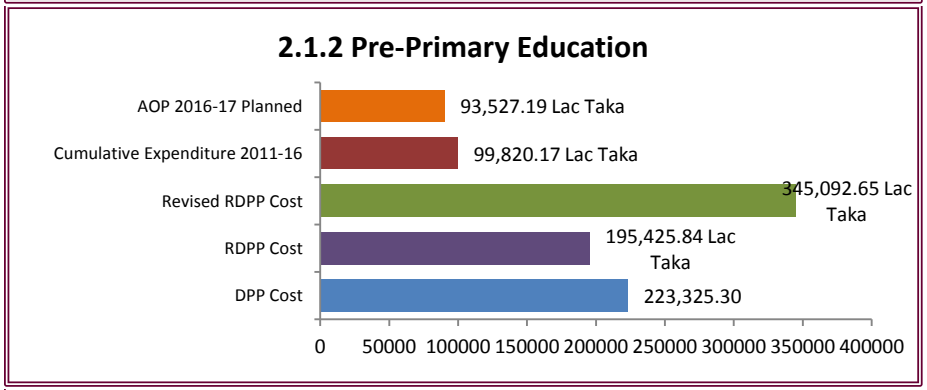
2.1.2 Pre-Primary Education
AOP 2016-17 Planned
93,527.19 Lac Taka
Cumulative Expenditure 2011-16
99,820.17 Lac Taka
Revised RDPP Cost
345,092.65 Lac Taka
RDPP Cost
195,425.84 Lac Taka
DPP Cost
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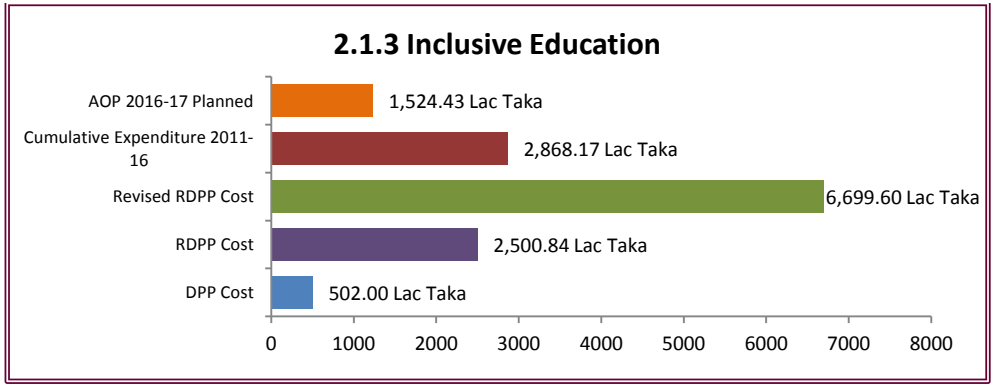
2.1.3 Inclusive Education
AOP 2016-17 Planned
1,524.43 Lac Taka
Cumulative Expenditure 2011-16
2,868.17 Lac Taka
Revised RDPP Cost
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RDPP Cost
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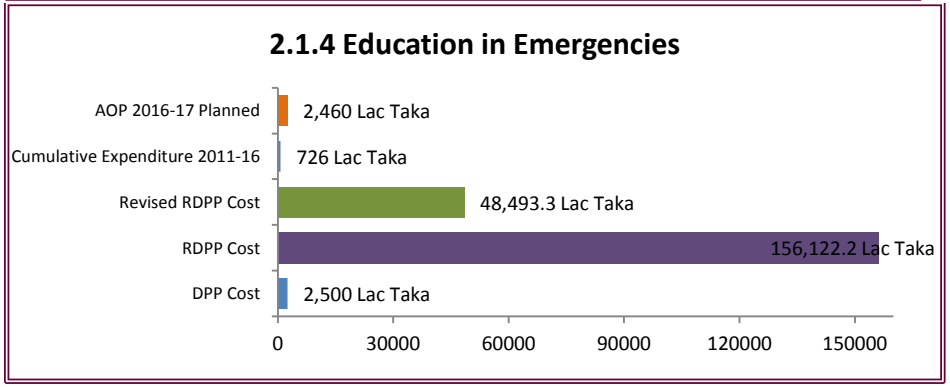
2.1.4 Education in Emergencies
AOP 2016-17 Planned
2,460 Lac Taka
Cumulative Expenditure 2011-16
726 Lac Taka
Revised RDPP Cost
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RDPP Cost
156,122.2 Lac Taka
DPP Cost
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120000
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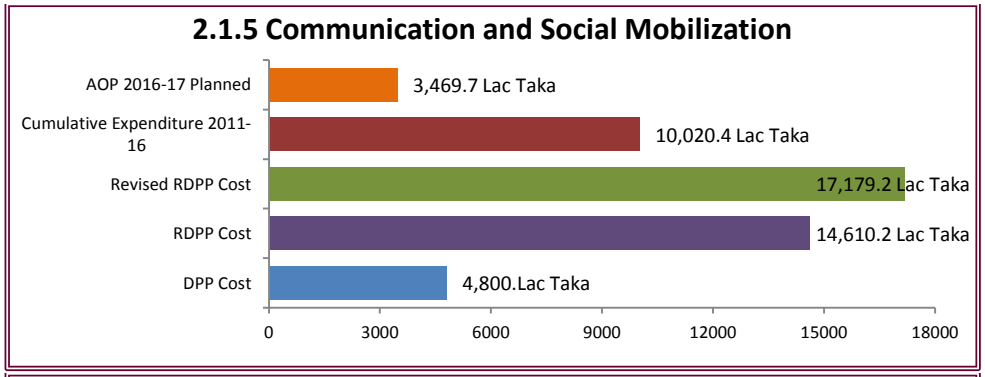
2.1.5 Communication and Social Mobilization
AOP 2016-17 Planned
3,469.7 Lac Taka
Cumulative Expenditure 2011-16
10,020.4 Lac Taka
Revised RDPP Cost
17,179.2 Lac Taka
RDPP Cost
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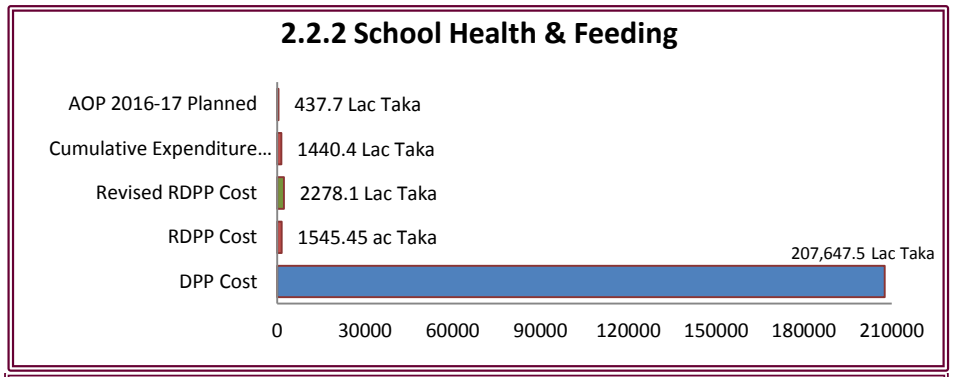
2.2.2 School Health & Feeding
AOP 2016-17 Planned
437.7 Lac Taka
Cumulative Expenditure...
1440.4 Lac Taka
Revised RDPP Cost
2278.1 Lac Taka
RDPP Cost
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DPP Cost
207,647.5 Lac Taka
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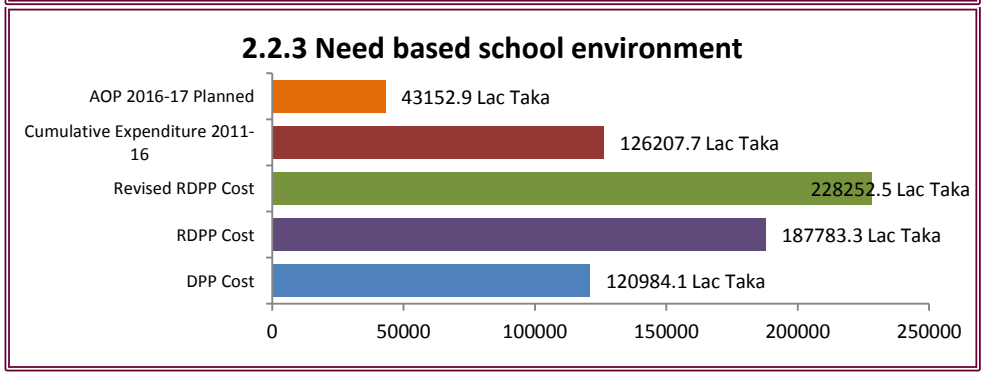
2.2.3 Need based school environment
AOP 2016-17 Planned
43152.9 Lac Taka
Cumulative Expenditure 2011-16
126207.7 Lac Taka
Revised RDPP Cost
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RDPP Cost
187783.3 Lac Taka
DPP Cost
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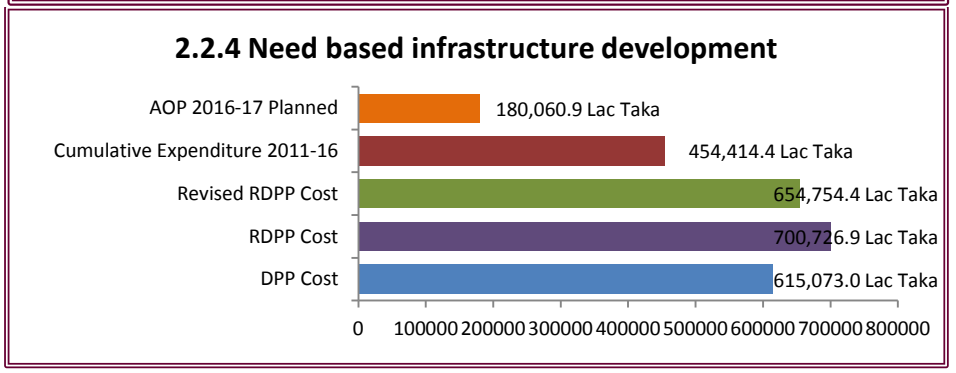
2.2.4 Need based infrastructure development
AOP 2016-17 Planned
180,060.9 Lac Taka
Cumulative Expenditure 2011-16
454,414.4 Lac Taka
Revised RDPP Cost
654,754.4 Lac Taka
RDPP Cost
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DPP Cost
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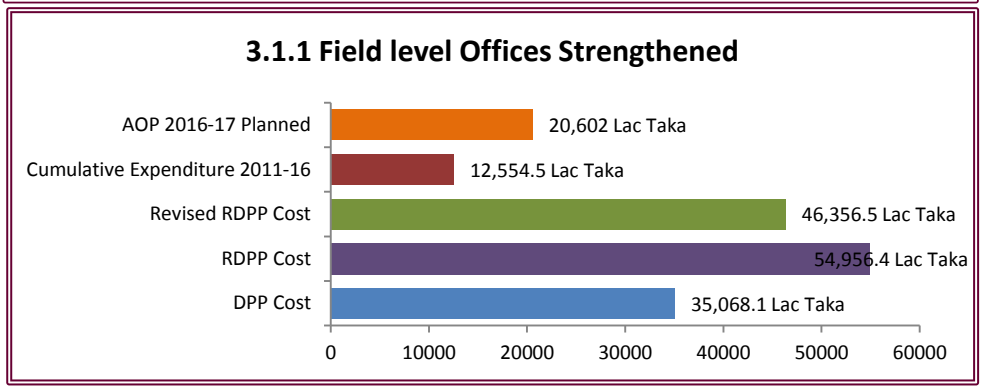
3.1.1 Field level Offices Strengthened
AOP 2016-17 Planned
20,602 Lac Taka
Cumulative Expenditure 2011-16
12,554.5 Lac Taka
Revised RDPP Cost
46,356.5 Lac Taka
RDPP Cost
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DPP Cost
35,068.1 Lac Taka
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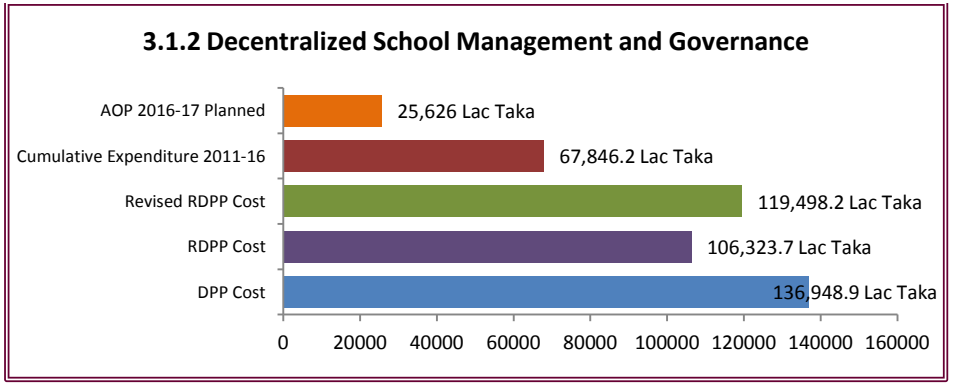
60000


3.1.2 Decentralized School Management and Governance
AOP 2016-17 Planned
25,626 Lac Taka
Cumulative Expenditure 2011-16
67,846.2 Lac Taka
Revised RDPP Cost
119,498.2 Lac Taka
RDPP Cost
106,323.7 Lac Taka
DPP Cost
136,948.9 Lac Taka
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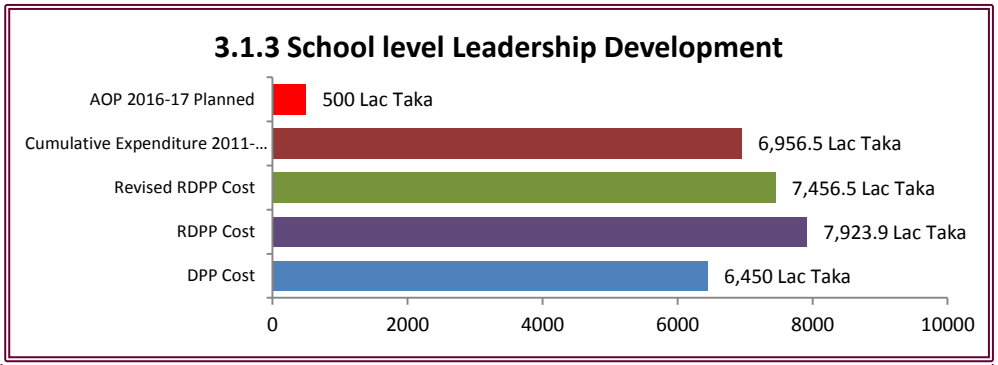
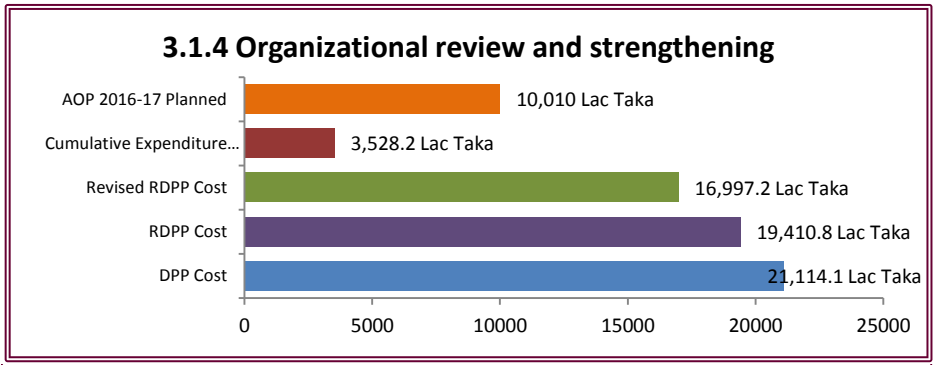
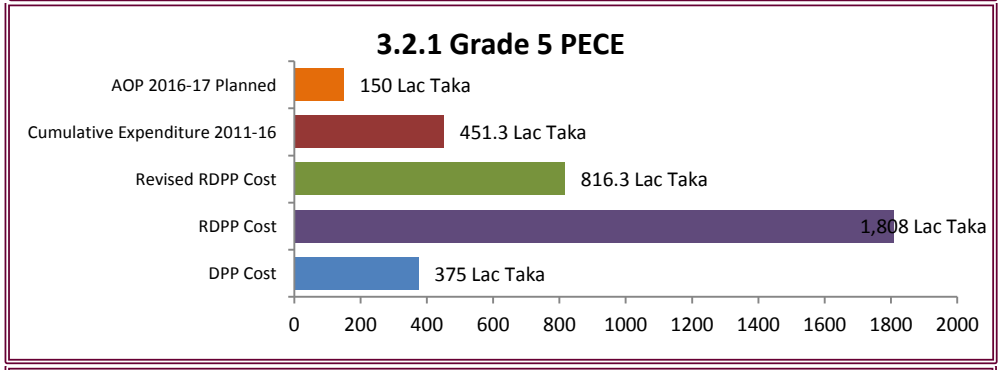
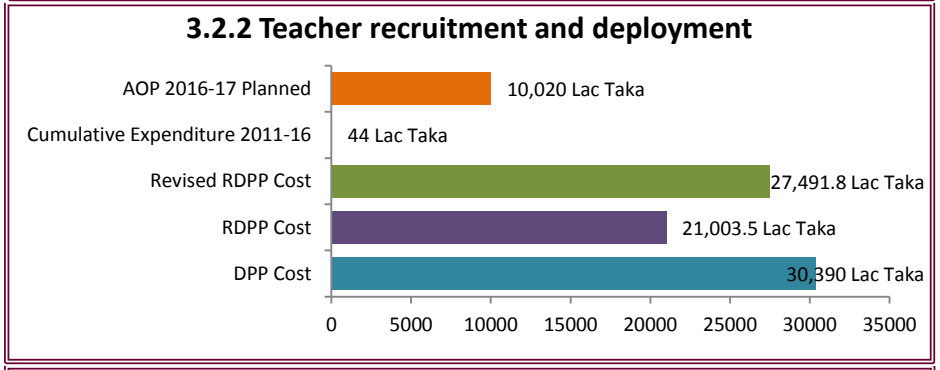
20000
40000
60000
80000
100000
120000
140000
160000


3.1.3 School level Leadership Development
AOP 2016-17 Planned
500 Lac Taka
Cumulative Expenditure 2011-...
6,956.5 Lac Taka
Revised RDPP Cost
7,456.5 Lac Taka
RDPP Cost
7,923.9 Lac Taka
DPP Cost
6,450 Lac Taka
0
2000
4000
6000
8000
10000


3.1.4 Organizational review and strengthening
AOP 2016-17 Planned
10,010 Lac Taka
Cumulative Expenditure...
3,528.2 Lac Taka
Revised RDPP Cost
16,997.2 Lac Taka
RDPP Cost
19,410.8 Lac Taka
DPP Cost
21,114.1 Lac Taka
0
5000
10000
15000
20000
25000


3.2.1 Grade 5 PECE
AOP 2016-17 Planned
150 Lac Taka
Cumulative Expenditure 2011-16
451.3 Lac Taka
Revised RDPP Cost
816.3 Lac Taka
RDPP Cost
1,808 Lac Taka
DPP Cost
375 Lac Taka
0
200
400
600
800
1000
1200
1400
1600
1800
2000


3.2.2 Teacher recruitment and deployment
AOP 2016-17 Planned
10,020 Lac Taka
Cumulative Expenditure 2011-16
44 Lac Taka
Revised RDPP Cost
27,491.8 Lac Taka
RDPP Cost
21,003.5 Lac Taka
DPP Cost
30,390 Lac Taka
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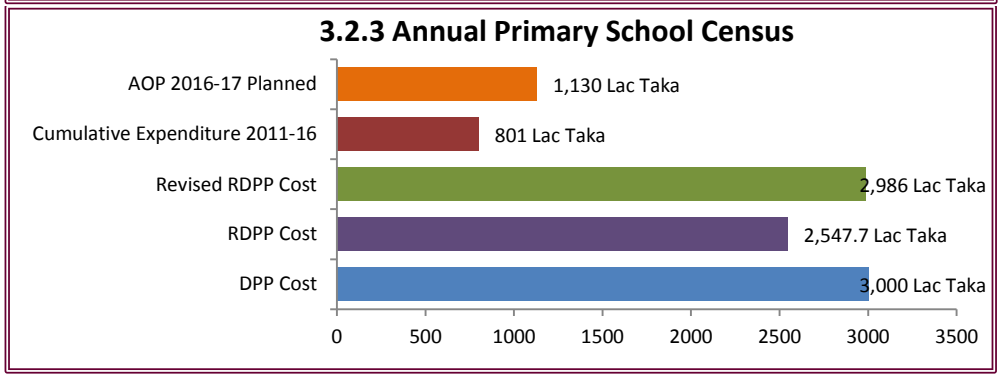
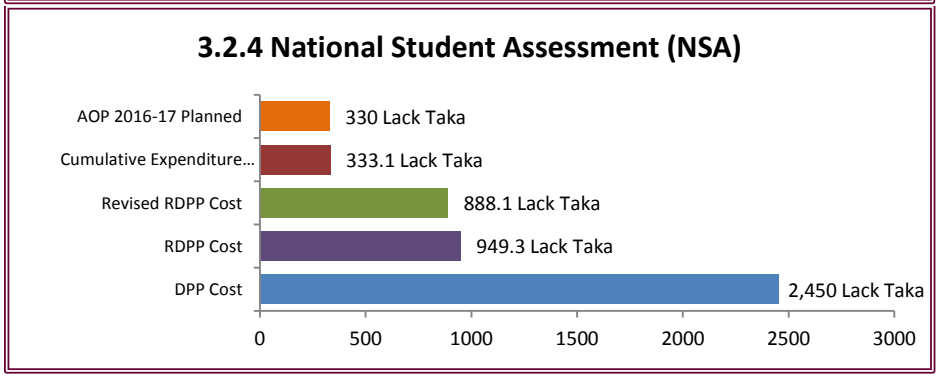
5000
10000
15000
20000
25000
30000
35000


3.2.3 Annual Primary School Census
AOP 2016-17 Planned
1,130 Lac Taka
Cumulative Expenditure 2011-16
801 Lac Taka
Revised RDPP Cost
2,986 Lac Taka
RDPP Cost
2,547.7 Lac Taka
DPP Cost
3,000 Lac Taka
0
500
1000
1500
2000
2500
3000
3500


