



Bangladesh Primary education Annual Sector Performance Report (ASPR) 2020



Government of the People's Republic of Bangladesh
Directorate of Primary Education
The Fourth Primary Education Development Programme (The PEDP4)

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Preface





Acknowledgement





Message

Abbreviations

ACER	Australian Council for Educational
ADB	Annual Development Budget
ADB	Asian Development Bank
ADG	Additional Director general
ADPEO	Assistant District Primary Education Officer
AIR	American Institutes for Research
AOP	Annual Operational Plan
APA	Annual Performance Agreement
APSC	Annual Primary School Census
ARC	Assessment and Research Center
ASD	Autism Spectrum Disorder
ASPR	Annual Sector Performance Report
AT	Assistant Teacher
ATEO	Assistant Thana Education Officer
AUEO	Assistant Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BDT	Bangladeshi Taka
B.Ed.	Bachelor of Education
BEN	Bangladesh Early child development Network
BNFE	Bureau of Non-Formal Education
BPSC	Bangladesh Public Service Commission
BRAC	Bangladesh Rural Advancement Committee
BSL	Barisal
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	Chattogram Hill Tracts
CPD	Continuous Professional Development (Training)

CPEIMU	Compulsory Primary Education Implementation and monitoring unit
CS	Community School
CTG	Chattogram
DD	Deputy Director (DPE Divisional and HQ)
DDO	Drawing and Disbursing Officer
DEO	District Education Officer (Secondary level)
DFAT	Australian Department of Foreign Affairs and Trade
DFATD	Canada Department of Foreign Affairs, Trade and Development
DFID	United Kingdom Department for international Development
DG	Director General
DHK	Dhaka
DLI	Disbursement Linked Indicator
DP	Development Partner
DPE	Directorate of Primary Education
DPed	Diploma in Primary Education
DPEO	District Primary Education Officer
DPEP	District Primary Education Plan
DPHE	Department of Public Health and Engineering
DPP	Development Project Pro-forma
DPs	Development Partners
DR	Descriptive Role
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
EiE	Education in Emergencies
EMIS	Education Management Information System
ERM	Essential Reading Materials
EU	European Union
FDMNs	Forcibly Displaced Myanmar Nationals

FY	Financial year
GAR	Gross Attendance Rate
GER	Gross Enrolment Rate
GIS	Geographical Information System
GPS	Government Primary School
HIES	Household Income and Expenditure Survey
HRDM	Human Resource Development Management
HT	Head Teachers
ICT	Information and Communication Technology
IE	Inclusive education
IMD	Information Management Division
JARM	Joint Annual Review Mission
JCM	Joint Consultative Meeting
JICA	Japan International Cooperation Agency
JSP3	JICA Support Program 3
KG	Kindergarten
KLN	Khulna
KPI	Key Performance Indicator
LGED	Local Government Engineering Department
LO	Learning Outcome
LOC	Learning Outcome Category
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MICS	Multiple Cluster Indicator Survey
MIS	Management Information System
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
MoWCA	Ministry of Women and Child Affairs
MSS	Mathematics Scale Score

MSS	Mean Scale Score
MTBF	Medium-Term Budgetary Framework
MTR	Mid-Term Review
NAPE	National Academy for Primary Education
NSA	National Student Assessment
NAC	National Assessment Cell
NCTB	National Curriculum and Textbook Board
NGO	Non-Government Organization
NNPS	Newly Nationalized Government Primary School
Non-KPI	Non-Key Performance Indicator
NRNGPS	Non-Registered Non-Government Primary School
ODCB	Organizational Development and Capacity Building
OOSC	Out-of-School Children
PD	Programme Document
PDO	Programme Development Objective
PECE	Primary Education Completion Examination
PEDP	Primary Education Development Programme
PEDP3	Third Primary Education Development Programme
PEDP4	Fourth Primary Education Development Programme
PEPMIS	Primary Education property Management Information
PETS	Public Expenditure Tracking Survey
PPE	Pre-Primary Education
PPEIS	Post-Primary Education Institutions Survey
PPP	Public Private Partnership
PPRC	Power and Participation Research Centre
PPS	Probability Proportionate to Size
PSQL	Primary School Quality Level
PSC	PEDP4 Steering Committee
PST	PEDP4 Programme Support Team
PTA	Parents Teachers Association
PTA	Primary Textbook Approval Committee
PTI	Primary Teacher Training Institute
RBM	Results-based management

RDPP	Revised Development Project Pro-forma
RNGPS	Registered Non-Government Primary School
ROSC	Reaching Out of School Children
SBK	Shishu Bikash Kendra
SCI	Save the Children International
SCR	Student–Classroom Ratio
SEND	Special Education Need and Disabilities
Sida	Swedish International Development Agency
SIMF	Social inclusion and Management Framework
SK	Shishu Kalyan
SLIP	School Level Improvement Plan
SMC	School Management Committee
SSPS	Social Sector Performance Survey
SWAp	Sector-Wide Approach
TA	Technical Assistance
UEO	Upazila Education Officer
UEPP	Upazila Education Performance Profile
UNESCO	United Nations Educational Scientific Cultural Organization
UNICEF	United Nations Children Fund
UPEP	Upazila Primary Education Plan
URC	Upazila Resource Centre
WASH	Water and Sanitary Hygiene
WB	World Bank
WFP	World Food Programme

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Executive Summary

The Directorate of Primary Education (DPE) has been producing the Annual Sector Performance Report (ASPR) since 2009 following a pilot version in 2008 except 2018 report as transition from the PEDP3 to the PEDP4 of additional 1-year period. It is one of the flagship report of the Directorate of Primary Education (DPE) that integrates all the relevant and reliable sources information of primary education subsector. The ASPR presents an enormous statistical information to support DPE for evidence-based planning and decision-making on activities outline in the Annual Operation Plan (AOP) in Head Quarter (HQ) level as well as Upazila Primary Education plan (UPEP) and School Level Improvement Plan (SLIP) at subnational and school levels. The ASPR 2020 has increasingly reflected progress made during the Third Primary Education Development Programme (PEDP3) period and implementation of the Fourth Primary Education Development Programme (PEDP4) including other outputs e.g. discrete projects, which are outside of the Primary Education Development Programmes (PEDPs). These discrete projects interventions support and harmonize the development of primary education sub-sector indeed.

The DPE uses the ‘results-based management’ (RBM) approach since the end of Second Primary Education Development Programme (PEDP2) to present information in the report in order to support the decision-making and evidence-based planning process. The ASPR summarizes the main achievements over the previous year in terms of highlighting the results of all the main activities, inputs and efforts. Monitoring and evaluation of the PEDP4 is deliberately focused on a results-based management (RBM) approach as the Government of Bangladesh and its Development Partners (DPs) want to base their judgements about the progress and success of the programme on results. RBM uses ‘the results chain’, which demonstrates how resources (‘inputs’) are used (for ‘activities’) to produce short-term results (‘outputs’). These ‘outputs’ will, in turn, lead to better education for children in schools in the medium-term (‘outcomes’) and long-term benefits for society as a whole (‘impact’).

In primary education, the subsector programme, the PEDP4, covers a large proportion of the activities and expected results over the five-year period 2018-2023. For that reason, the ASPR describes subsector performance from the point of view of the PEDP4 implementation and results. This ASPR 2020 also reflects the progress of Sustainable Development Goals (SDGs). In fact, the principles, design and structure of the PEDP4 strongly follows the RBM approach, it is very clear that the RBM approach is not limited to a narrow monitoring and evaluation function of the programme; rather, it infuses the entire PEDP4.

The ASPR draws on a range of data sources, especially the various years Annual Primary School Census (APSC) reports, the National Student Assessment (NSA) reports, the results of the Grade 5 Primary and Ebtedayee Education Completion Examination (PECE/EECE) and DPE line divisions datasets like book distribution including administrative reports. It also uses material from different Surveys, the BBS Household Income and Expenditure Survey (HIES), the BBS/UNICEF Multiple Indicator Cluster Survey (MICS), Education Household Survey (EHS) and another authentic sources information. Use of multiple datasets helps cross-validate findings based on APSC 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 2020 presents results achieved by the implementation of the PEDP4 and the 2018-2019 and 2019-2020 Annual Operation Plan's (AOPs) activities under the PEDP4. Since this ASPR reports on the 2nd year of the PEDP4, results are limited by the short time period over which the programme has been functioning. However, some results are also displayed for the previous period under the PEDP3, as much of the current programme is a continuation of the PEDP3 and aims to extend the gains made in that period. Tables, graphs and selected statistics have been included which enable trends to be seen across the PEDP3 to the PEDP4 time span. In the PEDP4, there are twenty-one sub-components under the 3 components, for which specific DPE line divisions and other agencies are responsible for implementation and producing annual reports, which will supplement this ASPR 2020. Key Performance Indicators (KPIs), Non-Key Performance Indicators (Non-KPIs), Disbursement Linked Indicators (DLIs), Primary school Quality Level indicators (PSQLs), Sub-Components Indicators (SCIs) and Programme Indicators (PIs) provides the main structure for reporting this ASPR 2020.

Outcomes (KPIs and Non-KPIs)

The Gross Enrolment Rate (GER) in Pre-Primary Education (PPE) was 130.6% (girls 133.4% and boys 126.9%) in APSC 2019 up from 125.2% (girls 127.6% and boys 122.9%) in 2018. The Net Enrolment Rate (NER) in PPE was 94.3% (girls 94.9% and boys 93.6%) in APSC 2019 up from 94.2% (girls 92.2% and boys 96.2%) in 2018. The Gross Intake Rate (GIR) of primary education was 110.17% (112.8% girls and 107.65% boys) in APSC 2019 (lower from 112.3% in 2018 and 112.6% in 2016 of the PEDP4 baseline). The Net Intake Rate (NIR) of primary education was 96.56% (96.83% girls and 96.3% boys) in APSC 2019 (up from 96.48% in 2018 and lower from 97.94% in 2016).

The GER of primary education stands 109.6% (114.9% girls and 104.5% boys) in APSC 2019 (lower from 114.23% in 2018 and 112.12% in 2016). The NER of primary education was calculated to 97.83% (98.01% girls and 97.65% boys) in 2019 (slightly lower from 97.85% in 2018 and up from 94.8% in 2016). NER calculation may relate to the number of 6-10 years old in the population cohort. This year particularly for 10-years old, which is 2.9 million, while projected population figures for younger children are at least half a million higher (for each of six, seven, eight and nine years old). Some of this is probably accounted for by the number of over-age children in primary education system, many of whom are presumably repeaters. This figure also affects the calculation of the proportion of children who have completed the Primary cycle. Total enrolment in formal primary education of children aged 6-10 years has decreased intensely since 2011 after a slight increase in between 2017 and 2018 (between 2016 and 2017 reduced 1.35 million, between 2017 and 2018 slightly increased about 87,000 and between 2018 and 2019 reduced above 1 million).

Over 20.1 million students are enrolled in all types of formal schools from grade PPE to grade 5. The numbers for overage children are consistent with previous years. Enrolment disparities continue between boys and girls. The gender parity index was 1.06% for the gross enrolment rate and virtually the same for the net enrolment rate 1.01%, indicating that a higher proportion of girls than boys attend primary school. The lowest shares of male students are observed consistently in the east of the country along a belt that begins in Chattogram and continues through Comilla to Sylhet including Dhaka and surrounding districts.

Between 2016 and 2019, repetition has been stable in grades 1-3 (average 5%) but has increased in Grade 4 (average 7%), where it significantly decreased in grade 5 (average 2%). Dropout appears to have fallen rapidly since 2011 and in grades 1 (1.4%), grade 2 (2.7%), grade 3 (3.2%) and grade 5 (3.5%), while it has increased in Grade 4 more than double (7.4%) in 2019. Primary cycle dropout rate also

steadily decreased from 39.8% in 2010 to 19.2% in 2016, and 17.9% (15.7% girls and 19.2% boys) in 2019. The survival rate to Grade 5 increased rapidly from 67.2% in 2010 to 82.1% in 2016 and 85.5% (86.1% girls and 84.1% boys) in 2019. On the other hand, there is still significant geographic variation in the number of students who make it to Grade 5, with the best performing Upazilas in parts of Dhaka, Khulna and Chattogram divisions and the worst performing ones in the northern part of the country like Gaibandha, Lalmonirhat and Kurigram districts. Due to late enrolment and repetition, many children do not complete primary education until the age of 14-15 years even. The primary cycle completion rate in 2019 is 82.1% (84.3% girls and 80.8% boys)

The progress in primary school participation aside, it is important to examine what students achieve at the end of primary schooling in terms of learning outcomes. The National Student Assessment (NSA) survey is designed as the main monitoring tool of learning achievement. As part of the 2017 survey, up to 28,000 Grade 3 and 24,000 Grade 5 pupils from 1,600 schools were assessed, a total sample of almost 52,000 pupils. The NSA 2017 scores show that Grade 5 achievement was significantly higher than Grade 3 in both Bangla Language and Mathematics. Achievement in Bangla was 74% of Grade 3 students scored at Band 3, 4, and 5 combined and only 12% of Grade 5 students scored at Band 5. Achievement in Math was 41% of Grade 3 students scored at Band 3, 4, and 5 combined and only 17% of Grade 5 students scored at Band 5 level. The performance gaps between girls and boys is negligible i.e. difference between gender in Grade 3 and 5 remains negligible. These results speak in favour of gender equity in Bangladesh. Achievement of urban students was moderately better than that of rural students, achievement of Government Primary Schools (GPSs) students was substantially better than that of Newly Nationalized Government Primary Schools (NNPSs) students for both the subjects by mean scores, other types of schools is little bit lower than GPS.

Another source of information on student achievement is Primary/Ebtedayee Education Completion Examination (PECE/EECE) performance Since PECE in 2009 and EECE in 2010, the total number of all types of schools entering candidates for the Exam has risen gradually after commencement of the exam. In 2019, about 96.05% (96.6% girls and 95.4% boys) of eligible students (in the 'descriptive roll') sat for the exam (remaining 3.95% absent), based on appeared student, 95.5% (95.6% girls and 95.4% boys) were passed in the exam. Based on the Descriptive Role (DR), overall, 91.7% (92.4% girls and 91% boys) of eligible students passed the exam compared to the appeared 95.5%.

Outputs (PSQLs and Sub-components):

With respect to the timely delivery of textbooks to schools, the 2019 book distribution cell shared very credible result of delivering textbooks to 99.5% of the schools by the end of December of previous year. A very high proportion of students, 99.9%, had received all their books by 31 January 2020. Government has taken initiative for printing textbooks for ethnic minority children in their mother tongue (Chakma, Marma, Garo, Tripura and Sadri) and printed textbooks for PPE learners total 34,622 Amar Boi and exercise books respectively. For grade 1 total 118,935 and for grade 2 total 88,605 books printed and distributed in 25 districts for 2019 academic year (list of the 25 districts included in the sub-section 4.1.1 of this report).

In 2019, around 61.1% (65.1% NNPS and 58.4% GPS) schools were meeting the minimum standard of 40 students per teacher set in the PEDP4 programme document. In 2019, overall Secondary School Certificate (SSC) passed teachers is 6.5%, Higher Secondary Certificate (HSC) passed teachers is 24.8%, graduate teachers is 37.9%, Masters' degree holders teachers is 30.5% and others academic qualified teachers is 0.3% in 2019 i.e. graduate and post graduate teachers has been gradually increased.

The PSQL standard is that all teachers to be trained to at least C-in-Ed/DPEd level. Between 2010 and 2019, around 87.4% (84.4% female and 82.8% male assistant and head teachers awarded with a professional Qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.). The group with the smallest to receive professional qualification increased is GPS head teachers. Female assistant teachers are the group furthest from achieving the target (81.6% in GPS and 85.1% NNPS). Head teacher's (72.5% vs. 65.3%) and assistant teachers (91.3% vs. 81.6%) in GPS are more likely to have the minimum qualifications but the differences with NNPS are much smaller. The difference between male and female (head and assistant) teachers decreased in GPS for both head teachers and assistant teachers but increased slightly in NNPS receiving the training.

In terms of the three categories of in-service training, results for participation (subject-based, leadership- and cluster-based) there was an increase in the three types of training between 2010 and 2019, especially in subject-based. Head teachers' participation was maintained across the three categories, but that for assistant teachers fell. In all types of training females is lagged behind their male counterparts. Leadership training for head teachers declined to some extent up to 2019. Total 84.5% (83.2% female and 81.1% male) Headteachers received the leadership training, about 85% (female 84% and male 86%) of Head and Assistant Teachers received the subject-based training, about 76% (female 71% and male 80%) received the cluster training and 25.3% teachers received the ICT training as of 31 December 2019. As of 16 February 2020, there are 7,281 head teachers and 6,947 assistant teachers' positions were vacant.

According to the APSC 2019, total 76.28% (77.4% GPS and 71.4% NNPS) schools have the functioning WASH blocks. In 2019 school census indicated that there was a significant increase in the availability of safe water sources in GPS and NNPS stands 100% schools. Due to arsenic contamination, water is safe to drink in 85% of those schools who depends on tube wells and supply water not yet tested the e-coli contamination.

Based on BNFE progress report on 1st September 2019, total 3,332 LCs are functioning and 100,000 Out of School Children (OOSC) were enrolled and continuing their education. In 2019-20 FY, a total of 65,778 government primary schools received SLIP formula-based grants (1,210 schools received school effectiveness grant from UNICEF).

To monitor the effectiveness of budget utilization, the PSQL based 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 2019, around 30% of all school types nationwide met three out of the four PSQLs but interesting is 10.1% schools met 4 out of 4 PSQLs in 2019 compare to only 3% in 2018

The number of children with disabilities enrolled in GPS and NNPS for the PEDP4 for all types, and in particular for children with physical disabilities and eyesight problems. In 2019, total 25,745 (girls 11,141) disable children enrolled in pre-primary classes of mainstream primary schools and total 98,311 (girls 43,869) in grade1 to 5 of mainstream primary schools. It has seen the continuation of this upwards trend; there appears to have been a trebling of the numbers of physically impaired children between 2010 and 2019.

The PEDP4 targeted is to reduce 50% of double shift schools to single shift schools by the end of PEDP4 (within 2023) which helps for increasing the contact hours (teachers students interaction time for classrooms teaching learning). There was a significant progress towards the set of the target in the PEDP4, but progress is stagnant, as the proportion of GPS operating on a single shift has increased

from 12% in 2005 to 20% in 2010 and to 21.6% in 2019. The situation in NNPS appears to have declined and now stands at only 2.4%.

Activities

Inputs - In the current year, the allocation for the development budget dropped significantly between the original and revised stages. The main source of the fall is the block allocation for unapproved projects, but five discrete projects suffered large cuts too.

Between 2018/19 and 2019/20, there was little change in the level of revised budget allocation for primary education—in fact it fell in real terms. The overall composition of the revised budget shifted slightly towards the non-development allocation over the two years. There was a marked change in the composition of the revised development budget: the allocation for discrete projects grew substantially while the allocation of the PEDP4 did not come close to replacing that for the PEDP3. The rate of budget execution was good last couple of years but has been poor so far this year for the development budget. The PEDP4 has performed particularly below expectations in this respect.

The overall primary education budget is reasonably balanced across the main economic categories. Salary, allowances and civil works dominate spending, but there is a sizable share for stipends and for other non-salary items also. In the current year, the allocation for textbooks grew notably, but this had little effect on the overall input mix because this item accounts for a small share of the total budget of the MoPME.

A key element of the policy of decentralization in primary education sub-sector is the promotion of School Level Improvement Plans (SLIPs) and Upazila Primary Education Plans (UPEPs). Under the PEDP4, this initiative was supported by the provision of school-level improvement planning formula-based grants and this has been continued and scaled up during the PEDP4 period. This year formula-based SLIP grant provided (more student in schools and poverty prone areas schools proportionately received more grant). The DPE disbursed total TK. 3,766,555,000/- for 64,113 schools. UNICEF also provided BDT 51,103,500 for 1,225 schools including full coverage of Cox's Bazar district in FY 2019-2020. Under the PEDP4, UNICEF piloted the Upazila primary Education Plan (UPEPs) in 5 Upazilas of the country in 2018-19 FY. In 2019-20 FY based on lesson learnt, scale up another 50 Upazilas and DPE disbursed BDT 39,600,000 in 50 Upazilas and gradually will be covered all the Upazilas of the country

Similarly, construction of additional classrooms, designated PPE classrooms, WASH block, boundary walls, is ongoing as per plan through LGED.

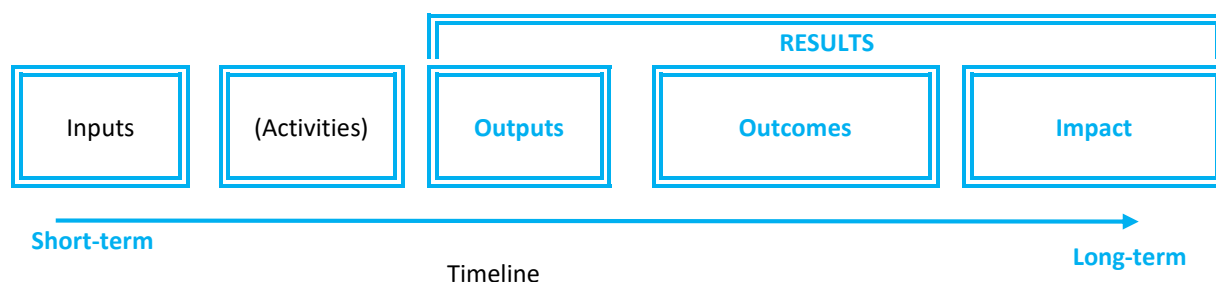
1 Introduction

1.1 Purpose of the annual sector performance report

The Directorate of Primary Education (DPE) has been producing the Annual Sector Performance Report (ASPR) since 2009 following a pilot version in 2008 (except 2018 report). Due to transition from the PEDP3 to PEDP4, DPE is not able to produce 2018 sector performance report.

DPE uses the ‘results-based management’ (RBM) approach to present information in the report in order to support the evidence-based decision-making and planning process. The ASPR is a vital contribution to decision making and planning for the sector, because it summarizes the main achievements over the previous year in terms of highlighting the results of all the main activities, inputs and efforts including achievement measures through Key Performance Indicators (KPIs), Non-Key Performance Indicators (Non-KPIs), Primary School Quality Levels (PSQLs) indicators and major Sub-component indicators. Monitoring and evaluation of the PEDP4 is deliberately focused on a results-based management approach as the Government of Bangladesh and its development partners want to base their judgements about the progress and success of the programme on results. This differs from other approaches in the past, which focused too heavily on inputs and activities, running the risk that insufficient attention was paid to how successful such inputs and activities were in terms of achieving better education for Bangladeshi children and students.

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



Planning in RBM: In result-oriented evidence-based and results oriented planning, planners or decision makers, in this case the DPE HQ and field levels/ Government (MoMPE) begins 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 or purpose, 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 mentioned 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 5-year planning of the PEDP4 and also for year-wise planning like Annual Operation Plan (AOP) including field levels SLIP.

This report aims to strengthen the planning process considering the results oriented and evidence based. It links implementation (input → activities → output) with sub-sector performance (outcome → impact) using authentic and credible data, information and statistics. It is a basis for a planning

dialogue in DPE and the other key implementing agencies and in the annual planning cycle of the PEDP4. It provides evidence which helps to pinpoint what is working well towards the achievement of the desired results and what is not doing so well. On this evidence decision makers and planners can adjust the inputs and activities as necessary to improve the achievement of expected outputs and therefore outcomes.

In the primary education, the sector programme, the PEDP4, covers a large proportion of the activities and expected results over the five-year time period spans 2018-2023. For that reason, the ASPR describes sector performance from the point of view of the PEDP4 implementation and results. It is anticipated that in future ASPR will increasingly reflect progress in other areas of primary sector provision, including all sub-component indicators, all SDGs indicators, all discrete projects, non-development activities like book distribution including, Essential Reading Materials (ERM), teachers' materials which lie outside of the PEDP4.

The PEDP4 is guided by its Results Framework and Programme Monitoring Matrix, a logical framework which summarizes what the programme will do and what it plans to achieve during the whole PEDP4 period. The PEDP4 Result Framework with Monitoring Matrix is shown as **Attachment 'A' in the PEDP4 main Programme Document (PD)**. It listed 21 Key Performance Indicators (KPIs), 5 Non-Key Performance Indicators, 15 Primary School Quality Level (PSQL) indicators and a set of Sub-component indicators (79). It's also describes the results of activities and inputs that need to be monitored and evaluated to support the planning process by respective DPE line divisions including 9 Disbursement Linked Indicators (DLIs). It is these all sets of indicators, KPIs, Non-KPIs, DLIs, key sub-component and PSQLs, and related results, which set the main agenda for the ASPR.

In fact, the principles, design and structure of the PEDP4 strongly follow the Results Based Management approach - "Programme implementation will be carried out through a results-based management model." (PEDP4 Main Document). The PEDP4 identifies the PDO - '*Quality education for all Bangladeshi children*', together with clearly defined results at the Outcome level - summarized as '*quality education to all children of Bangladesh from pre-primary up to Grade 5 through an efficient, inclusive and equitable education system*'; also at the Output level, together with Activities in general terms and Inputs. It also specifies the indicators which are to be used to monitor progress. Therefore, it is very clear that the RBM approach is not limited to a narrow monitoring and evaluation function of the programme; rather, it infuses entire the PEDP4.

The expected outcomes and targets in the PEDP4 result framework and monitoring matrix act as a guide and are flexible and open to change, not fixed. They provide a basis for monitoring, evaluation, analysis and planning. The information and explanations given in the ASPR therefore contribute to policy dialogue and decision-making including Annual Performance Agreement (APA), Sustainable Development Goals (SDGs) and thus in turn lead to any changes considered necessary to the PEDP4 over its five-year lifecycle.

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

additional or different inputs and activities are required? etc. As requested by DPE, the ASPR 2020 report is prepared by Md Sajidul Islam, UNICEF staff with EUs' technical support.

The structured of ASPR 2020 as follows:

- **Chapter 1** - introduces the report, describes and explains the results-based approach in the context of the Fourth Primary Education Development Programme (PEDP4), including the results chain, and identifies the sources of data used to write this report
- **Chapter - 2** outlines the results expected by the PEDP4 Programme Framework and Monitoring matrix. It summarizes four tables of actual results achieved between 2005, 2010, 2015 – 2019 (KPIs, Non-KPIs, PSQLs and Sub-component indicators) including DLIs matrix, other programme indicators and SDGs indicators
- **Chapter - 3** presents the evidence on medium-term performance (**outcomes**) from 2005, 2010, 2015 to 2019 (analyse all the KPIs and Non-KPIs indicators)
- **Chapter - 4** presents the evidence on short-term performance (**outputs**) from 2005, 2010, 2015 to 2019 (analyse all the PSQL indicators)
- **Chapter – 5 - Activities** - describes progress on key activities planned in the Programme Framework of the DPP and AOP of the PEDP4
- **Chapter – 6 - Inputs** - discusses the overall budget and expenditure (inputs) on the PEDP4 for the financial year 2018-2019 and 2019-2020
- **Chapter - 7** conclusion of the Report (key achievement of the primary education, research, data issues, way forward etc.)
- **Chapter - 8** the lists of the references and annexure

1.2 Source of data on primary education

In Bangladesh, education system is comprised of a mix of heterogeneous providers. A variety of schools operate within the country like government run schools, privately run schools and madrasah, English Version (NCTB curriculum), English medium schools (British Curriculum), schools run by NGOs and kindergarten schools. There are many types of formal and non-formal primary level educational institutions and many actors and sources of data/ information manages by the government, NGOs and different agencies: The 2 main sources data are as follows:

1. **Administrative data on primary education; and**
2. **Surveys conducted by other different organization**

Administrative data

APSC and NSA surveys: The Annual Primary School Census and (APSC) and National Student Assessment (NSA) [see APSC 2019 and NSA 2017 reports and below Table 1 in this report] are the main sources for information of primary education sub-sector. APSC has been in full operation since 2002. During the PEDP3, it has been taken initiative to collect APSC data through online and during the PEDP4 collected data from all the 129,258 schools through online i.e. web based. The questionnaire, management of data and the analysis has gradually improved and expanded. However, the APSC does not yet cover fully the all types of non-formal schools/learning centres (LCs), English medium and English version schools and Quami Madrasahs including Para Centres manage by Chattogram Hill Tracts Districts (CHTs) and Shishu Bikash Kendra (SBKs) manages by Bangladesh Shishu Academies and City Corporations. In addition, Registered Non-Government Primary School (RNGPS) and Community Schools may not be existence as all the schools nationalized since 2013 gradually but this year found 4,754 Non-Registered Non-Government Primary School (NRNGPS) as per APSC 2019. It is expected that APSC will includes all types of all formal and non-formal schools gradually. According to the requirement of the PEDP4, APSC questionnaire will be revised align with the PEDP4 and SDGs indicators in 2020 and to be used in 2021 APSC. It is expected that, as improve the APSC process, the results are timely and widely available with more analysis to compute all most all the PEDP4 and SDGs indicators in next 2021 ASPR.