3.2.4 National Student Assessment (NSA)
AOP 2016-17 Planned
330 Lack Taka
Cumulative Expenditure...
333.1 Lack Taka
Revised RDPP Cost
888.1 Lack Taka
RDPP Cost
949.3 Lack Taka
DPP Cost
2,450 Lack Taka
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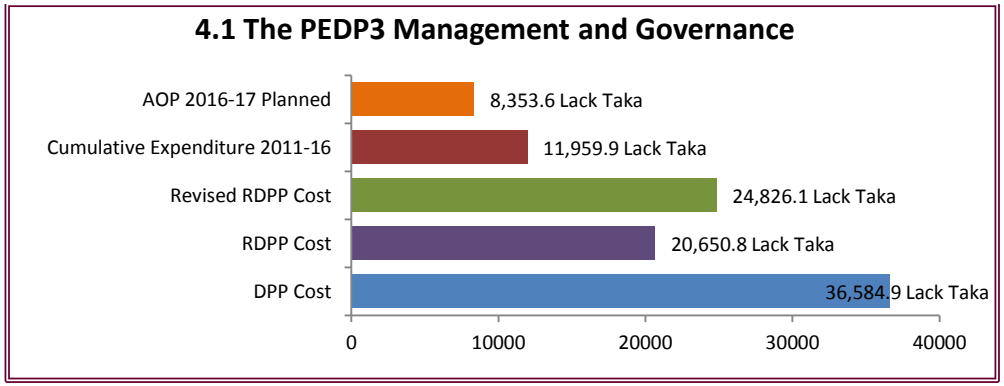
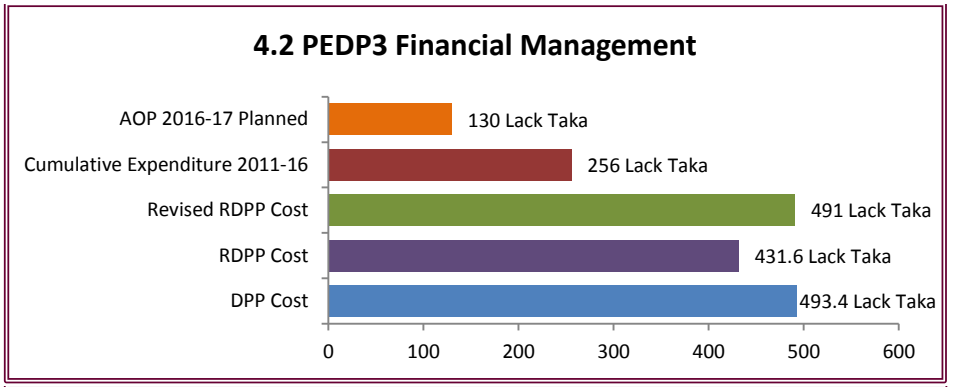
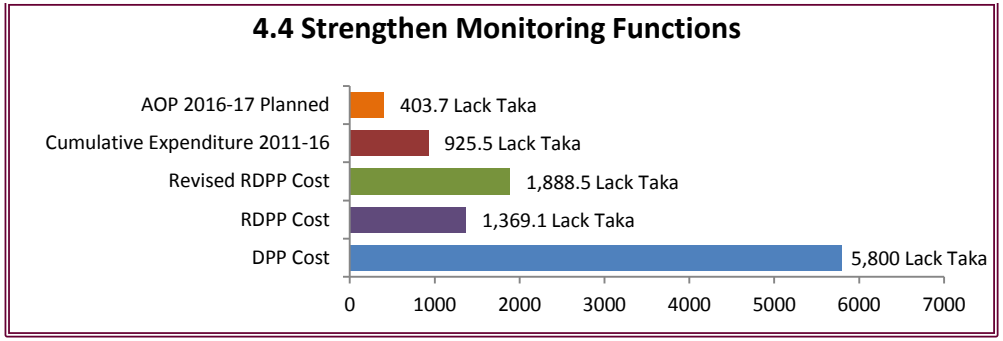
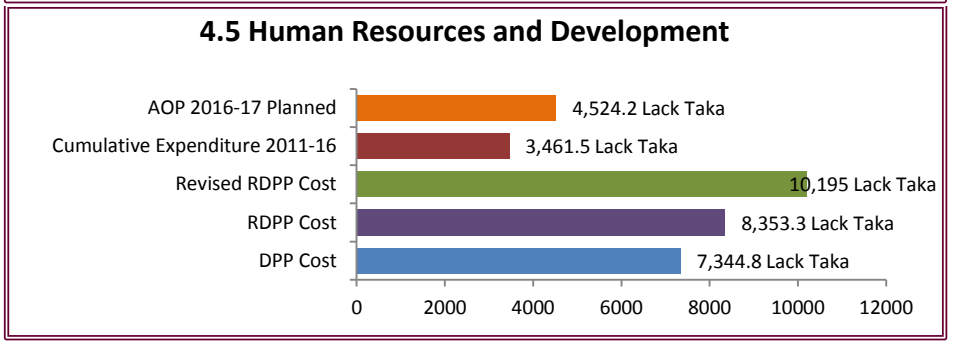
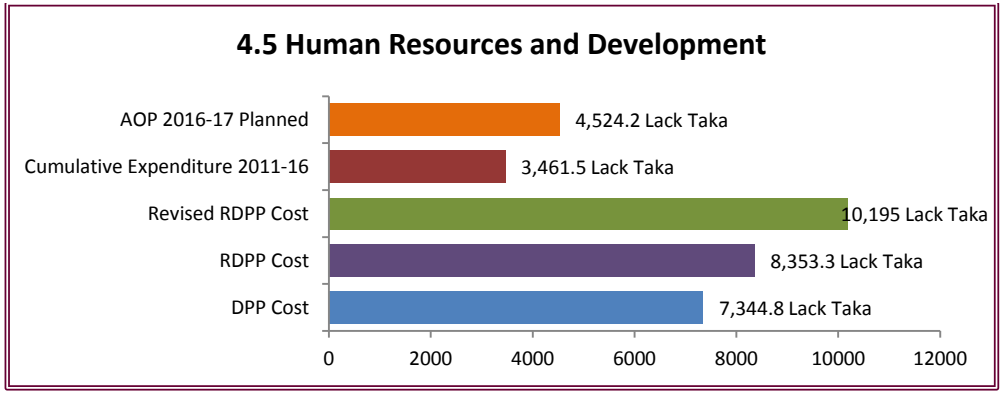
1000
1500
2000
2500
3000











Sub-Comp. 2.2.1 Targeted Stipend (Discrete Project)

Sub-Comp. 4.3 Sector finance (No allocation)

6.5 *Other Inputs - Training materials Developed by the DPE during the PEDP3*

The Training Division prepared the following training manual and resource books during the PEDPII and PEDP3 periods:

1. Head Teachers' Leadership Training Manual and Resource Books for Trainers and Trainees
2. Need based Sub-cluster Training Manual and Resource Books for Teachers
3. Subject Based Training Manual and Resource Book for Teachers of Bangla
4. Subject Based Training Manual and Resource Book for Teachers of English
5. Subject Based Training Manual and Resource Book for Teachers of Math
6. Subject Based Training Manual and Resource Book for Teachers of Primary Science
7. Subject Based Training Manual and Resource Book for Teachers of BGD
8. Subject Based Training Manual and Resource Book for Teachers of Arts and Crafts
9. Subject Based Training Manual and Resource Book for Teachers of Music
10. Subject Based Training Manual and Resource Book for Teachers of Physical Education
11. Subject Based Training Manual and Resource Book for Teachers of Islam
12. Subject Based Training Manual and Resource Book for Teachers of Hindu
13. Subject Based Training Manual and Resource Book for Teachers of Christian Religions
14. Subject Based Training Manual and Resource Book for Teachers of Buddhish
15. ICT in Education Training Manual
16. Teachers' Support Network Training and Orientation Manual
17. Training Manual and Resource book on Professional Development of URC Instructors and Assistant Instructors
18. Training Manual and Resource book on Professional Development of PTI Officials
19. Training Manual and Resource book on Professional Development of NAPE Officials
20. Training Manual and Resource book on Academic Supervision.

The Program Division developed the following training manual and resource books:

1. Each Child Learns: Training Manual;
2. Each Child Learns: Resource Books for Teachers.

The Planning and Development Division developed the following training manual and resource books:

1. School Level Improvement Plan: SLIP Guidelines for Stakeholders' Training;
2. School Management Committee: SMC member' Guidelines;
3. Upazila Primary Education Plan (UPEP); Guidelines for UPEOs and AUPEOs.

Policy and Operations Division developed the following training manual and resource material:

1. Better Health, Better Education Manual and Resource Book;
2. Gender Tool Kit

Others

- Instruction Manual for Primary School Teachers on effective Reading skills (Save the Children International)

7. CONCLUSION

This conclusion chapter contains six sections. The first section summarizes the main findings from the ASPR 2017. The second proposes some follow-up studies to feed into next year's ASPR, based on key gaps in information and knowledge identified in ASPR 2017. The third highlights some of the key data issues and proposes follow-up action; the fourth highlights the underlying causes, the fifth highlights the way forward and the final section contains some concluding remarks on the ASPR preparation process.

7.1 Summary of Key Achievement

The PEDP3 has been largely successful in achieving its overall expected results. It has actually met or is close to meeting many of its expected outcomes and outputs targets, as shown in Table 2.2 (KPIs), Table 2.3 (Non-KPIs) and Table 2.4(PSQLs) for example:

- Increased Gross Intake Rate (GIR): 112.2% in 2016 and 109.2% in 2015)
- Increased Net Intake Rate (NIR): 97.94% in 2016 and NIR 97.91% in 2015)
- Increased Gross Enrolment Rate: (GER 109.2% and NER 97.9%)
- Increased PPE Enrolment: about 3.1 million
- Total enrolment of Grade 1 to Grade 5: 18.6 million
- Increased Gross Enrolment Rate (GER): 112.12% in 2016 and 109.2% in 2015)
- Increased Net Enrolment Rate (NER): 97.94% in 2016 and 97.91% in 2015
- Primary cycle completion rate (80.8%)
- Improving Survival rate to Grade 5 (82.1%)
- Improving Coefficient of Efficiency (80.9%)
- Improved year inputs per graduate (6.18 years)
- Reducing the net enrolment gap between richest (88%) and poorest quintiles (80%)
- Almost all (99.9%) children now get free textbooks in the first month of the school academic year (PSQL1), in particular 87% before starting the academic year
- Majority of Head and Assistant teachers have achieved the required training qualification standard (PSQLs 2, 3, 4 &13);
- School infrastructure has significantly improved (additional classrooms, WASH block, water supply, and separate toilets for girls) (PSQLs 7-10).
- The appointment of new teachers achieved the STR target (KPI 9/PSQL 14)
- Student absenteeism has been reducing gradually (Non-KPI 4).
- The enrolment of children with disabilities is also increasing in most types of schools, (PSQL 6).

The above are the real achievements in the primary education sub-sector. A plausible interpretation is that absenteeism and dropouts (KPI13) are dropping and the survival to Grade 5 is increasing (improved outcomes) as a result of interventions that have been made under the PEDP3 such as better infrastructures, teacher recruitment, allocation of SLIP grants, more widely disbursed stipends and school feeding programs, more trained teachers and more textbooks in schools (improved short-term outputs).

Some of the successes of the PEDP3 are likely from the stronger organisational capacity in upazilas and schools. This is partly a result of training for the staff of UEOs, URCs, and DPEOs. The SLIP program has also provided training including SLIP grants for planning and development in all schools. DPE has scaling up the SLIP program to cover all the GPS and NNPS. The M&E Division has provided training for 98% of district officers on results-based planning, and has distributed upazila education performance profiles (UEPP) to all upzilas since 2010 on which they can base their SLIP and UPEP planning. In 2016, M&E will be distributed the UEPP profiles through the ASPR 2016 dissemination workshop scheduled on April-May 2017.

The stipend program for poor students now provides almost 13.4 million children (PPE 1.5 million, 114.6 million, Grades 6-8 total 24,500 and Shishu Kallyan 13,500 student) based on new selection criteria. The amount also increased as for one Child receives BDT 100.00, two children receives BDT 200.00, three children receives BDT 250.00, four children receives BDT 300.00 and 6-8 children receives BDT 125.00 who attend school regularly and have good results. This program has been targeted to improve enrolment and survival rates and it has had a positive impact to some extent.

Learning achievement in Bangla and Mathematics: The result of the NSA 2015 shows the downward trend compare to 20111 and 2013 of achievement in learning outcomes in Grade 3 and 5 students in the both subjects Bangla and Math. In Bangla, with 65% of Grade 3 students are meeting their grade-level or above competencies in 2015, compared with 75% in 2013. The majority of Grade 5 students in Bangla however, are not achieving at their expected grade level of around 77% in 2015.

Similarly, learning outcomes in Mathematics, with 41% of Grade 3 students are meeting their grade-level or above competencies in 2015, compared with 75% in 2013 and only 90% of Grade 5 students are below their expected grade level, compared with 75% in 2013.

The 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 need to take account of the substantial proportion of children who have already lagged behind their grade level in Bangla and Mathematics. It is clearly important that the teachers should be able to identify the groups of children who are struggling most, and provide remedial measures to help them to overcome the problems. In addition, school authorities might be developed a child centered action plan for making better students.

Access, Participation and Disparity: The primary education sector enrolment is increasing continuously, reaching around 18.6 million in 2016 who are studying in 126,615 primary level

educational institutes. The GER and NER also improved. However, there are some challenges as a whole in the primary education system. For instance, while internal efficiency has improved, still 19.2% of children (in GPS and NNPS) have dropped out before completing Grade 5. The EHS 2014 reported that around 18% of children aged 6–10 years are not attending the schools.

The disparity at the lower geographical units is marked. Household survey data from 2010 revealed that the gap between the NAR of the poorest and richest households is 11 percentage points, while the 2014 EHS reveal that the gap is 8 percentage points. This gap in NAR for the poorest and richest households is much larger for boys (15 percentage points) than for girls (5 percentage points), suggesting that economic barriers to schooling may be more of a constraint for boys than girls. Overall, a lower proportion of boys than girls attend primary school. The gender parity index of GER and NER has been lowered to 1.05 and 1.02 respectively, compared with the PEDP3 baseline of 1.09 and 1.06 in 2010.

The 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 dropping out based on evidence presented in this report, as well as in other sources information. For example, specific strategies may be needed to target the participation of two different groups of out-of-school boys, both those who live in poorer households and those who live in particular *Upazilas* in the eastern belt and northern parts including slums areas.

Generally, the ASPR highlights a number of districts where increased attention is required to address poor outcomes. These include: haor areas (4 districts of Sylhet division and Netrokona and Kishoregonj), char areas (in Gaibandha, Kurigram and Sirajganj districts), north-western Bangladesh (Nilphamari), the drought zone (Nawabganj), the coastal zone (Bhola and Coxs' Bazar), Dhaka and neighbouring districts/upazilas areas.

Schools Quality and Minimum Standards: In spite of the substantial progress made in the provision of basic school infrastructure and teacher recruitment and deployment, there is still an enormous need for investment in both educational hardware and software to enable the majority of schools to meet basic quality standards in school infrastructure and teaching and learning conditions. The PEDP3 KPI15 on the percentage of the schools that meet three out of four key PSQL indicators helps 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 32.8% in 2016.

7.2 Areas to be considered for further research

A number of findings from this ASPR 2017 merit further research, to provide evidence which may require that adjustments be made to existing interventions, or that post PEDP3 interventions, are needed to ensure that PEDP3 reaches its goals. These include the following:

1. **Impact of teacher training in the classrooms to assess the student's achievement of learning outcomes** – Student learning outcomes is low compare to administer different training programs. A key question to answer is how different teacher training programs impact on teaching quality and the learning environment. A number of alternative ways to investigate this are available. A host of factors are at work in the relationships between teachers and the schools and students. In PEDP3, factors discussed include teacher behavior, motivation, too theoretical training, weak school inspection including academic supervision, gaps in teachers understanding of students' needs etc.

2. **Studies on Physically Challenged and Special Needs Children** – To gain knowledge of the impact of the PEDP3, it is important to investigate how these children do in school and about learning outcomes. Separate limited studies both on concerned special groups of children and on their school performance may be explored.

3. **Basic Education Status of Slums or Floating children** – To gain knowledge about the slums and floating/street children educational requirement, their current educational status, opportunities, challenges and recommendation for overcoming the challenges including remedial measures.

4. **Household Survey to validate the APSC data** – Currently, a 3rd Party validation exercise has been conducting, which might not be able to prove the accuracy of APSC data: instead a 3rd party data validation exercise, propose 'Household Survey' to check whether school provided data through the APSC questionnaire are matching or not. This household survey may be explored the actual scenario in terms of enrolment, attendance, dropout, repetition, primary completion and participation of PECE or EECE etc.

5. **The impact of KG schools on enrolment and student performance** – A large number of KG schools are currently providing primary education throughout the country. These schools charge high tuition fees, but it is unclear how far the education imparted by them is up to standard. Therefore, a study is needed to find the relationship between KG school growth and student performance in Bangladesh's primary schools.

7.3 Data Issues and Suggested Actions

The following are the main findings, some of which emerged from the 2016 ASPR into this ASPR:

1. *Annual Primary School Census Issues:* There are some well documented major issues related to the development of the APSC in Bangladesh (for example, coverage of all formal school types, coverage of non-formal education institutions, links with other administrative databases, feedback to districts/upazilas and schools etc). All these issues require major decisions with long-term impacts. However, the preparation of the ASPR also identified a number of areas where the APSC could be improved through short-term actions. The areas are as follows: re-design questionnaire, data management in comprehensive manner, documentation, APSC data validation through household survey and on-line data collection process with in-built validation checks.

2. *Addressing low participation rates:* Specific strategies may be needed to target the participation of different groups of out-of-school children, both those who lives in the poorer households, slums, floating or street children and those who live in particular low performing *Upazilas* in the eastern belt including northern upazilas of the country. The lower school participation of boys compared to girls in the economically prosperous belt of Bangladesh suggests that there may be demand-side issues (e.g. greater industrial demand for child workers) that are holding boys behind relative to girls.

3. *Targeting the group of children who are working below their grade level in Bangla and Mathematics:* The 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 need to take account of the substantial proportion of children who have already fallen behind their grade level in Bangla and Mathematics.

4. Teachers Training: There appears to be a trend in the smaller percentages of females receiving various types of training compared to males. Further analysis is necessary to take corrective measures.

7.4 Underlying Issues

Some underlying issues were identified in earlier ASPRs and are still valid. Some imply a continuation of existing strategies, while others imply that further work is needed in order to understand these issues and assist in determining necessary actions. They include the following:

1. Some GPS are currently not functioning due to school physical facilities damaged by river course change, river erosion, or other reasons. A policy decision is required for this issue.
2. DPE is planning to bring total APSC data entry on-line by 2018. It is the time for fine tuning of in-built validation checks in some cases.
3. Some GPS and NNPS have less than 20 enrolled children. Around 400 schools have less than 50 students. A Policy level intervention is required for relocating these schools to underserved areas as per need instead of establishing new schools. Regarding physical facilities of GPS and NNPS schools, 6546 have only one classroom and 2809 have two classrooms. This situation hampers teaching and learning.
4. Some GPS and NNPS schools face acute teacher shortages e.g. 79 schools are running with only one teacher; 721 schools with only 2 teachers; and 7764 schools with just 3 teachers. A Policy level intervention is required for ensuring at least 4 working teachers in each school otherwise it is not possible to deliver quality education.
5. To estimate the key indicators, derived from the APSC and household survey, both the sources need to be better analyzed. Both sources measures coverage (e.g. out-of-school children, NER vs. NAR) and internal efficiency (repetition, dropout, survival rates, etc.). But there are differences between the both sources. A systematic review of the existing evidence and targeted follow-up is necessary.
6. Students, or their parents, have to submit birth registration certificates during admission in the school. It is essential to resolve the overage and underage setback.
7. There are few challenges for collecting data from schools. BANBEIS provides information on new entrants to secondary schools on an annual basis but it is not always possible to get this information in time for calculating transition rates between primary and secondary education. This needs to be followed up.
8. 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 such, the coverage of other types of schools and madrashas in the APSC e.g. KG schools, English Medium Schools, Quami Madrashas etc. needs to be further improved.
9. The PECE data are an extremely useful administrative source to complement the APSC. In the past, the coding and classification of school types were not identical in the two sources, which created analytical difficulties. At present the coding system of the two data collection sources are using the same school codes. However, the school level online data input system need to be scaled up in all schools. Therefore, school level ICT facilities need to be improved.

7.5 Summary Implication of Data Analysis and Way Forward

Summary of Implications for Data Analysis

- ✓ The APSC questionnaire needs some adjustment considering the coding system. It is difficult to interpret some data for miss-coding, so it is necessary to revise certain codes in the APSC questionnaire including the online form.
- ✓ School ID (EMIS code) should be identical in all the DPE survey and databases e.g. APSC, PECE, PEPMIS, Teacher database and Book Distribution i.e. it is very useful if IMD use Government GEO Code (i.e. UNIQUE ID).
- ✓ The numbers of GPS and NNPS that exist in the APSC databases have been mostly stable since 2010, which gives some confidence that the records are almost complete. For other types of schools, the numbers vary from year to year (in some cases by thousands). The APSC captured independent Ebtedayee madrashahs for the first time in 2011 and Quami Madrashahs in 2015, though there was inconsistency found between PECE and APSC coverage of schools managed by other authorities. The 2015 APSC collected data from 5,599 high Madrashahs attached Ebtedayee whilst 9,071 participated in the PECE in the same year. It is necessary to investigate why there were differences in the coverage. In addition, the coverage could be cross-checked with book distribution database to see how many Ebtedayee or High Madrashahs attached Ebtedayee received textbooks, including textbooks received by other types of formal and non-formal educational institutes.
- ✓ Currently not many non-formal records are available, so there is no need for a separate non-formal section in ASPR. The DPE-managed Second-Chance and Continuing Education Division is now functioning, the progress of non-formal institutions should be included in the next ASPR from this division. On the preparation of the Census report, the cooperation and coordination that exists between the Monitoring and Evaluation Division and other relevant agencies including DPE line divisions need to be increased in order to obtain data from other institutes such as BBS, MOE/BANBEIS. These last two bodies collect data on English medium schools and madrashahs. The APSC's institutional coverage was discussed in detail earlier in this report.

Way Forward:

- ➢ Single age population projection (0-18 years) need to be integrated into the Post PEDP3 Program Document
- ➢ School wise Child Centred Action plan need to be prepared and implement to achieving the Learning Outcomes in the classroom teaching and learning.
- ➢ Eliminate or specified rote memorization practices and introduce the modern child centred teaching and learning technique through teachers training program.
- ➢ Conduct APSC to cover all the formal and non-formal primary level educational institutes and Madrashas and biennial NSA of Grade 3 and Grade 5 students.
- ➢ Using the national Poverty Map, introduce targeted school feeding program and health check up facilities in poverty-stricken areas.

- Need to be increased the number of AUEOs (Academic Supervisors) at the sub-national (School/cluster) level by 50%
- Consider the provision for play ground and electricity connection in each primary schools
- Decentralize more authorities at the sub-national levels
- Need to strengthen local level planning and implementation (SLIP, UPEP, DPEP, APA) and prioritize the low performing upazilas and remote areas schools.
- Need to strengthen the school inspection including academic supervision and transform into the e-monitoring system
- Need to prepare web-based AOP at central level
- Need to develop to establish the accountability at all levels
- Need to develop the monitoring mechanism of SLIP grant and local contribution at school level as a whole implementation of the SLIP
- Increased Allocation is required for Monitoring the Program intervention through M&E Division
- Need to Deploy Professional Staff in M&E Division
- Need to introduce e-monitoring mechanism including school Inspection including monitoring of SLIP, UPEP implementation as per plan.
- Need to introduce Unique ID (Government GEO code) at all level of DPE
- Ned to introduce web-based School Grading system

7.6 Conclusion:

Since 2008, the DPE has, been producing the ASPR each year with the assistance of a RBM TA Team. Throughout this period, there has been developed coordination between line divisions of DPE as well partner agencies. Although sometime faces challenge both in collecting the necessary information for conducting the analyses from other sources data which is mandate to integrate in this report. There is a demand to produce the ASPR in time for the JARM and ASPR team of M&E Division under DPE has established their capability to produce the report in time though there is a window for further improvement. In order to further improvement, the DPE has been working with its partner agencies to accelerate the process for producing and cleaning the data and making them available to the ASPR preparation team. The DPE also has taken steps to ensure that the relevant officials develop their skills and knowledge necessary to carry out the data cleaning and analysis independently. Key collaboration between the DPE and BBS and between the DPE and BANBEIS is needed in particular in this regard.

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9. ANNEXES

Annex A. The 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 Program framework of PEDP3 prioritizes both objectives as the key for improving learning and teaching. **Component-1** 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 the curriculum, textbooks, teacher training (pre-service, upgraded Dip-in Ed) and other teaching learning materials including e-learning materials, plus classroom teaching and various forms of assessment, will lead to the 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 to 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 Component-1. 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.

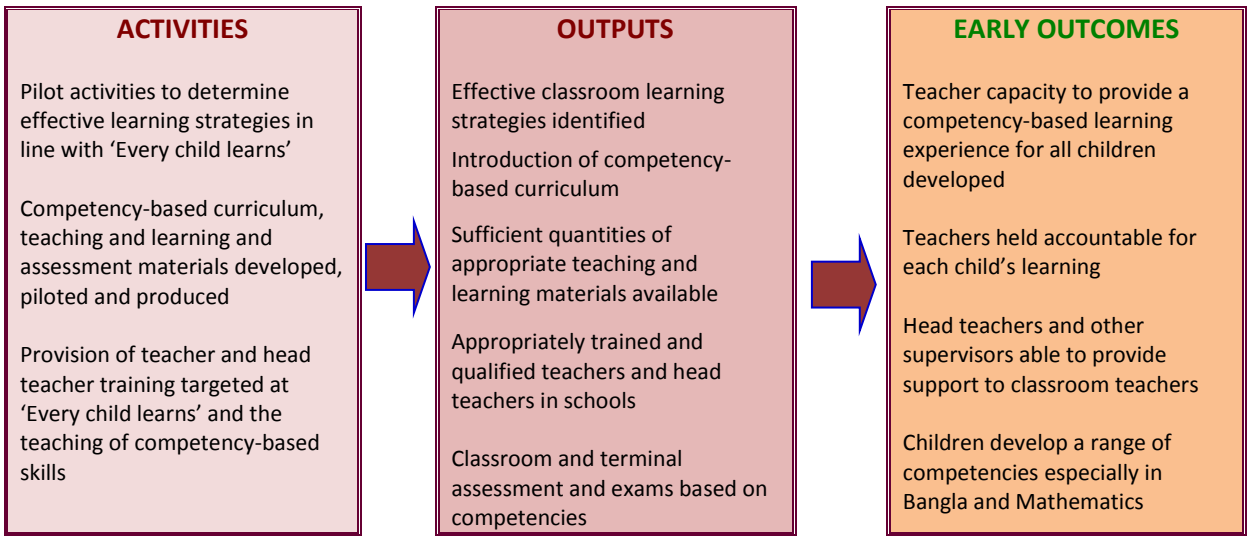
Results Area: 1 Learning Outcomes

Expected outcome:

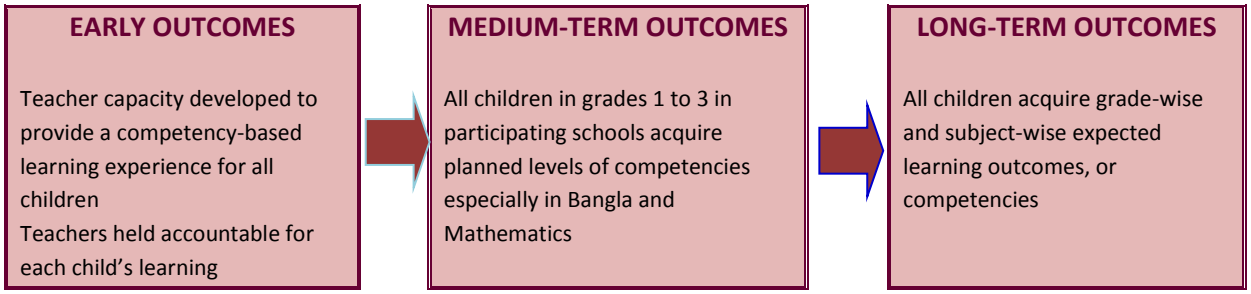
- All children acquire grade-wise and subject-wise expected learning outcomes or competencies in the classroom.

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 Annex I):

In summary, the Component 1 results chain is as follows:



It is expected that early outcomes 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 programs; and providing stipends to the poorest children.

Results Areas:

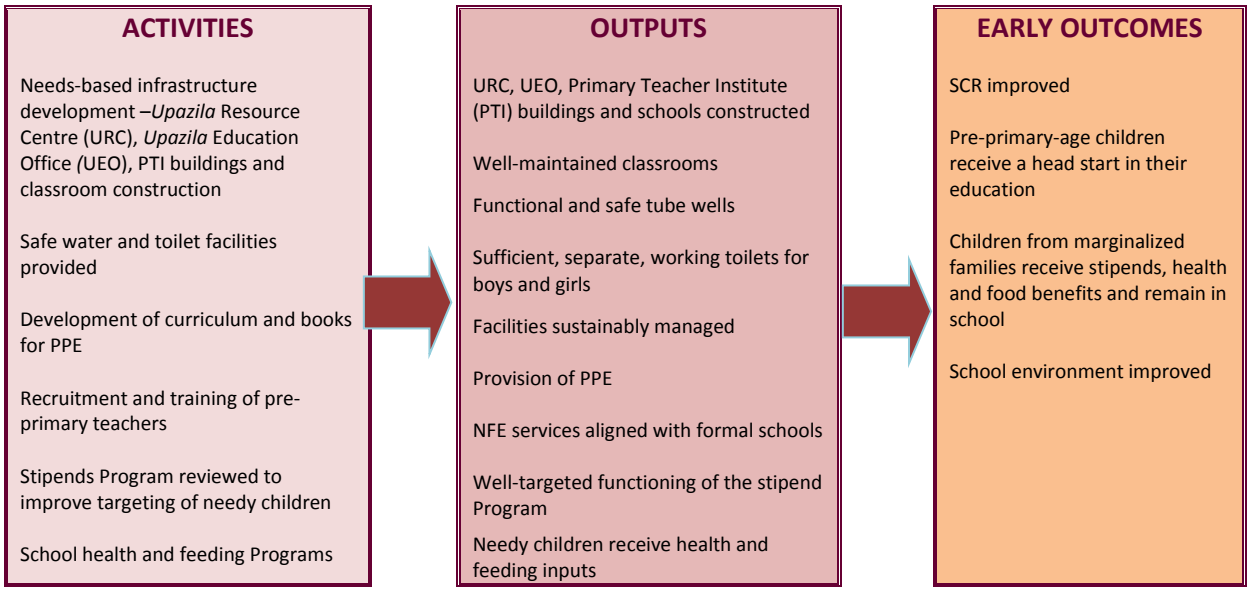
(2.1): Universal Access and Participation and

(2.2): Reducing Disparities

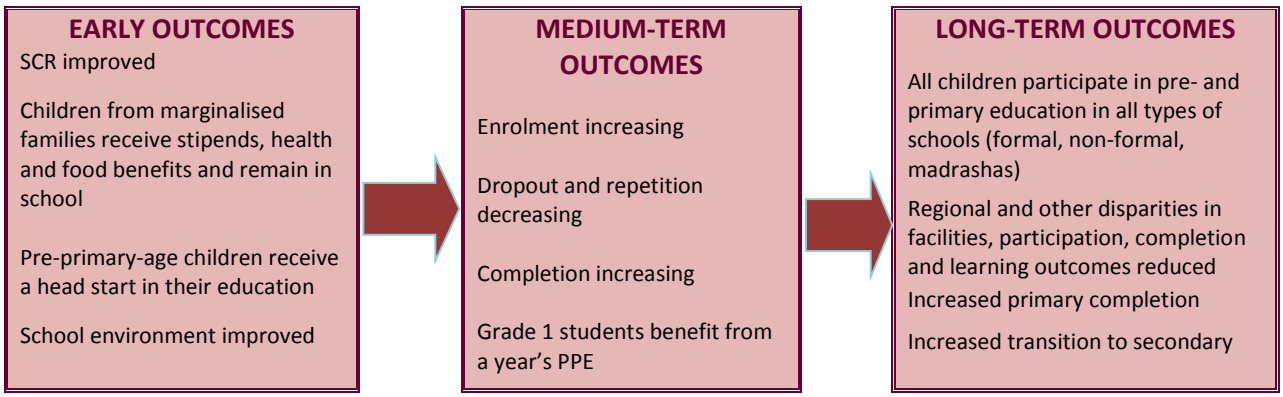
Expected outcome:

- 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:



It is expected that early outcomes in terms of an improved school environment and well-targeted support will ultimately lead to all children, including those from marginalized families, benefitting from, and completing pre-primary and primary education.



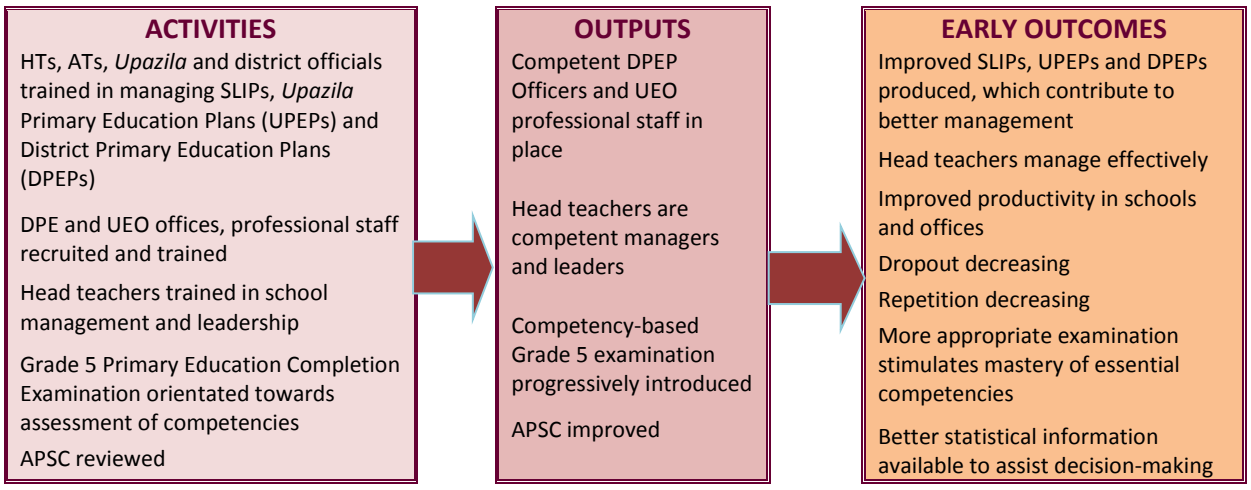
Component 3: Decentralization and effectiveness

Component-3 aims to decentralize the primary education management system through capacity building, e.g. school-level leadership development; field offices strengthened; increased decentralization of school, Upazila and district management; mainstreaming school, Upazila and district grant initiatives; and strengthening capacity at central level institutes, etc. This capacity building enables the system to meet 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).

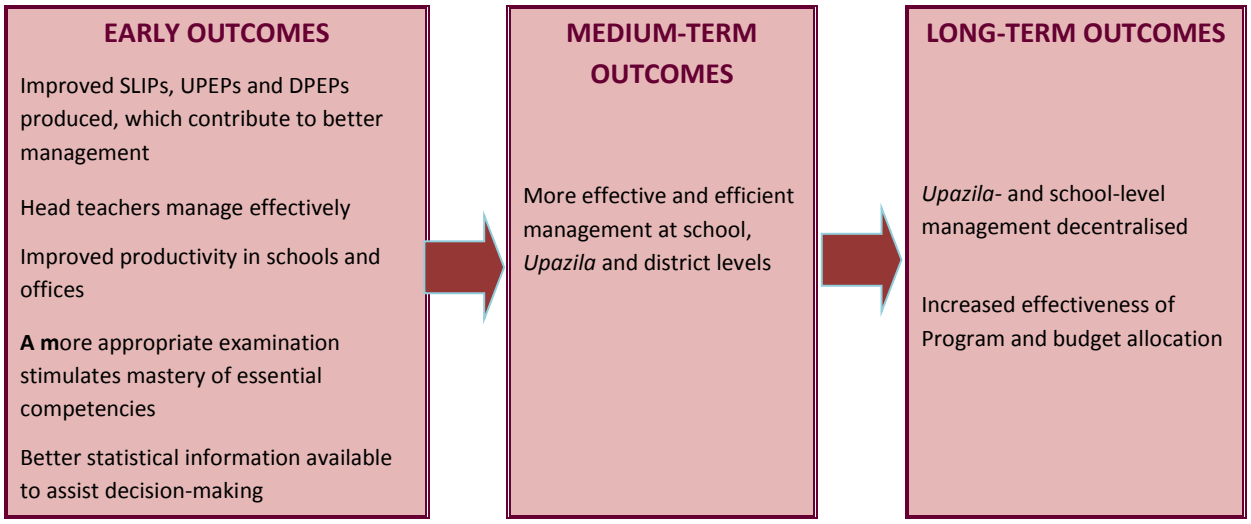
Results Area ***4 (3.1): Decentralization***
5 (3.2): Effectiveness

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 Program is undertaken by the line divisions of DPE and other agencies such as BNFE, National Academy for Primary Education (NAPE) and the National Curriculum and Textbook Board (NCTB) as part of their routine tasks. The 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 system 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 adequate financing for PEDP3.

The component also covers the 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 a stronger M&E, better planning and implementation can be expected, 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 ensure that a strong focus is maintained on the achievement of agreed indicators;

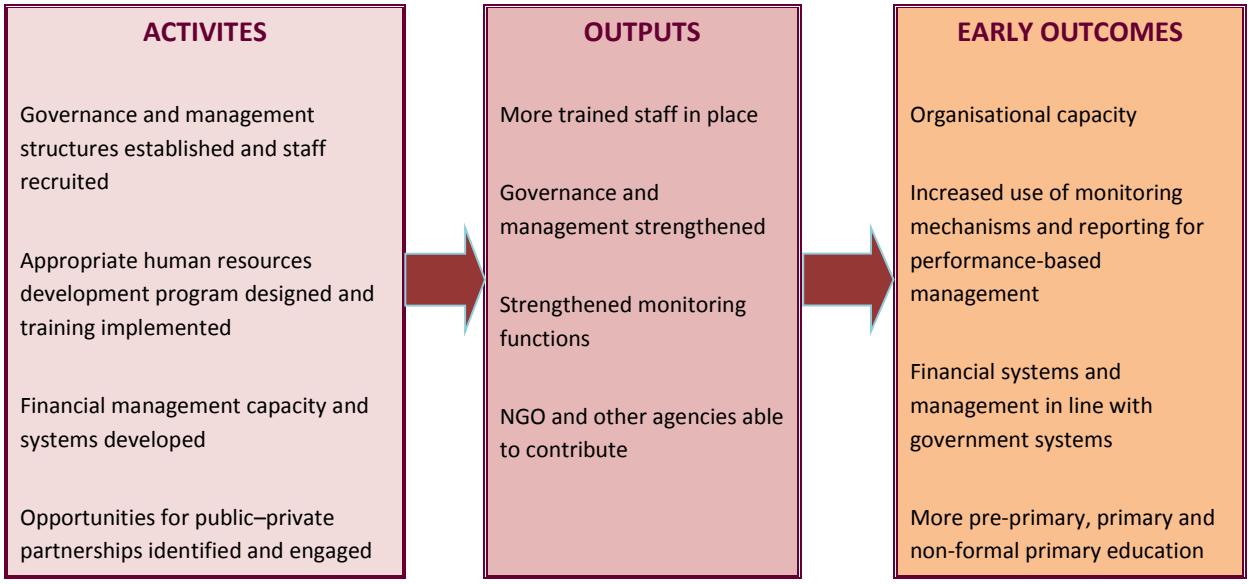
- The Human Resources' Development Program, HRDP, will result in officials at all levels increasing their competence to manage for results; and
- The Involvement of NGOs and other partners will provide pre-primary, non-formal and some formal primary education and the new Diploma in Education program.

Results Area 6 (4): Program Planning and Management

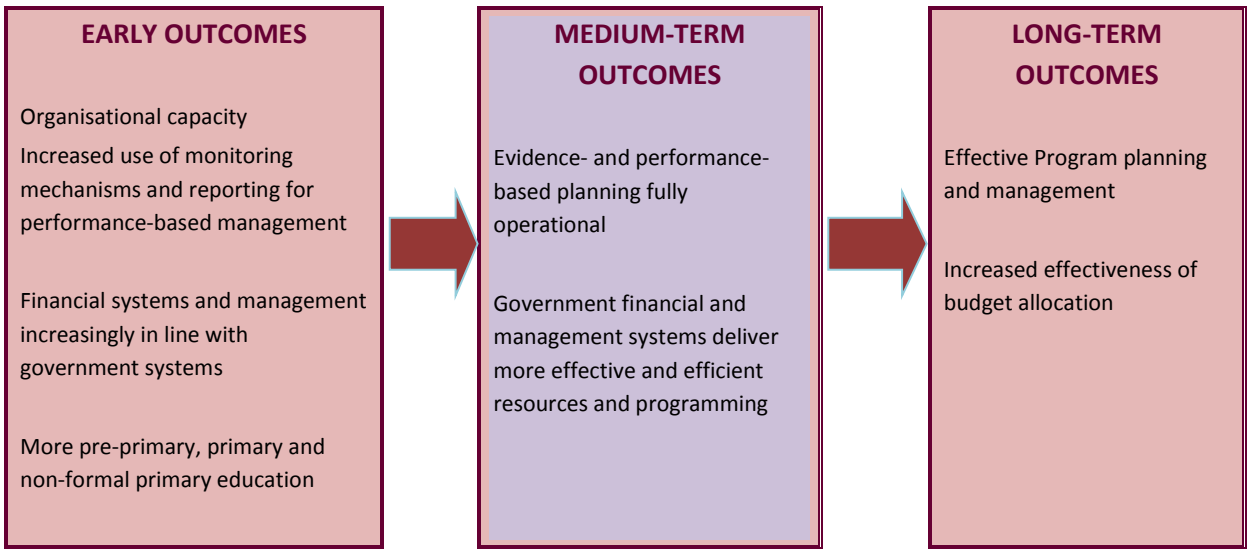
Expected Outcome:

- Improved sector planning and RBM.

In summary, the Component 4 results chain is as follows:



It is expected that early outcomes will result in both medium- and long-term outcomes as follows:



Note: The PEDP3 results web for 29 sub-components presents in above Table 2.1

Annex B: Upazila composite performance indicator - Rationale for selection of component indicators

The following principles were considered in selecting component indicators:

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

✓ Participation: Gender disparity in enrolment

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

It is proposed that a measure of enrolment inequality between boys and girls be used instead. The obvious indicator is the gender parity index but this is not possible either because it is the ratio of female to male enrolment rates. It is proposed instead to consider the following alternative. The ratio of girls in the population of children aged 6-10 is 48.5%. 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 this indicator is that the ratio of girls in the population may differ across upazilas. However, such differences are expected to be small and not to bias the indicator.

✓ Completion: Survival rate to Grade 5

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

It is proposed instead to use the survival rate 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.

✓ Learning: Combined participation and pass rate in Grade 5 Primary Education Completion Examination (PECE)

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

Annex C: Upazila composite performance indicator - 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 would

therefore be measured against minimum levels at the closing stages of PEDP II

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

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

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 the fact that the components cannot be substituted for each other. However, this does not apply in the case of the upazila indicator. Therefore, it is more appropriate to calculate the composite indicator as the sum of the values of the four component indicators:

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

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

Annex D: Upazila performance on selected KPI and Non-KPI indicators in 2016

List of 10% of the highest and 10% lowest performing Upazilas based on composite performance index 2016

SL. #	District	Bottom 10% Upazilas	SL. #	District	Top 10% Upazilas
1	Sunamganj	Dowarabazar	1	Chittagong	Kotwali
2	Gaibandha	Palashbari	2	Dhaka	Dhanmondi
3	Gaibandha	Fulchari	3	Gazipur	Tongi
4	Gaibandha	Gobindagonj	4	Feni	Parshuram
5	Gaibandha	Shadullapur	5	Comilla	Nangalkot
6	Sunamganj	Jagannathpur	6	Comilla	Barura
7	Kurigram	Nageswari	7	Chittagong	Rangunia
8	Gaibandha	Shaghata	8	Chittagong	Double Mooring
9	Gaibandha	Shundargonj	9	Chittagong	Anwara
10	Gaibandha	Gaibandha Sadar	10	Feni	Fulgazi
11	Bandarban	Ruma	11	Chittagong	Banshkhali
12	Sunamganj	Jamalganj	12	Comilla	Chandina
13	Sunamganj	Bishwamvarpur	13	Chittagong	Sandwip
14	Sunamganj	Daxin Sunamganj	14	Comilla	Chowddagram
15	Kurigram	Bhurungamari	15	Chittagong	Satkania
16	Kurigram	Ulipur	16	Comilla	Comilla Adarsha Sadar
17	Gaibandha	Razibpur	17	Gopalganj	Tungipara
18	Kurigram	Rowmari	18	Chittagong	Bandar
19	Nilphamari	Dimla	19	Dhaka	Lalbag
20	Sunamganj	Sunamganj Sadar	20	Munshiganj	Sreenagar
21	Kurigram	Rajarhat	21	Comilla	Monohorganj
22	Sunamganj	Sulla	22	Chittagong	Chandgaon
23	Sunamganj	Derai	23	Chittagong	Raozan
24	Sunamganj	Chhatak	24	Chittagong	Chandanaish
25	Sunamganj	Dharampasha	25	Chittagong	Boalkhali
26	Dinajpur	Nawabgonj	26	Munshiganj	Lowhajang
27	Bhola	Lalmohan	27	Narayanganj	Bandar
28	Kurigram	Chilmari	28	Gopalganj	Kashiani
29	Bhola	Char Fasson	29	Munshiganj	Munshiganj Sadar
30	Dinajpur	Hakimpur	30	Chittagong	Lohagara
31	Sylhet	Companiganj	31	Dhaka	Dohar
32	Bhola	Burhanuddin	32	Narayanganj	Rupganj
33	Dinajpur	Khansama	33	Dhaka	Demra