The APSC 2019 coverage as follows:

- Only school types 1-6 and 16-18 manages by DPE (as per the below Table, i.e. GPS, NNPS, 1500 project GPS, PTI experimental, community, RNGPS and NRNGPS) have been followed systematically between 2002 and 2019, including schools type 5 manages by ROSC project and type 6 manages by Shishu Kalyan Trust after commencement of the each project (77.4% of total formal enrolment).
- School types 7, 8 and 9 are manages by Ministry of Education (MoE) included in the 2005 round but have not been covered systematically ever since (10.2% of total formal enrolment). Evidence from the grade 5 Primary and Ebtedayee Education Completion Examination (PECE/EECE) suggests that the number of schools in this group has been increasing but not consistent sometimes decreased.
- The responsibility for collecting data from school and Madrasah types 7, 8 and 9 belonged to BANBEIS up to 2010 (11.2% of total formal enrolment). Under the PEDP3, this information was collected through APSC but not covered fully based on the evidence of PECE/EECE and also figure is not consistent even year to year through APSC. Data was collected on only 13,265 Madrasahs (Ebtedayee 5,910 and High Madrasah attached Ebtedayee 7,355) through APSC 2019 but based on the PECE/EECE result 15,919 (Ebtedayee 6,719 and attached 9,200)

Madrasah participated in the 2019 PECE/EECE and BANBEIS data, i.e. 2,654 more madrasahs participated in the 2019 EECE exam but APSC 2019 not able to collect data.

PECE and EECE: Primary and Ebtedayee Education Completion Examination (PECE and EECE) is another important administrative source of information, The PECE replaced the grade 5 scholarship examination in 2009 and EECE was operationalized since 2010. The PECE/EECE included the ROSCII project schools, Shishu Kalyan Schools, non-formal schools manage by NGOs and formal Ebtedayee madrasahs since 2010. The PECE and EECE provides information on the number of grade 5 students who are eligible to take the exam ‘descriptive roll’ (DR), participates in the exam and pass based on participation and DR – as well as by type and number of schools where they are enrolled.

Surveys

The following surveys provide alternative estimates for some core indicators or estimates for some indicators that also validate the school census measures:

DPE surveys - 2006/2008/2011/2013/2015/2017 National Student Assessment (NSA): This survey measures the achievement of Grade 3 and Grade 5 students on a set of curriculum learning outcomes. The NSA is conducted bi-annually. The survey was administered in 2006, 2008, 2011 (the 2010 NSA was moved to 2011 as a baseline for the PEDP3), 2013, 2015 and 2017 (the 2017 NSA is a baseline for the PEDP4). This survey measures the achievement of grade 3 and 5 students on a set of curriculum-based learning outcomes. it was administered to a nationally representative sample of about 700 schools (7 types of school – GPS, NNPS (former RNGPS), NGPS, NRNGPS, NGO schools, Experimental schools, Community schools and Shishu Kalyan schools): up to 25 grade 3 pupils per school were tested in two subjects (Bangla and mathematics) and up to 20 grade 5 pupils per school were tested in five subjects (Bangla, mathematics, English, science and social studies) [DPE NAC (2007 and 2009)]. The survey is expected to take place again in 2021. The instrument has evolved over time; the 2013, 2015 and 2017 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 5 students in both subjects. More details on NSA findings are given in the Learning Section of Chapter 3

DPE surveys - Education Household Survey (EHS): This survey was conducted by Bangladesh Bureau of Statistics (BBS) as requested by Directorate of Primary Education (DPE). Between the 2010 and 2015 HIESs, 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

Other surveys - 2000/2005/2010/2015 BBS Household Income and Expenditure Survey (HIES): The BBS conducts the HIES on a nationally representative sample of households every five years since 2000 supported by World Bank (WB). HIES is the primary and largest household survey in Bangladesh which provides credible information not only on income and expenditure but also on many other socio-economic issues. The HIES is a nationally representative sample of households every five years. It collects information on food and non-food consumption (to measure the rate of poverty) and on household characteristics, including education. The findings of HIES, 2016 will also be useful to monitor the poverty reduction interventions, social safety nets, 7th Five Year Plan implementation and SDGs achievement.

Other surveys - 2006/2009/2012/2019 BBS-UNICEF Multiple Indicator Cluster Survey (MICS): The Bangladesh Multiple Indicator Cluster Survey (MICS) was carried out by Bangladesh Bureau of Statistics (BBS) in collaboration with UNICEF Bangladesh, as part of the Global MICS Programme to

collect the data on children and women around the world. The Global MICS Programme was developed by UNICEF in the 1990s, in 2006, the sample size was 62,000 households (representative at the district level) and in 2009, the sample size was 300,000 households (representative at the Upazila level). An education module provided information on enrolment, including in the non-formal sector. The last round MICS was conducted in 2019 and results was published in March 2020. The MICS data also used in this ASPR 2020.

Other surveys - 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, 6, ages 6–10 and ages 11–14 years respectively. These data are used for computing the PEDP4 key performance indicators e.g., Gross Intake Rate (GIR), Net Intake Rate (NIR), Gross Enrolment Rate (GER), Net Enrolment Rate (NER), GER and NER of PPE, and Out of School Children (OOSC). DPE estimated the projected population with the support of the BBS census wing for calculating the relevant indicators of the APSC reports.

Other surveys - Bangladesh Bureau of Educational Information and Statistics (BANBEIS) Data: The BANBEIS prepares reports to cover at all levels of education. They collect data from all levels of education facilities including madrasah except primary schools as DPE collects information in each year. BANBEIS helps DPE to calculate transition rate from grade 5 to grade 6 (in other words % of new entrants in grade 6).

The ASPR 2020 also drew findings from the PEDP3 Mid-Term Review studies (5 studies) and the Mid-Term Review report in 2014. The 2020 ASPR drawn 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”*, the GPE and World Bank reports 2018.

1.3 Data on primary education subsector

In Bangladesh, there are many types of formal and non-formal primary level educational institutions manages by the government as well as NGOs. Although primary education system of Bangladesh is comprised of a mix of heterogeneous providers. A variety of schools operate within the country; government run schools, privately run schools and madrasah, English medium schools (British Curriculum) and English version (NCTB curriculum), schools run by NGOs and kindergarten schools. The following are 26 types of formal and non-formal primary education institutions in Bangladesh:

- From the below Table 1, Eighteen types, six types 1-6 (GPS, NNPS, PTI Experimental, Community, ROSC Ananda school and Shishu Kalyan Schools) and 3 types 16-18 (1500 Project schools, RNGPS and NRNGPS) of formal and non-formal primary schools are manages by the MoPME/DPE (77.7% share of total enrolment, 52.9% share of teachers and 57.2% share of schools)
- Types 7 -9 (primary sections of high madrasahs, High school attached primary section and Ebtedayee madrasahs) of formal primary schools are managed by MoE (10.3% share of total enrolment, 11% share of teachers and 11.7% share of schools)
- Types 10-11 (Kindergarten and Tea Garden schools) managed by Ministry of Commerce (7.9% share of total enrolment, 31.6% share of teachers and 22.5% share of schools)
- Types 12-14 (NGO Schools, BRAC school and NGO Learning Centres) managed by NGO Bureaus (3.7% share of total enrolment, 3.5% share of teachers and 7.7% share of schools)
- Type 15 (tinny Learning Centres including) managed by different authorities (0.5% share of total enrolment, 1% share of teachers and 1% share of LCs)

The APSC collected information from all types of institutes. However, it was unable to achieve covered 100 percent of non-formal Schools and Madrasahs. During the PEDP3, APSC was a DLI, as M&E division was keen to gradually cover all types of primary level institutions in APSC. Accordingly, DPE strives to cover all types of institutes under the PEDP4

Table 1: No. of Primary Education Institutions, Teachers and Students (as APSC 2019)

Type of school	No. of school	Teachers total	Teachers, female	Students, total	Students, girl	Share of girl (%)	STR
MoPME/DPE	73,944	381,585	247,479	12,686,502	6,549,271	51.62%	33
1. Government Primary School (GPS)	38,640	238,780	163,370	8,290,464	4,275,118	51.57%	35
2. Newly Nationalized (NNPS) and 1500 project	26,315	115,593	65,398	3,938,853	2,032,600	51.60%	34
16 1500 Project GPS	600	1,644	857	76,227	44,908	58.91%	46
3. PTI Experimental school	65	349	311	12,812	7,449	58.14%	37
4. Community school (CS)	142	586	438	10,485	5,338	50.91%	18
5. ROSC Ananda school	3,199	3,601	2,954	62,146	32,063	51.59%	17
6. Shishu Kalyan School (SK)	203	917	640	19,298	9,995	51.79%	21
17 RNGPS	26	92	61	2,281	1,196	52.43%	25
18 NRNGPS	4,754	20,023	13,450	273,936	140,604	51.33%	14
MoE including Madrasahs	15,164	79,653	23,123	1,675,914	840,412	50.15%	21
7. High madrasahs attached Ebtedayee sections	7,355	34,001	5,661	764,533	380,704	49.80%	22
8. High school attached primary section (HSAPS)	1,899	18,481	10,454	553,753	280,213	50.60%	30
9. Independent Ebtedayee madrasahs	5,910	27,171	7,008	357,628	179,495	50.19%	13
Private Sector	29,028	228,137	139,396	1,288,684	640,780	49.72%	6
10. Kindergarten (KG)	28,950	227,885	139,247	1,280,531	636,723	49.72%	6
11. Tea garden schools	78	252	149	8,153	4,057	49.76%	32
Private Sector – NGO	9,889	25,351	21,998	610,572	318,666	52.19%	24
12. NGO Schools	4,555	12,982	10,274	279,351	146,651	52.50%	22
13. BRAC school	3,702	9,375	9,045	269,311	139,714	51.88%	29
14. Other NGOs LCs	1,632	2,994	2,679	61,910	32,301	52.17%	21
15. Other ¹ LCs	1,233	7,075	4,220	74,424	37,208	49.99%	11
Total	129,258	721,801	436,216	16,336,096	8,386,337	51.34%	23

Note: In DPE, there were a discrete project namely '1500 Government Primary Schools (GPS) established Project' in un-school areas (villages) for constructing 1,500 GPS. As of phased out of the project in 2019 constructed 1,495 GPS and handover to the concern authorities. In this ASPR this category mentioned separately as SL 16, from the next year ASPR all the government schools will be integrated together as GPS (GPS, NNPS, Model, 1500 project schools and Expt. Schools). Other will be integrated as private schools

¹ Other categories (SL 15 in the above table 1.1) includes 1,233: 10 different type of tiny learning centre's e.g. (i) 46 Mosque-based LCs, (ii) 13 Temple- based LCs, (iii) 6 Jail schools, (iv) CHT Council managed schools, (v) 60 Schools for the Deaf and Dumb, (vi) 129 Social welfare-based LCs, (vii) 4 Schools for Blind, (viii) 21 Quami Madrasahs, and (ix) 243 Second chance school, and (xii) 612 Other LCs is presents in below Figure 2)

Note: MoC issued the trade licence and some authorities uses the licence for operating the KG and Tea garden schools. DPE provides the all necessary support like free textbooks.

- Under the 2nd phase of discrete project ‘Reaching Out of School Children’ (ROSCII) project supported by the World Bank (WB), DPE operating learning centres known as Ananda schools.
- ROSCII project commissioned INGO ‘Save the Children International’ for management of the host community education programme interventions
- Bangladesh government provides WB fund to UNICEF for implementation of the informal education programme for 5-14 years old Rohingya children 1st time at Teknaf and Ukhiya Upazilas under the Cox’s Bazar district through the ROSCII project.

UNICEF Intervention: To support the response in the immediate education needs of the crisis-affected forcibly displaced Myanmar Nationals (FDMN) 5-14 years old children, developed the partnership between ROSCII and UNICEF to implement the informal education programme in the Rohingya camps under Cox’s Bazar district. Bangladesh government provided the World Bank fund to UNICEF through ROSCII project for the implementation of informal education of the FDMNs 5-14 years old children. Education Section of UNICEF developed the partnership with local NGOs for implementing the programme in the camps. The major interventions are as follows:

- UNICEF concern IPs established 1,500 Learning Centre’s (LCs) for providing informal education of safe and protective learning environment to 5-14 years old 150,000 Rohingya children with separate WASH facilities for girls and boys in all the LCs
 - UNICEF IPs enrolled 1,500 disable Rohingya children in the 1,500 LCs and continuing learning
 - UNICEF concern IPs recruited, deployed and adequately trained 1,500 teachers (50 percent female), 1 in each LC and continually supports to provide quality teaching learning
 - UNICEF concern IPs provided orientation for 10,500 Learning Centre’s Management Committees (LCMC) members on their roles and responsibilities including supporting Disaster Risk Reduction (DRR) and Psychosocial support activities to ensure ongoing quality provision for all learners.
- *There is a range of **non-formal** educational institutions:* More than 500 NGOs run short or full primary education programmes, which focusing on getting children from disadvantaged areas or groups into school and eventually into formal schools from grade 3 or above. According to the non-formal education mapping carried out on behalf of the Bureau of Non-Formal Education (BNFE, 2009), there were 1.4 million students in over 53,000 centres in 2007. Of these:
 - Based on BRAC administrative report, December 2018 there are about 1,169,201 students in 46,013 schools or LCs either managed directly by BRAC or through small partner of primary education sub-sector (ECD, PPE, Primary and NFPE). There may be overlap between the BRAC student 1,169,201 and the 76,573 students in ROSC schools, including many other NGOs operated LCs, as all the LCs are managed by NGOs. There is a require an integrated management information system for non-formal primary education.

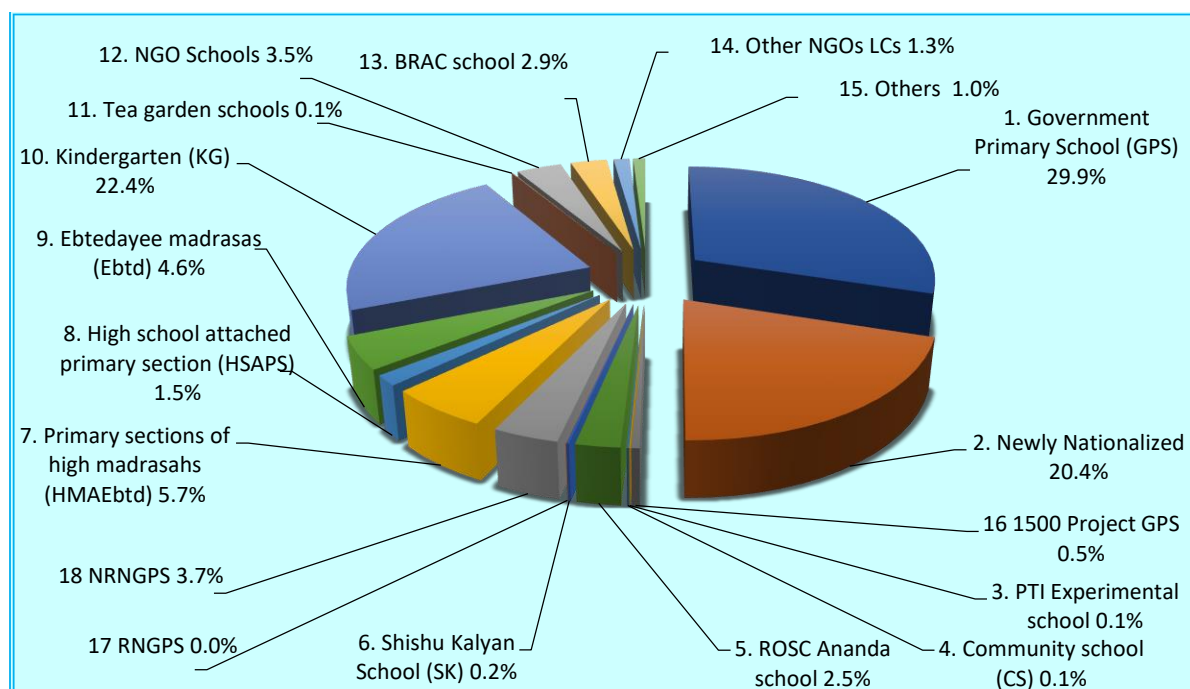
1.4 Primary schools’ operations in 2019

Share of Schools by types:

In Bangladesh 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 the year 2019, From the below Figure 1 to Figure 5 illustrates the relevant authorities; the number and type of educational institutes and their management; teachers, and students managed by different authorities. All information is based on the APSC 2019 database. The following

Figure 1 outline percentage of primary level educational institutions by school type in 2019. In APSC 2019 coverage is 129,258 schools compare to 134, 147 schools in 2018 APSC. It is noted that this year (2019) total 4,889 school dropped compare to 2018. MoPME/DPE category (73,944 schools in 2019 compare to 75,345 schools were in 2018) mainly dropped the ROSCII Ananda schools from 4,755 in 2018 to 3,199 in 2019 and madrassahs.

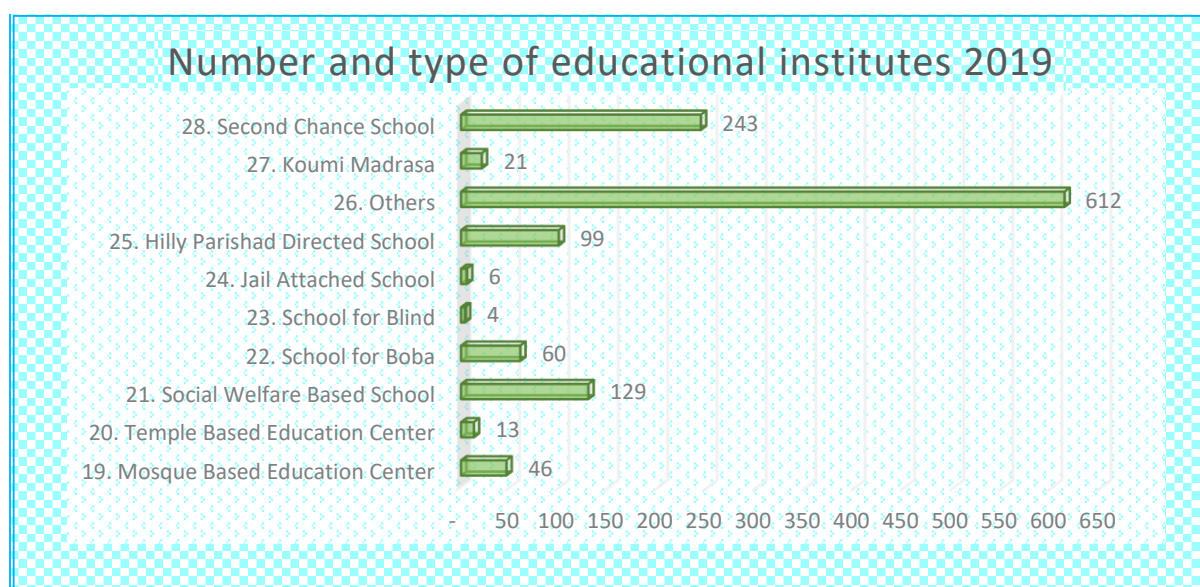
Figure 1: Percentage of primary level educational institutions by type of school 2019



Source: DPE (2019 APSC)

In the above Figure 1, 'Other type serial 15' comprise total 1,233 (1%) under 10 several types of tinny Learning Centre's (LCs). The following Figure 2 gives a breakdown of these 1,233 tinny LCs by type, i.e. number of each institutes integrated into "other" category.

Figure 2: Number of other types of primary level educational institutions 2019



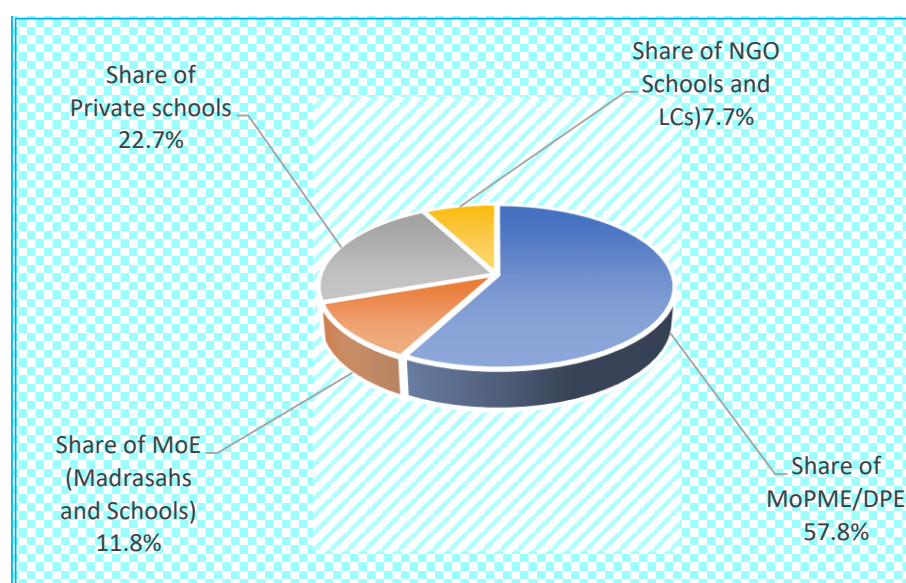
Source: DPE (2019 APSC), It is noted that 4,754 NRNGPS not included in this figure

Share of schools by authorities: The MoPME is the main primary and mass education (formal and nonformal) provider in Bangladesh through DPE and BNFE. In addition, Ministry of Education (MoE), and other private or autonomous organization managing primary education institutes. Based on the above Table 1, the following Figure 3 presents the percentage of schools managed by different authorities:

- **The MoPME/DPE** is the main primary education providers in Bangladesh and oversees 9 types (formal and non-formal, types 1 to 6 and 16-18): Government Primary Schools (GPS), Newly Nationalized Primary Schools (NNPS) and government primary schools established by 1500 school establishment project, PTI Experimental Schools, Community Schools, RNGPS and NRNGPS are formal including two non-formal schools (ROSC Ananda Schools and Shishu Kalyan schools). These account for 73,944 schools (57.8%).
- **The Ministry of Education (MOE)** is also responsible for 3 types of formal institutions (types 7–9): High Madrasa attached Ebtedayee section, High School attached Primary Section and Independent Ebtedayee Madrasas equivalent to formal primary schools. These account for 15,164 schools and Madrasas (11.8%).
- **Private Sector (PS)** - manages 5 types (types 10, 11, 12, 13 and 14): Private sector manages more than 29,028 schools mainly the Kindergartens and tiny LCs. Of 29,028 schools (22.7%) are Kindergarten (KG), Tea garden schools account for 0.1%, NGO full-fledged schools account for 3.5% and NGO LCs for 2.9%.
- **Share of NGO schools and LCs** - 3 types (12-14) - NGO schools, NGO Learning Centers (LCs) that account for 9,889 (7.7%) schools and LCs. In Bangladesh, some NGOs have the full-fledged primary schools (grade 1 to 5), some are operating from grade 1 to grade3 and some NGO have the LCs for managing 1 grade like ECCD/ECD/PPE.

The below Figure 3 presents the share of primary level institutes managed by different authorities as per 2019 APSC dataset. The MoPME/DPE is main primary education provider and manages 57.8% schools, MoE manages 11.7% schools and Madrasahs, privately manages 22.7% and NGO operating 7.7% schools/mainly 1 room LCs respectively.

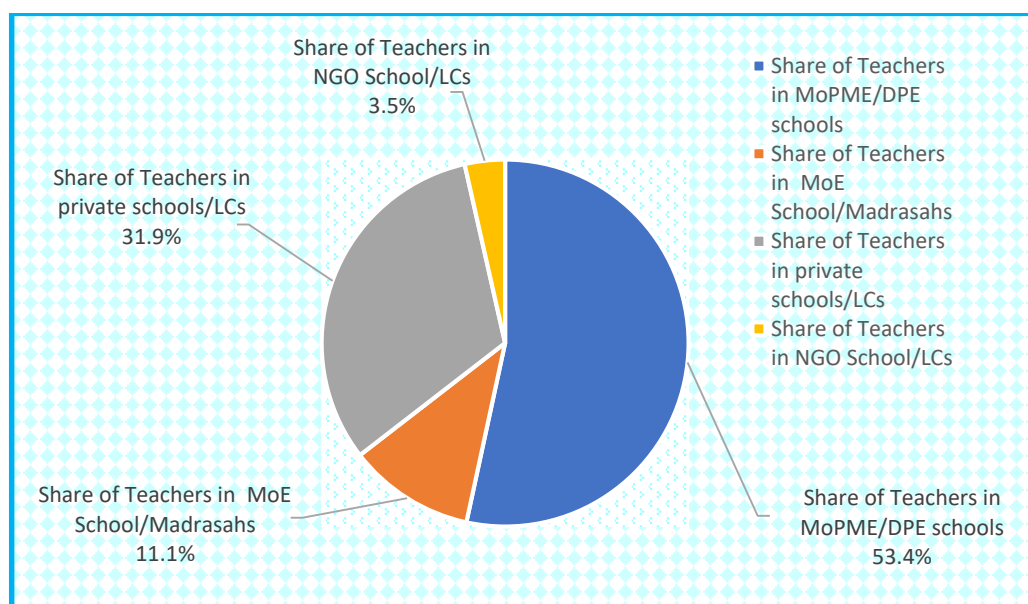
Figure 3: Share of primary level educational institutes 2019



Source: DPE (2019 APSC)

Share of Teachers: Based on the above Table 1, total share of working teachers is as follows: There are about w53.4% working teachers are in the MoPME/DPE schools; around 11.1% working teachers in the MoE schools/madrasahs; about 31.9% working teachers in private schools; and 3.5% teachers in the NGO schools/ LCs based on APSC 2019 report and presents below Figure 4.