SL. #	District	Bottom 10% Upazilas	SL. #	District	Top 10% Upazilas
34	Bhola	Tazumuddin	34	Khulna	Dacope
35	Rangpur	Pirganj	35	Chandpur	Faridganj
36	Thakurgaon	Horipur	36	Dhaka	Motijheel
37	Kurigram	Kurigram Sadar	37	Dhaka	Ramna
38	Habiganj	Ajmirigang	38	Narayanganj	Narayanganj Sadar
39	Rangpur	Pirgacha	39	Comilla	Daudkandi
40	Nilphamari	Jhaldhaka	40	Munshiganj	Sirajdikhan
41	Kishoreganj	Itna	41	Chandpur	Kachua
42	Nilphamari	Domar	42	Comilla	Comilla Sadar Daxin
43	Bandarban	Ali Kadam	43	Comilla	Burichang
44	Sunamganj	Tahirpur	44	Comilla	Laksham
45	Rangpur	Mithapukur	45	Comilla	Muradnagar
46	Lalmonirhat	Aditmari	46	Dhaka	Cantonment
47	Habiganj	Madhabpur	47	Gopalganj	Gopalganj Sadar
48	Sylhet	Balagang	48	Feni	Daganbhuiyan
49	Nilphamari	Nilphamari Sadar	49	Feni	Sonagazi
50	Lalmonirhat	Lalmmonirhat Sadar	50	Narsingdi	Shibpur
51	Bogra	Shariakandi	51	Chittagong	Panchlaish

Source: APSC 2016

Annex E: Upazila performance on selected PSQL indicators in 2016

The following Table lists the 10% highest and 10% lowest performing Upazilas based on average percentage of schools meeting 3 out 4 PSQL Indicators

SL. #	District	Top 10% Upazilas	SL. #	District	Bottom 10% Upazilas
1	Bagerhat	Morolgonj	1	Bhola	Manpura
2	Pirojpur	Bhandaria	2	Jhalokathi	Jhalokathi sadar
3	Barisal	Bakergong	3	Cox's Bazar	Moheshkhali
4	Khulna	Dumuria	4	Cox's Bazar	Ramu
5	Dinajpur	Chirirbandar	5	Khagrachari	Khagrachari Sadar
6	Pirojpur	Nazirpur	6	Cox's Bazar	Ukhia
7	Pirojpur	Mothbaria	7	Cox's Bazar	Teknaf
8	Dinajpur	Birgonj	8	Jamalpur	bakshigonj
9	Satkhira	Tala	9	Bagerhat	Bagerhat Sadar
10	Dinajpur	Birol	10	Chittagong	Double Mooring
11	Moulavbazar	Moulavbazar Sadar	11	Nawabgonj	Nawabgonj Sadar
12	Kishoregonj	Pakundia	12	Pabna	Bera
13	Sirajgonj	Kazipur	13	Dinajpur	Dinajpur Sadar
14	Jhalokathi	Nolchiti	14	Chittagong	Fatikchari
15	Luxmipur	Ramgonj	15	Mymensingh	Dhubaura
16	Thakurgaon	Pirgonj	16	Brahmonbaria	Nasirnagar
17	Gopalgonj	Gopalgonj Sadar	17	Gazipur	Kaliakoir
18	Bagerhat	Rampal	18	Mymensingh	Pholpur
19	Satkhira	Satkhira Sadar	19	Lalmonirhat	Hatibandha
20	Dinajpur	Kaharole	20	Sunamganj	Shalla
21	Pirojpur	Shoropkathi	21	Chittagong	Panchlish
22	Dinajpur	BochagonjJ	22	Chittagong	Pahartali
23	Dinajpur	Parbotipur	23	Mymensingh	Nandail
24	Barguna	Patharghata	24	Mymensingh	Tarakandha
25	Jessore	Jessore Sadar	25	Jamalpur	Dewanganj
26	Bogra	Shibgonj	26	Kishoreganj	Bhairab
27	Rajshahi	Baghmara	27	Kishoreganj	Mithamoin
28	Nawabgonj	Shibgonj	28	Netrokuna	Kandua
29	Barguna	Betagi	29	Sylhet	Companigonj
30	Patuakhali	Mirzagonj	30	Sylhet	Fenchugonj
31	Narsingdi	Monohordi	31	Sylhet	Sylhet sadar
32	Khulna	Paikgacha	32	Patuakhali	Rangabali
33	Bogra	Shariakandi	33	Patuakhali	Taltoli
34	Naogaon	Badalgachi	34	Khagrachari	Manikchari
35	Naogaon	Atrai	35	Noakhali	Subarna Char
36	Barisal	Gouranadi	36	Kishoregonj	Itna
37	Faridpur	Faridpur Sadar	37	Naogaon	Patnitala

SL. #	District	Top 10% Upazilas	SL. #	District	Bottom 10% Upazilas
38	Netrokuna	Atpara	38	Dhaka	Demra
39	Bogra	Adandighi	39	Sirajganj	Chowhali
40	Gaibandha	Gobindhagonj	40	Gaibandha	Sundarganj
41	Bagerhat	Chitalmari	41	Brahmonbaria	Sarial
42	Dinajpur	Kahalo	42	Chittagong	Bandar
43	Jaipurhat	Jaipurhat Sadar	43	Netrokona	Kandua
44	Sirajgonj	Sirajgonj Sadar	44	Jamalpur	Melandha
45	Sirajgonj	Tarash	45	Netrokona	Purbadhala
46	Chandpur	Matlab Uttar	46	Sylhet	Gowainghat
47	Gazipur	Kaligonj	47	Brahmonbaria	Akhaura
48	Rajshahi	Tanore	48	Hobigonj	Lakhai
49	Naogaon	Raninagar	49	Comilla	Meghna
50	Jhalokathi	Kathalia	50	Bhola	Char Fasson
51	Satkhira	Kaligong	51	Tangail	Delduar

Note: (i).This composite indicator is KPI 15. The four PSQL indicators are: (i) girl's toilet (PSQL 7); (ii) potable water (PSQL 7); (iii) SCR (PSQR 11); and (iv) STR (PSQL 14).

Annex F: AOP 2015-16 Implementation - The PEDP3 Budget DPP, RDPP, AOP 2016/17 Allocation and Expenditures as of June 2016

Sub-Com.	Sub-component	DPP Cost (Jul 2011-Jun 2016)	RDPP cost (Jul 2011-Dec 2017)	Cumulative Expenditure (Jul 2011- Jun 2016)	AOP 2016/17	Unspent as of June 2016	
						Total	%
1.	**Component 1: Learning and Teaching**						
1.1	Each Child Learns (ECL/SPS)	10,720.00	9,047.20	2,903.07	865	6,144.13	67.91
1.2	School and Classroom-based Assessment	130.00	420.36	206.8	150	213.56	50.80
1.3	Curriculum and Textbooks Strengthened	32,170.00	26,288.42	4,674.76	1,314.00	21,613.66	82.22
1.4	Production and Distribution of Textbooks	141,027.34	8,002.53	295.02	3,248.75	7,707.51	96.31
1.5	ICT in Education	33,826.51	97,762.66	20,747.16	54,757.2	77,015.50	78.78
1.6	Teacher Education and Development	85,702.00	115,219.74	78,339.76	19,345.6	36,879.98	32.01
	Total Component 1	**303,575.85**	**256,740.91**	**107,166.57 (41.74%)**	**79,680.7 (31%)**	**149,574.34**	**58.26**
2	**Component 2: Participation and Disparities**						
2.1.1	Second chance and Alternative Education	69,995.46	18,827.62	260.01	9,824.87	18,567.61	98.62
2.1.2	Pre-Primary Education	223,325.30	195,425.84	42,900.14	90,117.0	152,525.70	78.05
2.1.3	Mainstreaming Gender and Inclusive	502.00	2,500.84	1,274.82	1,234.43	1,226.02	49.02
2.1.4	Education in Emergencies	2,500.00	156,122.20	326	2,460.00	155,796.20	99.79
2.1.5	Communications and social mobilization	4,800.00	14,610.16	7,360.58	3,469.74	7,249.58	49.62
2.2.1	Targeted Stipends	335,149.03	--	--	--	--	--
2.2.2	School Health and School Feeding	207,647.47	1,545.45	1,220.37	437.73	325.08	21.03
2.2.3	Needs based School Environment	120,984.05	187,783.34	73,735.64	43,152.9	114,047.70	60.73
2.2.4	Needs based Infrastructure Development	615,073.05	700,726.89	377,738.98	180,060.	322,987.91	46.09
	Total of Component 2	**1,579,976.36**	**127,7542.34**	**504,816.54 (39.51%)**	**330,757. 73**	**772,725.80**	**60.49**
3	**Component 3:** Decentralization and					0.00	
3.1.1	Field Level Offices Strengthened	35,068.12	54,956.42	7,325.04	20,602.0	47,631.38	86.67
3.1.2	Decentralized School Management and	136,948.87	106,323.67	37,404.02	25,626.0	68,919.65	64.82
3.1.3	School Level Leadership Development	6,450.00	7,923.94	4,381.03	500	3,542.91	44.71
3.1.4	Organizational Review and Strengthening	21,114.07	19,410.79	2,131.93	10,010.0	17,278.86	89.02
3.2.1	Grade 5 PECE Strengthened	375.00	1,807.99	392.91	150	1,415.08	78.27
3.2.2	Teacher Recruitment and Deployment	30,390.00	21,003.50	27.8	10,020.0	20,975.70	99.87
3.2.3	Annual Primary School Census (APSC)	3,000.00	2,547.72	429.71	1,130.00	2,118.01	83.13
3.2.4	National Student Assessment (NSA)	2,450.00	949.25	217.79	330	731.46	77.06
	Total of Component 3	**235,796.06**	**214,923.28**	**52310.23 (24.33%)**	**68368 (31.81%)**	**162,613.05**	**75.66**
4	**Component 4:** Planning and Management					0.00	
4.1	PEDP3 Management and Governance	36,584.88	20,650.84	8,465.29	8,353.64	12,185.55	59.01
4.2	PEDP3 Financial Management	493.36	431.58	135.76	130	295.82	68.54
4.3	Sector Finance	0.00	0.00	0	-	0.00	
4.4	Strengthening Monitoring Functions	5,800.00	1,369.13	719.43	403.7	649.70	47.45
4.5	Human Resource Development	7,344.80	8,353.31	1,861.66	4,524.23	6,491.65	77.71
4.6	Public Private Partnerships	102.00	2,505.00	0	50	2,505.00	100.00
	Total of Component 4	**50,325.04**	**33,309.86**	**11182.14 (35.57%)**	**13461.57 (40.41%)**	**22,127.72**	**66.43**
	Base Cost (Com.1-4)	**2,169,673.28**	**1,782,516.39**	**675,475.48 (37.89%)**	**492,268. 00**	**1,107,040.9 1**	**62.11**
	Unforeseen	7,500.00	5,000.00			5,000.00	100.00
	CDVAT for Textbook, Computer, Vehicle and	4,883.40	7,028.87	28.87	5,000.00	7,000.00	99.59
	Physical Contingency	16,072.54	10,541.86	0	0	10,541.86	100.00
	Price Contingency	21,535.50	10,301.24	0	0	10,301.24	100.00
	Total of the PEDP3	**2,219,664.72**	**1,815,388.36**	**675504.35 (37.20%)**	**497,268 (27.39%)**	**1,139,884.**	**62.79**

Annex G: AOP 2015-16 Implementation - The PEDP3 budget (RDPP and AOP 2015/16) and Expenditures of 2015-16 AOP

The PEDP3 revised Program Framework consists of 29 sub-components and their activity indicators. This annex summarizes, in table form, the progress as of March 2016 with respect to PEDP3 activities based on original AOP 2015–16, and which were not covered in the main sections.

	The PEDP3 Sub-components	Total RDPP Cost (2011-2017) (Taka Lac)	Revised AOP 2014-15 (Taka Lac)	Original AOP 2015-16 (Taka Lac)	Disbursement based on AOP (Total & %) (up to March 2016)	
1.1	Each Child Learns	9,047.2	1,100.02	1,186.61	268.79	22.7%
1.2	School and Classroom Based Assessment	4,20.36	115.00	112.00	-	-
1.3	Curriculum and Textbooks Strengthened	26,288.42	400.38	5,042.00	2,771.8	55%
1.4	Production and Distribution of Textbooks	8,002.53	2,652.50	3,550.00	-	.
1.5	ICT in Education	97,762.66	7,129.04	18,011.44	2726.45	15.1%
1.6	Teacher education & professional development	115,219.74	24,810.55	20,430.51	8,471.8	41.5%
2.1.1	Second Chance and Alternative Education	18,827.62	30.00	2,958.62	25.63	0.9%
2.1.2	Pre-Primary Education	195,425.84	53,372.16	53,306.48	31,505.	59.1%
2.1.3	Mainstreaming Inclusive Education	2,500.84	1,178.48	1,226.02	64.86	5.3%
2.1.4	Education in Emergencies	156,122.20	500.43	10,866.39	-	-
2.1.5	Communication and Social Mobilization	14,610.16	2,509.75	2,926.27	475.52	16.3%
2.2.1	Targeted Stipend	-	-	-	-	-
2.2.2	School Health & School Feeding	1,545.45	528.07	270.00	-	-
2.2.3	School Physical Environment	187,783.34	46,686.61	60,594.70	34,100.	56.3%
2.2.4	Need Based Infrastructure Development	700,726.89	110,610.8	134,757.9	62,350.	46.3%
3.1.1	Field- Level Offices Strengthened	54,956.42	5,650.31	10,976.07	2,354.5	21.5%
3.1.2	Decentralized School Management and	106,323.67	14,925.60	28,172.30	14,524.	51.6%
3.1.3	School Level Leadership and Development	7,923.94	2,804.10	2,600.00	2,558.3	98.4%
3.1.4	Organizational Review and Strengthening	19,410.79	1,424.20	3,578.00	551.90	15.4%
3.2.1	Grade 5 Terminal Examination	1,807.99	350.00	350.00	61.22	17.5%
3.2.2	Teacher Recruitment and Deployment	21,003.50	13.00	13.00	6.84	52.6%
3.2.3	Annual School Census	2,547.72	295.00	499.40	345.17	69.1%
3.2.4	National Assessment of Students	949.25	125.00	242.00	203.04	83.9%
4.1	PEDP3 Management and Governance	20,650.84	3,128.35	5,674.76	1,884.9	33.2%
4.2	PEDP3 Financial Management	431.58	90.00	190.00	45.65	24%
4.3	Sector Finance	-	-	-	-	-
4.4	Strengthen Monitoring Functions DPE+Unicef	1,369.13	739.45	243.50	492.22	202.1%
4.5	Human Resources Development	8,353.31	1,426.20	3,122.03	382.71	12.3%
4.6	Public Private Partnership	2,505.00	5	100.00	-	-
	CDVAT, contingency, etc	32,871.97	2,000	3,000.00	2575.72	85.9%
	Total	**1,815,388.36**	**284,600**	**374,000.0**	**168806.**	**45.1%**

Annex H: AOP 2015-16 Activity Implementation

The PEDP3 revised Program Framework also includes a number of sub-component activity indicators. The results chain analysis considers activities that will produce expected outputs leading to outcomes. This short chapter summarises, in table form, the progress with respect to the PEDP3 activities based on AOP 2016–17. In the 2016/17 AOP, there are 351 activities and funds allocated against 189 activities as of March 2016. The following table summarizes the key activities, including budget disbursement to implement the planned activities:

In Lac Taka

SL #	Activity, AOP 2015/16	Responsible Division	Expenditure as of March 2017
1	Study (Unicef Fund)	Program	90.00
2	Workshops (Unicef Fund)	Training	15.00
3	Pilot Program (ECL)	Training	400.00
4	Pilot Program (ECL) (Unicef Fund)	Program	360.00
5	School and Classroom Based Assessment	Program	150.00
6	Curriculum Revision Grade 1-5	Training	544.00
7	Refine textbooks and teacher edition	NCTB	50.00
8	Development of Annual Scheme of Work with class routine for grades 1 to 5	NCTB	100.00
9	7. Development of test item booklets for major subject of grades 1 to 5	NCTB	620.00
10	Textbook Distribution experiences of field level officers	NCTB	48.75
11	Teachers' Guide - Gr 1-5	NCTB	3200.00
12	ICT training for officials & teachers	NCTB	2058.00
13	Training on MS Access, WiFi, Online system, Internet stc for CO, DEO, LDA,	NCTB	50.00
14	Training on infrastructure software and guidelines	NCTB	200.00
15	Online database updating for DPE	Training	60.00
16	ICT- Training on online database, network and server security mgt for IMD	Admin	8.00
17	n.a	NCTB	100.00
18	Innovation activities	NCTB	300.00
19	ICT - internet modem for schools	Training	1096.00
20	55 + 11 PTI ICT Lab maintenance and provide 2 AC to each Lab & est of new	Training	830.00
21	ICT - Single user Anti-virus for schools & Offices	Training	40.11
22	ICT - UPS repair & battery replace for PTIs	Training	77.50
23	ICT- UPS repair for 20 PTIs	Training	60.00
24	ICT - Internet & LAN for 64 DPEOs & 7 DDs	P&D	27.68
25	ICT - computers (laptop)- for GPS (including multimedia, screen & sound system)	Training	49850.00
26	Diploma in Education- implementation	IMD	1200.00
27	Printing of DPEd materials (books)	IMD	400.00
28	TA for Diploma in Education (Unicef Fund)	IMD	181.00
29	n.a	IMD	10.00
30	Support for DPEd Awarding Body	IMD	1000.00
31	Diploma in Pry. Education- implementation (stipend & allowance)	IMD	3000.00
32	Certificate- in-Education for assistant teachers	IMD	200.00
33	Sub-cluster training- training in 12000 (app) cluster	IMD	4600.00
34	Orientation on competency based test of field level officials	Training	2185.00
35	Subject based refresher training		5000.00
36	Training on English Language	Training	200.00
37	Subject based training other than 5 subjects	Training	50.00
38	Teacher network	Training	402.00
39	Technical support for the introduction/ establishment of PTI network	Training	223.00

			In Lac Taka
SL #	Activity, AOP 2015/16	Responsible Division	Expenditure as of March 2017
40	Technical support for the introduction/ establishment of PTI network	Training	280.20
41	Technical support f or the introduction of demand based teacher training	Training	214.00
42	Need based technical support for development of DIP in ED curriculum and	Training	200.46
43		Training	
44	Second chance education never in school	Training	5200.00
45	Second chance education- never in school (Unicef Fund)	Training	1376.87
46	Second chance education - workshop	Training	240.00
47	Second chance education - training	Training	17.50
48	Second chance education - different printing	Training	5.00
49	Second chance education - contingency and bill board	P&D	20.50
50	Second Chance Education- school drop-out	P&D	2900.00
51	Second chance Education Division (Salary)	P&D	65.00
52	PPE Materials development	P&D	21.38
53	PPE database and mapping	P&O	5.00
54	PPE expansion plan	P&O	5.00
55	Tryout of PPE materials (Unicef Fund)	P&O	340.00
56	Orientation for National & field level officials on- PPE	P&O	50.56
57	Reporting on the complete database, mapping & expansion plan	P&O	30.00
58	PPE textbook printing & distribution	P&O	50.00
59	Teachers Training on newly developed PPE curriculum until the launching of the Dip-in-Ed. Course	Training	1782.00
60	PPE GPS salary and allowances	P&O	62019.49
61	PPE NNGPS salary & allowances	P&O	22545.40
62	PPE operation cost	P&O	3268.25
63	Block grants for including education to UPEP	P&O	254.00
64	Implementation of Gender & IE action plan	P&O	100.00
65	Ensuring all children are in learning process & action to ensure corporal	Training	10.00
66	Professional skill development of IE focal persons at all levels	P&O	7.00
67	Develop the Gender and Inclusive Education implementation through TA	Training	163.43
68	Implementation of multilingual education for the ethnic tribal children	Training	100.00
69	Teacher training on IE for Autism	NCTB	600.00
70	Education in Emergency (Unicef TA support)	P&O	50.00
71	Education in emergency - fund for reconstruction & rehabilitation	P&D	1000.00
72	need based support for EiE schools	P&D	1410.00
73	Communication and Social Mobilization (Unicef support)	P&D	180.66
74	Workshop on Communication and Social Mobilization	P&D	200.00
75	Implementation of communication strategy (Mass media, Traditional,	P&O	23.55
76	Development of Need based documentary films	P&O	20.00
77	Implementation of communication strategy	P&O	100.00
78	Media for Soc Mob (TV drama, Meena cartoon, TV spot & other mat dev.)	P&O	200.00
79	Media for Soc Mob (TV drama, Meena cartoon, TV spot & other mat dev.)	P&O	54.95
80	Printing- comm & soc mob materials	P&O	10.00
81	Broadcasting for Soc Mob (in TV & Radio)	P&O	20.00
82	Bangabandhu gold-cup football tournament	Admin	282.50
83	Bangamata Begum Fazilatunnesa Mujib gold-cup football tournament	Admin	282.50
84	National Events (education week, EFA, ICT Fair, national days & others)	Admin	150.00
85	National Events (Education week, EFA, Meena day, Education Fair, National	P&O	115.58
86	National Events (education week, EFA, Meena day, Education Fair, National	P&O	200.00
87	Inter-school cultural & sports competition	P&O	1580.00
88	Inter-PTI cultural competition	Admin	50.00
89	School Health ,Education & Check-up	Training	437.73

			In Lac Taka
SL #	Activity, AOP 2015/16	Responsible Division	Expenditure as of March 2017
90	Toilet for male teachers and boys	P&D	11500.00
91	Toilet for female teachers and girls	P&D	4000.00
92	Sinking of Deep Tube Well	P&D	11000.00
93	Sinking of Shallow Tube Well	P&D	800.00
94	Sinking of Tara Pump	P&D	700.00
95	Sinking of tube well - other options	P&D	150.00
96	Test for Arsenic Contamination	P&D	230.00
97	Professional fee for DPHE	P&D	550.00
98	Furniture for school	P&D	10000.00
99	Repair of toilet for male teachers	P&D	250.00
100	Boundary wall/ green/ play ground	P&D	3000.00
101	Improvement of classroom environment including provision of book corner	P&D	972.94
102	Construction of additional classrooms	P&D	161630.94
103	Major maintenance of schools	P&D	10380.00
104	Professional Fee for LGED	P&D	3500.00
105	Need based Furniture, Maintenance, Other Construction Modules and	P&D	50.00
106	Repair and maintenance of schools- major cat. 2	P&D	2500.00
107	Routine maintenance of schools	P&D	2000.00
108	PTI expansion works	P&D	8800.00
109	URC (new) construction	P&D	1000.00
110	Repair works of URCs	P&D	250.00
111	Furniture for URCs	P&D	250.00
112	UEO expansion works	P&D	2250.00
113	Construction of TEO offices in Dhaka and Chittagong city	P&D	1400.00
114	Computers/ Laptops, UPS, volt stabilizer for PTI, UEO, URC	P&D	1044.00
115	Net book for e-filing	P&D	1481.00
116	Printers (laser & color) & scanner for PTI, UEO, URC	Admin	100.00
117	Multimedia projector for PTI, UEO, URC	Admin	570.00
118	Photocopier for PTIs	Admin	22.00
119	Motorbikes for UEO, AUEO, AMO	Admin	2500.00
120	Additional PTI officer	Admin	550.00
121	Additional PTI staff	Admin	125.00
122	Additional UEO staff	Admin	30.00
123	Additional URC officer	Admin	180.00
124	Additional URC staff	Admin	50.00
125	SLIP school funding	Admin	25500.00
126	UPEP master training	Admin	100.00
127	UPEP Upazila Funding	Admin	26.00
128	Head teacher training on school level leadership	Training	500.00
129	Construction works - DPE HO expansion	Training	3800.00
130	Construction works - Div office rest house	P&D	500.00
131	Construction works - DPEO expansion	Training	600.00
132	Construction works - leadership training centre at Cox's Bazar	P&D	1000.00
133	Construction works - NAPE expansion	Training	1125.00
134	Computers/ Laptops, UPS, volt stabilizer for DPE, DD, DPEO	P&D	150.00
135	Established maintenance data center and WiFi system	P&D	143.00
136	Hardware & software	P&D	24.00
137	Maintenance of computers, accessories	P&D	27.00
138	Net book and desktop for e-filing	P&D	150.00
139	Printers (laser & color) & scanner for DPE, DD, DPEO	Admin	9.00
140	Multimedia projector for DPE, DD, DPEO	IMD	45.00
141	Photocopier for DPE, DD, DPEO	IMD	80.00

			In Lac Taka
SL #	Activity, AOP 2015/16	Responsible Division	Expenditure as of March 2017
142	Equipment - isograph, fire alarm & extinguisher, PABX, CC TV, water refiner	IMD	166.00
143	n.a	Admin	20.00
144	Jeep, for DPE, DD, DPEO	Admin	1500.00
145	Microbus for DPE	Admin	250.00
146	Additional manpower DPE officer	Admin	350.00
147	Additional manpower DPE staff	Admin	41.00
148	Additional manpower DD Office- officer	Admin	10.00
149	Additional manpower DD Office- staff	Admin	20.00
150	Study on Grade 5 terminal examination	Admin	150.00
151	Salary for 10,000 additional teachers	Admin	10000.00
152	Additional Manpower for Hostel in Hill-tract	Admin	20.00
153	Annual School Census	Admin	180.00
154	School Mapping	Admin	500.00
155	Orientation & Workshop on ASC	M&E	450.00
156	National Assessment of Students	Training	50.00
157	Workshop for subject teachers for NSA	M&E	100.00
158	Dissemination workshop on NSA report 2013 & 2015	M&E	180.00
159	Computer, printers and accessories	M&E	52.91
160	Re-configuration of up-gradation of server room of MoPME	Program	31.71
161	Digital camera, scanner, photocopier for PSO	Program	70.15
162	Furniture for DPE and field offices, PSO	Program	90.00
163	Workshop/ seminar (t.b.d) managed by Prog Div	Program	150.00
164	International consultant through package	Program	803.00
165	International consultant (pool) individual	Program	100.00
166	National consultant through package	Program	1410.87
167	National consultant (pool) individual	Program	390.00
168	National consultant (pool) individual - FM, procurement and IT specialist for	Program	66.00
169	National consultant (pool) individual - CR and TED	Program	60.00
170	Program Division Officer	Admin	39.00
171	Program Division Staff	Admin	10.00
172	Operational Cost of PEDP3 (supplies & services and repair and maintenance)	Admin	5000.00
173	DPE office maintenance	FPD	80.00
174	Developing computerized accounting system (Hardware and Software)	Admin	20.00
175	Training on financial management	FPD	110.00
176	Workshop & Seminar	Training	111.00
177	Workshop & Seminar	M&E	39.25
178	Progress review meeting Divisional level	M&E	105.95
179	Half yearly progress review meeting on inspection at district level- 384	M&E	26.00
180	ASPR	M&E	85.00
181	Monthly review meeting at all levels	Training	36.50
182	Dev. of course & content for NAPE & PTI incl. workshops	Training	200.00
183	Training of management and staff - central level, DPEO, ADPEO, AD	Training	23.50
184	Training of management and staff -DPE and field level (office management	Training	130.00
185	Overseas training	Training	3470.73
186	Training and Higher studies (Local & overseas)	Training	700.00
187	Public Private Partnership	Program	50.00
	CDVAT for Textbook, computer, vehicle and others		5,000.00
	Total of the PEDP3 DPP (excluding discrete projects and non-development)		**497,268.00**

Annex I: Summary Description of Water & Sanitation Activities under PEDP3 as of March 2017

Sl.	Activities		DPP Qty.	RDPP Qty.	F/Y 2011/ 2012	F/Y 2012/ 2013	F/Y 2013/ 2014	F/Y 2014/ 2015	F/Y 2015/ 2016	F/Y 2015/ 2016	Cumulative Achievement July 2011-March 2017
1	Water Source										
1.1	Deep Tube well	Target	15,720	29,800	1747	5660	2065	6060	5000	2838	22661
		Ach.			1780	6217	2068	6389	5008	1232	22694
1.2	Shallow Tube well	Target	15,720	5,000	0	1500	250	730	1000	922	4172
		Ach.			0	1595	295	762	1088	438	4178
1.3	Tara Tube well	Target	7,860	2,500	0	115	300	435	1600	660	2945
		Ach.		-	0	120	305	475	1667	495	3062
1.4	Other water source	Target	-	2,000	0	0	0	200	630	990	1573
		Ach.			0	0	0	214	636	519	1369
1.5	Arsenic Test	Target	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Ach.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1.6	WASH Block	Target	21995	23500		1200	5700	2043	8500	3307	19923
		Ach.				1243	5807	2152	8767	2433	20402

I-1: Summary Description of Toilet under PEDP3 as of March 2017

Sl.	Activities		DPP Qty.	RDPP Qty.	F/Y 2011/ 2012	F/Y 2012/ 2013	F/Y 2013/ 2014	F/Y 2014/ 2015	F/Y 2015/ 2016	F/Y 2015/ 2016	Cumulative Achievement July 2011-March 2017
1	Toilets										
1.1	Toilets for male teachers and boys	Target									2,415 7,718
		Ach.									24,621
1.2	Urinals for male teachers and boys	Target									
		Ach.									
1.3	Toilets for female teachers and girls	Target									
		Ach.									

I-2: Summary Description of Furniture and Repair Activities in PEDP3 as of March 2017

SL. No.	Activities	Original as DPP		Revised as RDPP		Contracted	Cumulative Achievement as of March 2016		Remarks
		Qty.	**Cost in Lac Taka**	**Qty.**	**Cost**	**F/Y 2015/16**	**Physical**	**Expend.**	
1	Furniture								
1.1	Furniture need based for school	15,000 school	15,000	Need based	20,000	1,748	1,866	69.61	3,500
2	Repair								
2.1	Repair of Toilets for male teachers	2,415	724.50	19,278	5,782.89				
2.2	Repair of Toilets for boys	7,718	2,315.40	3,360	1008.08				
2.3	Repair of Toilets for girls	7,528	2,250.40	3,333	1,000				
2.4	Boundary walls	-	-	Need based	4,640	34	84	11.48	81 approved

I-3: Summary Description of Construction & Repair works in PEDP3 as of March 2017

SL. No.	Activities	Original as DPP		Revised as RDPP		Contracted	Cumulative Achievement as of March 2016		Remarks
		Qty.	Cost in Lac Taka	Qty.	Cost	F/Y 2015/16	Physical	Expend. Crore Taka	
1	Construction and Repair of schools								
1.1	GPS	2,660 school	106,400	5,519 classroom	90,748.11	1,544	1,488	910.01	Approved 1,894
1.2	NNPS (RNGPS)	32	1,280	-	-				
1.3	Community	17	680	-	-				
1.4	Additional classrooms	31,685	380,220	33,484	529,777.12	11,752	27,596	5,390.48	Approved 10,040
	B List					7,458	5,151	1,280.98	
2	Repair and Maintenance	1,624	12,992	1,861	9,538.5				
2.1	Repair and Maintenance to be replaced	1,624	12,992	Need based	7,500				
2.2	Repair of school major -1	18,280	54,840	Need based	2,038.52	2,754	3,474	161.13	Approved 1,296
2.3	Repair of school major -2	18,280	27,420	Need based	22,623.32		5,213	10,994.82	
2.4	Major maintenance	-	-	3,139	15,380		14,635	15,630.29	
2.5	Routine maintenance	Need based	23,223	Need based	11,999.70		78,346	11,287.30	
2.6	Other maintenance	Need based	8,018.05	Need based	4,000				

I-4: Summary Description of Construction, Repair & Expansion in PEDP3 as of March 2016

SL. No.	Activities	Original as DPP		Revised as RDPP		Contracted	Cumulative Achievement as of March 2016		Remarks
		Qty.	Cost in Lac Taka	Qty.	Cost	F/Y 2015/16	Physical	Expend.	
1	Construction, Repair and Expansion								
1.1	DPE HQ	1	4,500	1	5,570	4	4	1.45	4
1.2	DD office	7	280	7	1,700	3	3	7.8	4
1.3	DPEO office	64	1,600	64	1,940	51	57	10.04	6 approved
1.4	Leadership centre in Cox's Bazar	1	1,100	1	1,200				
2	NAPE	1	2,500	1	1000				
2.1	PTI	55	2,750	55	18,000	35	36	142.61	53 approved
2.2	PTI Auditorium	-	-		1,500				
2.3	New URC	30	1,500	25	2,450				
2.4	URC Repair	-	-	Need based	800	103	283	5.08	5 approved
2.5	Furniture for URC	-	-	Need based	1,393.10	167	165	3.05	167
2.6	UEO office	508	10,060	508	16,750	156	200	28.91	84 approved

Source: P&D division records

Annex J: Summary Description of JICA Supported Activities under the PEDP3 2010-16

Year 0 (2010-11):

1. DPEd Resource Material revision (Math & Science) (JICA Experts attended workshops)
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 (Study Workshop: SW & Study Group Activity: SGA were introduced)
4. PTI Cluster SGA (31 Mar – 16 Jul) at 5 PTIs (Joydevpur, Chittagong, Khulna, Barisal, Sylhet)
5. PTI Cluster SW (8-11 Jun) at 2 PTIs (Joydevpur, Chittagong)
6. Pre-activity Survey conducted from Feb to Aug 2011
7. PTI Cluster Activity Manual (Lesson Study) developed and distributed to all PTIs
8. TV Drama "Rupantar Kotha" 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 Sanargaon Hotel (Secretary MOPME attended)
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 organized 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, Bogra)
8. PTI Cluster SGA (23 Nov, 10 Apr, 6, 10, 11 Jun) at 7 PTIs (Khulna, Sylhet, Rajshahi, Rangpur, Comilla, Bogra, Mymensingh)
9. Situational Analysis Survey conducted from 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, Mymensingh)

Year 2 (2012-13):

1. DPEd Resource Material revision (Math & Science) (JICA Experts attended workshops)
2. Primary Curriculum Seminar (2) (4 Jul) at Hotel Ruposi Bangla (Secretary MOPME attended)
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 were 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):

DPEd Resource Material revision (Math & Science) (JICA Experts and Consultants attended workshops and revised materials from Nov. 2013 to Feb. 2014)

1. Primary Curriculum Seminar (3) (21 Jul) at Sanargaon Hotel (Secretary MOPME attended)
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. PTI Follow up Training (14-15 Jul) for 57 PTI Superintendents at BCDM Rajendrapur (Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks were discussed)
6. PTI Follow up Training (22-26 Jul) for 59 PTI Math Instructors and 58 PTI Science Instructors at NAPE (Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks were discussed)
7. Needs-based Sub-cluster training (AOP 51a) monitoring from March to August 2014
8. Subject based Training (Math & Science) (AOP 43) monitored in March 2014
9. Teacher Support Network through Lesson Study (AOP 54) was assisted by JICA team
10. Lesson Study Banner was developed and distributed
11. Communication Strategy Paper submitted to PEDP3
12. Situation Analysis survey is being conducted
13. TED Action Plan was reviewed
14. Overseas Training in Japan (3) (10-31 May) for Curriculum Experts (5 persons) from NCTB and IER organized at Hiroshima University

Year 4 (2014-15):

1. Teachers' edition refinement (JICA is assisting NCTB to refine Science and Math teachers' edition from G1 to G3 by end of July 2014)
2. PTI Follow up Training (6-10 Jul) for 58 PTI Math Instructors and 55 PTI Science Instructors at NAPE (Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks were discussed)
3. PTI Follow up Training (19-20 Jul) for 57 PTI Superintendents at BCDM Savar (Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks were discussed)
4. TV Drama "Rupantar Kotha 3" has been developed and distributed, and later monitored
5. WALS (World Association of Lesson Study) NAPE Specialist and Rajshahi PTI Instructor participated in WALS 2014 at Indonesia University of Education
6. Large Scale Tryout of revised textbook (JICA Expert team assisted NCTB to refine Science and Math textbook from G4 to G5 by end of May 2015)
7. Needs-based Sub-cluster training (AOP 51a) monitoring from January 2015 ongoing
8. PTI Follow up Training (29 Mar-2 Apr) for PTI Math Instructors and PTI Science Instructors at NAPE

(discussed Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks)

9. PTI Follow up Training (7-8 Apr) for PTI Superintendents at BRAC Inn Mohakhali (discussed Lesson Study, TED Action Plan, DPEd curriculum, Revised Primary Curriculum & Textbooks)
10. Teachers' edition refinement (JICA Expert team assisted NCTB to refine Science and Math teachers' edition from G4 to G5 by end of Jun 2015)
11. Situation Analysis survey is being conducted
12. Leadership Training for Head Teachers (AOP 135) training manual is being reviewed
13. TV Drama "Rupantar Kotha 4" is under preparation

Year 5 (2015-16):

1. Large Scale Tryout of revised textbook (JICA Expert team assisted NCTB to refine Science and Math textbook from G4 to G5)
2. Teachers' edition refinement (JICA Expert team assisted NCTB to refine Science and Math teachers' edition from G4 to G5)
3. Teacher's Guide refinement (G1 & G2 Environment Science and Social Studies are being refined by JICA Experts)
4. Textbook & Curriculum Seminar (27 Aug) at IER
5. Lesson Evaluation Workshop (1) (11-13 Oct) at DPE
6. Lesson Evaluation Workshop (2) (10-12 Nov.) at NAPE
7. TV Drama "Rupantar Kotha 4" developed and distributed
8. Situation Analysis survey is being conducted
9. Leadership Training for Head Teachers (AOP 135) training is monitored

Source: JICA report

Annex K: Summary Description of Discrete Projects

1. Project: Establishment of 1,500 Government Primary Schools in Unschooled Area

Goal/Aim: The goal or aim of the project is to ensure children access to education in unschooled areas (both rural and urban area) through the construction of 1,500 new Government primary schools in un-schooled area for fulfilling of commitment that each village has at least one school'

Purpose/Objective:

a. To construct 1500 [Type A: 1,325 schools in un-flood areas (total cost TK. 722.13 crore), Type D: 95 schools in Char, Hoar river erosion areas (18.49 crore) and need based design 80 primary school in unschooled area (TK. 69 crore);
b. To construct sanitary latrines (One for Boys and One for Girls);
c. To sink arsenic free tube-wells in the constructed schools; and
d. To supply furniture to constructed schools.

Implementation Period: July 2010 to June 2015 extended up to December 2016 and further extended 30 June 2017

Implementation Cost: Original budget was BDT Eighty three thousand eight hundred sixty seven (83,867) crore and revised budget is BDT 905.7494 crore only.

Coverage as of March 2016:

Of these 1,500 schools, 1,325 schools (A type) were to be established in the flood free areas at the cost of Taka 722.13 crore; 95 schools (D type) to be established in Char, Haor and river basin areas at the cost of Taka 18.49 crore; and 80 schools (C type) at the cost of Taka 69.00 crore on need-based design category.

Project implementation status as of March 2017 is as follows:

SL #	Planned activities	Status as of March 2017	Remarks
1	DPE identified unschooled villages	1,943 villages	
2	Approved village to establish school (1st phase)	686 villages	Source of Fund: GoB
3	Approved village to establish school (2nd phase)	326 villages	
4	Approved village to establish school (3rd phase)	368 villages	
5	Approved village to establish school (4th phase)	231 villages	
6	Approved village to establish school (5th phase)	122 villages	
7	Approved village to establish school (6th phase)	183 villages	
8	Approved village to establish school (7th phase)	205 villages	
9	Approved village to establish school (8th phase)	27 villages	
	2nd -8th phases identified total villages	**2,148 villages**	
10	Tendering by LGED	1,495 schools	
11	Work order given by LGED	1,495 schools	
12	Land acquisition	3 schools	
13	Total allocation 2015-16 f/y	Taka 20,000 lac	
14	Total allocation 2016-17 f/y	Taka 18,600 lac	
15	Total expenditure as of February 2017	Taka 9,239.11.505 lac	
16	Total cumulative expenditure	Taka 75,900.92 lac (83.8%)	
17	Progress of work (establishment of schools)	1,267 schools	100% completed
		41 schools	80-99% completed
		36 schools	60-79% completed
		86 schools	30-59% completed
		65 schools	0-29% completed
18	Completed schools handed over to DG-DPE	1,050 schools	2/3 teachers attached and operating classes
19	Post creation of teachers for 667 schools (667x5 teachers)	667 teachers posts	667 HTs post created and 2,668 ATs post created

2. Project: Establishment of 12 PTIs

Goal/Aim: The goal or aim of the project is to improve the quality of primary education by enhancing teacher training facilities

Purpose/Objective:

a. To improve the quality of primary education through establishing 12 Primary Teachers Training Institutes (PTI)
b. To impact C-in-Ed training for an additional 1,584 teachers every year

Location of the Project: 12 districts headquarter.

Implementation Period:

a). Original: **I. Date of Commencement: January 2011**
II. Date of Completion: December 2014 (DPP)

b). 1st Revised: **I. Date of Commencement: January 2011**
➢ **Date of Completion: June 2015 (1st RDPP)**

c). 2nd Revised **I. Date of Completion: June 2017 (2nd RDPP)**

Implementation Cost in lac Taka: 24,808 (original)

1st Revised Cost in lac Taka: 25,878.41

2nd Revised Cost in lac Taka: 26,944.75

Source of Fund: GoB

There are 64 districts in Bangladesh. Out of the 64 districts, 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 (first revised budget was Taka 25,878.41 lac and second revised budget is 26,944.75). The implementation period covers January 2011 to June 2017. 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).

12 PTIs Project implementation Status as of March 2017 is follows:

SL	Planned activities	Status as of April 2014	Type	Remarks
1	Dhaka PTI, Mirpur	68% work completed	'Special' category	
2	Narayanganj PTI, Shiachar, Sadar	Completed	'A' category	
3	Gopalganj PTI, Bhetodor, Sadar	Completed	'A' category	Fully Functioning
4	Shariatpur PTI, Balochara, Sadar	Completed	'B' category	
5	Sherpur PTI, Bhatshala, Sadar	Completed	'B' category	
6	Rajbari PTI, Sadar	Completed	'C' category	Fully Functioning
7	Bandarban PTI, Sadar	Completed	'C' category	
8	Khagrachari, PTI Sadar	Completed	'C' category	
9	Narail PTI, Sadar	Completed	'C' category	
10	Meherpur PTI, Sadar	Completed	'C' category	Fully Functioning
11	Jhalokathi PTI, Sadar	Completed	'B' category	Fully Functioning
12	Lalmonirhat PTI, Sadar	Completed	'B' category	Fully Functioning

3. Project: Primary School Reconstruction & Renovation Project (2nd Phase), 3rd Revision.

Goal/Aim:

The goal of the project is to enhance enrolment in primary education to achieve the Universal Primary Education for all

Purpose/Objective:

I) To reconstruct the dilapidated government primary schools to create good educational environment
II) To construct sanitary latrines and sinking of tube well in the reconstructed primary schools
III) Supply furniture to reconstructed primary schools

Location of the Project: All over the Bangladesh

Implementation Period of Primary Education Stipend Project:

a) **3rd Revised:** **I.** Date of Commencement: July 2006
II. Date of Completion: June 2016 **(Phased out)**

Implementation Cost in lac Taka: 166,690.6 (original)

Source of Fund: GoB

The project is mainly responsible for the following:

a. Re-construction of 5,600 (4,850 +250 = 5,100) as 2nd revision of RDPP and (5,100+500 = 5,600) as 3rd revision of RDPP govt. primary school buildings including toilet wash blocks
b. Installation of 5,600 nos. Deep/shallow tube-wells
c. Supply of 268,800 pairs High/Low benches for students
d. Supply of 33,600 Chairs and 22,400 Tables for teachers
e. Providing 5,600 steel Almirahs.

For 3rd Revision:

1) Schools up to 300 students: Type-A/6 (2 Storied foundation with 1 storied building)
2) Schools between 300-499 students: Type-A/7 (3 Storied foundation with 1 storied building)
3) Schools above 500 students: Type-A/8 (4 Storied foundation with 1 storied building)
4) Type design - A/4 for flood areas (4 Storied foundation with 2 storied building)
5) Vertical extension, Type Design - A/5;
6) Proto Type- D, Tin shed Bhaban, - for river eroded area.

Coverage as of March 2017:

Coverage				Remarks
Number of District	**Number of Upazila**	**Number of schools**	**Number of student**	
64	All over Bangladesh	5,600	n/a	5,599 Schools Completed & 1 is ongoing.

Progress as of March 2017:

SL.	Planned Activities	Financial Year	Physical Target	Cumulative Progress as of March 2015	Remarks
1.	Re-construction of 5,600 Govt. primary school building including toilet wash block	2008-09	645	5,599 schools completed and 1 ongoing	Project phased out in 30 June 2016
		2009-10	741		
		2010-11	1,016		
		2011-12	1,045		
		2012-13	950		
		2013-14	500		
		2014-15	160		
		2015-16	543		
2	Installation of Deep/shallow tube-wells		5,600 nos.		
3	Supply of High/Low benches		268,800 pairs		
4	Supply of Chairs		33,600 nos.		
5	Supply of Tables		22,400 nos.		
6	Supply of Almirahs		5,600 nos.		
	Total Expenditure	BDT 1,587 crore 28 lac and 59 thousand only			95% as per plan

4. Name of the Project: Expansion of Cub-scouting in primary education 3rd Phase

Goal/Aim: the goal or aim of the project is to support primary school children in their physical, mental and spiritual development.

Purpose/Objective: The purpose of cub-scouting is to support young children to achieve the following:

a) To do their best
b) To do their best for the country
c) To help someone everyday

Location of the Project: All over the country.

Implementation Period: July 2010 June 2016

Source of Fund: GoB

Implementation Cost in lac Taka: **1,**300 for FY 2015/16 (as of 20115-16 fund allocated separately as discrete project but in this financial year (2016-17) fund was allocated from the non-development budget along with the DPE allocation).

5. Name of the Project: Reaching Out-of-School Children (ROSC) Phase-II Project

Goal/Aim: the goal or aim of the project is to reach out-of-school children by improving access, participation and completion of primary education.

Purpose/Objective:

a) Supporting students and learning centers with an education allowance and grants to ensure access participation and completion of Primary Education.
b) Support ROSC Graduates for participation in basic life skills education and trade training for earning a livelihood.
c) Build Private-Public partnership for enhanced management of effective LCs to deliver quality primary education.
d) Enhance women's empowerment to participate in the decision-making process as regards LCs' establishment and management.
e) Establish and strengthen the capacity of structures and mechanism for local level planning, management and monitoring of primary education delivered by the ROSC with the participation of the wider community.
f) Introduce intensive teacher training for professional development of teachers for improved teaching and learning.
g) Strengthen academic supervision and support systems.

Location of the Project: 148 upazilas under 52 districts of Bangladesh.