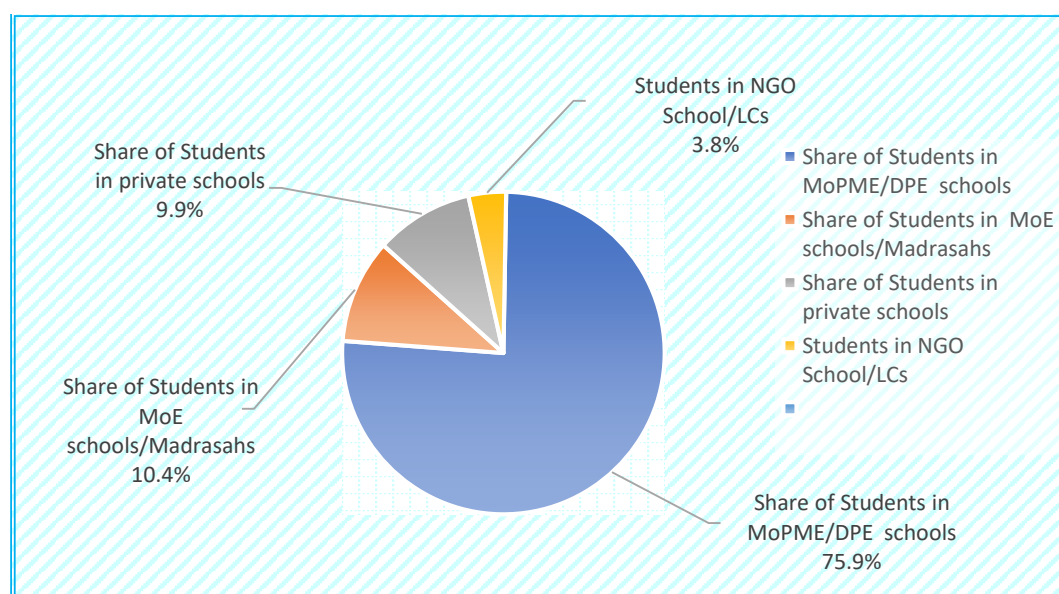
Figure 4: Share of working teachers 2019



Source: DPE (2019 APSC)

Share of Students: In the above Table 1, the share of students in the various categories are: about 75.9% children enrolled in MoPME/DPE schools; about 10.4% children in the MoE schools/madrasahs; about 9.9% children in the private schools; and about 3.8% children in the NGO schools/ LCs (see below Figure 5).

Figure 5: Share of enrolled students 2019

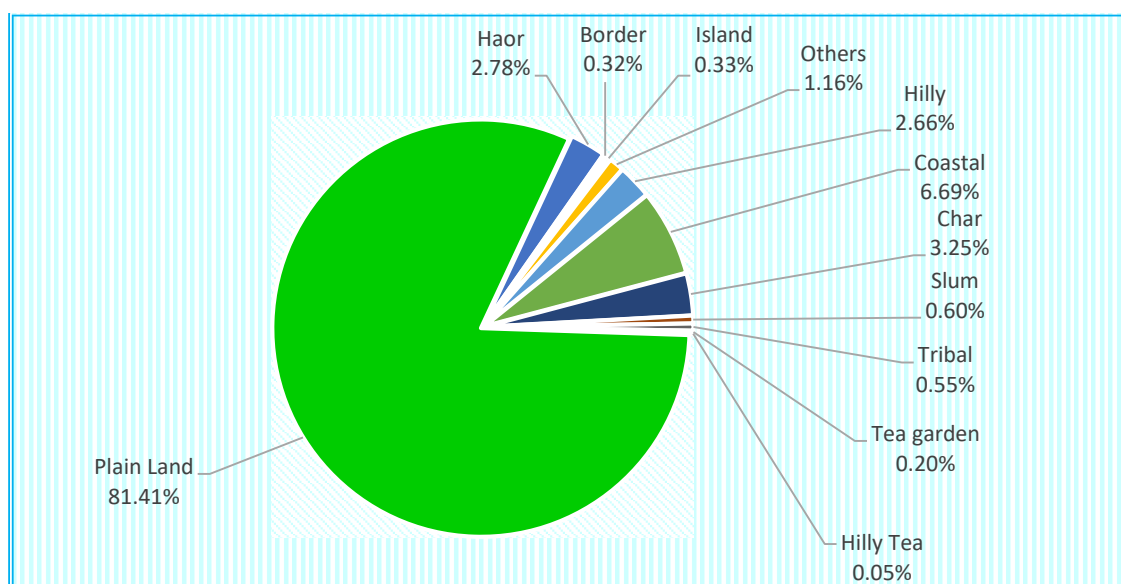


Source: DPE (2019 APSC)

1.5 Geographical location of school in APSC 2019

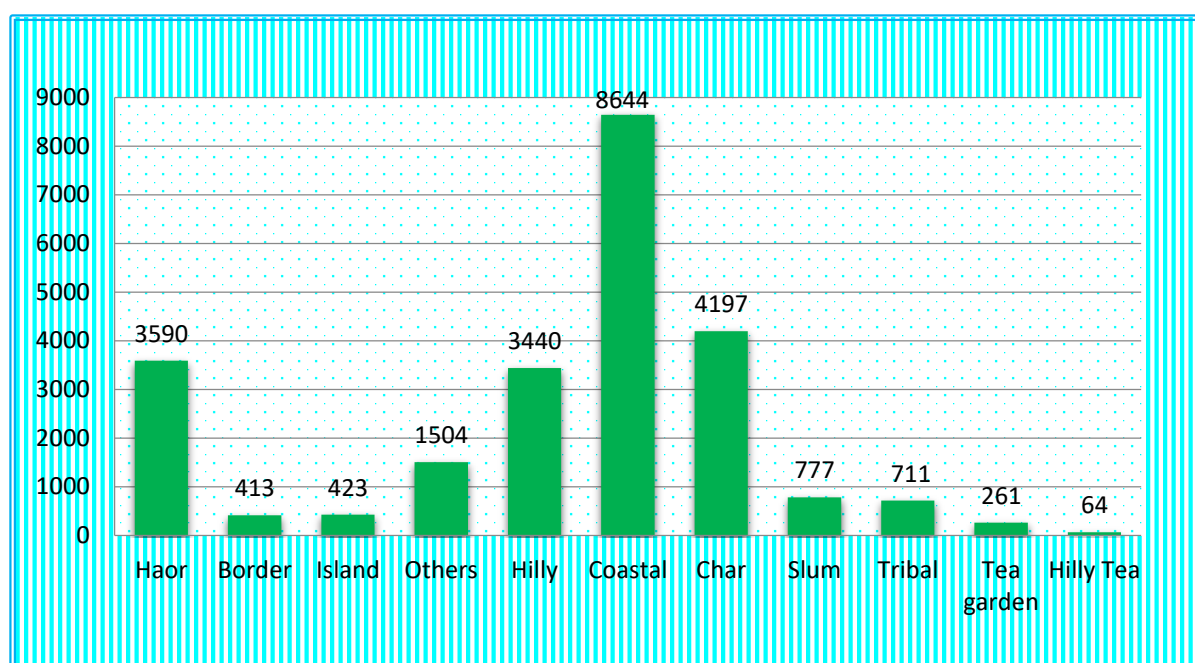
The coverage of the schools located in the specific areas has been improving since 2014. The average growth was 13.3 percentage points between 2014 and 2019. According to the APSC 2019 report, 128,088 schools, out of 129,258 schools responded and provided data on school locations. In 2019, it was found that 105,234 (81.4%) schools and Learning Centres (LCs) are in the plain land of the country. A total of 24,024 schools are in special regions i.e. Haor (3,590), Char (4,197), Tea Garden (261), slum (777), boarder belt (413), coastal (8,644), and Hill areas (3,440). The following Figure 6 presents data on the location of 24,024 schools located in special regions (see Figures 6 and 7)

Figure 6: Percentage of schools located in specific disadvantage areas 2019



Source: DPE (2019 APSC), it is noted that 1,170 schools not provided data and included 1,170 schools into 'Other' category

Figure 7: Geographical area wise No. of School (excluding plain land schools) 2019



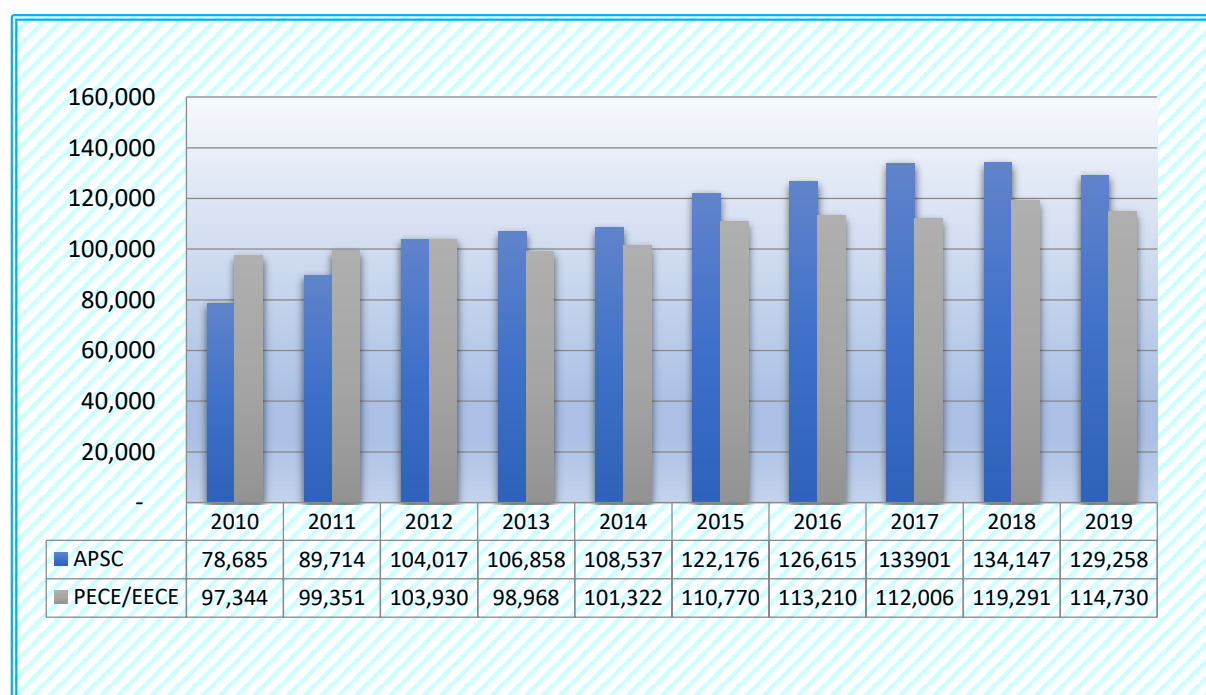
Source: DPE (2019 APSC), it is noted that 1,170 schools not provided data and included 1,170 schools into 'Other' category

1.6 Comparison of coverage between APSC and PECE/EECE 2018-19

The APSC coverage has been gradually increasing since 2010 except in 2019 as a requirement of the PEDPs. The total number of schools captured in the APSC increased by 64.3% in 2019 compared to the PEDP3 baseline (2010) though reduced 4,889 schools from 2018 APSC. In 2011, total 11,029 schools (up 14%) compare to 2010; in 2012, total 14,303 schools (up 15.9%) compare to 2011; in 2013, total 2,841 schools (up 2.7%) compare to 2012; in 2014, increased by 1,679 (up 1.6%) schools compare to 2013; in 2015, by 13,639 (up 12.6%) compare to 2014; in 2016, by 4,439 (up 3.6%) compare to 2015; in 2017, by 7,286 (up 5.8%) schools compare to 2016, in 2018, by 246 (up 0.2%) schools compare to 2017 and in 2019 dropped by 4,889 schools (3.6%) compare to 2018.

The total number of schools and madrasahs covered by the PECE and EECE also increased by 17,386 (up 17.9%) in 2019 compare to the PEDP3 baseline 2010; by 2,007 schools and madrasahs (up 2.1%) in 2011 compare to 2010; by 4,579 (up 4.6%) schools and madrasahs in 2012 compare to 2011; decreased by 4,962 (down 4.6%) schools and madrasahs in 2013 compare to 2012; again increased by 2,354 (up 2.4%) schools and madrasahs in 2014 compare to 2013; by 9,448 (up 9.3%) schools and madrasahs in 2015 compare to 2014; by 2,440 (up 2.2%) schools and madrasahs in 2016 compare to 2015; again decreased by 1,204 (down 1.1%) schools and madrasahs in 2017 compare to 2016; again increased by 7,285 (up 6.55) schools and madrasahs in 2018 compare to 2017 and reduced by 4,561 (dropped 3.8%) schools and madrasahs in 2019 compare to 2018. Here, it should be mentioned that ROSC schools' children were not eligible to take the PECE examination in 2016 due to phased out of 1st phase and started the second phase of the Project. ROSCII children again participated in the PECE since 2017. Between 2017 and 2019, the major increase in APSC coverage included GPS (324), NNPS (454), RNGPS, NRNGPS and Temp. RNGPS (210), Kindergarten and NGO (2,217) and madrasahs (905). However, there was also a drop in the coverage on BRAC and ROSC schools reduced (8,262)

Figure 8: Comparison of APSC and PECE Institutional Coverage 2010-2019



Source: APSC and PECE 2010-2018. Note: in 2016, ROSC schools' children are not eligible to take PECE

In Bangladesh, the total number of institutions offering primary education is unknown because English medium schools, Kindergartens, NGO provides and Quami madrasahs has not been fully covered by the APSC (this year APSC captured only 21 Quami madrasahs). One way to assess the comprehensiveness of APSC is to compare its coverage with that of the Primary and Ebtedayee Education Completion Examination (PECE/EECE). In 2010, there were nearly 18,660 more schools in the PECE/EECE database than those covered in the APSC 2010, in the 2011, there were nearly 9,637 more schools in the PECE/EECE. In 2012, both APSC and PECE coverage was nearly identical (87 schools more in APSC). In 2013, APSC had nearly 7,890 more schools/LCs than the numbers participating in the PECE/EECE, due to no ROSC school participated (see above Figure 8 and below Table 2).

There were totaled 7,215 more schools in APSC 2014, nearly 11,406 in 2015, nearly 13,405 more schools in 2016, 14,856 more schools in 2018 and 14,528 more schools included in the APSC databases respectively compare to the PECE and EECE.

Table 2: Number of Schools and madrasahs in APSC and PECE, 2018- 2019

School type		Number of schools and madrasahs		Difference in coverage (2)/(1) (%)	Number of schools and madrasahs		Difference in coverage (4)/(3) (%)	Difference in coverage (3)/(1) (%)
		2018 APSC	2018 PECE		2019 APSC	2019 PECE		
		(1)	(2)		(3)	(4)		
GPS ¹		38,916	38,692	-0.6%	39,240	38,834	-1.0%	0.8%
Experimental		64	64	0.0%	65	64	-1.5%	1.6%
NNPS		26,613	26,199	-1.6%	26,315	26,244	-0.3%	-1.1%
RNGPS, Temp. NRRGPS		4,570	4,570	0.0%	4,780	3,861	-19.2%	4.6%
Community		134	64	-52.2%	142	65	-54.2%	6.0%
'Other'	NGO, KG, Others	34,231	24,332	-28.9%	36,448	24,958	-31.5%	6.5%
	Secondary school-attached	1,893	1,935	2.2%	1,899	1,947	2.5%	0.3%
	ROSC, BRAC and SK	15,366	8,092	-47.3%	7,104	2,838	-60.1%	-53.8%
Ebtedayee		5,164	6,062	17.4%	5,910	6,719	13.7%	14.4%
Madrasahs		7,196	9,281	29.0%	7,355	9,200	25.1%	2.2%
Dakhil, Alim, Fazil & Kamil		7,196	9,281	29.0%	7,355	9,200	25.1%	2.2%
Total		134,147	119,291	-11.1%	129,258	114,730	-11.2%	-3.6%

Note: (1) The GPS figures included data on 504 model Government Primary Schools in 2019. Dakhil, Alim, Fazil & Kamil Madrasahs included (last row of the above table Ebtedayee section attached to high madrasahs)

Source: APSC 2018-19, PECE 2018-19. It is noted that APSC does not collect information on CHTs manages Para Centre's, City Corporation manages schools and LCs and Bangladesh Shishu Academy manages Shishu Bikash Kendra (SBKs)

In the above Table 2, it is evident that since 2012 the APSC coverage has been greater than the PECE/EECE. But there was a difference in types of schools in the coverage between APSC and PECE/EECE. 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 including madrasahs. These differences in the coverage of APSC and PECE/EECE are not known especially considering the government schools. The general perception is that, there were fewer students in the NGOs manages schools, and also no database, as numbers of students may be vary from year to year.

2 Expected results of primary education subsector

2.1 The PEDP4 expected results (July 2018 -June 2023)

The ASPR presents the results produced by current activities based on the PEDP3/PEDP4. It describes the sequence of events from spending inputs and activities, through the resulting outputs down to actual outcome patterns and trends. The PEDP4 Programme Framework describes the expected performance of the primary education sub-sector (the targets) agreed during the preparation of PEDP4 programme document. It assumes that the inputs and activities will lead to a set of outputs, and outputs intern led to achieve outcomes and impact. This chapter sets out in more detail how the PEDP4 activities will contribute to the achievement of these outputs and outcomes

Primary Education Sector Programs/Components

Bangladesh has had four primary education development programs each with a distinct set of components or outcome areas:

The PEDP I (1997-2003): The PEDPI was Development Partners (DPs) driven discrete projects focused on ten specific objectives like enrolment, completion, quality inputs and monitoring issues. PEDP I consisted of several projects managed and financed separately by eight development partners (DPs). Recognizing that project-based approaches of this kind did not necessarily lead to long-term institutionalization of achievements, the Government and DPs jointly agreed to adopt principles of a sector-wide approach (SWAp) to achieving high-quality primary education in future.

The Second Primary Education Development Programme (PEDP II: 2004-2011): The Second Primary Education Development Programme (PEDP II) was a coordinated and integrated sub-sector programme within the DPE, with a focus on quality improvement, institutional capacity building, and systemic reform. PEDPII was the first education sector programme to include many SWAp principles in its design. Coordinated by a lead agency, PEDP II was financed by the Government and ten development partners through a management and financing structure that was parallel to the Government's.

The Third Primary Education Development Programme (PEDP3: 2011-2017/18): This Third Primary Education Development Programme incorporates additional features of a sector-wide approach in matters of financial management, donor harmonization, and programme scope. The PEDP3 continues many of the quality improvement, institutional, and systemic reforms introduced under the PEDP II with a much stronger focus on how inputs are used at the school level to improve learning outcomes in the classroom and raise primary school completion rates. The six results areas are: learning outcomes; participation; regional and other disparities; decentralization; effective use of budget allocations, and programme planning and management

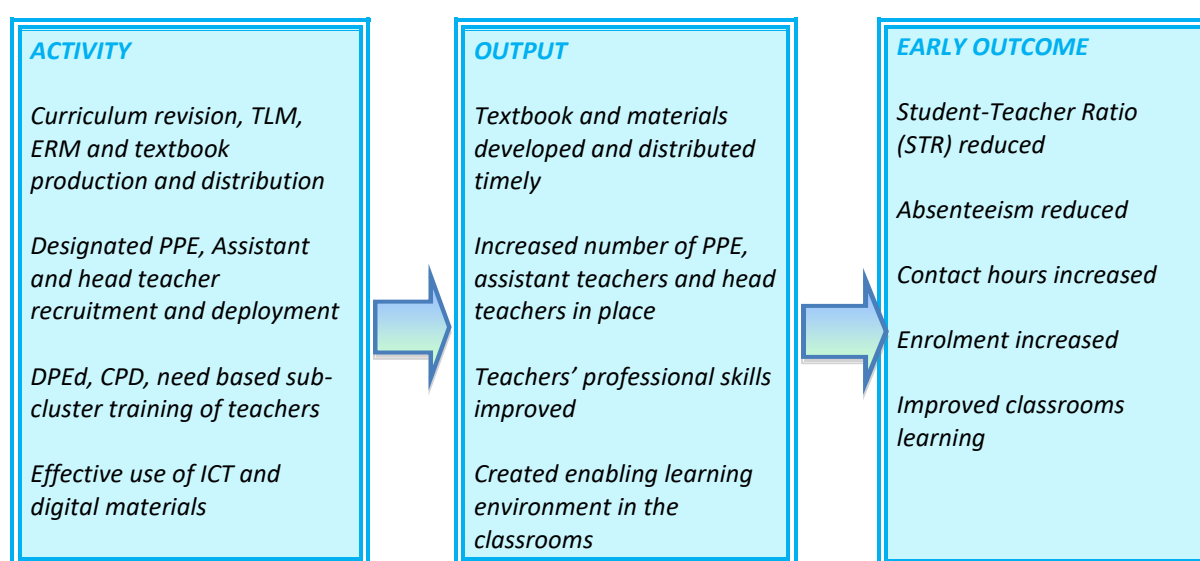
PEDP4 (2018-2023): The Fourth Primary Education Development Program (PEDP4) is the continuation of the PEDP3 and priorities the quality education especially achievement of learning outcomes stated in the curriculum by learners through quality classroom teaching and learning; access and participation; and financing and overall management following same modalities of the PEDP3 through 21 sub-components.

The Program Development Objective (PDO) of the PEDP4 is to provide quality education to all children of Bangladesh from pre-primary up to Grade 6 through an efficient, inclusive and equitable education system. To achieve this, the program aims to achieve three high-level outcomes pertaining respectively to (1). quality; (2), access and participation; and (3). governance, financing and management. We use a results chain to review the performance of the PEDP4 programme. The results chain compares the results we expected to get from programme inputs and activities with what happened. A planner will check expectations against the evidence from the surveys/census and will change the plan, the activities, or the targets if necessary. The improvements expected under the PEDP4 are shown below in the results chains for each component and the PEDP4 result web as follows:

The PEDP4 Component 1: Quality

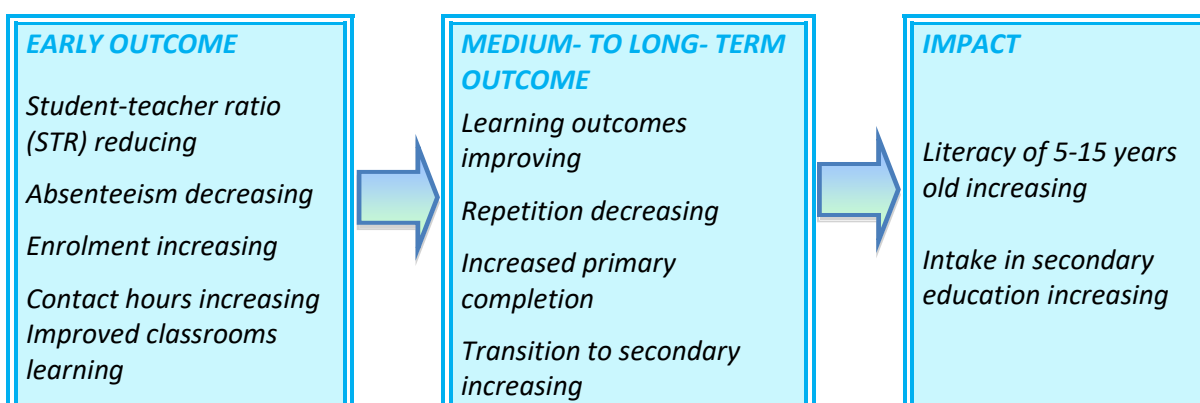
Component 1 aims to achieve the expected results through implements 8 sub-components. Its emphasis on quality teaching-learning practices being applied in all schools that enable children to acquire the essential grades and subjects - wise competencies and learning outcomes specified in the curriculum. The expectations are an improvement in quality classroom teaching learning practices from PPE to grade 5, revision of curriculum, teachers' development including training and materials, supplementary/ Essential reading materials, student assessment tools and conduct assessment, TLM packages, more teachers recruit and deploy, ICT equipment, content, etc.

As Component 1 is to improve the teaching and learning environment so that all schools meet the Primary School Quality Level (PSQL) criteria. This will result in better quality of learning. Component 1 is the most complex in terms of its activities and expected outputs. For this reason, it is useful to show expectations in a results chain. The most important activities with the expected outputs and outcomes for Component 1 are shown in below results chain below:



It is expected that early outcomes from Component 1 will have a direct effect on the school. Teacher recruitment deployment and training, SLIP/UPEP implementation should result in (i) communities and parents keeping their children in school and encouraging learning achievement, and (ii) PPE, assistant teachers and head teachers taking greater responsibility for school quality.

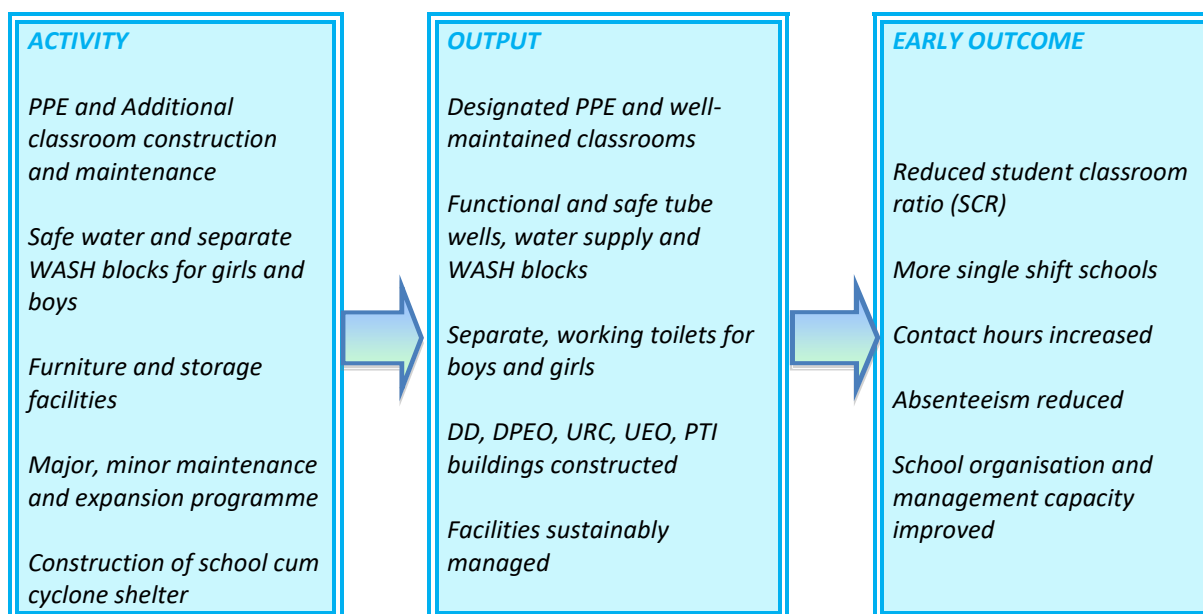
The outcomes expected for Component 1 are different from those for other components. Component 1 should have a direct effect on the school classroom, pupils and parents. We expect to see early outcomes in the results chain develop in the following way:



The PEDP4 Component 2: Access and Participation

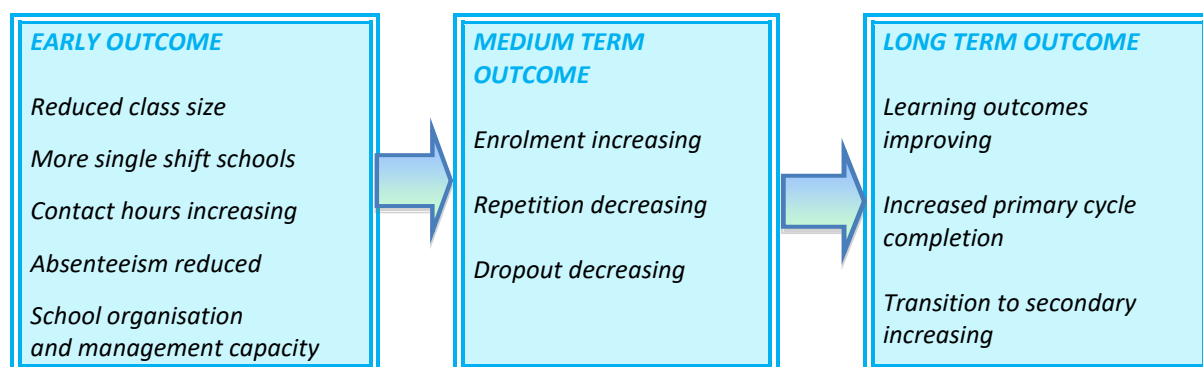
The purpose of Component 2 is to provide all facilities with learning environments that support participation of all children, ensure continuity of education and enable quality through construction of PPE and additional classrooms, construction and expansion of DD/DPEO/UEO/PTI/URC, maintenance of classrooms, wash block/toilets, supply water/wells and equipment to encourage all children to attend school (equitable access), leading to better student achievement.

Component 2 focuses on the physical infrastructure of the primary education sub-sector. The new classrooms and facilities are needed for the planned increases in teachers and students leading to smaller class sizes (SCR). In summary, the results-chain of Component 2 expectations has the following shape:



Component 2 output and the basic relationships between output and early outcomes are straightforward and tangible. We expect to see reduced class sizes, schools moving to single shift, reduced absenteeism and increasing enrolment as evidence that these civil works are having an impact on schools.

It is necessary to plan carefully and to involve the community to achieve good targeting (where to build as per actual need). It is also necessary to map the existing infrastructure and decide on the most appropriate building methods etc. The results-chain for civil works in the medium and long-term looks like this:



The PEDP4 Component 3: Management, Governance and Finance

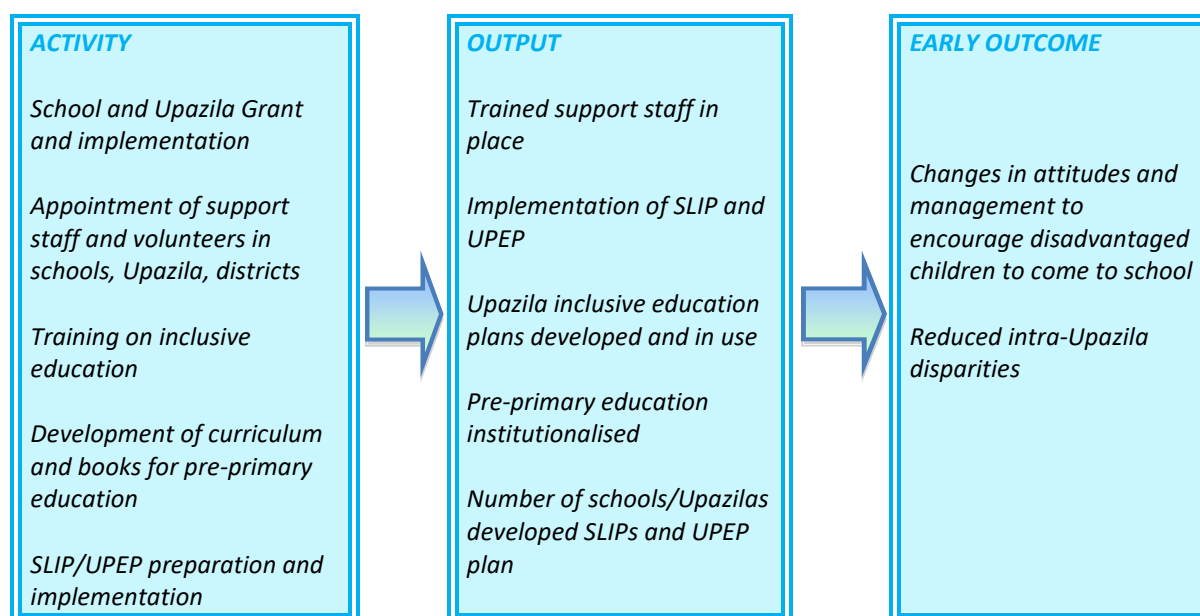
The objective of this component is to ensure the strong governance, adequate and equitable financing, and good management capacity of the primary education system so as to enable the provision of quality education that is efficient, inclusive and equitable. So that the system meets the needs of children who have never attended formal primary school or who have dropped out of school due to poverty, disability or for any other reason. Equitable access means that all children have the same opportunity to go to school, even if they are poor, disabled or from ethnic minorities. The component plans activities to improve demand and supply.

Demand and supply

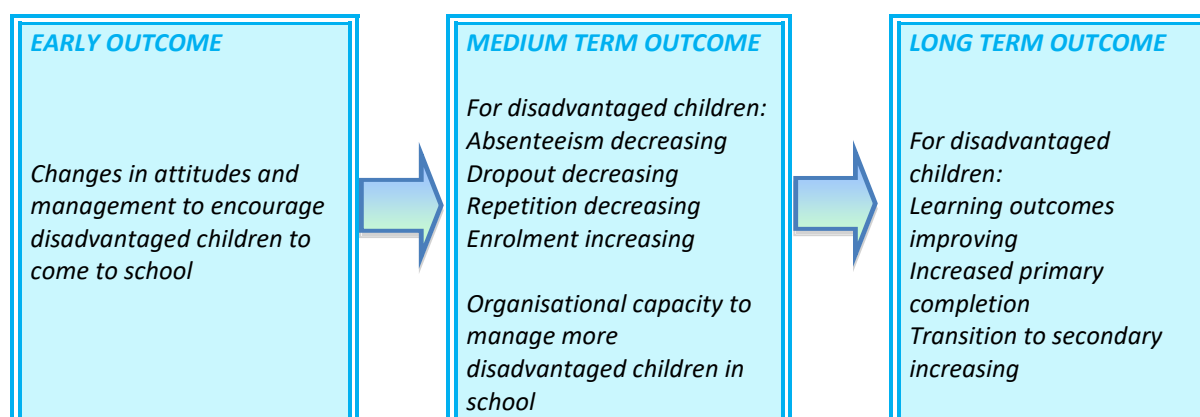
Activities that increase demand for schooling include making the curriculum more relevant, giving stipends to encourage poor children to stay in school or advertising the importance of school. Supply-side activities include building schools and providing teachers where they are needed.

DPE is working to increase both and to match supply and demand.

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:



2.2 Components, sub-components, and result areas of the PEDP4

The PEDP4 is organized around the achievement of 6 result areas under 3 components. The 3 components are divided into 21 sub-components. The PEDP4 is structured as follows:

Components of the PEDP4:

Component 1: Quality

Component 2: Access and Participation

Component 3: Programme Planning Financing and Management

The PEDP4 is organized to achieve the following 21 result areas:

Result area 1:	Quality (result area 1.1 Competency-based curriculum is strengthened, 1.2 Textbooks and Teaching-Learning Materials, 1.3 Teacher Recruitment and Deployment, 1.4 Teacher Education, 1.5 Continuous Professional Development, 1.6 ICT in Education, 1.7 Assessments and Examinations, and 1.8 Pre-Primary Education)
Result area 2:	Equitable Access and participation (result area 2.1 Needs-Based Infrastructure, 2.2 Needs-Based furniture, 2.3 Maintenance, 2.4 Water and Sanitary Hygiene (WASH), 2.5 Out-of-School Children, 2.6 Special Education Needs and Disability, 2.7 Education in Emergencies, and 2.8 Communications and Social Mobilization)
Result area 3:	Governance, Financing and Management (result area 3.1 Data Systems for Decision-Making, 3.2 Institutional Strengthening, 3.3 SLIPs/UPEPs, 3.4 Strengthened Budgets, and 3.5 Procurement and financial management for PEDP4)

These above results areas to be achieved through 21 sub-components of the PEDP4 as planned:

The 3 components are sub-divided into 21 sub-components for better program implementation, management, and monitoring the progress of primary education sub-sector.

Component 1: Quality (8 sub-components)

The anticipated outcome of Result Area 1 is that Teaching-learning practices in all schools enable children to acquire the essential grade-level competencies stipulated in the curriculum i.e. all the children acquire grade-wise and subject-wise expected learning outcomes in the classroom through curriculum and textbooks revision, improved classroom teaching and learning practices, and the provision of teachers guide, edition, SRM and teaching/learning materials. The following 8 sub-components under the result area Quality (see Table 3 below for details):

- 1.1 Curriculum (DLI 1)
- 1.2 Textbooks and Teaching-Learning materials (DLI 1)
- 1.3 Teacher Recruitment and Deployment (DLI 2)
- 1.4 Teacher Education (DLI 3)

- 1.5 Continuous Professional Development (DLI 3)
- 1.6 ICT in Education
- 1.7 Assessments and Examinations (DLI 4)
- 1.8 Pre-primary Education (PPE).

Component 2: Equitable Access and Participation (8 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 as follows:

- 2.1 Need-based Infrastructure (DLI 5)
- 2.2 Need-based Furniture
- 2.3 Maintenance
- 2.4 Water and Sanitary Hygiene
- 2.5 Out-of-school children (OOSC) (DLI 6)
- 2.6 Special Education Needs and Disability (SEND)
- 2.7 Education in Emergencies (EiE)
- 2.8 Communications and social mobilization

Component 3: Management, Governance and Financing (5 sub-components)

The anticipated outcome of this result area 3 is Effective program planning and management. The sub-components are as follows:

- 3.1 Data Systems for Decision-Making (DLI 8)
- 3.2 Institutional Strengthening (DLI 9)
- 3.3 Strengthened UPEPs and SLIPs
- 3.4 Strengthened Budgets (DLI 7)
- 3.5 Procurement and financial management

The PEDP4 Disbursement Link Indicators (DLIs), (total 9)

Component 1: Quality

1. Curriculum revision and textbook development
2. Assistant Teacher recruitment, and deployment
3. Teacher education and continuous professional development (CPD)
4. Assessments and Examinations

Component 2: Equitable Access and Participation

5. Need-based Infrastructure development
6. Education opportunities for out of school children (OOSC)

Component 3: Management, Governance and Financing

7. Fiduciary system and budget
8. Data system, monitoring and accountability
9. Institutional Strengthening

2.3 Measures performance of primary education by the PEDP4 indicators

Based on the PEDP4 programme document (PD) as well as DPP, the 21 sub-components outline in the below Table 3, page 46 and the PEDP4 results web outlines in the below Table 4, page 47. There are five sets of indicators selected to measure the performance of primary education subsector under the PEDP4 programme document as Result Framework and Monitoring Matrix of the PEDP4) which is attached as Annex-10 in this report.

1. Key Performance Indicators (KPIs): These 21 indicators capture overall primary education sub-sector performance at the impact and high-level outcomes, 3 KPIs (as per serial KPI 2, 15 and 22) is missing in the PEDP4 programme documents as well as DPP). Progress towards the achievement of the KPI against set targets is summarised in below **Table 5**, page 48

2. Non-Key Performance Indicators (Non-KPIs): These 5 Non-KPIs indicators included as requested by the DPs to capture overall primary education sub-sector performance at the high-level outcomes. Progress towards the achievement of the Non-KPI against set targets is summarised in below **Table 6**, page 51

3. Primary School Quality Level (PSQL) indicators: These 15 indicators are used to capture sector performance mainly at the outputs level, a school level indicator of quality usually intermediate level and sometimes to be a composite of other indicators. (9 PSQLs is missing in the PEDP4 programme documents as well as DPP). Progress towards the achievement of the PSQLs against set targets is summarised in below **Table 7**, page 52

4. Key Sub-Component Indicators: These 79 sub-component indicators are used to capture sector performance at outputs level. (as per serial 66 SCIs is missing in the PEDP4 documents as well as DPP). Off these, some key sub-component indicators (SCIs) included based on DPs' request. Progress towards the achievement of the SCI against set targets is summarised in below **Table 8**, page 54

5. Programme indicators: The PEDP4 key programme indicators present in the Table 9, page 56 as requirement of the DPs

6. Disbursement Linked indicators (DLIs): These 9 DLIs (4 DLIs under component-1, 2 DLIs under component-2 and 3 DLIs under component-3) are mainly pre-condition related to donor fund disbursement presents in the **Table 10**, page 59.

Progress towards the achievement of the DLI report for year '0' to year '5' including status of achievement of '**0**' year, '**year1**' and '**year2**' targets is summarised in below Table 10

In addition, the structure of the PEDP4 is organized into 21 sub-components. Several types of indicators mentioned above have been specified in order to track progress in these sub-components. Each requires the collection of data from various sources and DPE line divisions in order to measure performance of the primary education sector.

In, the PEDP4 there are twenty-one sub-components including the nine DLIs. Specific administrative units within DPE and the other relevant agencies, as shown below, are accountable for reporting the performance. They are required to prepare yearly progress reports based on annual milestones specified in the Results and Programme Matrix of the PEDP4 (Annex-10). These reports will be

compiled once a year by the Additional Director General (ADG), Programme as a summary of the performance of primary education sector under the PEDP4

Monitoring, reporting and evaluation for Results-based Management (RBM): The key monitoring document of the primary education sub-sector currently is the (SPR) The e-version of the ASPR report is made available by end December every year and the report need to be published by the end of the following March and distributed (English version only) to DD, DPEO and UEO offices. The M&E Division, DPE will distributes information dissemination package including pamphlet summaries of the APSC, ASPR, RBM-At-A Glance, PEDP4 At-A-Glance and the UEPP through dissemination workshops at divisional and district levels. Upazila Education Performance Profiles (UEPPs) – a wall poster or dashboard that compares Upazila performance against district and national averages need to be distributed across the country every year, to guide the preparation of SLIPs & UPEPs. With the recent introduction of Annual Performance Agreements (APA) and the related setting of targets against performance indicators, there is a need to strengthen RBM reports with both benchmarks and required actions.

Evaluations are generally contracted out to technical assistance, the Division still requires a capacity to understand the purpose and parameters of an evaluation in order to be able to draft Terms of Reference, evaluate submitted bids, and manage the technical assistance including reviewing the study design proposal, overseeing its execution, and appraising the quality of the deliverables. There is little capacity in the DPE-M&E Division to perform these tasks.

Table 3: List of sub-components and responsible DPE line divisions

SL	Sub-component	Responsible division/agencies	Remarks
Component 1: Quality			
1	1.1. 1.1 Curriculum	NAPE, NCTB, NCCC, Adnin Training div.	DLI1
2	1.2 Textbooks and Teaching-Learning materials	NCTB, PST, Book dist. cell	DLI1
3	1.3 Teacher Recruitment and Deployment (DLI 2)	Admin/ Policy &Ops/PSC	DLI2
4	1.4 Teacher Education	Training Div.	DLI3
5	1.5 Continuous Professional Development	Training Div.	DLI3
6	1.6 ICT in Education	IMD Div.	
7	1.7 Assessments and Examinations	M&E/ Admin Div.	DLI4
8	1.8 Pre-primary Education (PPE)	Policy &Ops Div.	
Component 2: Equitable Access and Participation			
9	2.1 Needs based infrastructure development	Planning & Dev. Div.	DLI5
10	2.2 Need-based Furniture	Planning & Dev. Div.	
11	2.3 Maintenance	Planning & Dev. Div.	
12	2.4 Water and Sanitary Hygiene	Planning & Dev. Div.	
13	2.5 Out-of-school children (OOSC)	BNFE	DLI6
14	2.6 Special Education Needs and Disability (SEND)	Planning & Dev. Div.	
15	2.7 Education in emergencies	Planning & Dev. Div.	
16	2.8 Communications and social mobilization	Policy and Ops. Div.	
Component 3: Management, Governance and Financing			
17	3.1 Data Systems for Decision-Making	IMD	DLI8
18	3.2 Institutional Strengthening	Admin Div.	DLI9
19	3.3 Strengthened UPEPs and SLIPs	Policy and Ops. Div.	
20	3.4 Strengthened Budgets	MoF/Fin & Proc. Div.	DLI7
21	3.5. Procurement and financial management	Fin & Proc. Div.	

Source: The PEDP4 DPP

Table 4: The PEDP4 Results WEB

Component 1: Quality		Component 2: Equitable access and participation	Component 3: Management, governance and financing	
Program Sub-Components (21)	Results Area 1 Learning Outcomes (Imp. Unit)	Results Area 2 Access	Results Area 2 Participation	Results Area 3 <i>Management, governance and financing</i>
	1.1. <i>Curriculum</i> : Competency-based curriculum is strengthened (NAPE, NCTB, NCCC, Adnin, Trg. Division)	2.2.5 Out-of-school children	2.2.1 Needs based Infrastructure Development (P&D), (P&D division)	3.1 <i>Data systems for decision-making (IMD)</i>
	1.2 <i>Textbooks and teaching-learning materials (NCTB, PST, Book dist. cell)</i>	2.2.6 Special Education Needs and Disability	2.2.2 Needs-based furniture (P&D division)	3.1.2 <i>Institutional strengthening</i>
	1.3 <i>Teacher recruitment, deployment and advancement (Admin, P&O, PSC)</i>		2.2.3 Maintenance (P&D division)	3.1.3 <i>SLIPs/UPEPs</i> : Improved school quality, management and accountability
	1.4 <i>Teacher education (NAPE, Trg. Div.)</i>		2.2.4 Water and sanitary hygiene (P&D div.)	3.1.4 <i>Strengthened budgets</i>
	1.5 <i>Continuous professional development (NAPE, Trg. Div. IMD)</i>		2.7 Education in Emergencies (EiE) (P&D division)	3.1.5 <i>Procurement and financial management</i>
	1.6 <i>ICT in education</i>		2.8 Communications and social mobilization	
	1.7 <i>Assessments and examinations</i>			
	1.8 <i>Pre-primary education</i>			
	Anticipated high level impact and Outcomes: All children acquire expected grade and subject-wise learning outcomes during classroom teaching and learning practices	Anticipated high level impact and Outcomes: All children participate in pre-primary to grade 5 in all types of schools and madrasas (formal, non-formal)	Anticipated high level impact and Outcomes: To provide all facilities with learning environments that support participation of all children, ensure continuity of education, and enable quality	Anticipated high level impact and Outcomes: Ensure strong <i>governance, adequate and equitable funding, and good management of the educations system</i> including evolution of authorities at ub-national levels and Upazila and school level planning process decentralized
Reforms: The revision of the pre-primary and primary curricula, textbooks and teaching learning materials, classroom and school-based assessment, continuous professional development as an integrated and standards-based system, including the regular mentoring and monitoring of teachers, Phase-wise increase in contact hours	Reforms: Pre-primary education in all schools; Deepening the use of ICT in education 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 need’s basis, providing school health and school feeding programs; providing stipends to the poorest children, second-chance education to out-of-school children	Reforms: School level leadership development, Decentralization of functions to Divisions, Districts and Upazilas subject to readiness, mainstreaming school and Upazila grants initiative, strengthening capacity at all levels, automated systems for financial management, partnership with LGED and DPHE, NCTB, NAPE, Primary Education Board, BNFE and IMED	
KPIs (4): 3, 4, 5 & 9	KPIs (8): 1, 6, 7, 10, 16, 17, 21 & 24	KPIs (9): 8, 11, 12, 13, 14, 18, 19, 20 & 22	KPIs (0)	
PSQLs (11): 1-12 (except 6)	PSQLs (2): 19 and 20	PSQLs (2): 6 and 22	PSQLs (2): 12& 13	
Sub-Component indicators: 43, DLIs: 4	Sub-Component indicators: 9, DLI: 2	Sub-Component indicators: 9, DLIs: 3	Sub-Component indicators: 18 DLI: 3	

Source: The PD of the PEDP4

Table 5: Key Performance Indicators of the PEDP4 (GPS & NNPS) 2005, 2010, 2015 – 2019

SL	KPIs	Type/ Categories	PEDP4 Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	Target, End of the PEDP42023	Remarks (DPP, Page 208)
KPI-1	Percentage of children who completed, 1 year of PPE		n/a	n/a	n/a	86.00	75.40	73.20	70.62 in own schools	90.00	Total 89.24% completed PPE and enrolled in grade 1 in 2019 (18.6% other schools and 70.62 own schools)
KPI-3	Percentage of grade 3 students achieving Band 3 competencies (All; Boys; Girls) [SDG 4.1.1] (All; B means Boys; and G Means Girls)	Bangla, All	n/a	n/a	65.00	65.00	74.00	n/a	n/a	85.00	The next round NSA will be held in 2021
		Bangla, Boy	n/a	n/a	62.00	62.00	73.00	n/a	n/a	85.00	
		Bangla Girl	n/a	n/a	66.00	66.00	76.00	n/a	n/a	85.00	
		Math, All	n/a	n/a	41.00	41.00	41.00	n/a	n/a	85.00	
		Math, Boy	n/a	n/a	37.00	37.00	42.00	n/a	n/a	85.00	
		Math, Girl	n/a	n/a	40.00	40.00	41.00	n/a	n/a	85.00	
KPI-4	Percentage of grade 5 students achieving Band 5 competencies (All; Boys; Girls) [SDG 4.1.1, 4.1.2]	Bangla, All	n/a	n/a	23.00	23.00	12.00	n/a	n/a	60.00	Falling trend, next round NSA will be held in 2021
		Bangla, Boy	n/a	n/a	22.00	22.00	11.00	n/a	n/a	60.00	
		Bangla Girl	n/a	n/a	24.00	24.00	12.00	n/a	n/a	60.00	
		Math, All	n/a	n/a	10.00	10.00	17.00	n/a	n/a	50.00	
		Math Boy	n/a	n/a	10.00	10.00	16.00	n/a	n/a	50.00	
		Math, Girl	n/a	n/a	11.00	11.00	17.00	n/a	n/a	50.00	
KPI-5	Grade 5 Primary Education Completion examination (PECE) pass rate (%)	a. All	n/a	92.30	98.52	98.50	95.18	97.59	95.50	99.50	Target not achieved but improving trend, in 2019 reduced due to introduced 100% competency-based test items
		b. Boys	n/a	92.70	98.45	98.40	94.93	97.48	95.40	99.50	
		c. Girls	n/a	92.00	98.58	98.50	95.40	97.68	95.60	99.50	
KPI-6	Gross Enrolment Rate (GER) [EFA 5]	a. All	93.70	107.70	109.20	112.10	111.7	114.23	109.60	106.00	Target not achieved but improving trend
		b. Boys	91.20	103.20	105.00	109.30	108.1	110.32	104.49	105.00	
		c. Girls	96.20	112.40	113.40	115.00	115.4	118.3	114.93	108.00	
KPI-7	Net Enrolment Rate (NER) [EFA 6]	a. All	87.20	94.80	97.94	97.90	97.96	97.85	97.74	98.50	Target not achieved but improving trend and close to the target
		b. Boys	84.60	92.20	97.09	97.10	97.10	97.55	97.65	98.00	
		c. Girls	90.10	97.60	98.79	98.80	98.80	98.16	98.01	99.50	
KPI-8	Primary cycle completion rate (SDG 4.1.4)	a. All	52.80	60.20	79.60	80.80	81.20	81.40	82.10	90.00	Target not achieved but improving trend MICS-2019 – 82.6
		b. Boys	n/a	59.80	76.10	77.70	78.28	78.56	80.80	88.00	
		c. Girls	n/a	60.80	83.00	83.90	84.08	84.31	84.30	93.00	

SL	KPIs	Type/ Categories	PEDP2 Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	Target, End of the PEDP42023	Remarks (DPP, Page 208)
KPI-9	Contact hours Single Shift (hours)	Grade 1-II Grade III-V	n/a n/a	n/a n/a	n/a n/a	900 1200	882 1,477	919 1,428	844 1,473	1,000 1,500	Progress stagnant. Need to transform double shift to single shift
	Double Shift(hours)	Grade 1-II Grade III-V	n/a n/a	n/a n/a	n/a n/a	600 780	714 783	600 789	602 782	800 1,000	Target not achieved progress stagnant
KPI-10	Percentage of OOSC aged 8-14 years (<i>Rephrasing as percentage of instead number of</i>)	a. All	n/a	22.40	14.40	13.90	6.50	n/a	n/a	6.00	Sources EHS 2014 & HIES 2010 and 2016. But MICS 2019 report reveals 6.4% (8.1% boys & 4.5% girls) , BNFE data was not found
		b. Boys	n/a	n/a	n/a	16.40	7.10	n/a	n/a	8.00	
		c. Girls	n/a	n/a	n/a	11.20	5.80	n/a	n/a	4.00	
KPI-11	Coefficient of efficiency [EFA14]	Avg.	61.80	62.20	80.10	80.90	81.90	82.21	82.60	86.00	Target not achieved but Improving trend
	Ideal as % of actual	Boys	n/a	n/a	77.80	78.70	80.20	80.81	81.90	84.00	
		Girls	n/a	n/a	82.30	83.50	83.40	83.62	83.20	88.00	Target not achieved but Improving trend and close to the target
	Year inputs per graduate	Avg.	8.1	8.0	6.20	6.18	6.1	6.08	6.05	6 years	
KPI-12	Gender parity index of GER Gender parity index of NER	All	1.05	1.09	1.08	1.05	1.07	1.07	1.09	1.04	Disparity exists in favor of boys
			1.07	1.06	1.02	1.05	1.01	1.01	1.01	1.04	
KPI-13	Net enrolment rate (NER)- Top 20% of households (HHs) by consumption/ wealth quintile	All	58 to 80	88	n/a	n/a	93	n/a	n/a	90	Source of data: HIES and EHS
	Bottom 20% of HHs by consumption quintile	All	n/a	77	n/a	n/a	88	n/a	n/a	82	
	Difference between Top 20% and bottom 20% of HHs by consumption/wealth quintile	All	n/a	11	n/a	12 (boy 3, girl 12)	5	n/a	n/a	4 (Boy 1, girl 5)	
KPI-14	Upazila composite performance indicator - Bottom 20% of (<i>used to derived annual improvement of bottom 20% of Upazilas</i>)	Bottom 20%	n/a	1.26	1.17	1.22	2.21	2.33	1.6	1.56	Improving trend
	Upazila composite performance indicator -Top 10%	Top 10%	n/a	2.36	2.00	2.23	2.45	2.77	2.5	2.5	
	Upazila composite performance indicator - Bottom 10%	Bottom 10%	n/a	1.04	1.04	1.09	1.79	2.21	1.85	1.5	

SL	KPIs	Type/ Categories	PEDP2 Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	Target, End of the PEDP42023	Remarks (DPP, Page 208)
	Range between average value of index for top 10% and bottom 10% of <i>Upazilas</i>	Range	n/a	1.2	0.96	1.14	0.66	0.56	0.99	0.8	
KPI-16	GER for PPE, SDG 4.2.3 (%) (GPS and NNPS)	All	n/a	n/a	n/a	145	134.7	125.2	130.6	115	Improving trend
		Boys				149	133.3	122.9	126.9	116	
		Girls				147	134	127.6	133.4	114	
KPI-17	NER for PPE, SDG 4.2.3 (%) (GPS and NNPS)	All	n/a	n/a	n/a	86.3	93.8	94.2	94.3	95	Improving trend
		Boys				88.5	96	96.2	93.6	97	
		Girls				87.4	92.1	92.2	94.9	94	
KPI-18	Percentage of school that meet the SCR standard of 40:1 All (GPS and NNPS):	All	n/a	20.6	32.7	35.4	32.1	35	37	40	Improving trend
		GPS		21.8	33.2	34	31.2	32.1	36		
		NNPS		18.5	31.9	37.4	32.1	39.4	39		
KPI-19	Percentage of school that are Single Shift (desegregated by schools providing 3 grades single shift and providing all 5 grades)	5 grades	n/a	21 (7,680)	21.6 (8,255)	21.6 (9,282)	22.5	23.7	14.38 (9,435)	GPS 21.6%,	Considered GPS and NNPS for calculation in 2019
		3 grades	n/a	n/a	n/a	0	n/a	n/a	n/a	3 grades 20%	3 grades data not collected through APSC
KPI-20	Percentage of schools (GPS/NNPS) that meet three out of four PSQL indicators: (i) Girls' toilets (PSQL 12, separate WASH block); (ii) potable water (PSQL 13); (iii) SCR (KPI 18) and (iv) STR (PSQL3)	All	n/a	17	29.3	32.8	32.5	34	30	50	Improving trend, reducing in 2019 as improving the 4 PSQLs meet from 3 to 10% in 2019
KPI-21	Percentage of children out of school (SDG 4.1.5), - age 8-10:	a. All	n/a	15	n/a	17.9	6.5	n/a	n/a	5	PEDP4 baseline based on EHS 2014
		b. Boys		17		18.9	7.1			5	MICS 2019 report reveals 6.4%
		c. Girls		13		17.4	5.8			5	BNFE data is not found
	Age 11-14	All	n/a	22	n/a	14.4	15.3	n/a	n/a	8	
		Boys		28		19.4	19.3			9	
		Girls		17		9.1	11.7			5	
KPI-22	Primary Cycle Dropout rate (%)	a. All	47.2	39.8	20.4	19.2	18.8	18.6	17.9	10	Improving trend
		b. Boys	n/a	40.3	23.9	22.3	21.7	21.44	19.2	12	
		c. Girls	n/a	39.3	17	16.1	15.9	15.69	15.7	6	
KPI 24	Percentage of children aged 8-10 years who never attend primary school	All	n/a	n/a	n/a	8.6 (EHS 2014	6.5 EHS 2016	n/a	n/a	<1%	Source HIES MICS 2019 report reveals 6.4%
		Boys	n/a	n/a	n/a	9.3	7.1	n/a	n/a		
		Girls	n/a	n/a	n/a	7.1	5.8	n/a	n/a		