Implementation Period of Primary Education Stipend Project:

a. **Original - Date of Commencement: January 2013**
b. **Date of Completion: December 2017**

Implementation Cost in lac Taka: 114,025.76 (GoB TK. 5,803.53 and World Bank RPA TK. 108,217.23)

Source of Fund: GoB and World Bank (IDA)

Project Description: In line with the EFA's goals and targets for achieving universal primary education and eradicating illiteracy, the Government started ROSC project with the assistance of the World Bank to established 22,500 learning centre's, 'Anandya School', for covering about 7.5 lac children. These schools provide a second chance opportunity for out-of school children to continue their education. After the phasing out of Phase 1 of ROSC project, the Government and World Bank agreed to start the second phase of the project.

Accordingly, Phase 2 of the project started in January 2013 and will be completed in December 2017 with a budget of Taka 114,026 lac. The project plans to support 21,361 Anandya schools to reach 7.15 lac children who have the opportunity to complete 5 years primary education cycle. As of March 2017, a total of 11,965 Anandya schools were functioning (6,024 newly established and 5,941from phase 1) with an enrolment of 322,731 children.

As per revised Project Document, the ROSC project provided the allowance for the students as follows:

- Education Allowance: Grade 1 to Grade 3 per students received BDT 100 and Grade 4 and Grade 5 per students BDT 120

- Uniform grant (yearly): Grade 1 to Grade 4 per students received BDT 400 and Grade 5 per students BDT 500
- Teaching aids Grant (Yearly): Grade 1 to Grade 3 per students received BDT 200 and Grade 4 and Grade 5 per students received BDT 300
- PECE allowance: Grade 5 per students received BDT 1,000 for PECE

Cumulative coverage as of March 2017:

Coverage				Remarks
Number of District	Number of Upazila	Number of schools	Number of student	
52	148	15,239	322,731	110 MO's & 148 TC's

ROSC Project implementation status as of March 2017 presented in below:

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
	2nd Phase				
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	7,182.77
2014-2015	Established Learning Centre's	3,700 LCs		3,700 LCs	
	Enrolled out-of-School Children	111,000		111,000	
2015-16	Total LCs	11,162 LCs		11,162 LCS	
	Students enrolled	322,731		310,100	7,752.50

6. Project: Primary Education Stipend Project (PESP)

Goal/Aim: the goal or aim of the project is to ensure increased Enrolment and Reduced Disparities

Purpse/Objective:

a) Increase the enrolment rate of all primary level school age children of poor families;
b) Improve the attendance rate of all the enrolled students of primary schools;
c) Reduce dropout rate and to increase cycle completion rate of enrolled students in primary schools;
d) Establish equity in the financial assistance to all primary school age children for poverty elevation;
e) Enhance the quality of primary education;
f) Encourage the women empowerment; and
g) Strengthen the social safety net.

Location of the Project: throughout the country excluding City Corporation and Municipalities areas and 79 Shishu Kalayan Trust schools

Implementation Period of Primary Education Stipend Project:

a) Original:
   I. Date of Commencement: July 2008
   II. Date of Completion: July 2013

b) 1st Revised:
   I. Date of Commencement: July 2008
   II. Date of Completion: July 2013

c) 2nd Revised:
   I. Date of Commencement: July 2008
   II. Date of Completion: June 2015- July 2017 (3rd phase)

Implementation Cost: BDT 3,067.3880 crore only

Source of Fund: GoB

Introduction:

Reducing disparities in education opportunities is a priority of the Government of Bangladesh. ECNEC 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 program, 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 passing 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 program in benefitting the poor.

Based on the poverty mapping jointly conducted by BBS and WFP, in 2014 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 the poverty rate is above 60%; in those upazilas 90% of children are eligible to receive the stipend;
- A total of 122 upazilas were identified in the poverty map where the poverty rate is within 48.1-60%; in those upazilas 75% of children are eligible to receive the stipend;
- A total of 140 upazilas were identified in the poverty map where the poverty rate is within 36.1-48%; in those upazilas 50% of children are eligible to receive the stipend;

- A total of 154 upazilas were identified in the poverty map where the poverty rate is up to 36%; in those upazilas 45% of children are eligible to receive the stipend.

3rd Phase:

- Targeted 13 million children (PPE 1.5 million, 114.6 million, Grades 6-8 total 24,500 and Shishu Kallyan 13,500 student)
- Stipend increased for 1 Child TK. to 100/-; 2 Children to 200/-; 3 Children to 250/-; 4 Children to 300/- and 6-8 Children to 125/-

Project implementation status as of March 2017 presented below:

In lac Taka

SL #	F/Y	Allocation (Taka)	Actual Expenditure	Status of achievement	Beneficiaries		Remarks
					Target	Achievement	
1	2008-09	48,800	48,355.55	99.09%	4.8 million	4.8 million	
2	2009-10	57,484	57,387.14	99.83%	6.3 million	7.25 million	
3	2010-11	86,500	86,434.64	99.92%	7.8 million	7.62 million	
4	2011-12	90,000	89,963.81	99.96%	7.8 million	7.725 million	
5	2012-13	92,500	92,236.00	99.48%	7.9 million	7.73 million	
6	2013-14	97,124	93,336.00	99.6%	7.9 million	7.77 million	
7	2014-15	94,000	93,875.00	99.87%	7.9 million	7.79 million	63,587 schools
8	**2015-16**	**140,000**	**138,895.33**	**99.21%**	**13.38 million**		

7. New Discrete Project – Needs-based Infrastructure Development Project

Goal/Aim: Ensure access of all children to school from Pre-Primary to Grade 5.

Purpose/Objective:

I) Rationalize classrooms in terms of students of NNPS;
II) Provide water and sanitation facilities for NNPS;
III) Supply classroom furniture;
IV) Reduce social disparities in terms of access;
V) Improve the quality of the teaching and learning environment in primary schools; and
VI) Ensure child friendly learning for all children for pre-primary through Grade 5.

Implementation Period: January 2016 – December 2020

Total Fund: GOB Taka 637,291.08 Lac

N.B There is, as yet, no information on the status of this Project – even whether it has been implemented or not.

8. Name of the Project: Primary Education Development Project Supported by IDB

Goal/Aim: **The goal of the project is to ensure access for all eligible children to Primary Education**

Purpose/Objective:

a) Provide better physical facilities for selected primary schools (school construction);
b) Improve sanitation facilities and safe drinking water for the students and teachers of primary schools; through rain water harvesting (44 schools), electrification with solar system'
c) Facilitate improved education environment for the students and teachers in targeted primary schools;
d) Support enhanced access to primary education for all in the rural areas; and
e) Enhance teaching and learning aids to students and teachers of selected Primary Schools.

Location of the Project: **Targeted areas of the Bangladesh.**
Implementation Period:

a) Original:
I. Date of Commencement: January 2012
II. Date of Completion: December 2014

b) 1st Revised:
I. Date of Commencement: January 2012
II. Date of Completion: June 2017

Implementation Cost in lac Taka: **20,951.56 (GoB TK. 7,091.56 and RPA TK. 13,860)**
Source of Fund: **GoB and RPA (IDB)**

Description:

Total targeted schools: 170 (Type A 140 schools in normal areas – 2 storied building with 4 storied foundation and Type B 30 schools in flood and wet land areas – 3 storied building with 4 storied foundation including ground floor open). In each school, there are 5 classrooms, 1 teachers' room, 3 toilets, furniture (80 **pairs of** benches, 12 chairs, 7 tables, 2 almiras), teaching and learning materials (1 laptop, 1 multimedia and other materials), Solar panel (200 W).

Coverage				Remarks
Division	**District**	**Upazila**	**School**	
1. Rajshahi	Naogaon, Pabna and Sirajgonj	83	170	68 schools completed
2. Rangpur	Kurigram and Lalmonirhat			
3. Khulna	Khulna, Bagerhat and Jessore			
4. Dhaka	Kishoregonj, Manikgonj, Munshigonj, Sherpur and Gopalgonj			
5. Chittagong	Chittagong, Chandpur and Comilla			
6. Barisal	Barisal and Jhalokathi			
7. Sylhet	Sylhet and Sunamgonj			

Progress as of March 2017:

SL.	Financial Year	Budget (Lac Taka)	Budget (Revised	Expenses (Lac Taka)	Progress of work	Remarks
1.	2011-12	8.03	8.03	8.03		Soil Test
2.	2012-13	12,250.00	36.50	28.56	48.8%	
3.	2013-14	8,180.00	3,936.00	3,936.00	n/a	Civil works ongoing
4	2014-15	13,208.00	9,400	8,282.53	33.9%	
5	2015-16	5,233	4,383	2,316.94	80%	
6	2016-17	4,177				

9. Name of the Project: School Feeding Program in Poverty Prone Areas (2nd Revision)

Goal/Aim:
Support the children of poverty-prone areas of Bangladesh in achieving universal primary education and also reduction of extreme poverty and hunger.

Purpose/Objectives:

- To contribute in achieving universal primary education and Millennium Development Goal -2 and SDG-4
- To increase enrolment and attendance and reduce dropout rate of the primary school students in the food-insecure areas (SDG-2)
- To improve health and learning ability of the primary school children through reducing of micro-nutrient deficiencies

Location of the Project: **Total 93 Upazilas (GOB supported 72 and WFP supported 21 upazilas) under 29 districts**

Implementation Period:

a) **According to 2nd RDPP: I. Date of Commencement: July 2010**
II. Date of Completion: June 2017

b) **Source of Fund:** **GoB & WFP**

Particulars	Total	GoB	DPA
Original DPP in TK.:	114,279.91	59,770.57	54,509.34
1st Revised DPP in TK.:	157,793.11	87,574.50	70,218.61
2nd Revised DPP in TK.:	**314,552.20**	**214,599.65**	**99,952.55**

Area Coverage and Number of Students as of March 2017:

Types of Areas	Coverage			
	No. of Districts	No. of Upazilas	No. of Schools	No. of Students
GOB	29	72	10,978	23,86,695
WFP		21	4,467	4,73,604
Total =		93	15,445	28,60,299

Progress as of March 2017 (main activities) FY 2016-17:

SL.	Planned Activities	FY	Target (Physical)	Progress as of March 2017	Remarks
1	Procurement and distribution of High Energy Biscuits (HEB) among 28,60,299 children of project areas	2016-17	35,294 MT HEB	30,444 MT HEB	Distribution ongoing to the Primary School Level of SF Project areas
2	Supply of different reporting formats for distribution of HEB to the school level	2016-17	Daily Attendance Cards – 4,75,000 sheets Monthly Utilization Reports Formats -69,000 sheets Way Bills Formats –	Daily Attendance Cards – 4,75,000 sheets Monthly Utilization Reports Formats - 69,000 sheets Way Bills Formats	Done

			56,100 sets	– 56,100 sets	
3	Organizing SFP Quarterly meetings with NGO's & WFP, Project Steering Committee (PSC) & Project Implementation Committee (PIC) to review project implementation progress	2016-17	Quarterly Meetings - 4 PIC-5 PSC - as and when required	Quarterly Meetings - 3 PIC-3 PSC-3	Ongoing
4	Organizing SF Art competition of primary school children (Grade 4 & 5) 2017 in project areas	2016-17	93 Upazila	Completed	Selected 5 drawing to sent to the HQ-WFP, Rome, Italy for world competition
5	Providing Hot Meals among 17,903 Primary School children in 2 SFP Upazilas	2016-17	17,903 children	17,903 children	Delivery ongoing to the Primary School Level of SF Project areas
6	Program planning and review workshop for preparing 29 district plan	2016-17	Workshop – 7	Workshop - 5	
7	Assisting in drafting the National School Feeding Policy (NSFP) by MoPME	2016-17	Draft NSFP 2017: 1	Draft NSFP 2017: 1	Draft NSFP 2017 sent to MoPME for finalization
8	Organizing ToT on commodity tracking and supply chain management for SFP concerned DPE district and upazila level and NGO officials	2016-17	Training batch - 4 (140 officials)	Training batch - 4 (140 officials)	Done

The following Table summarizes the financial year-wise allocation and expenditure of both GoB and DPA:

FY	Allocation in Lac Taka			Expenditure in Lac Taka			Expenditure
	GOB	DPA	Total	GOB	DPA	Total	%
2010-11	50.00	9,040.00	9,090.00	6.86.00	8,890.00	8,896.86	97.9
2011-12	10,400.00	13,550.00	23,950.00	9,876.55	13,550.00	23,426.54	97.8
2012-13	22,900.00	20,100.00	43,000.00	22,873.86	20,099.17	42,973.03	99.9
2013-14	28,000.00	18,300.00	46,300.00	27,965.64	16,299.27	46,264.91	99.9
2014-15	27,000.00	14,880.00	41,880.00	26,901.60	14,878.32	41,779.92	99.8
2015-16	36,166.00	12,000.00	48,166.00	36,072.65	1,998.57	48,071.22	99.80
2016-17	30,900.00	12,180.00	43,080.00	21,005.03	8,379.20	29,384.23	68.20 (Up to February 2017)

Project Description

'School Feeding Program in the Poverty-prone Areas' is one of the important initiatives undertaken by the present Government with the aim of ensuring quality primary education including one hundred percent enrolment and the prevention of dropout. The project began with the distribution of high energy biscuits (HEB) among 56,635 primary students in Tungipara & Kotalipara upazilas of Gopalganj district in 2011. Within one year of the SFP's inception, 1.8 million students of 42 upazilas were included in the program through the Government's own finances. As well, the school feeding program was already ongoing among 0.9 million students in 21 Upazilas with WFP assistance.

Later on, the number of students supported by the project increased to 2.7 million in 2014-15. At present, more than 3 million primary students of 93 upazilas of 29 districts are being covered by this project. Out of

these 93 Upazila, 72 Upazilas with more than 2.5 million students, are financed by the Government of Bangladesh and the remaining 21 Upazilas, with nearly 0.5 million students, are covered by WFP.

Under the SFP, each child who is present in school that day gets a 75 gram packet of fortified biscuits. At present, WFP is running a pilot program on a Mid-day Meal with cooked food in all primary schools of Bamna Upazila in Barguna district, as well as in the schools of two Unions of Islampur upazila of Jamalpur district.

In FY 2015-16, a total 24654.01 metric tons of fortified biscuits was procured and distributed among students. The project is not limited to the distribution of fortified biscuits. The project also covers de-worming of students, encouraging women's role in SMC, and raising the awareness among students and local people on cleanliness, safe water, disaster risk reduction and vegetable gardening by the students. As a result of these activities, changes in academic attainment and other behavioral changes like use of safe water and de-worming, positive changes in the students are being noticed in the schools.

Among different creative initiatives, participation of the students in the International Art Competition organized by WFP in WFP-assisted school-feeding countries is a major achievement of the project. Students from poverty-prone areas are bringing honor for the country through participating in the competition. One student, of one of the schools supported by the project, won a prize in the competition held in Rome, Italy in 2014. Subsequently, two students have achieved similar international prizes in the same competition in 2015 and 2016.

Considering the positive results and impacts of the 1st phase of the project, the revised DPP was approved for the second time at the meeting of National Economic Council Executive Committee (ECNEC) held on December 9, 2014. The present project activities will continue up to June 30, 2017.

As a result of the project, 100% enrolment has been achieved at primary level and the attendance rate has increased by 5% to 13% in the project Upazilas. Positive changes are also observed in the physical and metaphysical condition of the students. Above all, the quality of primary education has also been started to improve in the project areas. To ensure the successful implementation of the project, besides the WFP officials and implementing NGOs, the Deputy Director, District Primary Education Officer (DPEO), Upazila Education Officers (UEO), Assistant Upazila Primary Education officers (AUEO), SMCs and Teachers are working diligently at the field level. The District and Upazila Administration are also providing all necessary assistances in project implementation. The Government has accorded special importance to the positive results of the project and has initiated steps to maintain the continuity of the program.

The positive impact of the project has resulted in the Government starting to formulate 'The National School Feeding Policy'. It is expected that all students of the country will be brought under the project gradually once the policy is in place.

The successful implementation of the project requires the engagement of locally motivated and rich people. It is expected that, in the near future, the current school feeding program will be transformed into a social movement with the participation of government and civil society, and the students, who have benefit from the project, will be able to achieve a quality primary education. It is a firm belief that if we can develop a generation well, they will be able to lead us to the establishment of a prosperous and Digital Bangladesh.

The report will be useful in the efficient and successful implementation of the project. The project has not only been well appreciated by the students, parents and local elected representatives; it has been equally

appreciated by the MoPME, Finance Division, Ministry of Agriculture, Economic Relation Division, Planning Commission and the Implementation Monitoring and Evaluation Division (IMED). Such appreciations from all concerned will inspire the development of the next steps of the School Feeding Program.

10. Name of the Project: EU Assisted School Feeding Program

The project was phased out in December 2015.

Goal/Aim: To contribute to the achievement of MDG 1& 2, i.e., the reduction of extreme poverty and hunger and also to enhance the enrolment rate and reduce the dropout rate.

Purpose/Objective: The main objectives of the project are as follows:

- Achieve universal primary education and reduce gender disparity.
- Enhance learning capability and more attentiveness towards studies of primary education institutes in selected areas by supplying nutritious food.
- Improve enrolment, attendance and cycle completion at the primary education sector.
- Increase the nutritional status of 416,454 primary school students.

Implementation Period (Project Start and Phase out date)**:** January 2009-December 2015

Implementation Cost: The total cost was Taka: 21,967.04 lac (GOB TK. 7,536.60 lac and RPA TK. 14,430.74 lac)

Sources of Fund: European Union and Government of Bangladesh**.**

Coverage as of March 2015:

Coverage				Remarks
Districts	**Upazilas**	**Schools**	**Student**	
10 **D**istricts (1. Habigang, 2. Sunamganj, 3. Netrokuna, 4. Jamalpur, 5. Jessore, 6. Pabna, 7. Lalmonirhat, 8. Laxmipur, 9. Coxs'Bazar and 10. Patuakhali	10 upazilas (1. Lakhai, 2. Dharmapasha, 3. Kalmakanda, 4. Dewanganj, 5. Jhikargacha, 6. Bera, 7. Hatibandha, 8. Ramgati 9. Moheshkhali and 10. Dashmina	1,350	4,16,454	**Children p**rovided daily with 75 grams of fortified biscuits in 10 poverty-stricken upazilas across the country

Progress as of December 2015:

SL	Planned Activities	FY	Target (Physical)	Progress as of March 2015	Coverage	Remarks
	Fortified biscuit distribution in 1,345 GPS, NNPS and non-government school in selected 10 upazilas.	2014-2015	Distribution of 9,963,672 cartons biscuits	Distribution of 73,264.66 cartons of biscuits	1,350 schools and 4,16,454 students	This project was merged with School Feeding Program in Poverty Prone Areas (2nd Revised) after December 2015

11. Name of Project: English in Action (EIA)

Project : **English in Action (EIA)**

Goal/Aim: To contribute to the economic growth of Bangladesh through the use of the English language as a tool to better access to the World Economy.

Purpose/Objective: To increase significantly the number of people able to communicate in English, to levels that enables them to participate fully in economic and social activities and opportunities

Implementation Period (Project start and phase out date): 2008 - 2018 (1 year extension in process)

Implementation cost: BDT 14,445.62 lac (DPA-14,145.62 & GOB 300.00) - (GBP 12.09 million)

Source of fund: Department for International Development (DFID)

Coverage: April 2016-March 2017

Primary Coverage					Remarks
Number of District	Number of Upazila	Number of schools	Number of Teachers	Number of students	
64	227	11,500	34,000	48,00000	The target is to cover 41,000 teachers and 4.5 million students in **P**rimary **Schools** by March 2017

Note: Cumulative figures since inception

English in Action (2008-2017) is a DFID funded UKAid program aiming to enhance the quality of English teaching and learning in Bangladesh. EIA is being implemented in close collaboration with the Government of Bangladesh including the Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME) and the Directorate of Secondary and Higher Education (DSHE) under the Ministry of Education (MoE). EIA is governed by a Project Steering Committee (PSC) headed by the Secretary of MoPME along with a Project Management Unit (PMU) based at DPE.

Since inception, EIA has ensured quality implementation of all planned activities. The project has reached the targets up until March 2017. Research reports have shown positive impacts among the targeted participants. It has been found that changes in teaching and learning processes of English are taking place so that children are learning in a more interactive and participatory way. Student talk time has increased in the EIA intervention schools. In Primary, research shows that student talk time in classroom practice has improved from near zero (per base line study) to 27% and the proportion of this talk that is in English increased from near zero to 94%. Similarly in the secondary education sector, student talk time in classrooms has improved from near zero (per base line study) to 24% and the proportion of this talk, which is in English increased from near zero to 92%.

School-Based Approach

EIA's school-based teacher development program is a school based intervention which focuses on 'learning by doing.' Teachers learn new classroom activities, through using printed guides and also by watching examples of good practice on audio visual materials which are provided on an SD card for use on a mobile phone. There is also classroom audio for students use, linked to the national curriculum for English and NCTB English for Today textbooks which support teachers to practice the four language skills and help to create interactive lessons. All activities and materials have been refined over several years.

Teachers are expected to practice these techniques in the classroom and they then have opportunities for reflection and problem solving with their peers, within and across schools in the Upazila. The Head Teacher

(HT) plays a strong supportive role, encouraging teachers to try new activities in the classroom and monitoring teachers' progress in school. Teacher Facilitators (TF - more experienced teachers, who have been trained as facilitators) lead teacher development meetings locally – to help teachers to share their experiences with other teachers and learn from each other. On-going capacity building activities for the HTs, TFs and Education Officers further strengthen the teacher support system in the intervention areas.

EIA incorporates five key elements of effective teacher development programs, internationally recognized[20] and capable of having positive impact on classroom teaching and learning. These key elements are – peer support, follow-up support and monitoring, Head Teacher support, alignment with curriculum and assessment, offline AV materials and enabling technology.

Activities and Progress during 2016-17

Teacher Support and Materials

- ✓ 19,458 primary teachers have participated in EIA intervention activities during April 2016 to March 2017;
- ✓ A total of 2685 Teachers' Development Meetings as well as Initial Teacher Orientations have taken place in 2016-2017. Teachers found these meetings and orientation very effective, appreciated the opportunity to review their teaching after practicing the methods and techniques in their classrooms. They expressed the necessity of these meetings as part of their continuous professional development;
- ✓ A total of 96 Teachers Facilitator Workshops (TFW-1) have taken place.EIA has selected 24 schools from each upazila. 2 Assistant Teachers along with the Head Teaches receive EIA training. Selected TFs (ATs. HTs & URCIs) were oriented by EIA facilitators about how they will conduct the Initial Teacher Orientation events in their respective upazila. Participants felt that these workshops are fruitful for enhancing their facilitation and leadership skills and expressed to have such events on a regular basis as part of their on-going professional development;
- ✓ A total of 99 Education Officials' Workshop (EOW-1) was held during this period. Upazila Education Officials oriented about EIA and how to observe the class, support teachers;
- ✓ A total of 750 Initial Teacher Orientation (ITO) were organized in 2016-2017. In this workshop selected Assistant Teachers and Head Teachers were oriented about and familiar with EIA AV materials and techniques. Selected EIA Facilitators from ATs, HTs and URCIs conducted these events in their respective upazilas;
- ✓ The Teachers' Voice Conference was held on 28th February and 1st March 2017. The conference was one of the events that focused on Teachers' Action Research in their classrooms. It was noticed that EIA teachers have grown exceedingly well as confident English speaking teachers within the project period. There were some very good presentations from which other teachers can learn. This may be called a step forward for Professional Development of teachers as a whole. Now the teachers know what they can achieve by reflecting on their own classroom delivery. A follow up session or another conference will help teachers enormously;
- ✓ Materials have now been produced for all stakeholders in revised editions to reflect the wider range of follow on support mechanism**s** with increased stakeholders' engagement.