Source: Different years APSC and DPE administrative reports 2005, 2010, 2016-2019, NSA reports, HIES reports, PECE and EECE results and MICS 20

Table 6: Non-KPIs indicators of the PEDP4 (GPS and NNPS) 2010, 2015 – 2019

SL.	Non-KPIs ²		Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	Target 2023	Remarks
Non-KPI 1	PECE Participation rate (based on Descriptive Roll) (%)	All	88.6	96.2	96.4	95.4	95.5	96.05	99.0	Target already achieved
		Boys	87.4	95.7	95.9	96.7	94.8	95.40	99.0	
		Girls	89.6	96.6	96.9	96.1	96.2	96.61	99.0	
Non-KPI 2.	Survival rate (EFA 13), (All; Boys; Girls), [SDG 4.1.3]	All	67.2	81.3	82.1	83.3	83.5	85.2	83.5	Improving trend
		Boys	65.9	77.9	78.6	81.3	80.9	84.1	80.3	
		Girls	68.6	84.7	85.4	85.4	87.7	86.1	87.5	
Non-KPI 3	Repetition rate (EFA-12) (%)	All	12.6	6.2	6.1	5.6	5.4	5.1	5.8	Target already achieved
		Boys	12.8	6.4	6.4	6.2	5.8	5.1	6.0	
		Girls	12.4	6.0	5.8	5.1	5.0	4.9	5.6	
Non-KPI 4	Student attendance rate (%)	All	83.5	86.9	87.5	88.0	88.6	88.60	90.0	Improving trend MICS-2019 – 85.9
		Boys	82.8	86.8	87.2	87.8	88.3	87.00	90.0	
		Girls	84.0	87.0	87.7	88.1	89.0	89.10	90.0	
Non-KPI 5	Percentage of grade 1 new intakes who completed PPE, [SDG 4.2.2]	All	52.30	76.00	78.56	75.29	73.10	70.57	99.0	Improving trend, in 2019 reduced due to change the calculation method
		GPS	n/a	n/a	78.30	75.69	72.93	69.68	98.5	
		NNPS	n/a	n/a	78.81	74.90	73.27	71.44	99.5	

Source: Different years APSC and DPE administrative reports 2010, 2015-2019

² 12 Non-KPIs included into the PEDP4 document as requested by the DPs

Table 7: Primary School Quality Level (PSQL) Indicators of the PEDP4 (GPS and NNPS) 2010, 2015 – 2019

SL.	PSQL Indicators	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016(%)	2017 (%)	2018 (%)	2019 (%)	Target End of PEDP4(%)	Comment
PSQL 1	Percentage of schools which received all new textbooks as per distribution and replenishment plan by January 31	All	33	99	99	99.5	99.5	99.9	99	Target already achieved. Source: Book distribution database
		GPS	31	99	99	99.5	99.5	99.9	99	
		NNPS	36	99	99	99.5	99.5	99.9	99	
PSQL 2	Percentage of schools which received all new textbooks and PPE TLM package									
		- all new textbooks	All	33.0	99	99.5	99.5	99.9	100	Target already achieved
		- TLM (teachers' edition, teachers' guide, ERM)	All	99.5	n/a	99.5	n/a	n/a	100	APSC not collected data, not yet developed TLM
		- PPE TLM Packages	All	99.5	n/a	99.5	n/a	n/a	100	APSC not collected data on TLM
PSQL 3.	Percentage of schools that meet the STR standard of 40:1	All	44	36.7	34	30	54.3	61.1	35	2019 achievement calculated based on STR 40:1, under the PEDP3, target was 46:1
		GPS	46	42.5	38	36	53.0	58.4	33.5	
		NNPS	42	44.7	41	37	56.1	65.1	36.5	
PSQL 4	Percentage of double shift schools with capacity to operate one or more grades of 1-4 on a single shift basis	All	HT	n/a	21	n/a	10.3	8.93% (4,950)	Reduction by at 50% from baseline	All grades of 1,649 (3%) schools may be transformed from doubles to single shifts
PSQL 5	Number of AT vacancies filled SDG 4c(g)	All	31,011	68,028	45,509	n/a	9,767	18,147	37,500	Another round recruitment of Head and Asst. teachers on pipeline based on DPE administrative report
	Number of HT vacancies filled SDG 4c (g)	All	1,852	2,049	n/a	898	325	n/a	12,500	
PSQL 6	Percentage of (assistant and head) teachers with a professional Qualification (C-in-Ed/DPEd, B.Ed., M.Ed.), SDG 4.1.8	Total	83	88.7	94.3	95.6	73.6	87.4	94.3	Improving
		Male	84	92.6	94.8	96.0	79.74	82.8	94.8	
		Female	83	84.9	94.1	95.2	70.18	84.4	94.1	
PSQL 7	Percentage of Headteachers who have participated in Leadership training	Total	71	49.3	49	51.3	84.5	84.5	100	Cumulative progress based on DPE admin report. Status of 2019 is same as 2018 due
		Male	75	50	51	53.8	81.1	81.1	100	
		Female	64	49	48	48.9	83.2	83.2	100	

SL.	PSQL Indicators	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016(%)	2017 (%)	2018 (%)	2019 (%)	Target End of PEDP4(%)	Comment
										to no training conducted in 2019
PSQL 8	Percentage of teachers recruited since 2010 who receive continuous professional development (subject based) training, SDG 4c (d)	Total Male Female	84.7 86.1 83.3	73.4 79.1 69.9	88.2 89.8 87.3	89.2 89 81	85 86 84	85 86 84	98 98 98	Cumulative progress based on DPE admin report. Status of 2019 is same as 2018 due to no training conducted in 2019
PSQL 9	Percentage of assistant teachers recruited since 2010 who receive continuous professional development (need based cluster training), SDG 4c (h)	Total Male Female	88 87 88	89.7 90 89.9	88 89 87.3	90.1 n/a n/a	74 77 72	76 80 71	100 100 100	Two third sub-cluster training completed during the data collection
PSQL 10	Number of teachers receiving training on use of ICT materials	All GPS	n/a	n/a	n/a	n/a	67,787	89,988	215,000 teachers	Data is not available in APSC database, report based on admin report of IMD, DPE
11	Percentage of schools having Multimedia based classrooms, SDG 4a(i) (%)	All GPS	n/a	n/a	508 schools (1.3%)	n/a	50,416 Schools (79%)	51,104 Schools (77.9%)	90 (all schools)	Data is not available in APSC database, progress based on admin report of IMD, DPE
PSQL 12	Percentage of schools with separate functioning WASH blocks for boys and girls, SDG 4a (b)	All GPS NNPS	n/a	n/a	22 22 22	34.06 35.7 32.9	76.1 77.2 70.1	76.28 77.40 71.30	100 100 100	APSC collected data only WASH block not separated data for boys and girls
PSQL 13	Percentage of schools that have access to safe water sources: functioning tube wells and other sources, SDG 4a (a)	All GPS NNPS	83 84 83	73.2 75.6 69.5	97.2 97.3 97.0	92.9 94.5 90.0	97 99 95	100 100 100	100 100 100	Already met the target but challenges are arsenic contamination and around 15% tube wells contaminated
PSQL 14	Number of Learning Centres operational for Out of School Children (OOSC)	Total	n/a	n/a	n/a	3,332	3,332	3,332	33,334	BNFE report
PSQL 15	Number of enrolled children with mild and moderate disabilities in mainstream primary schools), SDG 4.5.1	All Boys Girls	83,023 47,029 35,994	67,793 37,535 30,298	67,022 37,260 29,762	75,021 40,820 34,201	96,385 52,884 43,501	98,310 54,442 43,868	80% 84% 76%	Percentage calculation is not possible as total figure of disable children in the country is unknown

Source: Different years APSC and DPE administrative reports 2010-2019

Table 8: Major Sub-component indicators of the PEDP4 (GPS and NNPS) 2010, 2015 – 2019

SL.	Sub-component (SCIs)	Indicators	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	Target 2023	Remarks
SCI 1	Gross Intake rate (%)	All		117	109.2	112.2	109.8	112.3	110.17	105%	Achieved PEDP4 target
		Boys		115.4	109.5	110.7	107	109.1	107.65		
		Girls		118.5	109	113.7	112.6	115.6	112.80		
SCI 2	Net intake rate (%)	All		99.1	97.9	97.9	97.9	96.5	96.56	98%	Achieved PEDP4 target MICS 2019 – 61.4%
		Boys		98.8	97.6	97.6	96.6	96	96.30		
		Girls		99.5	98.1	98.3	99.3	97	96.83		
SCI 3	By grade Repetition rate [EFA 12]	All grades		12.6	6.2	6.1	5.6	5.4	5.10	5%	Reducing trend
		Grade 1		11.4	7.9	7.9	6.8	6.7	6.00		
		Grade 2		12.1	5.7	5.3	5.3	5.2	5.00		
		Grade 3		14.1	6.5	6.3	5.6	5.8	4.80		
		Grade 4		16.5	7.7	7.7	7.1	6.5	6.20		
		Grade 5		7.1	2.4	2.4	2.5	2.3	2.30		
SCI 4	Gross Completion Rate (%)	All		n/a	83.9%	82.9	87.5	93.9	93.96	n/a	Used 10 years population from 2011 BBS Census report
		Boys		n/a	75%	74	80	88.3	86.59		
		Girls		n/a	93.3%	92.3	96	97.1	101.62		
SCI 5	Transition rate from grade 5 to grade 6 (%)	All		n/a	96.1	95.4	96.16	96.32	94.6	n/a	Achievement based on BANBEIS data MICS 2019 is 94.6%
SCI 6	Stipend recipients (millions)	All		n/a	n/a	7.8	11.1 million	11.1 million	16.3 million		Admin data from the stipend project
SCI 7	Percentage of schools that receive SLIP grants	Total		64	74.6	100	100	100	100	100%	Source: SLIP Cell administrative data.
SCI 8	Public education expenditure as % of GDP (EFA-7) (%)	MoPME		2.3	2.15	2.50	2.01	2.03	2.02	n/a	Target not yet set. Progress calculated based on MTBF
SCI 9	Public expenditure on primary education as % of total public expenditure on education	MoPME		n/a	45	45.22	48	47.43	39.34	n/a	Target not yet set. Progress calculated based on MTBF

SL.	Sub-component (SCIs)	Indicators	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	Target 2023	Remarks
SCI 10	Percentage of standard size classrooms (19'X17'4") and larger constructed	Total		43	71.4	75.9	73.9	74	18.97	n/a	The PEDP3 size (19'X17'4") considered for calculation since 2014, only 18.97% is PEDP4 size (26'X19'6")
SCI 11	By grade dropout rate	All grades		39.8	20.4	19.2	18.85	18.6	17.9		Dropout rate reducing in all grades but extremely high in grade 4
		Grade 1		8.5	1.6	0.7	1.6	2.2	1.4		
		Grade 2		3.0	3.2	2.9	3.0	2.9	2.7		
		Grade 3		7.7	3.4	4.2	4.0	3.5	3.2		
		Grade 4		12.2	10.1	9.8	7.8	7.6	7.4		
		Grade 5		9.5	2.1	1.5	2.6	3.2	3.5		
SCI 12	Student-teacher ratio [EFA 11], on an average in GPS and NNPS	All		47	36	34	38	38	35	n/a	
SCI 13	Enrolled disadvantaged children in mainstream primary education in GPS and NNPS	All		83,023	85,204	81,891	75,021	96,385	56,794	n/a	Enrolled disadvantaged children in mainstream primary education in GPS and NNPS
SCI 14	Percentage of schools where the number of teachers is greater than five and STR is below 25:1	GPS		n/a	n/a	n/a	n/a	13.2	27.76	n/a	SCI 13
		NNPS		n/a	n/a	n/a	n/a	24.6	33.04	n/a	
SCI 15	Percentage of schools with a dedicated PPE classroom size (Min. 250 sq. ft.)			n/a	n/a	n/a	n/a	29.9	30.8	n/a	Only GPS and NNPS

Source: Different years APSC and DPE administrative reports 2010, 2016-2019

Table 9: Other programme indicators as per DPs' requirement

SL.	Indicators/ Activities	Data sources		Achievement in 2019-20		Type	Comments
				Number	Percentage		
	1	2	3	4	5	6	7
1.	Percentage of PECE items which are competency based. SCI 39 Page 162 of the PEDP4 program Document	Admin division	PECE and EECE	All items	100%	The PEDP4 program indicators	DPs have KPIs, which to be reported against financing
2.	PECE pass rate of OOSC enrolled in learning centers. (part of SCI, the PEDP4	BNFE	All	219	89%	The PEDP4 program indicators	Source: BNFE (DR 246, Appeared 233). APSC not collects this information
			Girls	146			
			Boys	73			
3.	Total OOSC (new) enrolled in learning centers. SCI 81, Page 176 of PEDP4 Program Document	BNFE	All	93,148	9.3%	The PEDP4 program indicators	Source: BNFE
			Girls	49,427			
			Boys	43,721			
3.a	Number of students Back to school			11,279	11%		Source: BNFE
4.	Number of primary schools that annually receive SLIP funds based on number of students. SCI 134,	SLIP Cell	GPS and NNPS	64,780 by DPE 698 by UNICEF Total: 65,478	100% GPS (GPS and NNPS)	The PEDP4 program indicators	
5.	Percentage of schools (all school types) which display key school data in a public area of the school. SCI 122, Page 187 of PEDP4 Program Document	School Section of DPE	GPS and NNPS	n/a	n/a	The PEDP4 program indicators. APSC not collects this information	Need to include into the APSC questionnaire
6.	Percentage of schools that produce annual social audit report on time. SCI 136	SLIP Cell as	GPS and NNPS	65,478	100%	APSC does not collect this information. Progress based on DPEs' admin. report	
7.	Approved contracts in DPE processed through e-GP. Page 63 of the PEDP4 Document	IMD, DPE administrative records		n/a	n/a	The PEDP4 program indicators	
8.	Difference in net enrolment rates in grades 1–5 between the weighted average of five lowest performing districts and the national level	APSC 2019	GPS and NNPS considered	5 districts	4.8 percentage points	Laxmipur, Patuakhali, Pirojpur, Cox's Bazar and Gopalganj districts	This is a key outcome indicator for ADB project performance rating
9.	Number of government schools converted from double-shift to single-shift operations	Policy and Operation division	All	n/a	n/a		This is an indicator for ADB project performance rating
			Girls	n/a	n/a		
			Boys	n/a	n/a		
10		APSC 2016-19	GPS	23,958	58.4	Total GPS counted 39,224	PSQL3

SL.	Indicators/ Activities	Data sources		Achievement in 2019-20		Type	Comments
				Number	Percentage		
	1	2	3	4	5	6	7
	Percentage of schools that meet the STR standard of 40:1		NNPS	17,309	65.1	Total NNPS counted 26,071	
			Total	41,267	61.1		
11	Drop out students	APSC 2019	All	2,32,283	4%	This is for 2019	
	Cycle dropout rate	APSC 2019	All	2,332,284	17.9	This is 5 years cycle dropout rate	
			Girls	2,045,634	15.7		
			Boys	2,501,668	19.2		
12	Differently abled dropped out students (from PPE to grade 5)		All	n/a	n/a	Data is not available	Need to include into the APSC questionnaire
			Girls	n/a	n/a		
			Boys	n/a	n/a		
13	Students having access and use/participation of ICT in the schools		All	n/a	n/a	Data is not available	Need to include into the APSC questionnaire
			Girls	n/a	n/a		
			Boys	n/a	n/a		
14	Differently abled student having access and use/participation of ICT in the schools		All	n/a	n/a	Data is not available	Need to include into the APSC questionnaire
			Girls	n/a	n/a		
			Boys	n/a	n/a		
15	Total WASH blocks as of December 2019	APSC 2019	GPS	15,563	39.60%	Total GPS 65,620	
			NNPS	4,252	16.16%		
			Total	19,815	30.20%		
16	Total WASH blocks built under the PEDP4	APSC 2019	GPS	13,389	34.06%	APSC 2019	
			NNPS	3,567	13.55%		
			Total	16,956	25.8%		
17	Total WASH blocks having separate toilets for boys, girls and differently abled children	APSC 2019	GPS	1,966	5	DPE administrative report	
			NNPS	1,376	5.2		
			Total	3,342	5.1		
	Total WASH blocks having separate toilets for male, female and differently abled teachers	APSC 2019	GPS	1,966	5	DPE administrative report	
			NNPS	1,376	5.2		
			Total	3,342	5.1		
18	Total WASH blocks built under the PEDP4 have ramps in toilet and entrance	APSC 2019	GPS/ NNPS	44	n/a	DPE administrative report	
19	Newly built WASH blocks have menstrual hygiene facility for girl	APSC 2019	GPS/ NNPS	44	n/a	DPE administrative report	
20	Newly built schools under the PEDP4	APSC 2019	GPS/ NNPS	1,040	n/a	DPE administrative report	
	Number of newly built additional classrooms under the PEDP4	APSC 2019	GPS/ NNPS	5,014	n/a	DPE administrative report	

SL.	Indicators/ Activities	Data sources		Achievement in 2019-20		Type	Comments
				Number	Percentage		
	1	2	3	4	5	6	7
	Number of newly built PPE classrooms under the PEDP4	APSC 2019	GPS/ NNPS	GPS-35, NNPS-27, Total-62			
21	Newly built schools under the PEDP4 have ramps at school-entrance		GPS/ NNPS	610	n/a		
22	Schools having separate functioning toilets for boys, girls, differently abled children		GPS/ NNPS	00			Constructed WASH block under the PEDP4
23	Schools having separate toilet for male, female and differently abled teachers		GPS/ NNPS	00			Constructed WASH block under the PEDP4
24	New and existing teachers without DPED or C-in-Ed certified through DPED program		Total				
			Female				
			Male				
25	Total untrained teachers (cumulative) received DPED with training in gender equality and Inclusive Education		Total			(see DLI 3 May 2022)	
			Female				
			Male				
26	Number and percentage) of CPD training (training of teachers and teacher educators) recipient under the PEDP4		Total			PEDP4's target of teachers training in CPD plan.	
			Female				
			Male				
27	Number and percentage) of 'ICT uses training' and 'e-teaching-learning resources through ICT training' recipient		Total				
			Female				
			Male				
28	Total teachers received overseas training		Total				
			Female				
			Male				
29	Teachers received overseas training on 'gender and inclusive education'		Total				
			Female				
			Male				
30	Teachers received PPE training		Total				
			Female				
			Male				
31	Teachers received gender and SEND sensitive training on EiE and DRR		Total				
			Female				
			Male				

Table 10: DLIs Milestones and Dates for meeting DLIs as of June 2019

Sl. No.	DLI	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Remarks
		Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	
Summary		4 DLI Met 1DLI Unmet ³		6 DLIs Met		n/a		n/a		n/a		n/a		
1	Curriculum revision and textbook development	1.1 An action plan for curriculum revision, textbooks teaching learning materials development approved	Met			PPE and Grade 1-5 curriculum revised	Not yet achieved	Grade 1&2 textbook and teaching-learning materials developed as per revised curriculum	n/a	PPE and Grade 3-5 textbook and teaching-learning materials developed as per revised curriculum	n/a		n/a	Year 2, 3, 4 and 5 not applicable
2	Assistant Teacher recruitment, and deployment	2.1 Recruitment plan for Assistant Teachers prepared and approved	Met		n/a		n/a		n/a	75% of the end of programme target achieved as per assistant teacher recruitment plan	n/a	At least 50% of GPS have a Student Teacher Ratio of 40:1 or less	n/a	
3	Teacher education and continuous professional development (CPD)	3.1 DPED training plan approved	Met	3.2 CPD framework and plan developed and approved	Met		n/a	Revised DPED curriculum approved CPD training started as per plan	n/a	DPED implemented according to the plan with 50% of teachers, without DPED/C-in-Ed, trained. CPD training conducted as per plan	n/a		n/a	
4	Assessments and Examinations	n/a		n/a			n/a		n/a	NSA conducted	n/a	Proportion of grade 3 students achieving	n/a	

³As 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	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	
												minimum competency in Bangla and Math in NSA 2021 has increased by at least 10% each compared to the percentage in NSA 2017		
5	Need-based infrastructure development	5.1 Infrastructure Plan and Planning Guideline updated and approved	Met	n/a		n/a	n/a		n/a	At least 75 % of planned needs-based infrastructure (additional classroom, gender segregated WASH block, drinking water source) development works completed according to Infrastructure Planning Guideline of MoPME and as per standard of BNBC	n/a	Single shift schools increased by 10 percentage compared to baseline	n/a	
6	Education opportunities for out of school children (OOSC)	n/a		6.1 Enrolled out of school children under PEDP3 are back to schools or learning centres	Met	6.2 At least 250,000 new OOSC enrolled in learning centres through ISA	Not yet achieved	At least 250,000 new OOSC enrolled in learning centres through ISA	n/a	At least 60% of children in learning centres since Year 2 remain enrolled in the LCs	n/a	Cumulative 650,000 out of school children are back to school or learning centers since Year 2	n/a	

Sl. No.	DLI	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Remarks
		Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	Milestones	Date Achieved	
										National survival rate increased by 2 percentage for both boys and girls				
7	Fiduciary system and budget	n/a		7.1 Updating of fiduciary system	Met	7.2 Internal audit unit/cell established at DPE and adequately staffed	Verification is ongoing by IMD (achieved)	85% utilization of the original approved cumulative annual budget for Year 1 and Year 2	n/a	iBAS++ rolled out in (90) % of all DDOs and 80% of the approved number of eligible contracts in DPE processed through e-GP	n/a	Further enhanced functions for audit resolution	n/a	
8	Data system, monitoring and accountability	n/a		8.1 Roadmap for comprehensive MIS has been developed and approved	Met		n/a	Integrated web-based MIS is established	n/a	70% of GPS display key school data as specified by DPE in public areas in the schools	n/a	Integrated web-based MIS is fully operational	n/a	
9	9.1 Institutional strengthening	n/a		9.1 Institutional strengthening plan under updated ODCBG developed and approved 9.2 SLIP, UPEP guidelines updated	Met	9.3 UPEP implemented by 50 Upazilas according to updated guideline 9.4 Institutional strengthening plan under updated ODCBG has been initiated	Verification is ongoing by IMD (achieved) Verification is ongoing by IMD (achieved)		n/a	SLIP fund received and utilized by 85% GPS as per SLIP updated guideline	n/a	Institutional strengthening plan under updated ODCBG has been implemented	n/a	
			4 DLIs met		5 DLIs met									

Source: DPE administrative report from ADG office

3 Outcomes of primary education sub-sector

The PEDP4 program document were clearly defined at all levels expected results and integrated into the PEDP4 main document as well as DPP. Scope of the PEDP4 is a whole primary education sub-sector, including pre-primary and non-formal education. Second chance and alternative education for out of school children has been implementing by the Bureau of Non-formal Education (BNFE). The overall goal of the PEDP4 is to *“provide quality education to all children of Bangladesh from pre-primary up to grade 5 through an efficient, inclusive and equitable education system”*. 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 PEDP4 interventions at the outcomes and impact levels of each results areas. In the PEDP4, these are grouped based on the PEDP4 result areas as follows:

Table 11: Key and Non-Key Performance Indicators in Result Areas of the PEDP4

Component 1: Quality	Component 2: Access and participation	Component 3: Program Management, Governance and Financing
Results Area 1 Quality	Results Area 2.1 Access	Results Area 3: Prog. Manage., Gov. and Finance
<p>KPI 3: Percentage of grade 3 students achieving Band 3 competencies in Bangla and Math (All; Boys; Girls) [SDG 4.1.1] Target: Bangla 85%, Math 85%</p> <p>KPI 4: Percentage of grade 5 students achieving Band 5 competencies (All; Boys; Girls) [SDG 4.1.1 and 4.1.2] Target: Bangla 60%, Math 50%</p> <p>KPI 5: Grade 5 Primary Education Completion examination (PECE) pass rate (%) [SDG 4.1.2], Target: 99.5%</p> <p>Non-KPI 1: Grade 5 PECE participation rate based on Descriptive Roll (DR) (%), (All; Boys; Girls). Target: 99%</p>	<p>KPI 1: Percentage of children who completed 1 year 1 year of PPE. Target: 90%</p> <p>KPI 6: Gross Enrolment Rate (GER) [EFA 5], Target: all 106%, girls 105% and boys 105%</p> <p>KPI 7: Net Enrolment Rate (NER) [EFA 6], Target: all 98.5%, girls 99.5% and boys 98%</p> <p>KPI 8: Primary cycle completion rate (SDG 4.1.4), Target: 90%, girls 93% and boys 88%</p> <p>KPI 10: Percentage of OOSC aged 8-14 years Target: 6%</p> <p>KPI 12: Gender parity index, Target: 1.04 (GER) and 1.04 (NER)</p> <p>KPI 13: NER – Range between top & bottom 20% of households by consumption quintile Target: all 4, boy 1, girl 5</p> <p>KPI 14: Upazila composite performance index – top and bottom 10% of Upazilas, Target: 0.8</p> <p>KPI 16: GER for PPE, SDG 4.2.3, Target: %115%</p> <p>KPI 17: NER for PPE, SDG 4.2.4, Target: 95 %</p> <p>KPI 18: Percentage of school that meet the SCR standard of 40:1, Target: 46%</p> <p>KPI 19: Percentage of school that are Single Shift (desegregated by schools providing 3 grades single shift and providing all 5 grades), Target: 21.6%</p> <p>KPI 20: Composite indicator, Target: 50%</p> <p>KPI 21: Percentage of children out of school (age 8-10), SDG 4.1.5, Target: All: 5%, B: 5%, G: 5%</p> <p>KPI 22: Primary Cycle dropout rate, Target: 10%</p> <p>KPI 24: Percentage of children aged 8-10 years who never attend primary school, Target: 10%</p> <p>Non-KPI 2: Survival rate (EFA 13), (All; Boys; Girls), [SDG 4.1.3]. Target: 83.5%</p> <p>Non-KPI 3: Repetition rate (EFA-12) (%). Target: 5.8%</p> <p>Non-KPI 4: Student attendance rate, Target: 90%</p> <p>Non-KPI 5: Percentage of grade 1 new intakes who completed PPE [SDG 4.2.2], Target: 99%</p>	<p>KPI 9: Contact hours. Target: 1000 and 1500 hours</p> <p>KPI 11: Coefficient of efficiency [EFA 14] year input per graduate, Target: all 86%, girls 88% and boys 84%, YIPG: 6 years</p>
Total SCIs 43	Total SCIs 18	Total SCIs 18

3.1 Quality – Learning achievement/Competencies

Quality is the ultimate outcome of the PEDP4, and achievement of Learning outcomes is the most important indicator to measure the performance in the primary education sub-sector. The policy priority on teaching and learning is to ensure a child-friendly teaching/learning environment in each classroom. New teaching methods to be introduced considering the following criteria:

- Student-centred activity-based learning (e.g. group work, pair work, creative work and reflective practice, peer tutoring, coaching etc.);
- Continuous School and classrooms Based Assessment for grades 1 and 3;
- First Terminal, Second Terminal and Annual Exams to be provided for above grade 3 with a Primary and Ebtedayee Education Completion Exam after grade 5;
- Stipends are to be given based on results of a public exam and Regular attendance in the classes; and
- Grade 5 PECE/EECE should be held on common question papers with proper invigilation and monitoring including gradually transform the test item as competency based.

For achieving the quality as an important indication of PEDP4 progresses tracking, there are three KPIs and one non-KPI to measure the learning outcomes; the KPIs 2 and 3 are intended to measure the achievement learning outcomes in Bangla and Mathematics of grades 3 & 5 students. The KPI-4 measures the pass rate of PECE/EECE and non-KPI-1 measures the participation rate of PECE based on Descriptive Roll (DR) as DPE calculates the pass rate based on student appeared in the examination and participation rate based on the DR.

The two data sources on learning assessment are using to measure the performance through **3 KPIs (KPI 3, 4 and 5) and 1 Non-KPI:**

- National Students Assessment (NSA) was started from 2006. NSA 2006 & 2008 were analysed based on Classical Test Theory (CTT) but this method didn't support to compares students' achievement vertically and horizontally. Item Response Theory (IRT) was introduced from 2011 to compares students' achievement vertically & horizontally and followed this methodology for NSA 2013, 2015 and 2017.

The grade 5 Primary Education Completion Examination (PECE) (administrative source) from 2009 to 2019 and Ebtedayee Education Completion Examination (EECE) from 2010 to 2019.

3.1.1 National Student Assessment (NSA)

The National Student Assessment (NSA) program in the People's Republic of Bangladesh was initiated in 2006 by the Ministry of Primary and Mass Education (MoPME) to assess achievement in primary education. A key purpose of the NSA is to provide accurate and timely data-driven information to support policy and planning, enhance teacher education programs, and improve classroom instruction to increase student learning. The NSA assess performance for Bangla Language and Mathematics in Grades 3 and 5. In addition to assessing student learning outcomes as prescribed by curricula and content standards, the NSA program investigates differences in pupil achievement by key system, school, and student factors. Moreover, it would be treated as the baseline of SDG4 that will sustain until 2030 with the revision of indicators in 2019 and 2024 respectively by the world education forum led by UNESCO.

The learning outcomes of the PEDP4 measures through the following 3 KPIs and 1 Non-KPI. The 2 KPIs measures through NSA results, 1 KPI and 1 Non-KPI measures through PECE/EECE results:

KPI 3 - Percentage of grade 3 students achieving Band 3 competencies (All; Boys; Girls) [SDG 4.1.1]

KPI 4 - Percentage of grade 5 students achieving Band 5 competencies (All; Boys; Girls)
[SDG 4.1.1 and 4.1.2]

KPI 5 - Grade 5 Primary Education Completion examination (PECE) pass rate (%) [SDG 4.1.2]

Non-KPI 1 - Grade 5 Primary Education Completion examination (PECE) participation rate based on based on Descriptive Roll (DR) (%), (All; Boys; Girls)

National Student Assessment (NSA) survey is designed since 2006 as the main monitoring tool of learning achievement and is supposed to take place every alternate year. A key objective of the NSA is to provide accurate and timely data-driven information to support policy and planning, enhance teacher education programs, and improve classroom instruction to increase student learning. This is the 6th administration of the NSA for Bangla Language and Mathematics in grades 3 and 5. In addition to assessing student learning outcomes as prescribed by curricula and content standards, the NSA program investigates differences in student's achievement by key system, school, and student factors. As a monitoring program, the NSA provides an independent and objective source of information for those seeking a clear view on the state of primary education in Bangladesh. Moreover, 2017 NSA would be treated as the baseline of the PEDP4, as well as the baseline of SDG 4.1.1.

The NSA assess the performance of pupils in grades 3 and 5 in a nationally representative sample schools selected using a stratified random method. In 2017, samples of 28,402 of Grade 3 pupils from 1,417 schools and 24,145 of Grade 5 students from 1,446 schools were drawn. Pupils from the eight geographic divisions of Bangladesh and seven main types of primary schools from rural and urban regions were chosen to participate in the assessment. In 2017, sampling was based on a non-proportionate design covering 88 Upazilas from all 64 districts. The number of students in each grade sampled from each district was not proportional to the total enrolment for that grade in those districts. Therefore, sampling weights were applied to ensure that any disproportionate representation of districts did not unduly impact NSA results. A total of 52,547 pupils were attended the tests. Each test split into two parts: multiple choice questions and short structured questions. All the test items were based on selected lists of 'learning outcomes' (LOs) prescribed for each grade by subject (Bangla and Mathematics in grade 3 and grade 5).

Outside the results obtained in the NSA 2017, highlights of which are briefly summarized below, the following 3 major achievements of the current administration and the assessment development work that led up to the administration emphasized:

- The NSA has taken important steps to continue to improve quality and meet international standards in sample-based assessment design, development, analysis and reporting
- The government institutions involved in the multiple phases of the assessment continue to make important gains in the levels of technical and management expertise, responsibility, and ownership of many of the key assessment procedures
- Greater focus is being placed on the formative, informative, and pedagogical value of the NSA results through reporting procedures and dissemination of results, emphasizing the understanding of factors associated with student performance, increasing the relevance and impact of the program

Two main approaches were used to measure the learning achievement of students:

- Under the 'mean scores' approach, the mean score, standard deviation and median were examined for each subject. The following Table 12 outline the achievement in 2011, 2013, 2015 and 2017 NSAs.

Table 12: Overall Scale Score Means for the NSA 2011, 2013, 2015, and 2017

Test	2011	2013	2015	2017
Bangla grade 5	116.2	115.2	114.1	108.6
Bangla grade 3	100.2	104.2	100.8	102.7
Mathematics grade 5	118.6	115.8	110.2	111.5
Mathematics grade 3	100.8	103.7	98.4	98.4

- The NSA 2011, 2013, 2015 and 2017 analysts used the Item Response Theory (IRT) to construct a common measurement scale for grade 3 and 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

Currently, NSA 2017 has been introduced to measure the achievement of students. Results of NSA 2017 expressed by scale scores linked to Performance Levels. New scale scores have been created for NSA 2017 that is anchored to performance levels, adding in such a way more meaning to the scaled individual results. Scale scores are different from raw scores in several aspects: 1) they are based on Item Response Theory (IRT), which represents a suitable psychometric model for establishing comparability across different test forms (equating), 2) they are anchored to performance levels as a common framework, which enables comparability between different subjects and grades, and 3) meaning of scale scores is the same regardless of difficulty of each particular instrument.

The total range of the new score scale is 100 – 500, with selected points anchored to the cut scores of performance levels yielding the following ranges for each performance level:

- Below Basic:** 100 – 199 range of scale scores
- Basic:** 200 – 299 range of scale scores
- Proficient:** 300 – 399 range of scale scores
- Advanced:** 400 – 500 range of scale scores

The percentages of students falling in such defined scale score categories are equivalent to percentages of students in performance levels presented in figures above. The national averages on the new scale scores are the following:

- 280 for Bangla grade 3
- 281 for Bangla grade 5
- 268 for Math grade 3 and
- 267 for Math grade 5

In the grade 3 and 5 reading assessments, students were required to identify, interpret, infer and synthesize information focusing on - reading for meaning in literary texts; reading for meaning in factual texts; textual devices (e.g. spelling, punctuation, word construction); syntax and vocabulary

The Bangla assessment included three broad categories of texts: Imaginative texts, information texts and argumentative (or persuasive) texts. Texts were between 50 – 150 words in grade 3 and 80 – 200 words in grade 5.

- Imaginative texts: texts that involve the use of language to represent, recreate, shape and explore human experiences in real and imagined worlds. They include, for example, fables, short stories, novels and plays. Included in imaginative texts are narrative and descriptive fictional text types.
- Informative/descriptive texts: non-fictional texts that involve the use of language to represent ideas and information related to people, places, events, things, concepts and issues. They include, for example, reports, descriptions, biographies, explanations, news articles.
- Argumentative/persuasive texts: texts that systematically present a point of view and seek to persuade or change the behavior or attitude of the reader. They include, for example, formal essays, letters, advertisements, interviews and reviews.
- The assessment provided a measure of reading performance that reflected students' typical reading experiences. Contexts were relevant to students and grade/age appropriate. Texts were self-contained and did not depend on prior knowledge or knowledge of other texts

Highlights in the Results of the NSA 2017

All test items, for both Bangla Language and Mathematics, are designed to measure specific curriculum content at different cognitive processing levels ("knowledge", "understanding", and "application and above"). In the NSA 2017 Bangla Language grade 3, the average percentage score on "application and above" was about 60% while on "knowledge" it was over 70%. In grade 5, the average percentage score is less than 50% on "application and above", whereas it stays at about 75% on "knowledge". This indicates that students still perform better on the items that require rote learning rather than on those that involve critical and higher cognitive skills.

The following highlights in the results of the NSA 2017 demonstrate the continued achievements made in student learning outcomes. As it suggested and would be expected to see more significant gains in the coming years as implementation efforts related to the revised national curriculum take hold and their impact begins to be felt in the instructional behavior of teachers and learning outcomes of students.

- The NSA 2017 scores show that grade 5 achievement was significantly higher than grade 3 – this is consistent with growth shown in previous NSA cycles, and indicates sustained and consistent growth in achievement from Grade 3 to grade 5 in both Bangla Language and Mathematics. However, it will be more important to evaluate how students achieved in relation to the performance objectives and

expectations of their respective grade. From that perspective, the process of setting grade level performance standards was implemented as a step in defining an evaluation framework for educational attainment in Bangladesh. The results based on the new performance standards are reported in a separate section of this document.

- In all subjects and at both grades, KG schools have consistently been top performers in both 2015 and 2017. KG schools in Bangladesh are privately owned and run and offer resources that may account for the sustained successful performance of these schools.
- The NSA 2017 scores shown clear evidences of gender parity in both grades 3 and 5 in Bangla and Mathematics – this is not typical of gender-differentiated performance in many other countries in this region and represents an important achievement of the Third Primary Education Development program (PEDP3), in addition to a goal that has already been achieved in terms of primary education enrolment (i.e. access and participation).
- The NSA 2017 scores of grade-3 students are largely within the range of Bands 3 and above (as defined in the ACER technical report of the NSA 2011 and which we refer to as the “legacy bands”). A low percentage of grade 5 student scores, however, fall within legacy Band 5. (Although legacy Bands 1-5 bear serious limitations, we are using the bands in this report for descriptive purposes and to provide a link with the 2013 and 2015 data which were interpreted in terms of the same bands. To overcome the limitations of the legacy bands, in-grade standard-setting was carried out on NSA 2017 and reported in a separate section of this document.)
- The Rajshahi division was the highest performing region of all regions in Bangladesh, in both Bangla and Mathematics and at both grades, whereas the Sylhet division was consistently the lowest performing region in Bangladesh in both subjects and grades.

The Performance in Bangla Test 2017

The band distribution in Bangla language proficiency in 2017 presented in the below Table 13 and 2015 and 2017 rounds NSAs results presented in below Figure 9.

- 74% of Grade 3 students scored at Band 3, 4, and 5 combined.
- 89% of Grade 5 students scored in the same band combination, which would suggest considerable growth across Grades 3 – 5.
- By contrast, only 12% of Grade 5 students scored at Band 5, which is expected performance level for Grade 5.

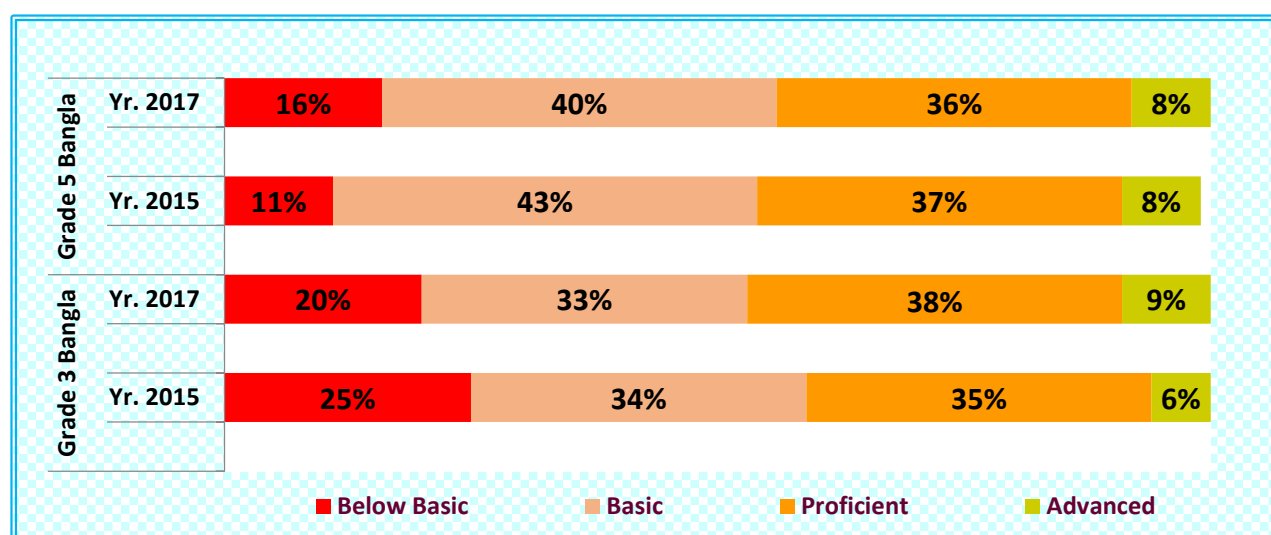
Table 13: Percentage of Students in Bangla language Performance Bands on NSA 2017

Student attainment	Band 1	Band 2	Band 3	Band 4	Band 5
Overall Grade 3	8%	18%	39%	31%	4%
Overall Grade 5	1%	10%	34%	43%	12%

Source: 2017 NSA, NOTE: The Band range 1-5 describes skills and knowledge measured on both Grade 3 and 5 tests. According to the initial interpretation, Bands 3-5 indicate that students are working at Grade 3, above Grade 3 level, and at Grade 5 level, respectively, while at Bands 1 and 2 students are working below Grade 3 level.

According to these results in above Table 13, on an average 74% of Grade 3 students are reaching or exceeding expectations for Grade 3, whereas only 12% of Grade 5 students achieve the expectations for Grade 5. These results suggest that the legacy bands may not be suitable for the evaluation of student achievement relative to grade level expectations. As 2017 NSA developed grade specific performance levels (Below basic, Basic, Proficient and advanced) to compare the 2015 and 2017 results (see below Figure 9).

Figure 9: Percentage of Students in Grade Specific Performance Levels for NSAs 2015 and 2017 in Bangla Language



Source: NSA 2015 and 2017

The key achievements on the Bangla test are as follows:

Based on the evidence presented in the above Table 11 and above Figure 9, the following results in student scores on the Bangla Language assessment stand out as important highlights:

- A small percentage of grade 3 students (8% in 2015 and 2017, 5% in 2013 and 6.2% in 2011) were very far behind their peers (band 1); 35% in 2017, 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 43% in 2017, 42% in 2015, 52% in 2013 and 57% in 2011); nearly 11% in 2017, 9% in 2015, 3% in 2013 and 1% in 2011 were working well below their grade level i.e. band 1 and 2
- 74% of grade 3 students scored at Band 3, 4, and 5 combined.
- 89% of grade 5 students scored in the same band combination, which would suggest considerable growth across grades 3 – 5
- By contrast, only 12% of grade 5 students scored at Band 5, which is expected performance level for grade 5

Other highlights for results on the Bangla Language assessment disaggregated by content domains, cognitive levels, school type, and geographical division are the following:

- For grades 3, the vocabulary tasks were the easiest while the reading comprehension tasks were the most challenging, whereas for grade 5 difficulty of those domains appears even.
- Students answered larger proportions of Knowledge and Understanding questions correctly than Application and above questions for both grades in Bangla.

- Regarding mean scores by school type, for grade 3 in both 2015 and 2017, KG schools had the highest mean scores, about 8 points higher than the lowest performing category of school type in 2017.
- High Schools Attached Primary Schools (HSAPS) scored in the top three school types in both 2015 and 2017.
- For grade 5, Kindergarten and High School Attached Primary Sections were high scoring in both 2015 and 2017.
- Madrasah and Reaching Out-of-School Children (ROSC) Ananda Schools were the lowest scoring in both assessment years.
- There is more differentiation by school type on grade 5 than for grade 3.
- Regarding geographical division, for grade 3, the Rajshahi mean score was the highest in 2015 and second highest in 2013 but dropped to the 4th in 2017.
- The lowest scoring division, Sylhet, was 8 points below Rangpur in 2017, almost one standard deviation in score difference
- 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 2015 and 2017

The Performance in Mathematics Test 2017

The framework for Mathematics was written with a consistent focus on collecting information on student performance in four key areas:

1. Number Properties and Operations (including computation and understanding of number concepts)
2. Measurement and Units of Measurement (scale of measurement, principles of measurement, metric system of measurement, application of processes and concepts of area, differentiate between and carry out operations)
3. Shape and Space (understand concepts and use instruments) and
4. Data (graphical representations, relationships, and central tendency of data).

Based on the evidence presented in Table 14 below, the following results of student scores on the Mathematics assessment stand out as important highlights:

- 41% of Grade 3 students scored at Band 3, 4, and 5 combined
- 80% of Grade 5 students scored at Band 3, 4, and 5 combined, which suggests considerable growth across the grades 3 to 5
- By contrast, only 17% of Grade 5 students scored at Band 5 level, which is expected level for Grade 5.

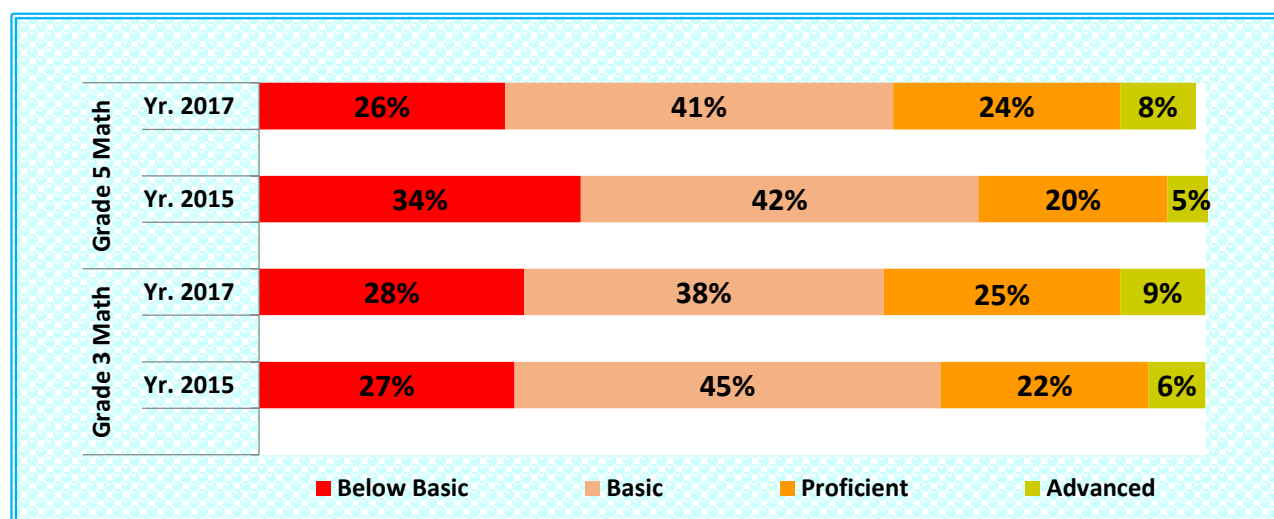
According to these results, 41% of Grade 3 students are reaching or exceeding grade level expectations, whereas only 17% of Grade 5 students achieve the level expectations, which can be challenged by common sense scrutiny. This suggests that the legacy bands may not be an accurate framework for the evaluation of student achievement relative to grade level expectations. The following Table 14 presents the bands results of NSA 2017 and below Figure 10 presents the achievement of NSAs 2015 and 2017 on performance level

Table 14: Percentage of Students in Math Performance Bands on NSA 2017

Student attainment	Band 1	Band 2	Band 3	Band 4	Band 5
Overall grade 3	25%	34%	29%	9%	3%
Overall grade 5	2%	18%	35%	28%	17%

Source: 2017 NSA, note: The Band range 1-5 describes skills and knowledge measured on both Grade 3 and 5 tests. According to the initial interpretation, Bands 3-5 indicate that students are working at Grade 3, above Grade 3 level, and at Grade 5 level, while at Bands 1 and 2 students are working below Grade 3 level

Figure 10: Percentage of Students in Mathletics NSA 2015 and 2017



Source: NSA 2015 and 2017 data

Other highlights for results on the Mathematics assessment disaggregated by content domains, cognitive levels, school type, and geographical division are the following:

- For both Mathematics Grade 3 and Grade 5, students scored highest on Shape and Space and the lowest on Measurement
- For both grades, students scored higher on items assessing Understanding and Knowledge than Application and above
- For Grade 3 by school type, KG schools scored the highest, at a statistically significant difference level from most of other school types. The lowest scoring school mean in 2017 were Madrasah and ROSC schools, about 5 points less than the top mean score
- For Grade 5, the same two school types (KG schools and GPS) were the top performers in three recent cycles
- In 2017, Madrasah schools were the lowest scoring school type in both grade levels. ROSC schools were at or near the bottom in both 2015 and 2017
- The Barisal division scored the highest in both grades, at a statistically significant level above the rest of the group in 2017, recovering from drop in 2015
- The lowest scoring division mean, Sylhet, was 10 points below Barisal in Grade 3 and 7 points below in Grade 5
- There were no meaningful changes in overall student achievement in all the NSAs assessments in both grades. The overall Mathematics mean scores in both grades 3 and 5 were about the same.

Theses mean score differences were statistically insignificant but with moderate effect. The main concern is that nearly 59% of grade 3 students and 83% of grade 5 students are working below their grade level as shown in Table 14 and Figure 10 above

- 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.

How is quality of the NSA ensured

The design, administration, and analysis of the NSA is led by Bangladeshi assessment experts and content specialists. In the summer and fall of 2017, a rigorous review of NSA curricula expectations, alignment of assessment frameworks with content expectations, and procedures for ensuring assessment quality were all carried out. The focus on the alignment of assessments to the curriculum was particularly important in the NSA 2017 because the national curriculum underwent a major revision beginning in 2012. Investment particularly was made to ensure that valid comparative inferences could be made based on NSA results across assessment years. In addition to involving a broad range of experts in the test and item development process, external technical assistance from international specialists from AIR (responsible for the NSA 2015 and 2017) together with the Australian Council for Educational Research (ACER, who were responsible for the 2011 and 2013 iterations⁴) also assisted with the statistical analysis of pilot and operational test data, scoring and scaling procedures

How NSA Results be Compared from Year to Year

For the NSA 2017, a methodology based on linking test items was used for horizontal equating across grades. NSA tests are equated and placed on a common scale so that the 2017 results can be validly compared with those of 2011, 2013, and 2015 as well as with administrations beyond 2017. This enables valid inferences on trends in performance across years and grades. Comparability of NSA 2017 may be affected by the fact that the test administration was carried out in January 2018 instead in November 2017. Assessing students two months after school closing, at the time when forgetting might have affected their ability to answer the questions, could have had disadvantageous effect on student's test performance

How the NSA 2017 Different from Previous NSAs

While the 2017 NSA is similar in appearance to previous NSA iterations, back in 2015 new blueprints for the design of the tests were developed and approved for Mathematics and Bangla Language. Blueprints provide a detailed description of the content and cognitive skills to be measured in a test, and the types of items that can be used to measure knowledge and skills. The standards framework from NSA 2013 was further improved for the NSA 2017 in terms of content coverage and the articulation of that content, reflecting changes that were prescribed in the reformed national curriculum.

Another change in years 2015 and 2017 relates to how test items were piloted. Since 2006, the NAC has piloted test items separately on an annual basis for selecting the final items for operational administration. For the NSA 2015 and 2017, an embedded pilot items design was employed, which represents the industry standard in most developed assessment programs. This design assumes that a test is composed of operational items that are used to derive student scores together with a small number of pilot items (4-6) that are embedded in positions among the operational items. This method is more cost efficient and increases the quality of items by having them piloted on students of the targeted grade and at the end of the grade when instruction of the content has been completed and operational tests are administered

⁴ The 2006 and 2008 iterations of the NSA, the first to be conducted, were led by the DPE

What the DPE will be able to do with Performance Standards

1. Interpret the results of the NSA test administration
2. Design strategies to help improve instruction and student achievement for the upcoming academic year including setting targets for teachers, schools, Upazilas and districts to aim to achieve
3. Retrospectively re-interpret the test results from the NSA 2011, 2013, and 2015 by reference to the performance standards and plot trends from 2011 to the current administration also by reference to the performance standards
4. Use the performance standards for all future administrations of the NSA, to look at 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 improvement targets
7. If the LASI tests become under the Ministry of Primary and Mass Education (MoPME) 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 secondary school education in Bangladesh.

The following Table 15 outlines the description of performance level computed in the NSA 2017 report.