Research Monitoring and Evaluation (RME)

[20]Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., and Salvi, F. (2013). "Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries: Final Report". Education Rigorous Literature Review, EPPI-Centre, Social Science Research Unit: Institute of Education, University of London.

- ✓ Classroom observations have taken place by Education Officers (over 3000 for primary);
- ✓ Even with a three-fold increase in scale, similar levels of progress were observed as in previous teacher cohorts. After the all the teachers' development meetings, 90% of teachers were using pair work and group work, which provide opportunities for more student talk. In 48% of classes, students used English for more than 50% of the time;
- ✓ Quantitative post-test fieldwork and preliminary data analysis for the quasi-experimental study have been completed;
- ✓ A small-scale qualitative study was designed. This explores, in more in-depth, the nature of teachers' experiences of support, how the school context supports or mitigates against the intended mechanism of school support, and whether or how these interactions are associated to changes in classroom practice. At this stage the second phase of the data collection and preliminary analysis has been completed;
- ✓ 'Capturing the dynamics of change: Teachers' voices from the classrooms' – a series of workshops leading to a teachers' conference. Teachers were being supported in undertaking their own action-research, which enabled a group of interested teachers to understand and carry out small research studies in their own classrooms/school with other teachers; teachers presented their work in a national conference, jointly arranged by EIA and Institute of Education and Research (IER), University of Dhaka. In addition to developing greater understanding of the changes that are brought into classroom practices, this effort fits with EIA's advocacy strategy to create a wider platform for the practitioners to share their experiences with the policy makers, other practitioners and education officials. A total of 90 teachers (both primary & secondary) presented their work in the conference;
- ✓ Research findings have been disseminated at GoB events, technical forums and conferences and through journal articles and publications.

Institutionalization and Sustainability (I&S)

- ✓ English in Action has been working closely with relevant government agencies - DPE, DSHE, NCTB and NAPE - to embed EIA materials, techniques and good practices into the mainstream system and structure. As part of that process, EIA worked with NCTB to develop Teacher Editions for Class 1-5 in 2014 and 2015 with a view to sustain EIA materials in the mainstream primary level;
- ✓ EIA has successfully incorporated its interactive teaching learning materials and classroom activities in the teaching learning process of Primary Teacher Editions. A section called 'use of digital materials' is in the Teacher Editions to enhance their knowledge and capacity in English language teaching and learning;
- ✓ EIA provided one DVD to all UEOs, AUEOs and URCIs. The purpose of providing DVDs is a) providing access to the materials for all Primary teachers including the ones outside our intervention area, b) Teachers can copy the materials and play the on their school laptop to be distributed by PEDP 3 by the end of this year and c) Teachers can use the materials along with the Teacher Editions of NCTB;
- ✓ EIA worked with SESIP and NCTB in developing the Secondary Curriculum Guides for class 6-8. In April and May, NCTB and SESIP organized two workshops with a view to developing the Secondary Curriculum Guides for classes 6-8 where EIA was invited in both workshops to provide technical input in developing these guides. These workshops were focused on developing a set of lesson plans for each class. The first workshop was to orient the writers, finalize the format of the lesson plans and distribution of tasks to the writers/team. The second workshop was concerned with working on the draft lesson plans developed by the groups. Besides these, EIA also participated in a few meetings to work closely with the team members. EIA incorporated its secondary materials which are available in the NCTB website through the Curriculum guides;
- ✓ A Joint Implementation Group (JIG) was formed consisting of NAPE officials and EIA representatives. The purpose of the 'Joint Implementation Group (JIG)' is to identify areas/contents, recommend the

process including time line and strategies for integration of EIA approaches, materials and techniques into the professional development trainings of NAPE. In addition, the JIG will also consider how the proposed activities can continue after phasing out of EIA and recommend implementing strategies. The meetings were discussed on how NAPE and EIA can jointly set up a Centre for Excellence (CfE) for English Teaching and Learning. NAPE and EIA would work jointly to improve activities around DPEd, basic and foundation training for education officials, training for PTI instructors and most importantly to build capacity of NAPE faculties;

- ✓ The 2-day workshop was organized during 20th to 21st December 2016 in Mymensingh as part of CfE activities. The purpose of this workshop was to orient NAPE faculty members on English language skills development practices using relevant EIA resources associated with effective Teacher Professional Development (TPD) approaches and materials. All NAPE faculties including Senior Specialists, Specialists and Assistant Specialists actively participated in different sessions and activities during the event. It is anticipated that NAPE faculty members would continue the acquired skills as part of their regular practices through Centre for Excellence and develop their professional skills further;
- ✓ A reflection meeting of the CWG took place on November 2016 for sharing of experience of Master Trainers' and Teacher Trainers' workshops and also the Subject based training - English. The participants were split into two groups and identified strengths and challenges of these events;
- ✓ All PTI Instructors - English (2 from each PTI) were trained on the EIA contents and techniques;
- ✓ EIA have worked with the Monitoring and Evaluation Division, DPE, to strengthen monitoring by the development and pilot of a revised school visit instrument, with a stronger focus on classroom practice and learning. This has been piloted with Education Officers in 7 Upazilas, with visits from senior officials from DPE and MoPME in Chittagong and Sylhet. A joint workshop is now planned to share feedback and recommendations to inform this aspect of post PEDP3;
- ✓ As a discrete project under PEDP3, English in Action is involved in supporting the Government in developing the Design Note (i.e. In-Service, Pre-Service and ICT in Education) for the post PEDP3.

Implementation plan in 2017 and 2018

EIA will continue to work towards sustainability of good practices through close collaboration with the sector program activities during the last phase of the project in 2017-2018.

Discrete Projects (Non-Formal Education):

1. Ability Based Accelerated Learning (ABAL) for the Hard to Reach Working Children:

The Ability Based Accelerated Learning approach for approximately 13,000 children in the rural Satkhira district and Dhaka urban areas will continue to demonstrate a good model for working children. This approach is the further refinement of the UNICEF supported BEHTRUWC model implemented by BNFE in six divisional towns in the country for more than a decade. This is the flexible and menu-based learning course, equivalent to Grade 5 so that one can be mainstreamed at certain points of time with proper competency, certified by the teachers or at the end of public examination.

2. Basic Literacy Program: No progress report has been received yet.

3. SHARE Education Program in Bangladesh: Reaching the Hardest to Reach Children:

Name of the Project: SHARE Education Program (SHARE - Supporting the Hardest to Reach through Basic Education)

Goal/Aim: The European Union funded SHARE (Supporting the Hardest to Reach through Basic Education) Education Program aims to contribute to the achievement of Bangladesh's development goals and to a national basic education framework.

Purpose/Objective: The specific objectives of SHARE education program are to provide basic education opportunities of quality for the hardest to reach children and their parents and guardians using a variety of approaches that yield lessons about what works best and why, share best practice, and help build results-based-management capacity and culture, in coherent linkages with the formal primary education system and other non-formal education initiatives. Priorities for the program include: (i) providing access to basic education of quality for those who would otherwise be excluded, building on proven good practice; (ii) maximizing the efficient use of resources, particularly through the adaptation of holistic approaches; and (iii) the promotion and further development of a lessons-learned culture.

Implementation Period (Project Start and Phase out date)**:** January 2012 to June 2018

Implementation Cost: 50 million Euros

Source of Fund: **European Union**

Description:

SHARE comprises four discrete projects viz. Aloghar (light house), SHIKHON-II (learning), SUSTAIN and UNIQUE-II implemented by NGO partners. Together the projects will reach about 0.6 million hardest to reach children spread all over Bangladesh. A Technical Assistance (TA) component has been embedded in SHARE Education Program tasked with the strategic role of managing knowledge and knowledge products, building capacity, establishing sustainable patterns of co-ordination, and providing opportunities for innovations and good practices within the various activities that are shared across the partners who, and Government organizations which share the overall objectives of the program.

Key target groups for the SHARE Education Program include out-of-school children living in the most geographically inaccessible areas (chars, haors, Chittagong Hill Tracts etc), from the poorest quintile of society,

ethnic minorities, street children, and children with special needs (i.e. working children, children with disability). These children will be provided with quality basic education. In addition, the program also offers pre-primary education to younger children, basic education for the children's parents or guardians, and/or educational support to low-performing disadvantaged children enrolled at government schools.

During 2014 the SHARE Education Program continued to build on its achievements and good practices, maintained an impressive drive to enroll children into schools in some of the hardest to reach environments in the country. These efforts will continue to be strengthened and expanded through the technical assistance component embedded in the program.

Coverage as of December 2015:

	Coverage			Remarks
Number of District	Number of Upazila	No. of schools (PPE&NFPE)	Number of student	
47	219	13,937	4,94,401	Cumulative figure

PECE status of 2015

Among the four projects of SHARE program Aloghar and UNIQUE-II students have taken PECE since 2012 while SUSTAIN students first appeared in PECE in 2013 and SHIKHON-II students appeared in PECE for the first time in 2015 that explains why the number is relatively larger in 2015. Altogether 38,058 students appeared from 4 projects and 36,704 students passed, which is around 97 percent. 429 students got A+ while 6,982 got A and 6,988 and 7,797 students get A- and B respectively. Statistics of individual project are mentioned below:

Project name	Appeared	Passed	Result					
			A+	A	A-	B	C	D
Aloghar	1,843	1,771	10	132	237	385	690	317
SHIKHON-II	30,253	29,371	293	5,874	5,874	6,168	8,518	2,644
SUSTAIN	4,593	4,195	84	671	671	797	1,259	713
UNIQUE-II	1,369	1,367	42	305	206	447	320	47
Total	**38,058**	**36,704**	**429**	**6,982**	**6,988**	**7,797**	**10,787**	**3,721**

Annex L: Glossary

1. Access in primary education

Definition: Access means a channel, a passage, an entrance or a doorway to primary education. It has a two-way role:

A physical approach;

Utilization of existing facilities: It is not only essential to provide education facilities but it is equally important that these facilities to be utilized.

Purpose: The purpose is to provide access for all children to primary education as per the national policy and where it would not be possible to provide, alternative schooling should be introduced for their teaching learning at comparable level.

2. Age-specific enrolment ratio (ASER).

Enrolment of a given age or age group, regardless of the level of education in which students or students are enrolled, expressed as a percentage of the population of the same age or age group.

3. Class size

Definition: The average number of students enrolled per class.

Purpose: The purpose is to measure the average number of children taught together at one time in a room. The results can compare with established country's national norms.

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

4. Coefficient of Efficiency

Definition: The ideal (optimal) number of student years required (i.e. in the absence of repetition and dropout) to produce a number of graduates from a given school cohort for primary education expressed as a percentage of the actual number of student years spent to produce the same number of graduates. DPE uses UNESCO reconstruction cohort model for calculating Coefficient of efficiency.

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

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

5. Cohort Completion Rate for Primary Education (CCR)

Definition: Percentage of a cohort of students enrolled in the first grade of primary education in a given school year expected to complete primary education. The CCR is the product of the probability of reaching the last grade (survival rate) and the probability of graduating from the last grade. DPE uses UNESCO reconstruction cohort model for calculating completion rate as opposite of dropout rate.

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

6. Disability (Special Need)

Disability *is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime.*

Disable Person: *as per section 2 (II), disable Person means a person with any type of the following disabilities (a) autism or autism spectrum disorders, (b) physical disability (c) mental illness leading to disability (d) visual disability (e) speech disability, (f) intellectual disability, (g) hearing disability (h) deaf blindness (i) cerebral palsy, (j) down syndrome, (k) multiple disability, (l) other disability (source: The3 Rights and Protection of Person's with Disability Act 2013)*

Neuro-developmental Trust Act, 2013, Section 3: *Neuro-developmental disability means a person with the following disabilities (a) autism or autism spectrum disorders, (b) down syndrome and (c) intellectual disability*

7. Dropout Rate (DR) by grade

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

Purpose: The purpose is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. DPE uses UNESCO reconstruction cohort model for calculating Dropout rate.

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

$$\text{Formula} = \frac{\text{No. of students dropping out from grade g in year t}}{\text{Total number of students in grade g in year t}} \text{ X 100}$$

8. Early childhood care and education (ECCE)

Services and programs that support children's survival, growth, development and learning – including health, nutrition and hygiene, and cognitive, social, emotional and physical development – from birth to entry into primary school

9. Ebtedayee Madrashas

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

10. Equity

Definition: Equity means equitable access to, and participation in all management and program functions regardless of special characteristics including but not limited to gender, race, color, national origin, disability and age.

11. Gender Parity Index (GPI)

Definition: Ratio of girls to boys values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of boys. A GPI above 1.03 indicates a disparity in favour of girls.

Purpose: *The GPI measures progress towards gender parity in education participation and/or learning opportunities available for females in relation to those available to males. It also reflects the level of women's empowerment in society.*

Calculation Method: *Divide the girls value of a given indicator by that of the boys*

$$\text{Formula} = \frac{\text{Ratio of girls in GER/NER in year t}}{\text{Ratio of boys in GER/NER in year t}}$$

12. Grade Transition

Definition: *In education, grade transition is the number of a cohort of students who enters the first grade of primary education and who experience promotion, dropout and repetition from grade to grade, i.e., how many of them roll over to the next grade, next year and so on, and thus complete a particular level or stage of education.*

13. Gross Enrolment Rate (GER) for a given cycle of education

Definition: *Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population (6-10 years in Bangladesh) in the official age group corresponding to this level of education. The GER can exceed 100% because of early or late entry and/or grade repetition.*

Purpose: *The purpose is to show the general level of participation in a given level of education. It indicates the capacity of the education system to 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 students (or students) enrolled in a given level of education regardless of age by the population of the age group, which officially corresponds to the given level of education, and then multiplies the result by 100.*

$$\textbf{Formula} = \frac{\textbf{No. of all students enrolled in the primary cycle regardless of age}}{\textbf{Population of related school age (6-10 years in Bangladesh)}} \textbf{ X 100}$$

14. Gross Intake Rate in the First Grade of Primary Cycle (Gross Admission Rate)

Definition: *Total number of new entrants to a given grade of primary education, regardless of age, expressed as a percentage of the population (6 years in Bangladesh) at the official school entrance age for that grade.*

Purpose: *Purpose is to indicate the general level of access to primary education. It also indicates the capacity of the education system to provide access to grade 1 for the official school-entrance age population.*

Calculation method: *Divide the number of new entrants in Grade 1, irrespective of age, by the population of official school-entrance age, and multiply the result by 100.*

$$\textbf{Formula} = \frac{\textbf{No. of students in Grade 1 regardless of age}}{\textbf{Population of legal admission age (6years in Bangladesh)}} \textbf{ X 100}$$

15. Inclusive Education

Inclusive Education means all children are enrolling in schools, actively participating in academic and co-curricular activities, achieving learning competencies effectively, completing the academic year and primary education cycle successfully and finally accepted by the peer, community, family and the next layer of education. Inclusive Education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together i.e. DPE has been mainstreaming primary education 'all students with disabilities and without disabilities' study together in the same educational institutes'. (source: Inclusive Cell, DPE)

16. Lifelong Learning:

Lifelong learning is the ongoing, voluntary, and self motivated pursuits of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self sustainability, as well as competitiveness and employability.

17. Literacy

Definition: According to UNESCO's 1958 definition, the term refers to the ability of an individual to read and write with understanding a simple short statement related to his/her everyday life. The concept of literacy has since evolved to embrace several skill domains, each conceived on a scale of different mastery levels and serving different purposes.

18. Net attendance rate (NAR)

Number of students in the official age group for a given level of education who attend school at that level, expressed as a percentage of the population in that age group

19. Net enrolment ratio (NER)

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

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

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

$$\text{Formula} = \frac{\text{No. of students of specified age in the cycle (6 to 10 years)}}{\text{Population of related school age (6 to 10 years in Bangladesh)}} \times 100$$

20. Net Intake Rate (NIR) in the First Grade of Primary Cycle:

Definition: Net intake rate (NIR): New entrants to the first grade of primary education who are of the official primary school entrance age (6 years), expressed as a percentage of the population of that age (6 years in Bangladesh)

Purpose: Purpose is to precisely measure access to primary education by the eligible population of primary school-entrance age.

Calculation method: Divide the number of children of official primary school-entrance age who enter the first grade of primary education for the first time by the population of the same age, and multiply the result by 100.

$$\text{Formula} = \frac{\text{No. of students in Grade 1 of the legal admission age (6years)}}{\text{Population of same specific age (6years)}} \times 100$$

21. New Entrants

Definition: Students entering a given level of education for the first time; the difference between enrolment and repeaters in the first grade of the level.

22. Out-of-Schools Children (OOSC)

Definition: Out-of-schools children are those children at the official schools age 6^{+yrs} to 10^{+yrs} range who are not enrolled in any type of school. This includes both the dropouts and never enrolled children.

Purpose: To identify the size of the population in the official primary school age range who should be targeted for policies and efforts in achieving universal primary education.

Calculation method: Subtract the number of primary school-age students enrolled in any type of school from the total population of the official primary school age range.

23. Pre-primary education

Definition: Programs at the initial stage of organized instruction, primarily designed to introduce very young children, aged at least 3 years (in Bangladesh 5 years), to a school-type environment and provide a bridge between home and school. Variously referred to as infant education, nursery education, pre-school education, kindergarten or early childhood education, such programs are the more formal component of ECCE. Upon completion of these programs, children continue their education (primary education)

24. Primary Education (formal)

Definition: Formal primary education refers to education, as determined by the Government for the children of age group 6^{+yrs} to 10^{+yrs} years in Grades 1-5 (in Bangladesh) having a prescribed national curriculum, textbooks, schools hours and the schools year, which begins in January and ends in December. In other words, programs generally designed to give students a sound basic education in reading, writing and mathematics, and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, art and music.

25. Primary Graduate:

Definition: A student or students who have successfully completed a level of education such as primary education (from grade 1 to 5 in Bangladesh) is called a primary graduate. In other words, total numbers of new entrants to the first grade of primary in a given year, regardless of age, who are expect to graduate from the last grade of primary education, regardless of repetition, expressed as a percentage of the population at the official graduation age from primary education in the same year.

Purpose: To estimate the future output of primary education based on current new entrants to the first grade of primary education assuming current grade transition and repetition rates as well as last grade graduation probability remain unchanged. It therefore predicts the effect on last grade graduation of current education policies on entrance to primary education and future years of schooling.

Calculation method: Multiply the expected gross intake ratio to the last grade of primary education by the probability of graduation at the last grade of primary. This indicator is calculated on the basis of the reconstructed cohort method.

26. Promotion Rate by Grade

Definition: Proportion of students from a cohort enrolled in a given grade in a given school year, who studies in the next grade in the following school year.

Purpose: It is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting student flows from grade to grade within the educational cycle.

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

$$\text{Formula} = \frac{\text{No. of students promoted to grade } g+1 \text{ in year } t+1}{\text{Total number of students in grade } g \text{ in year } t} \times 100$$

27. Primary cohort completion rate

Definition: It's a proxy measure of primary school completion. It focuses on children who have access to school, measuring how many successfully complete it. The primary cohort completion rate is the product of the survival rate to the last grade and the percentage of those in the last grade who successfully graduate.

28. School Catchment Area

School Catchment Area refers to the geographical area from which students suppose to attend a specific school. Every GPS and NNPS (former RNGPS) has a school Catchment area. It was 1st introduce after Compulsory Primary Education (CPE) Act in 1990.

29. SDGs

SDG "Transforming Our World: The UNs' 2030 Agenda for Sustainable Development" adopted with 17 Goals and 169 Targets (including 43 means of implementation).

The SDG4 - ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The education Goal SDG4 has 7 targets and 3 means of implementation. SDG4 is distinctive in incorporating lifelong learning, equity and inclusion with quality, and total education system – from ECD/Pre-primary to University

30. Severe Disability

An individual with a disability who has a severe physical or mental impairment which seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills, neurological disorders and , specific learning disability). Poverty is linked to Intellectual disability — Children in poor families may become intellectually disabled because of malnutrition, disease-producing conditions, inadequate medical care, and environmental health hazards

31. Student Cohort

Definition: Student-cohort is a group of students who enter the first grade of any level of education in the same school year and subsequently experienced promotion, repetition, dropout each in his or her own way.

32. Student Year

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

33. Public Expenditure as a Percentage of Total Public Expenditure on Education

Definition: Total current and capital expenditure on education by local, regional and national governments, including municipalities in a given financial year. Household contributions are excluded. The term covers public expenditure for both public and private institutions.

Purpose: Purpose is to assess a government's policy emphasis on education relative to the perceived value of other public investments. It reflects also the commitment of a government to invest in human capital development.

Calculation method: Divide total public expenditure on education incurred by all government agencies/departments in a given financial year by the total government expenditure for the same financial year and multiply by 100.

34. Quintile

In statistics, one of five equal groups into which a population can be divided according to the distribution of values of a variable, in the HIES, the poorest and richest quintiles refer to the distribution of household assets reported in nationally representative surveys, including such things as a refrigerator, indoor toilet, and mobile.

Children from the poorest quintile in each country are the 20% with the fewest assets, while children from the richest quintile are the 20% with the most assets.

35. Repetition rate by Grade

Number of repeaters in a given grade in a given school year, expressed as a percentage of enrolment in that grade the previous school year

36. Repetition Rate

Definition: Proportion of students from a cohort enrolled in a given grade in a given school year, who studies in the same grade in the following schools year. DPE uses reconstructed cohort for calculating repetition rate

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

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

$$\text{Formula} = \frac{\text{No. of students repeated in grade g in year t + 1}}{\text{Total number of students in grade g in year t}} \text{ X 100}$$

37. Student Teacher Ratio (STR)

Definition: Average number of students per teacher at a specific level of education in a given school year

Purpose: To measure the level of human resources input in terms of the number of teachers in relation to the size of the student population. The results should be compared with established national norms (in Bangladesh 1:46) on the number of students per teacher.

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

38. Survival Rate

Definition: Percentage of a cohort of students (or students) enrolled in the first grade of a given level or cycle of education in a given schools year expected to reach successive grades, regardless of repetition. DPE uses UNESCO reconstruction cohort model for calculating survival rate.

Purpose: The purpose is to measure the retention capacity and internal efficiency of an education system. It illustrates the situation regarding retention of students (or students) from grade to grade in schools, and conversely the magnitude of dropouts by grade.

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

39. School Life Expectancy (SLE)

Definition: School life expectancy for a child of a certain age is defined as the total number of years of schooling which a child for a certain age can expect to receive in the future, assuming that the probability of his or her

being enrolled in school at any particular age is equal to the current enrolment ratio for that age. It is the sum of the age specific enrolment ratios for primary, secondary and higher education.

In other words, the total number of years of schooling which a child of a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment ratio for that age.

Purpose: Purpose is to show the overall level of development of an educational system in terms of the average number of years of schooling that the education system offers to the eligible population, including those who never enter school.

Calculation method: For a child of a certain age a, the school life expectancy is calculated as the sum of the age specific enrolment rates for the levels of education specified. The part of the enrolment that is not distributed by age is divided by the school-age population for the level of education they are enrolled in, and multiplied by the duration of that level of education. The result is then added to the sum of the age-specific enrolment rates.