Table 15: Description of 4 Performance levels

Below Basic	Basic	Proficient	Advanced
<i>Learners at this level are at the early stages of development regarding the curriculum standards. They have not achieved enough knowledge and skills to be considered minimally successful regarding curriculum demands. They need guidance at every stage of learning. They can make little judgment and need a lot of encouragement and guidance</i>	<i>Learners at this level demonstrate a minimum level of skills with regard to the curriculum learning outcomes. They able to follow simple instructions and apply simple rules to achieve expected performance. They have some good ideas which often lack coherence. They need guidance at many stages of learning. They able to solve problems using simple logic and can also express themselves using simple language</i>	<i>Learners at this level have acquired most of the learning outcomes and skills required by the curriculum. They can work independently with minimum supervision. They have a systematic methodology to solve problems. They have ability to communicate their ideas clearly. They can also connect different ideas and create meaning with minimum guidance and supervision. They have ability to analyses situations and interpret information for application to new situations</i>	<i>Learners at this level display exceptional mastery of the learning content as prescribed by the curriculum and beyond. They are independent with high analytical, reflective and critical thinking. They able to connect and integrate concepts and ideas to create new knowledge/meaning and solve complex problems. They communicate information with the highest level of creativity and coherence as well as make sound judgements</i>

Source: NSA report 2017

3.1.2 The NSA 2015 and NSA 2017 (estimates) Performance Comparison

The main conclusions based on comparison of performance between 2015 and 2017 assessments were:

- In the NSA 2017, a methodology based on linking test items was used for horizontal equating across grades. NSA tests are equated and placed on a common scale so that the 2017 results can be validly compared with those of 2015 as well as with administrations beyond 2017. This enables valid inferences on trends in performance across years and grades
- Comparability of NSA 2017 may be affected by the fact that the test administration was carried out in January 2018 instead in November 2017. Assessing students two months after school closing, at the time when forgetting might have affected their ability to answer the questions, could have had disadvantageous effect on student's test performance
- Based on the comparisons between percentages of student's attaining performance levels, it can be concluded that there was an overall progress in student learning between years 2015 and 2017. The percent of students achieving the top two performance levels (proficient and advanced) has increased from 34.9% to 39.4%, which means that the percentage of Bangladeshi students who reached the targeted performance level "Proficient and above" has increased for 4.5%. This is a very encouraging finding because this level of growth can be considered as a significant improvement of student learning in Bangladesh. This finding has even higher relevance considering that data collection for NSA 2017 was carried out two months after school closing
- There was a meaningful change in overall student achievement between 2015 and 2017 assessments. The student achievement of grade 3 Bangla was on average consistent in NSA in 2015 (65%) and 2017 (74%), however the difference in grade 5 was significant, student achievement of grade 5 Bangla in NSA in 2015 (23%) and in 2017 was lower (only 12%)
- Grade 3 and 5 Mathematics mean performance has decreased but the difference was very small between 2015 and 2017
- It is interesting to observe how differences among divisions in Bangla Language performance vary across the NSAs 2015 and 2017. For Bangla grade 5, the range of differences among divisions increased to 10 points in 2015 and to 7 points in 2017. Dhaka was the highest scoring division in 2017, while Sylhet was again the lowest scoring division, with a 7.1 mean score difference between them. The relationship was similar in 2015 but with Rajshahi attaining the highest mean score in 2015. Dhaka was relatively higher in rank order in 2015 and 2017
- Gender differences in terms of scale scores, are within one point on Bangla Language at both grades in 2017. These differences were also negligible effect sizes. Considering all the NSA administration years, the differences between boys and girls are very small, which all together strongly suggests that a relative gender parity exists in Bangladesh in terms of Bangla Language achievement and is consistent across grades and administration years
- Total mean scores for Bangla grade 3 by geographic division, considering the ordered from highest to lowest scores for both 2017 and 2015. It was found that the Rajshahi division mean score was the highest in 2015, but it fell to 4th position in 2017. The lowest scoring division, Sylhet, was 9.4 mean points below Rajshahi 7.6 points below Rangpur in 2017. Rajshahi and Rangpur were both among

the top four divisions for both assessment years, but Sylhet was at the bottom in all years. Note that Dhaka's rank order moved from seventh in 2013 to second and third in 2015 and 2017

The result of NSA 2017 shows that the percentage of grade 5 students meeting the relevant competency level in Math was lower than that of 2015. The following characteristics might have influenced the results:

1. **Classroom Teaching:** It seems that the quality of teaching and learning practice is not up to the mark with new curriculum, new textbooks and teachers guide and edition
2. **Curriculum reforms:** NCTB initiated primary curriculum revision in 2012 with a staggered distribution program of curriculum materials that were still in progress in the 2017 school year. As was noted in the NSA 2013, minimal changes or even declines in measured student performance are reflective of the time it takes to have an impact on instruction and see improvements in student learning when curricular and instructional reforms are taking place
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 and 2017 included all categories e.g. madrasahs, Kindergarten, High school Attached, non-formal schools such as BRAC, ROSC, other NGO schools. In addition, typically targeting traditionally marginalized groups of students who represent the lower performance levels in the system, may have lowered averages on the NSA 2017
5. **Motivational Level:** Motivation among schools, teachers, and students to participate on a low-stakes assessment such as the NSA has been noted to be somewhat low, especially in grade 5 where there is a greater need for more rigorous attention to the high-stakes national primary education completion examinations (PECE)

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

In order to improve learning in Bangladesh, policymakers 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. These factors also include but may not be limited to pedagogical approaches of teachers, school support activities by headteachers or other education officers, teachers' and principals' characteristics, school environment factors, and student home environment

About 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.

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 root causes for these challenges. The study could be provided 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. Emphasis needs to provide in the classroom teaching and learning and continuous assess the children whether they achieved the Learning Outcomes (LOs) or not, if not take remedial measures during or after classroom teaching for the lagging behind learners.

3.1.4 Factors correlated to student learning achievement?

The NSA 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.

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 below Table 16.

Table 16: Regression Analysis on Factors Correlated with Students' Learning

	Grade 3		Grade 5	
	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.

3.1.5 Recommendations for Improvements in Future NSA

The NSA 2015 and 2017 have introduced into the procedures for test development several modifications designed to improve the quality of the NSA. These changes include: integrating into the operational test forms a small number of new items that will be piloted during administration; redesign of the test blueprints to align with the newly revised 2012 national curriculum; organization of all content standards measured on the tests in terms of a horizontal structure; use of item cards containing all piloted items with content and psychometric information to facilitate item review and test assembly, among other changes.

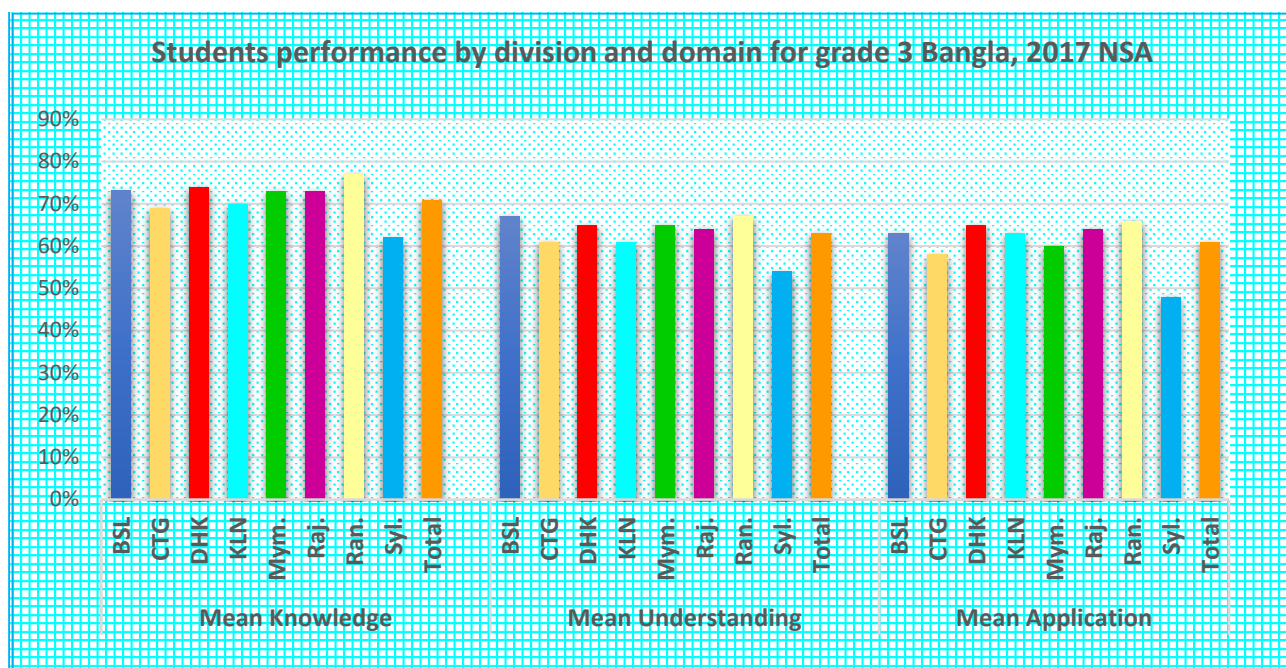
The design, development, and implementation of the NSA 2017 has provided all of the participating stakeholders with extensive opportunities for reflection on the types of changes that might be suggested for improving procedures for the next iteration of the NSA. These suggestions are presented below:

1. The next NSA to be introduced an independent test of the writing domain (i.e., creative writing) as part of the Bangla Language test.
2. To alleviate issues with “legacy bands”,
3. Increasing MoPME and DPE capacity-building around key technical areas in test development, administration, analysis and reporting of the NSA.
4. Identifying implementation indicators from the post-PEDP3 program implementation plans and measure them concurrently with the NSA so that achievement results on the NSA can be correlated with school support initiatives.
5. More preparation and monitoring of the administration of the NSA in the field, as well as data cleaning and scoring, needs to take place to ensure availability of high-quality data.
6. Greater focus on formative uses of the results of the NSA should be integrated into the study; teachers, schools and districts can benefit greatly from the availability of data and school reports for instructional planning purposes.
7. We recommend that the NSA 2017 be considered as a baseline for the implementation of the newly modified national curriculum as well as a baseline for post-PEDP3 programming.
8. Teachers needs to come in school on time and leave school home on time
9. Teachers should teach in the classroom following the NCTB guideline on daily class routine
10. Teachers, encourage students to creates reading habit at schools and home
11. Identify the low performing schools in Upazila and take necessary steps for the development

Given the somewhat low levels of motivation of students and schools reported in the administration of the NSA 2017, strongly recommend greater marketing of the NSA highlighting the differences between the PECE and the NSA, what the different goals of both testing programs are, and why it is necessary for students and schools to take the NSA seriously.

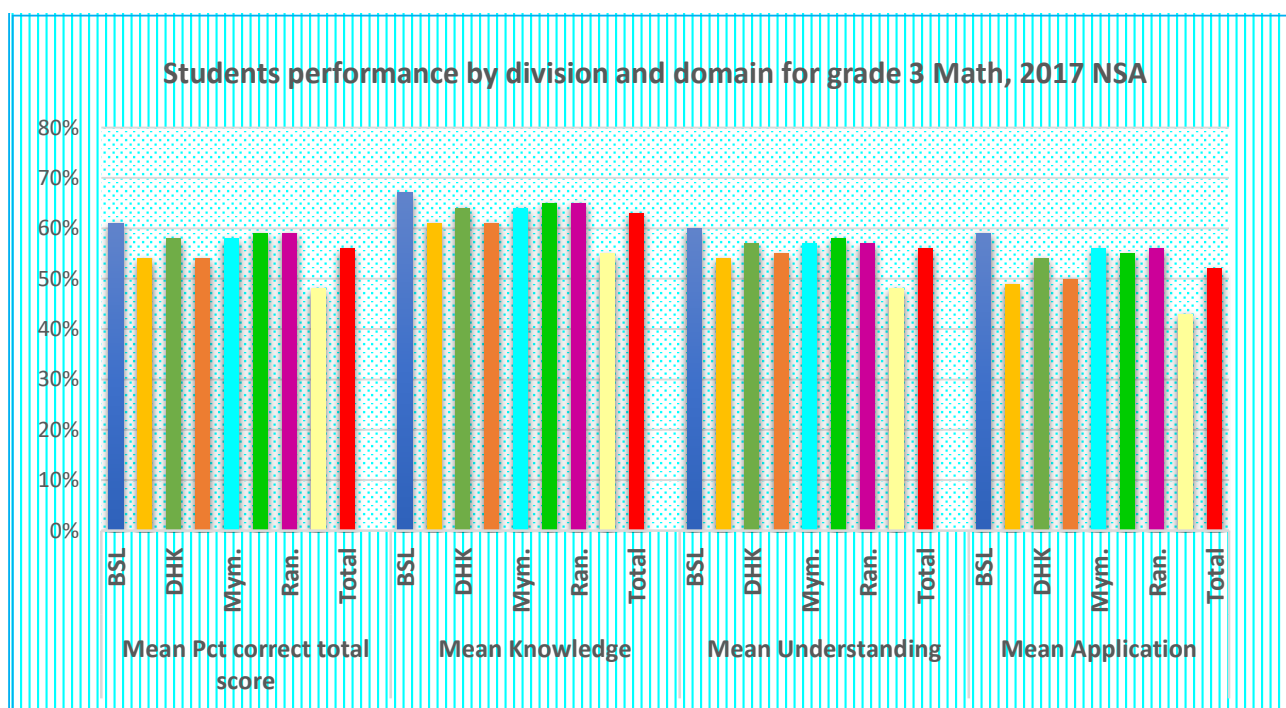
The following Figure 11 and Figure 12 shows the students’ performance by division and domain in grade 3 Bangla and Math and Figure 13 and 14 shows the students’ performance by division and domain in grade 5 Bangla and Math

Figure 11: Students performance by division and domain for grade 3 Bangla, NSA 2017



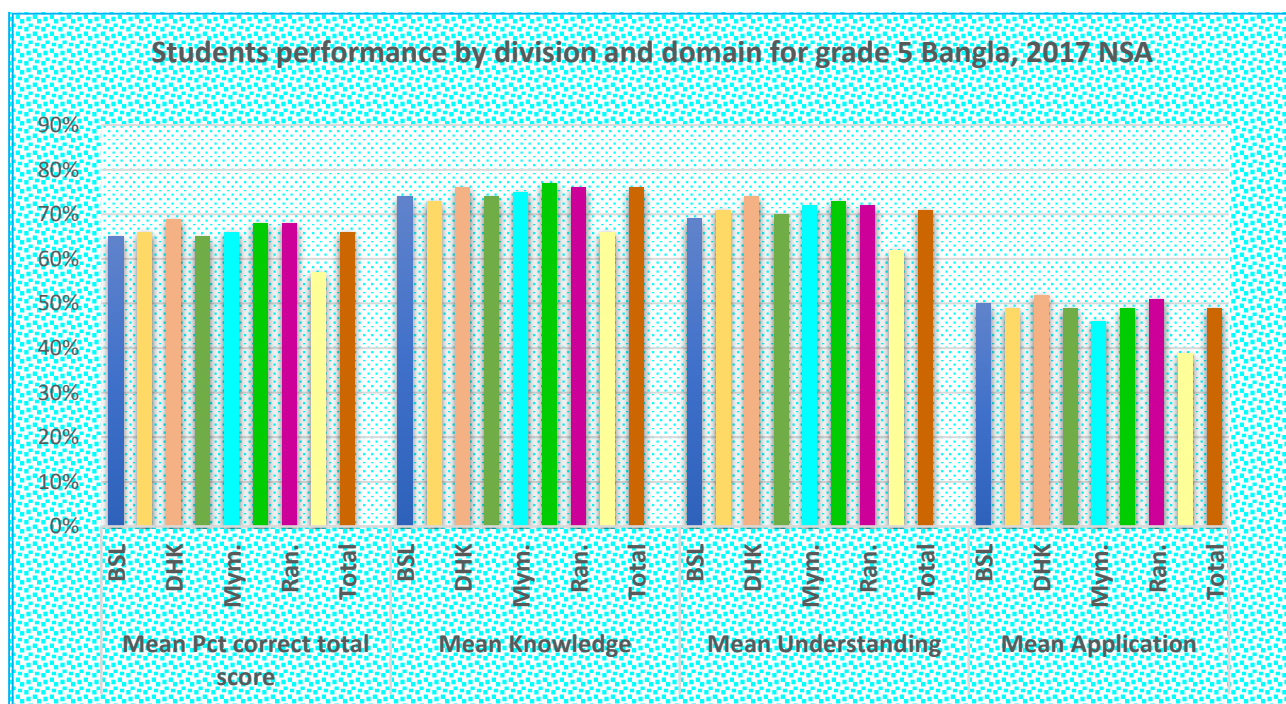
Source: NSA 2017

Figure 12: Students Performance by division and domain of grade 3 Math, NSA 2017



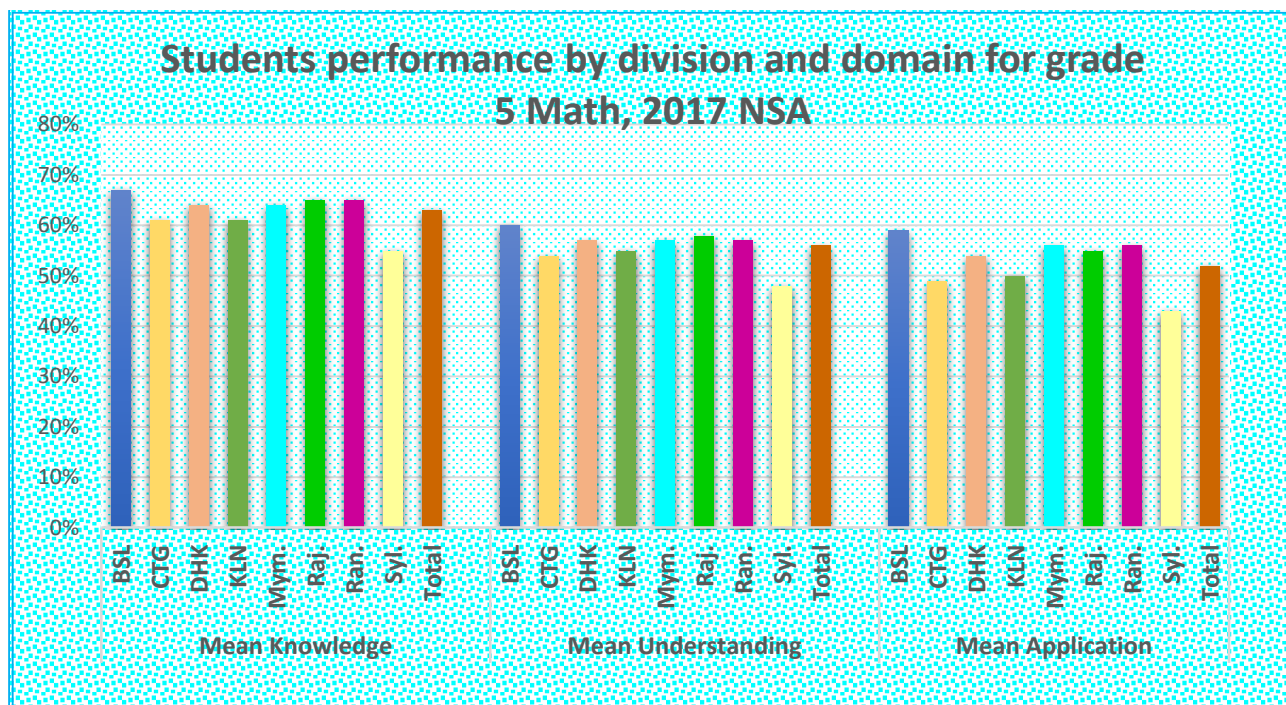
Source: NSA 2017

Figure 13: Students performance by division and domain for grade 5 Bangla, NSA 2017



Source: NSA 2017

Figure 14: Students Performance by division and domain of grade 5 Math, NSA 2017



Source: NSA 2017

It is noted that in 2017 NSA report, Sylhet (combined mean score was 223.8) was the consistently lowest, Cox's Bazar (combined mean score was 232.8) was the second lowest and Khagrachhari (combined mean score was 234.1) was the third lowest performing district of the country.

3.2 Grade 5 Primary Education Completion Examination (PECE) 2019

The grade 5 scholarship examination was replaced by a nationwide terminal examination for the first time in 2009 and Ebtedayee in 2010. The main objective of the terminal examination is to certify that a child has successfully completed the primary education cycle. The following Table 17 and Table 18 presents information on, and the results of the Primary and Ebtedayee completion examination between 2009 and 2019. During this period in the PECE, the number of institutes rose by 21.4%; the number of students included in the Descriptive Role (DR) increased by 29.1%; the number of students appearing in the examination increased by 34.6%; and the number of students who passed the examination rose by 44.7%. In the 2013 PECE, the number of institutes dropped because the ROSC schools not participated in examination as it was the completion of ROSC projects' first phase and the beginning of the second phase of the ROSC II project. Similarly, in 2019 reduced the number of institutes from 103,948 in 2018 to 98,811 in 2019.

The PECE for 2019 was held between 17 – 21 and 24 November 2019. 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 7,410 exam centres (increased 60 centres in 2019) covering the seven divisions and including 12 centres abroad (8 countries). A summary of the 2019 PECE and EECE results are shown in Table 17 and 18, distribution of GPA grade points is shown in below Figure 15, by type of institutes pass rate presented in Table 19, pass rate against DR presented in below Figure 16 and by Upazila pass rate of eligible students in below Figure 17.

The former Grade 5 terminal examination was based on memory recall of textbook content. As a requirement of the PEDP3, the DPE was reform the test items by progressively introducing competency-based test items. In 2012, 10% of the test items were competency based, 25% in 2013, 65% in 2014 and accordingly 100% were competency-based in 2018. As the examination system moved towards fully competency-based, as strengthened markers having discretion over grading exam papers, the management of test administration, marking, and scoring also strengthened to enable PECE a viable instrument for assessing student learning achievements during the PEDP4 period

Table 17: Results of Primary Education Completion Examination [PECE], 2009-2019

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	1,595,468	2,950,764	1,297,265	1,541,973	2,839,238	1,277,146	1,520,128	2,797,274
2016	101,150	1,344,855	1,589,232	2,934,087	1,290,295	1,540,439	2,830,734	1,270,222	1,518,210	2,788,432
2017	98,651	1,298,778	1,507,318	2,806,096	1,239,181	1,457,035	2,696,216	1,176,330	1,389,941	2,566,271
2018	103,948	1,277,896	1,498,986	2,776,882	1,211,600 (45.67%)	1,441,296 (54.33%)	2,652,896 (95.54%)	1,181,019 (45.62%)	1,407,885 (54.38%)	2,588,904 (97.59%)
2019	98,811	1,178,146 (46.11%)	1,376,918 (53.89%)	2,555,064	1,124,225 (95.42%)	1,329,926 (96.59%)	2,454,151 (96.05%)	1,072,154 (95.4%)	1,271,589 (95.6%)	2,343,743 (95.5%)

Source: PECE results, 2009-2019

Table 18: Results of Ebtedayee Education Completion Examination [EECE] 2010-2019

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	143,082	300,671	130,873	126,627	257,500	125,160	121,658	246,818
2017	13,355	154,440	139,941	294,381	129,703	124,696	254,399	119,944	116,500	236,444
2018	15,343	167,957 (52.59%)	151,431 (47.41%)	319,388	140,525 (51.12%)	134,382 (49.18%)	274,907 (86.07%)	136,988 (51.01%)	131,569 (48.99%)	268,557 (97.69%)
2019	15,919	187,390 (53.22%)	164,686 (46.78%)	352,076	157,936 (84.3%)	146,242 (88.8%)	304,178 (86.4%)	150,835 (95.5%)	141,040 (96.44%)	291,875 (95.96%)

Source: EECE results, 2010-2019

The PECE and EECE provides valuable insights to understand the level of performance in two respects:

- **By type of School:** By type of school (including non-formal schools and madrasas whose performance had not been compared with formal schools before): the results show Government High School (99.55%) has the highest pass rate among all types of schools. Similarly, Ananda school managing by ROSCII project has the lowest pass rate (74.37%). by types of school and performance compare to all type of schools (below Table 19).
- **By Upazila:** the results show that schools at Daulatkhan Upazila under Bhola district in Barisal division have the best performance (100% pass rate), while schools in Daxin Sunamgonj Upazila under Sunamgonj district have the lowest performance (61.87%)
- **By district:** the results show that Gazipur district (99.14%) in Dhaka division have the best performance (99.14% pass rate), while Faridpur district in Dhaka division have the lowest performance (85.96%)
- **By Division:** the results show that Barisal division have the best performance (96.93% pass rate), while Sylhet division have consistently the lowest performance (91.94%)
- The above Tables 17 and 18 present information on the results of the PECE and EECE from 2009 to 2019. During this period in PECE, the number of institutes rose by 21.4%; the number of students included in the Descriptive Roll (DR) increased by 29.1%; the number of students appearing in the examination increased by 34.6%; and the number of students who passed the examination rose by 44.7%. In the 2013 PECE, the number of institutes dropped because the ROSC schools did not participate in the exam as it was the completion of ROSC's first phase and the beginning of the second phase of the project. In the 2019 PECE number of institutes dropped (4,561) compare to 2018 PECE mainly dropped NGO (524), BRAC (3,147) and Ananda schools (3,026), although Kindergarten increased (1,065)

The PEDP4 **Non-KPI 1** – 'Grade 5 PECE participation rate based on DR', the following Table 19 measure the performance. In 2019, total 2,454,151 students from 98,811 schools took part the exam compares to 2,776,882 students from 103,948 schools in 2018. About 96.05% of eligible students (in the DR) appeared in the exam based on eligible students (in the 'descriptive roll' or DR). Overall, 95.5% passed the PECE 2019 based on appeared in the exam, about 91.7% passed based on eligible students (in the 'descriptive roll' or DR).

Table 19: Results of PECE and EECE (participation and pass based on DR and present) 2019

	Schools	Average student in each Institutes.	Eligible students (DR)	Present students	Participation rate	Students passed	Pass rate, as % of present students	Pass rate, as % of eligible students
	(1)		(2)	(3)	= (3) / (2)	(4)	= (4) / (3)	= (4) / (2)
Formal schools								
01. GPS	37,189	35	1,285,532	1,244,736	96.83%	1,195,027	96.01%	92.96%
02. RNGPS	34	15	506	470	92.89%	426	90.64%	84.19%
03. Model Govt.	505	90	45,664	44,557	97.58%	43,518	97.67%	95.30%
04. Experimental	64	30	1,935	1,901	98.24%	1,885	99.16%	97.42%
05. Temp. RNGPS	291	8	2,391	2,060	86.16%	1,900	92.23%	79.46%
06. Kindergarten	23,267	17	403,622	386,843	95.84%	379,331	98.06%	93.98%
07. NGO	1,606	20	31,785	29,893	94.05%	27,536	92.12%	86.63%
08. Community	65	10	633	557	87.99%	477	85.64%	75.36%
09. NRNGPS	3,536	8	28,528	24,395	85.51%	21,965	90.04%	76.99%
10. High schools attached primary	1,897	71	135,369	130,858	96.67%	128,527	98.22%	94.95%
14. Govt. High Att.	50	152	7,589	7,535	99.29%	7,501	99.55%	98.84%
15. 1500 School Project	1,140	18	20,077	19,171	95.49%	18,201	94.94%	90.66%
16. NNPS	26,244	20	535,156	511,687	95.61%	476,359	93.10%	89.01%
17. Others	85	8	694	609	87.75%	556	91.30%	80.12%
Non-formal schools								
11. BRAC	670	24	16,149	15,720	97.34%	15,504	98.63%	96.01%
12. Ananda	1,966	18	36,354	30,353	83.49%	22,575	74.37%	62.10%
13. Shishu Kalyan	202	15	3,080	2,806	91.10%	2,455	87.49%	79.71%
Total	98,811	26	2,555,064	2,454,151	96.05%	2,343,743	95.50%	91.73%
Madrasahs								
18. Ebtedayee	6,719	14	93,951	78,031	83.05%	74,567	95.56%	79.37%
19. Dakhil & higher	9,200	28	258,125	226,147	87.61%	217,308	96.09%	84.19%
	15,343	22	352,076	304,178	86.40%	291,875	95.96%	82.90%
Grand Total	114,730	25	2,907,140	2,758,329	94.88%	2,635,618	95.55%	90.66%

Source: PECE and EECE results

The main findings of the 2019 PECE result are as follows:

- A total of 2,555,064 grade 5 students, Girls 1,376,978 (53.89%) and Boys 1,178,146 (46.11%) is included in the Descriptive Role (DR) from the 98,811 formal and non-formal primary education institutes in 2019. This total was lower by 221,818 (Girls 122,068 and Boys 99,750) students in the DR and 5,137 formal and non-formal primary education institutes compare to 2018 PECE. In 2019, number of students as well as institutes reduced due to reduced 524 NGO schools, 3,147 BRAC schools and 3,026 ROSCII Ananda schools. It is noted that there were 198,772 more girls than boys in the DR in 2019.