40. Transition Rate (TR) from Primary to Secondary Education

***Definition:** New entrants to the first grade of secondary education in a given year (in Bangladesh grade 6), expressed as a percentage of the number of students enrolled in the final grade of primary education (in Bangladesh grade 5) in the previous year. The indicator measures transition to secondary general education only*

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

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

$$\text{Formula} = \frac{\text{No. of new students in Grade 6 of secondary level in year t}}{\text{No. of students in Grade 5 of primary/ or passed in year t} - 1} \times 100$$

DPE uses Transition Rate information from the BANBEIS source.

41. Years Input per Graduate

Definition: The estimated average numbers of student years spent by students (or students) from a given cohort who graduate from primary education, taking into account the student years wasted due to dropout and repetition. One school year spent in a grade by a student is equal to one student year. DPE uses UNESCO reconstruction cohort model for calculating survival rate

Purpose: The purpose is to assess the extent of educational internal efficiency in terms of the estimated average number of years to be required in producing a graduate.

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

42. Urban Area

Definition: Urban areas of APSC refers to the area covered by municipalities, Upazila headquarters, District and divisional headquarters and City Corporations in the country

Source: As per "UNESCO Institute of Statistics, Education Indicators, Technical Guidelines, November 2009.

Annex M: UNESCO Re-constructed Cohort Model 2016

Reconstructed Cohort analysis for GPS,NNPS & Exp schools - 2016

Efficiency by student flow with graduate 2015 2081461

YEAR		Gr.I	Gr.II	Gr.III	Gr.IV	Gr.V	TOTAL
2015	E	2732439	2890459	2987009	2914947	2165968	13690822
2016	E	2553854	2649248	2841474	2898508	2457070	13400154
	R	216653	153598	188266	224051	51924	834492
2015	P	91.3%	91.8%	89.5%	82.5%	96.1%	
	R	7.9%	5.3%	6.3%	7.7%	2.4%	6.1%
	D	0.7%	2.9%	4.2%	9.8%	1.5%	

		Average study time		Student-year wasted	
Total output =	808	Graduate	5.3	Repeaters	302
Total student-year =	4995	Drop-out	3.7	Drop-outs	701
Total drop-outs =	192	Cohort	5.0	Total	1004
Total repeaters =	302	Survival rates			82.1%
		Years input per graduate			6.18
		Coefficient of efficiency			80.9%
		Drop-out rates			19.2%

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

YEAR	Gr.I		Gr.II		Gr.III		Gr.IV		Gr.V			TOTAL
		7										7
2015	1000											1000
	79	1	913	26								79 27
2016	79		913									993
	6	0	72	49 4	838	35						55 38
2017	6		121		838							966
	0	0	6	6 0	111	53 7	751	74				60 81
2018	0		12		164		751					927
	0		0	1 0	11	10 1	147	58 20	619	9	OUTPUT	69 30
2019			1		21		204		619		595	846
			0		1	1 0	19	16 3	169	15 2.76		32 6
2020					2		35		184		176	221
					0		2	3 0	29	4 1		7 1
2021							5		33		32	38
							0		4	1 0		1 0
2022									5		5	5
									0			
Drop-outs		8		30		43		98		13		192
Survival by grade	1000		992		962		919		821		808	4995
Repeaters	86		56		65		76		20			302

Annex N: List of the PEDP3 Indicators

N-1. List of KPIs (15)

SL.	KPIs	Remarks
1.	Percentage of Grade III students achieving Grade 3 competencies (All; Boys; Girls)	
2.	Percentage of Grade V students achieving Grade V competencies (All; Boys; Girls)	
3.	Grade 5 Primary Education Completion examination (PECE) pass rate (%)	
4.	Percentage of children out of school (boys and girls)	
5.	GER [EFA 5]	
6.	NER [EFA 6]	
7.	[*Participation*] Gender parity index of GER	
8.	Net enrolment rate (NER)- Top 20% of households (HHs) by consumption quintile Bottom20% of HHs by consumption quintile	
	Difference between Top20% and bottom20% of Households by consumption quintile	
9.	*Upazila* composite performance indicator - Bottom 20% of *(used to derived annual improvement of bottom* 20% of *Upazilas*[21]	
	Upazila composite performance indicator -Top 10%	
	Upazila composite performance indicator - Bottom 10%	
	Range between average value of index for top 10% and bottom 10% of *Upazilas*	
10.	% of AOP budget allocation for unconditional block grants (SLIPs and UPEPs for schools and *Upazilas*	
11.	Expenditure of unconditional block grants(UPEPs and SLIPs) by Schools and *Upazilas*	
12.	Primary Cycle Completion rate[22] (%)	
13.	Primary Cycle Dropout rate (%)	
14.	Coefficient of efficiency [EFA 14]	
	Years input per graduate	
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-2. List of Non-KPIs (12)

SL.	Non-KPIs	Remarks
1.	PECE Participation rate based on Descriptive Roll (All, boys and girls) (%)	
2.	Repetition rate (EFA-12) (All, boys and girls) (%)	
3.	Percentage of Grade1 new intakes who completed PPE (EFA-2) (All, boys and girls) (%)	
4.	Student attendance rate (All, boys and girls) (%)	
5.	Number of children from NFE institutes taking Grade 5 PECE (All, boys and girls) (%)	
6.	Survival Rate (EFA-13)(All, boys and girls) (%)	
7.	Percentage of Single Shift School (%)	
8.	Percentage of sanctioned posts filled in district (staff) and upazilas (teachers) (%) (Vacant post #/Filled post #)	
9.	Gross Completion Rate (All, boys and girls) (%)	
10.	Transition rate from Grade 5 to Grade 6 (All, boys and girls) (%)	
11.	Public education expenditure as percentage of GDP (EFA-7) (%)	
12.	Public expenditure on primary education as % of total public expenditure on education (EFA-8)	

[21] KPI 9B is an EU only disbursement trigger, starting in 2010.
[22] KPI 9 and 12 is an EU only disbursement trigger, starting in 2010.

N-3. List of PSQLs (14)

SL.	PSQLs	Remarks
1.	Percentage of schools which received all new textbooks by January 31	
2.	Percentage of (assistant and head) teachers with a professional Qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.)	
3.	Percentage of (assistant and head) teachers who receive continuous professional development (subject based) training	
4.	Percentage of (assistant and head) teachers who receive continuous professional development (sub-cluster) training	
5.	Percentage of schools (GPS/NNPS) with pre-primary classes	
6.	Number of enrolled children with disabilities	
7.	Percentage of schools with at least one functioning toilet	
8.	Percentage of schools with separate functioning toilets for girls	
9.	Percentage of schools have safe water sources: functioning tube wells and other sources	
10.	Percentage of schools that meet the SCR standard of 40	
11.	Percentage of standard size classrooms (19’6’’X17’4”) and larger constructed	
12.	Percentage of schools which receive SLIP grants	
13.	Percentage of head teachers who received training on leadership	
14.	Percentage of schools that meet the STR standard of 46 (EFA11)	

N-4. List of DLIs (9)

SL.	DLIs	Remarks
1.	Textbook Production and Distribution	
2.	Teacher Education and Development	
3.	Pre-primary education	
4.	Needs based infrastructure development	
5.	Decentralized school management and governance	
6.	Grade V Primary Education Completion Examination (PECE)	
7.	Teacher recruitment, promotion and deployment	
8.	Annual Primary School Census (APSC)	
9.	Sector Finance	

N-5. List of sub-component indicators (67)

Sub.SL.		Sub-component Indicators	Remarks
Running SL.		**Component 1: Teaching and Learning**	Total KPIs 3, Non-KPI 1, PSQLs 4 and SCIs-22, DLIs2
	1.1	**Shikhbe Protiti Shishu [Each Child Learns]**	
1	1.1.1	Number of schools participate in Each Child Learns (ECL)	
2	1.1.2	Percentage of Grade 3 ECL students achieving Grade 3 competency in Bangla	
3	1.1.3	Percentage of Grade 3 ECL students achieving Grade 3 competency in Math	
4	1.1.4	Number of education personnel trained in ECL, including mentoring	
5	1.1.5	Percentage of schools provided with graded supplementary reading materials	
	1.2	**School and Classroom Based Assessment**	
6	1.2.1	Number of schools pilot school-based assessment training	
7	1.2.2	Percentage of head teachers & teachers received school-based assessment training	
8	1.2.3	Percentage of education officials/AUEO received school-based assessment training	
	1.3	**Curriculum and Textbooks Strengthened**	
9	1.3.1	Number of subjects by grades where curriculum revision has been approved	
10	1.3.2	Number of subjects by grades where new textbooks have been developed based on revised curriculum	
11	1.3.3	Number of subjects by grades where new teacher guides/addition have been introduced based on revised curriculum	
12	1.3.4	Percentage of teachers and officials participate in curriculum dissemination training	
	1.4	**Textbook Production and Distribution**	DLI 1, PSQL 1
13	1.4.1	Percentage of schools which received full set of (revised) teacher guides for all teachers	
	1.5	**ICT in Education**	
14	1.5.1	Number of GPS/NNGPS which have received IT equipment	
15	1.5.2	Number of GPS/NNGPS with a least one functional computer	
16	1.5.3	Number of all education personnel received ICT training by designation (e.g., teachers/head teachers, admin/supervisory staff etc.)	
17	1.5.4	Annual AOP allocation and actual expenditures for implementation of ICT strategy	
	1.6	**Teacher Education and Development**	DLI 2, PSQLs 2, 3 & 4
18	1.6.1	Number & Percentage of new teachers each year receiving DPEd	
19	1.6.2	Percentage of new teachers received induction training	
20	1.6.3	Number of teachers participate in the training on Teacher Support and Networking	
21	1.6.4	Percentage of PTIs deployed 16 instructors	
22	1.6.5	Percentage of PTIs deployed 12 instructors or less	
		Component 2: Participation and Disparities	Total KPIs 6, Non-KPI 6, PSQLs 7 and SCIs 14
	2.1.1.	**Second chance and alternative education**	
23	2.1.1.1	Number of children access second chance education services	
	2.1.2	**Pre-primary education**	DLI 3, PSQL5
24	2.1.2.1	Number of children enrolled in formal GPS /NNGPS PPE programs	
25	2.1.2.2	Percentage of GPS providing PPE are assessed against minimum quality standards	
	2.1.3	**Mainstreaming inclusive education**	PSQL6
26	2.1.3.1	Number of children enrolled from tribal/indigenous communities	
	2.1.4	**Education in emergencies (EIE)**	
	2.1.4.1	Number of schools from flood/cyclone prone areas whose stakeholders received awareness raising materials	
	2.1.4.2	Number of upazilas integrate EIE in UPEP planning	

	Sub.SL.	Sub-component Indicators	Remarks
	2.1.4.3	Number of children in disaster struck areas accommodated in temporary schools	
	2.1.5	**Communications and social mobilization**	
	2.1.5.1	Public perception of primary education service quality	
27	2.1.5.2	Percentage of physical implementation of the annual communication plan	
	2.2.1	**Targeted stipend**	
28	2.2.1.1	Number of Card holder	
29	2.2.1.2	Number of beneficiaries	
30	2.2.1.3	Number of beneficiaries in the reporting quarter/previous quarter	
	2.2.2	**School Health & School Feeding**	
31	2.2.2.1	Number of schools participate in school feeding program	
32	2.2.2.2	No. of teachers receive training on school health program	
33	2.2.2.3	Number of schools where health check-ups are conducted	
	2.2.3	**Needs based school environment**	PSQLs, 7, 8 & 9
34	2.2.3.1	Percentage of schools with wash blocks	
35	2.2.3.2	Percentage of schools which have a tubewell with arsenic-free water	
	2.2.4	**Needs based infrastructure development**	DLI 4, PSQLs, 10 & 11
36	2.2.4.1	Percentage of classroom using for classroom teaching	
		Component 3: Decentralization and Effectiveness	Total KPIs 6, Non-KPIs 3, PSQLs 3 and SCIs 17
	3.1.1	**Field level offices strengthened**	
37	3.1.1.1	Percentage of vacant posts filled at all field levels	
	3.1.2	**Decentralized school management and governance**	DLI 5, PSQL12
	3.1.2.1	Percentage of SMCs whose members were trained (at least 3 members)	
38	3.1.2.2	Percentage of Upazilas which have prepared UPEP	
	3.1.3	**School level leadership development**	PSQL 13
	3.1.3.1	Percentage of head teachers who received training on community mobilization	
	3.1.4	**Organizational Review & Strengthening**	
39	3.1.4.1	Percentage of vacancies filled by institutes and positions including an updated organogram	
40	3.1.4.2	Number of posts identified for post-PEDP3, including potential vacancies, transfers and creased from integration of discreet projects	
	3.2.1	**Grade V Primary Education Completion Examination (PECE)**	DLI 6
41	3.2.1.1	Percentage of test items that are competency based	
	3.2.2	**Teacher recruitment, promotion and deployment**	DLI 7, PSQL 14
42	3.2.2.1	Percentage of teacher vacancies filled	
43	3.2.2.2	Percentage of head teacher vacancies filled	
44	3.2.2.3	Number of pre-primary teachers recruited	
	3.2.3	**Annual Primary School Census (APSC)**	DLI 8
45	3.2.3.1	Timely completion of APSC report (within academic year)	
46	3.2.3.2	Number of schools covered by APSC	
47	3.2.3.3	APSC data accuracy according to third party validation	
	3.2.4	**National Student Assessment (NSA)**	
48	3.2.4.1	Timely completion of NSA analysis and report	
49	3.2.4.2	Number of professional staff in National Assessment Cell (NAC)	
50	3.2.4.3	Number of academic supervisors (AUEO) working under NAC in the field	
51	3.2.4.4	Number of PTI and URC instructors working under NAC in the field	
52	3.2.4.5	Number of subject teachers working under NAC in the field	
53	3.2.4.6	Number of actions identified & implemented based on NSA findings	
		Component 4: Planning and Management	Total Non-KPIs 2 and SCIs 14
	4.1	**PEDP3 management and governance**	
54	4.1.1	Total number of PEDP3 management and steering committee meetings	
55	4.1.2	Percentage of Annual Operational Plan implemented (by components and sub-components)	

	Sub.SL.	Sub-component Indicators	Remarks
	4.1.3	Percentage of funds linked to DLI disbursed	
	4.2	**PEDP3 Financial Management**	
	4.2.1	Annual Operational Plan budget implementation	
56	4.2.2	Percentage of annual implementation of PFM action plan	
57	4.2.3	Number and percentage of unsettled audit observation resolved	
	4.3	**Sector finance**	DLI 9
58	4.3.1	Non-Development and Development share of MoPME Budget	
59	4.3.2	Percentage execution of both Non-Development and Development budget of MoPME	
60	4.3.3	Percentage of Development budget allocated to discrete projects	
	4.4	**Strengthen monitoring functions**	
61	4.4.1	Number of staff (central & local) receive orientation in RBM approach	
62	4.4.2	Number of schools and offices inspected	
63	4.4.3	Number of inspections undertaken with support of e-Monitoring tools	
64	4.4.4	Number of progress review meetings organized and activities reviewed	
	4.5	**Human Resource Development**	
65	4.5.1	Number of officers received professional development training	
66	4.5.2	Number of staff received professional development training	
	4.6	**Public Private Partnership**	
67	4.6.1	Number of partnership agreements/MoUs following PPP framework	

Annex O: Activities of Sub-component Year 6

1. Ongoing/ expanded piloting to an additional 120 schools (total number of schools : 1320)

Progress:

In Year 6 ECL will be extended to 120 schools in 6 districts. However, the Program division confined its responsibilities in monitoring and organizing Feedback workshops. The NAPE took the responsibilities of training of the teachers and the FLRPs.

SL.	Activity	Distinct	Status
1	Monitoring	all	
2	Feedback workshops	3	

As a part of the ECL SM, 4 workshops were organized to develop the materials; two designing firms have been hired for the designing and illustration of the materials.

2. Institutionalization of ECL principles in planning for the next program.

Progress:

Several components of the Activity Based Learning (ABL) would be integrated in the next program, as a part of the main streaming process through Foundation Literacy and Numeracy (FLAN)

3. Graded supplementary reading materials (SRM) provided to 100% schools.

Progress:

The Program division formed the ECL steering committee headed by the DG, with two task teams, the monitoring task team and the material development task team during the third year of PEDP3, for better implementation of the ECL. The Member Primary of NCTB was/is the chair of the ECL task team for the materials. One of the responsibilities of this task team was to finalize the list of the Graded Supplementary Reading Materials. It was decided that the books would not be developed rather would be collected from the different publishers and from different national NGOs and international NGOs, to finalize the list of the SRM for distribution. There is still scope for the task team to finalize a list of Graded Supplementary Reading Materials (SRM) out of the materials available in the country.

4. Extension to other subject areas based on the recommendations from the longitudinal study.

Progress:

The Longitudinal study could only do two studies and presented the finding to the government with recommendations. The study results pointed out that some systematic changes are required to have the full benefit of the ECL practice. However, the government could not implement those recommendations, as those involve systemic changes, to create and enable environment for learning. In addition, the study group could not finish study with the grade 3 student, therefore, could not recommend the desire extension for the other subject areas.

5. Strengthening institutional mechanism for continuous teacher mentoring, supervision and support.

Progress:

As there were various GO/NGO program/projects practicing various aspects of primary education with successful results, the Program had series of meeting with those program/projects to identify the positive features of those program/projects related to mentoring, supervision and teacher support. The program division has compiled the findings and based on the findings the monitoring, supervision and teacher support package yet to draft. This package will be finalized based on the ECL Strengthening Model, which is under process.

6. Extension to Grade 4 and 5 in 164 non-DPED pilot schools strengthened.

Progress:

In Dhaka, Gazipur, and Brahmanbaria, 120 non-DPED pilot schools are practicing ECL methodology from grade 1 to 3, focusing on the subjects Bangla and Mathematic. However, the upper grades 4 and 5 could not be included in the ECL practice, as it took almost two years to start the implementation of the longitudinal study. Based on the two study findings of the longitudinal study it was not extend the practice for the upper grades, and the preparation for the next phase also started.

7. Linkage with assessment systems, including Grade 5 Completion Exam and NSA established

Progress:

This activity was interlinked with the sub-component School-based and class-based assessment, and NCTB yet to finalize the document on these areas. After finalization of the assessment system it would be easier for the ECL to establish the linkage, including Grad 5 Completion Exam and NSA.

Annex P: Sustainable Development Goals (SDGs), 2017 - 2030

Target	Indicators	Source of Data	Action required	Time line	Remarks
4.1 By 2030, all girls and boys complete a free, equitable and quality primary education leading to relevant and effective learning outcomes	**Learning** 4.1.1. Proportion of children (a) in Grade 2 or 3; (b) at the end of primary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, indicated by gender 4.1.2. Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education	NSA	Currently conducted in Grade 3 and 5; need to include Grade 2 in the NSA	Bi-annually	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples, as data become available) for all education indicators in this document that can be disaggregated
	Completion 4.1.3 Gross intake ratio to the last grade of Primary Education (Survival Rate to Grade 5) 4.1.4 Primary Cycle Completion rate	APSC	APSC Questionnaire now includes these indicators.	Annually	
	Participation 4.1.5 Out-of-school Children Rate (6-10 years) and (11-14 years) 4.1.6 Percentage of children over-age by grade in Primary Education	EHS	Need to plan for conducting 2 rounds of the EHS	One in 2017/18 and the second round in the middle of the PEDP4	
	Provision 4.1.7 Number of free and compulsory primary education guaranteed for all children in legal frameworks	Policy document/ Legislations	MoPME will extend the Primary education system to Grade 8	n/a	CPE,
4.2 By 2030, all girls and boys have access to quality early childhood development, care and pre-primary education so that they are	**Readiness** 4.2.1 Proportion of children under 5 years of age who have access to Early Childhood Development and Care (ECDC), shown by gender.	APSC	Currently, DPE does not operate the ECDC. Government policy is required for placing ECDC in Primary Ed.	n/a	Transfer not yet initiated by the Government
	Participation	APSC	APSC	Annually	

Target	Indicators	Source of Data	Action required	Time line	Remarks
ready for primary education	4.2.2 Participation rate in organized learning (one year before the official primary entry age), shown by gender 4.2.3 Gross PPE enrolment ratio, shown by gender 4.2.4 Net PPE enrolment ratio, by gender		Questionnaire includes these		
	Provision Number of years of free and compulsory PPE guaranteed in legal framework	Policy documents, Legislations, Education Policy,	1 year of PPE (for 5 year old children)		Offered in all schools
4.5 By 2030, gender disparities are eliminated and equal access is guaranteed to Primary Education for all children, including the vulnerable, those with disabilities, indigenous peoples and children in vulnerable situations	**Participation** 4.5.1 Enrolment of Special need children in Primary Education, shown by gender and category 4.5.2 Enrolment of ethnic minority children in Primary Education, by gender and category 4.5.3 Education expenditure per student by level of education and source of funding	APSC	APSC Questionnaire covers these indicators. Separate Study needs to be conducted on special-needs children	Once during the PEDP4	
4.a Education facilities are built and upgraded to child disability and gender sensitive, and have safe, non-violent, inclusive and effective learning environments for all children	**School Environment** Proportion of schools with access to: a. Safe drinking water; b. Separate toilet for Girls and Boys; c. basic hand washing facilities (as per the WASH indicator definitions) d. electricity connection; e. Internet facility for pedagogical purposes f. computers for pedagogical purposes g. adapted infrastructure for	APSC / Administrative records	a. APSC Questionnaire addresses this indicator b. APSC Questionnaire covers this c. Needs to be included in the APSC questionnaire d. APSC Questionnaire includes this	Annually	

Target	Indicators	Source of Data	Action required	Time line	Remarks
	students with disabilities (e.g. Ramp) h. adapted materials for students with disabilities (special books) i. Percentage of students experiencing bullying, j. Percentage of students experiencing corporal punishment, k. Percentage of students experiencing harassment, violence, sexual discrimination and abuse		e. Needs to included in the APSC questionnaire f. Needs to included in the APSC questionnaire g. Needs to be included in the APSC questionnaire h. Needs to be included in the APSC questionnaire i. Needs to be included in the APSC questionnaire j. Needs to be included in the APSC questionnaire k. Needs to be included in the APSC questn.		
4.b By 2020, the number of scholarships available to developing countries will be substantially expanded, in particular for the least developed countries	**Scholarships** Volume of official development assistance flows for scholarships by sector and type of study: country- OECD	MoPME	Select the most appropriate candidates for the relevant courses (e.g. curriculum, education management, education research etc.)	Annually	
4.c By 2030, the supply of qualified teachers is substantially increased, including	**Teachers** a. Proportion of teachers qualified according to national standards by education level b. Student-qualified teacher ratio	APSC / Administrative records	Need to develop the Teachers' comprehensive database	Regular update	

Target	Indicators	Source of Data	Action required	Time line	Remarks
through international cooperation for teacher training in developing countries, especially in the least developed countries and small island developing States	c. Proportion of teachers in PPE who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service training, by gender; d. Proportion of teachers in Primary Education who have received at least the minimum organized level of teacher training (e.g., pedagogical training) pre-service or in-service training, by gender e. Student-trained teacher ratio f. Average teacher salary relative to other professions requiring a comparable level of qualification g. Teacher attrition rate h. Percentage of teachers who received in-service training in the previous 12 months by type of training				