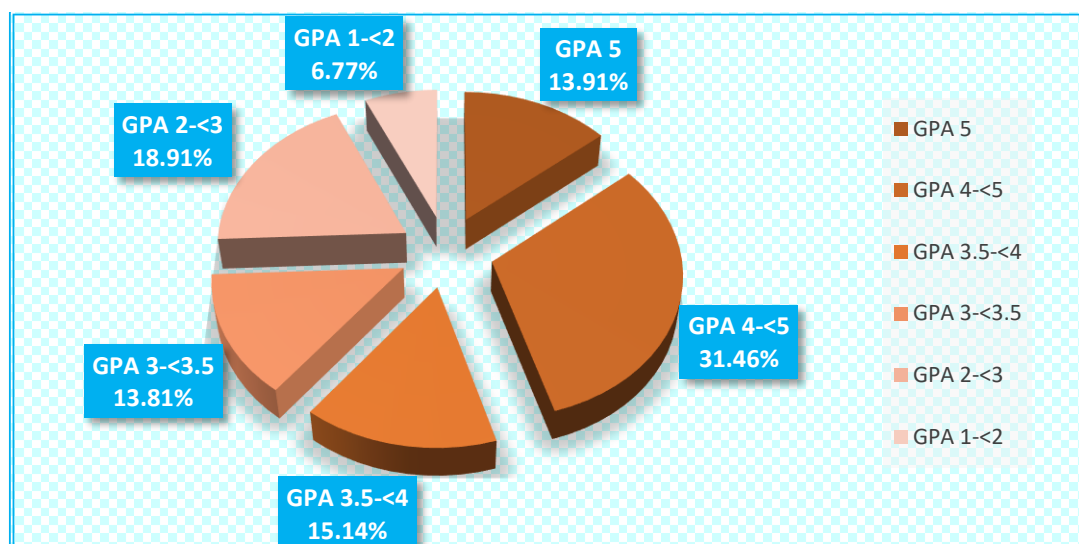
- A total of 2,454,151 students Girls 1,329,926 (54.19%) and Boys 1,124,225 (45.81%) sat the exam. As per the DR, the participation rate was 96.05%. The participation rate for girls was 96.59% and that of boys 95.42%.
- The students are required to score at least 33% in all six subjects to pass the examination. The overall pass rate for students from formal and non-formal institutes was 95.5% (total 2,343,743 students passed). The gender difference is negligible although girls are slightly ahead of boys, girls 1,271,589 (95.6%) and boys 1,072,154 (95.4%).
- There was virtually no variation in the pass rates by DPE manages school type in PECE. The pass rate almost all formal schools was nearer above 90%; and non-formal pass rate was nearer to or above 85%;
- Barisal Division had the highest pass rate of 96.93%. Sylhet division had the lowest pass rate of 91.94%
- Out of 64 districts, Gazipur district ranked first with a pass rate of 99.14%. Faridpur district had the lowest pass rate of 85.96%.
- Out of 510 Upazilas/Thanas, the vast majority of Upazilas achieved pass rates near or above 90%. The Daulatkhan Upazila under Bhola district had the highest pass rate (100%) and Daxin Sunamgonj upazila under Sunamgonj district had the lowest pass rate of 61.87%
- Total 4,471 special needs children (2,041 girls and 2,430 boys) were included in the DR list of PECE; of these, 4,179 students (1,910 girls and 2,269 boys) appeared for the examination and 3,757 students passed (1,910 girls and 2,269 boys). The participation and pass rate were 93.47% and 89.9% respectively.
- A total of 7,386 repeaters from 2018 PECE was listed in the 2019 DR, 6,743 appeared in the examination and 6,026 passed. The pass rate was 89.37%.
- **The schools with best results were:** Government high school had the highest pass rate 99.55%, PTI Experimental schools 99.16%, Model GPS 97.67%, GPS 96.01%, 1500 project government primary schools 94.94%, NNPS 93.1%, Temporary RNGPS 92.23%, RNGPS, 90.64%, NRRNGPS, 90.04%, BRAC schools 98.63%, High school attached primary section 98.22%, Kindergarten 98.06%, NGO manages schools 92.12%, Shishu Kalyan trust schools 87.49%, Community Schools 85.64% and Ananda Schools 74.37% respectively.
- **Student achievement was as follows:** 326,088 (13.91%) students were awarded GPA 5, off these 184,637 girls and 141,451 boys; a total of 737,507 (31.46%) awarded GPA between 4 to below 5, off these 410,025 girls and 327,482 boys; a total of 354,740 (15.14%) awarded GPA between 3.5 to below 4, off these 193,156 girls and 161,584 boys; a total of 323,648 (13.81%) awarded GPA between 3 to below 3.5, off these 172,709 girls and 150,939 boys; a total of 443,112 (18.91%) awarded GPA between 2 to below 3, off these 231,493 girls and 211,619 boys; a total of 158,648 (6.77%) awarded GPA between 1 to below 2, off these 79,569 girls and 79,079 boys.
- There were total 1,804 students at 397 schools (GPS 3, RNGPS 1, Temp. RNGPS 18, Kindergarten 83, NGOs schools 16, Community 4, NRRNGPS 231, High school attached primary section 6, others 3, NNPS 7 and ROSC Ananda schools 25) listed in the DR but no one can appeared in the PECE 2019.

In 2019, total 10 GPSs (GPS 3 and NNPS 7), not participated in the 2019 PECE though listed in the DR. Equally, no students passed from the 42 GPS (GPS 5, NNPS 35 and 1500 project GPSs 2). Similarly, in 2018 PECE, no students participated in the exam from 8 GPSs and no students passed from 20 GPSs and in 2017 PECE, no students participated the exam from 8 GPSs and no students passed from 79 GPSs

It has merit to investigate why the students from GPS not listed in DR and not passed in the exam

- There were total 2,395 students at 341 schools (GPS 5, RNGPS 2, Temp. RNGPS 8, Kindergarten 72, NGOs schools 28, Community 1, NRNGPS 107, High school attached primary section 6, Shishu Kalyan 1, others 4, 1500 project 2, NNPS 35 and ROSC Ananda schools 70) participated but no one can passed in the PECE 2019

Figure 15: Distribution of grade points of students in the PECE by all type of schools 2019



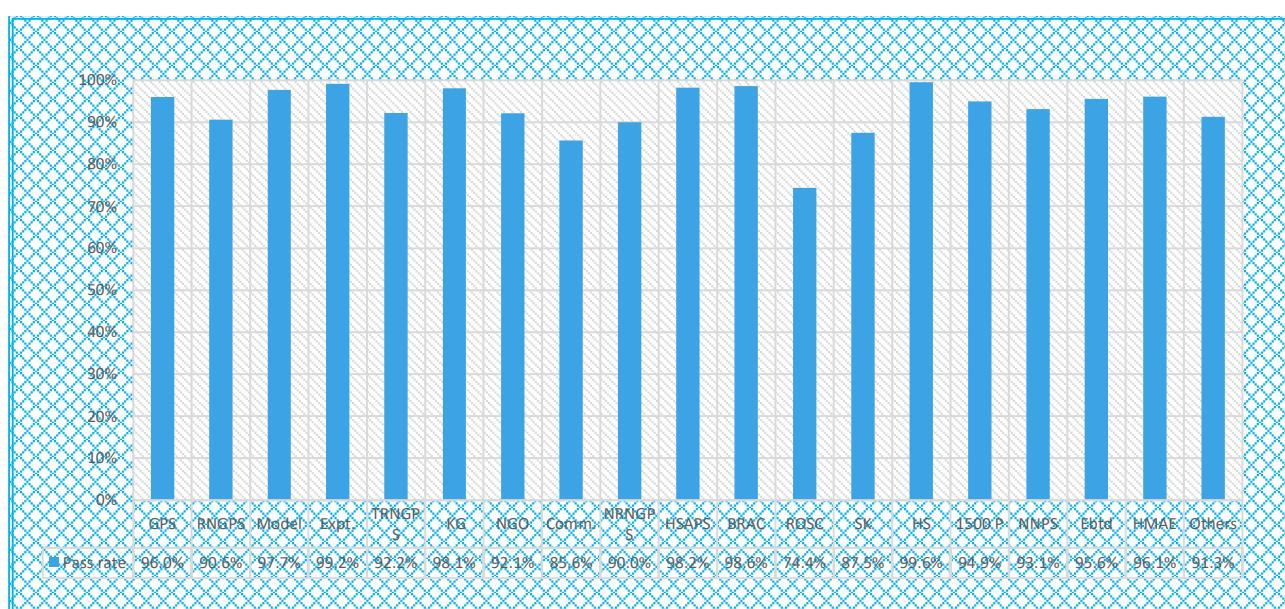
Source: PECE 2019

The major findings of the EECE 2019 results are as follows:

- In 2019 EECE, a total of 352,076 grade 5 students [Girls 164,686 (46.78%) and Boys 187,390 (53.22%)] was included in the Descriptive Role (DR) from the 15,919 Ebtedayee Madrasahs and High Madrasahs attached Ebtedayee sections compare to 319,388 grade 5 students [Girls 167,957 (47.41%) and Boys 167,957 (52.59%)] was included in the Descriptive Role (DR) from the 15,343 Ebtedayee Madrasahs and High Madrasahs attached Ebtedayee sections in 2018 PECE, in 2017, a total of 294,381 students [Girls 139,941 (47.54%) and Boys 154,440 (52.46%)] was included in the DR from the 13,355 Ebtedayee Madrasahs and High Madrasahs attached Ebtedayee sections.
- In 2019 EECE, total 304,118 (86.39%) students [girls 146,242 (48.08%) and Boys 157,936 (51.92%)] participated in the EECE based on DR. The participation rate was 86.39% (girls 88.8% and boys 86.4%) in 2019.
- The students are required to score at least 33% in all 8 subjects to pass the examination. The overall pass rate for students from Ebtedayee and attached Ebtedayee was 95.96% (total 291,875 students', girls 141,040 and boys 150,835 passed the EECE 2019). The gender difference is negligible although girls are slightly ahead of boys, girls 96.44% and boys 95.5% respectively.
- The pass rate of EECE is 95.96% (girls 96.44% and boys 95.5%) which is little bit higher than that of PECE 95.5% (boys 95.4% and girls 95.6%) based on appeared students. Considering the DR EECE pass rate is (82.9%) which is lower than PECE (91.7%)
- There was virtually no variation of pass rates by type in EECE. The pass rate of both Ebtedayee Madrasahs was 95.56% and High Madrasahs attached Ebtedayee sections was 96.09%
- Rajshahi Division had the highest pass rate of 97.81%. Sylhet division had the lowest pass rate of 91%

- District-wise Naogaon district ranked top with a pass rate of 99.84%. Sunamgonj district had the lowest pass rate at 86.3%). Ali Kadam Upazila in Bandarban district ranked the lowest at 64.8% pass rate. It is noted that, 83 Upazilas have the 100% pass rate out of 510 Upazilas
- There were 240 special needs children (99 girls and 141 boys) included in the DR list; of them, 214 students (92 girls and 122 boys) sat for the examination and 197 students passed. The participation and pass rates were 89.17% and 92.06% respectively
- A total of 2,738 students from the 338 (Ebtedayee 289 and attached 49) madrasahs did not participate in the examination
- No student passed from 40 madrasahs (Ebtedayee 29 and High Madrasahs attached Ebtedayee only 11)
- A total of 11,877 (4.07%) students was awarded GPA 5, a total of 146,381 (50.15%) awarded from GPA 3.5 to below 5 and total 133,617 (45.78%) awarded from GPA 1 to below 3.5

Figure 16: PECE and EECE Pass Rate based on DR by type of schools 2019

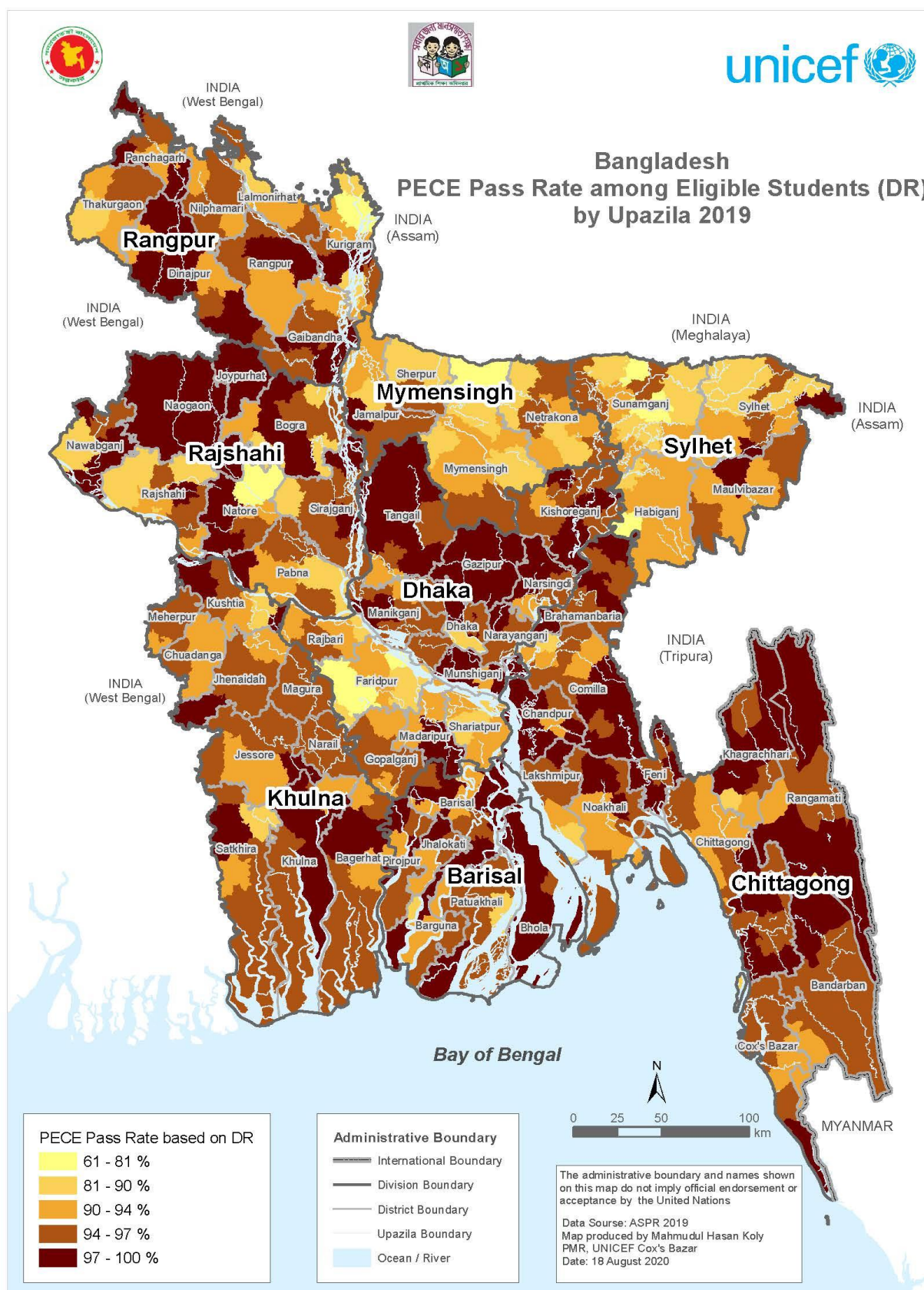


Source: PECE and EECE 2019

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 have 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 gradually 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 and EECE to become a viable instrument for assessing student learning achievements during the period of PEDP4

There are debates on both the positive and negative aspects of PECE exam whether it will be continued or not. The positive thing is the PECE has been playing a vital role to ensuring the more children in the system who completing primary education cycle. In addition, the introduction of PECE has created positive impact on increased contact hours of grade 5 student as all schools operating single shift of grade 5. The negative impact is the test items are not 100 percent competency based as per requirement of curriculum. PECE need to be continued with some reforms specially to develop 100 percent competency-based test item from the next exam

Figure 17: Pass rate among eligible students of PECE by Upazila 2019



Source: 2019 PECE

3.2.1 Children taking PECE from NFE institutes

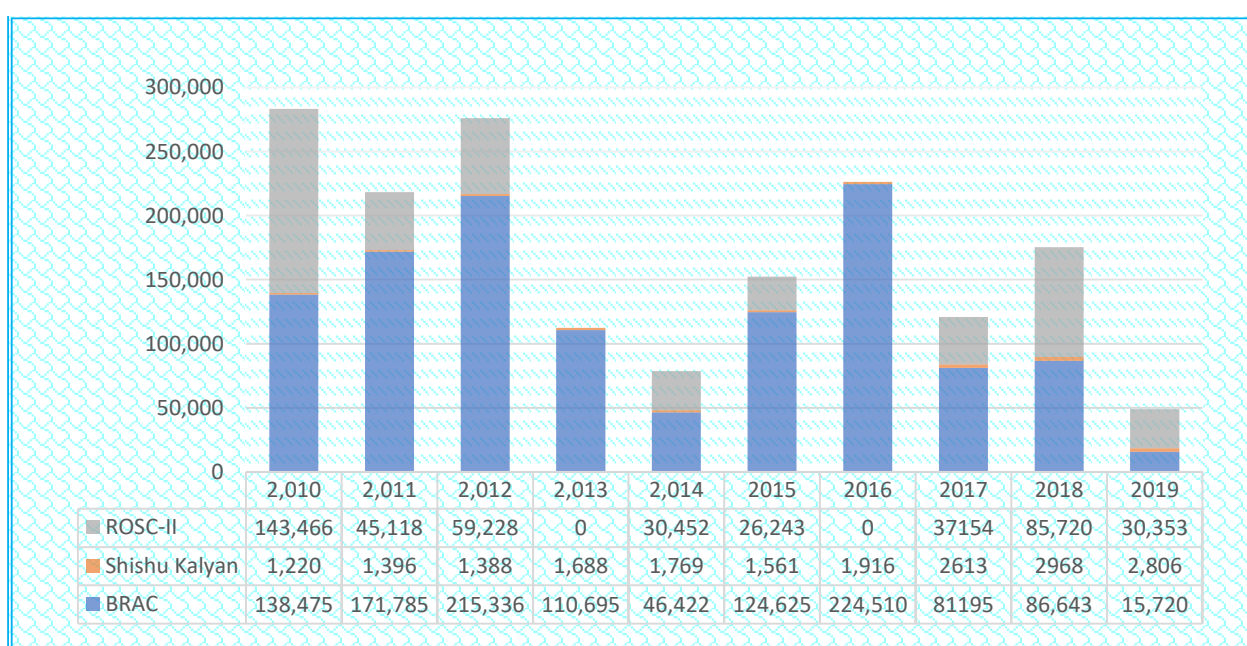
The Non-KPI-5 - 'Number of children from NFE institutes taking PECE'- was included in the PEDP3 document. A total of 48,879 students from NFE institutes (BRAC, ROSC and Shishu Kalyan only) appeared in the PECE in 2019 compared to 283,161 (BRAC, ROSC and Shishu Kalyan) in the PEDP3 baseline 2010, total 218,299 in 2011, total 275,952 in 2012, total 112,383 in 2013, total 78,643 in 2014, total 152,429 in 2015, total 226,426 in 2016, total 120,962 in 2017 and total 175,331 in 2018. The student participation rate increased remarkably by 93.8% in 2015 compared to 2014, by 48.5% in 2016, by reduced 46.6% in 2017 and further increased by 44.9% in 2018 remarkable dropped in 2019. Figure 18 outlines the number of children who participated between 2010 and 2019. 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, 4.3% in 2016, 29.1% in 2017 and 10.1% in 2018 respectively did not appeared 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, again decreased in 2017 as well as 2018 and 2019 (see below Table 20). In 2016, ROSC children did not participate in the PECE 2016. The trend of NFE children who have participated in PECE is shown in the below Figure 18.

Table 20: Number of NFE Children appeared in the PECE 2010-2019

	2,010	2,011	2,012	2,013	2,014	2015	2016	2017	2018	2019
BRAC	138,475	171,785	215,336	110,695	46,422	124,625	224,510	81195	86,643	15,720
Shishu Kalyan	1,220	1,396	1,388	1,688	1,769	1,561	1,916	2613	2968	2,806
Ananda School (ROSC)	143,466	45,118	59,228	-	30,452	26,243	--	37154	85,720	30,353
Total	283,161	218,299	275,952	112,383	78,643	152,429	226,426	120,962	175,331	48,879

Source: PECE result 2010-19

Figure 18: Number of Children from NFE institutes taking PECE 2010-2019



Source: PECE results 2010-2019, note: ROSC children are not attended in the 2016 PECE

3.3 Equitable access and participation of pre-primary and primary education

Access to and participation in pre-primary and primary education has been gradually improving since 2010. In addition, gender and social disparities in enrolment has also been narrowing. 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 decentralization in the primary education sector collectively are a crucial component of the PEDP4 Programs' intervention.

The PEDP4 Results Area 2 on Equitable access and participation in primary education are measures through outcomes level indicators - 16 KPIs and 4 Non-KPIs which are outlines in this section.

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

As APSC is the main source of data for calculating the access and participation related indicators, APSC data coverage of educational institutes, the annual growth was about 6.3 percentage points between 2008 and 2019, 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, by 3.63 percentage points between 2015 and 2016 and 5.9% percentage points between 2016 and 2018, and dropped at 3 percentage points between 2018 and 2019 (see the above Table 2, page 38, for comparison of coverage).

Based on HIES 2016 report, the share of Govt. primary schools has decreased to 80.2% in 2016 from 81.64% in 2010 and the share of Govt. subsidized school has gone down to 10.45% in 2016 from 11.89% in 2010. The percentage of Non-Govt. school increased to 4.6% in 2016 from 1.77% in 2010. It is notable that the share of madrasahs (recognized) has increased to 2.29% in 2016 from 1.72% in 2010, while the share of NGO run schools decreased to 0.98% in 2016 from 2.52% in 2010.

The PEDP4 program document as well as the DPP 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 essential to include the by year and by Upazila single age projected population figures (age 5 to 15) in the PEDP4 program document for easy reference for calculating indicators. In this regard as population figures is denominator and each year projected population gradually decreasing and significant issue of the decreasing trend is not consistent by year.

3.3.1 Pre-primary education (PPE)

The Directorate of Primary Education (DPE) supported by the MoPME has taken many initiatives for the development of PPE since 2010. 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. The Development Partners (DPs) and local NGOs providing technical assistance and materials to the Government in the PPE initiative. Accordingly, Government conducted mapping exercise of the PPE services, developed an operational framework for the development of PPE, which envisages the formalisation of the system through the development of curriculum and materials. Under the PEDP3, developed PPE minimum Quality Standards, PPE Expansion Plan and Go-NGO collaboration framework and block allocation for the schools for scaling up the PPE. The PEDP3 supported the implementation of this framework and created 37,672 additional posts of assistant teachers for PPE classes (one for each GPS). Under the PEDP4, recruited 33,974 PPE teachers, deployed, and trained for professional development of specialised PPE skills. The PEDP4 also planning to create 25,800 posts and recruit and deployed 25,800 pre-primary teachers to cover all the NNPS.

Under the PEDP4, performance of Pre-Primary Education (PPE) measure by the below 3 KPIs and 1 Non-KPI:

KPI 1 - Percentage of children who completed 1 year 1 year of PPE

KPI 16 GER of PPE, SDG 4.2

KPI 17 - NER of PPE, SDG 4.2.3

Non-KPI 1 - Percentage of grade 1 new intakes who completed PPE

In 2019, there were **1,782,079** children enrolled in PPE up from 1,683,192 in 2018 in Government Primary Schools (GPSs) and Newly Nationalized Government Primary School (NNPSs) – more than double the enrolment of the PEDP3 baseline year 2010 (up 102%). Almost 100% of the GPS and 96.2% of NNPS are now offering pre-primary education. Even though the official age for pre-primary education is age 5, The MICS 2019 report on the state of pre-primary education in Bangladesh indicates that children belonging to a wide range of 3-10 years were found to be enrolled in pre-primary classes. Year wise enrolment in the PPE classes presents in the following Table 21 and enrolment by types of schools in Table 22.

Table 21: Enrolment in pre-primary education (GPS and NNPS only) 2010- 2019

Year	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	311,854	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
2017	1,220,780	605,820	614,960	596,959	297,971	298,988	1,817,739	903,791	913,948
2018	1127,207	557,457	569,750	555,985	276,340	279,645	1,683,192	833,797	849,395
2019	1,174,209	579,508	594,701	607,870	301,218	306,652	1,782,079	880,726	901,353

Source: APSC 2010-2019 reports. Note: The enrolment of PPE has increased due to enrolment of underage and over age children in PPE and this is identical with the 2019 population cohort (4-6 years). In addition, share of PPE students also increased in other type institutes

Table 22: Enrolment in pre-primary education by schools' type 2019

SL.	Type of School	No. of school	Pre –Primary Student Enrolment			
			Boys	Girls	Total	% of Girls
1	GPS	39,104	579,508	594,701	1,174,209	50.65%
2	NNPS	25,988	301,218	306,652	607,870	50.45%
	Total GPS and NNPS	65,092	880,726	901,353	1,782,079	50.58%
3	Other DPE managed	3,648	47,691	48,222	95,913	50.28%
4	EbM	2,548	42,046	38,552	80,598	47.83%
5	Other schools /LCs	33,847	923,271	904,380	1,827,651	49.48%
	Total Other schools	40,043	1,013,008	991,154	2,004,162	49.45%
	Grand Total	105,135	1,893,734	1,892,507	3,786,241	49.98%

Source: APSC 2019 report

About 2 million children receive pre-primary education in other types of institutions (except GPS and NNPS), including NGO-run schools and kindergartens (see the above Table 22)

3.3.2 Gross and Net enrolment rate (GER and NER) of Pre-primary education (PPE):

The PEDP4 also prioritized the PPE and will support to recruit and deploy additional PPE teachers to cover all the NNPS and need-based construction of additional PPE classrooms in the NNPS. For this reason, in the PEDP4 included the above 2 KPIs for measuring the PPE performance. The following Table 23 shows the level of GER and NER of the PPE classes widely known as 'baby class', which is the term commonly used for pre-primary education, in GPS and NNPS.

GER of PPE - the gross enrolment rate, in other words the number of children enrolled in PPE classes relative to the total population of children aged 5 years (official PPE school age). The Gross Enrolment Rate (GER) in Pre-Primary Education (PPE) was 130.6% (girls 133.4% and boys 126.9%) in APSC 2019 up from 125.2% (girls 127.6% and boys 122.9%) in 2018 and at 145% (Boys 149% and Girls 147%) in 2016 of the PEDP4 baseline (see below Table 23 for different years GER).

Currently, PPE is for only 1 year (5 years of age), it is strongly recommended to increase the duration of PPE from 1 year to 2 years for covering age group 4-5 years

NER of PPE - the net enrolment rate in PPE classes, in other words the number of children of the official PPE classes age (5 years) enrolled in PPE classes relative to the total population of children aged 5 years. The Net Enrolment Rate (NER) in PPE was 94.3% (girls 94.6% and boys 93.6%) in APSC 2019 slightly up from 94.2% (girls 92.2% and boys 96.2%) in 2018 and at 86.3% (Boys 88.5% and Girls 87.4% in 2016 of the PEDP4 baseline (see below Table 23 for different years NER)

Table 23: GER and NER of PPE 2016-2019

	GER of PPE			NER of PPE		
	Total	Boys	Girls	Total	Boys	Girls
2016 (PEDP4 Baseline)	145%	149%	147%	86.3%	88.5%	87.4%
2017	134%	134.7%	133.3%	93.8%	93.8%	92.1%
2018	125.2%	122.9%	127.6%	94.2%	96.2%	92.2%
2019	130.6%	126.9%	133.4%	94.3%	93.6%	94.9%

Source: APSC 2016-19 reports, in 2019 PPE - GER reported based on APSC database and PPE-NER adjusted from APSC 2019 report

3.3.3 Percentage of grade 1 students who completed 1 year of PPE

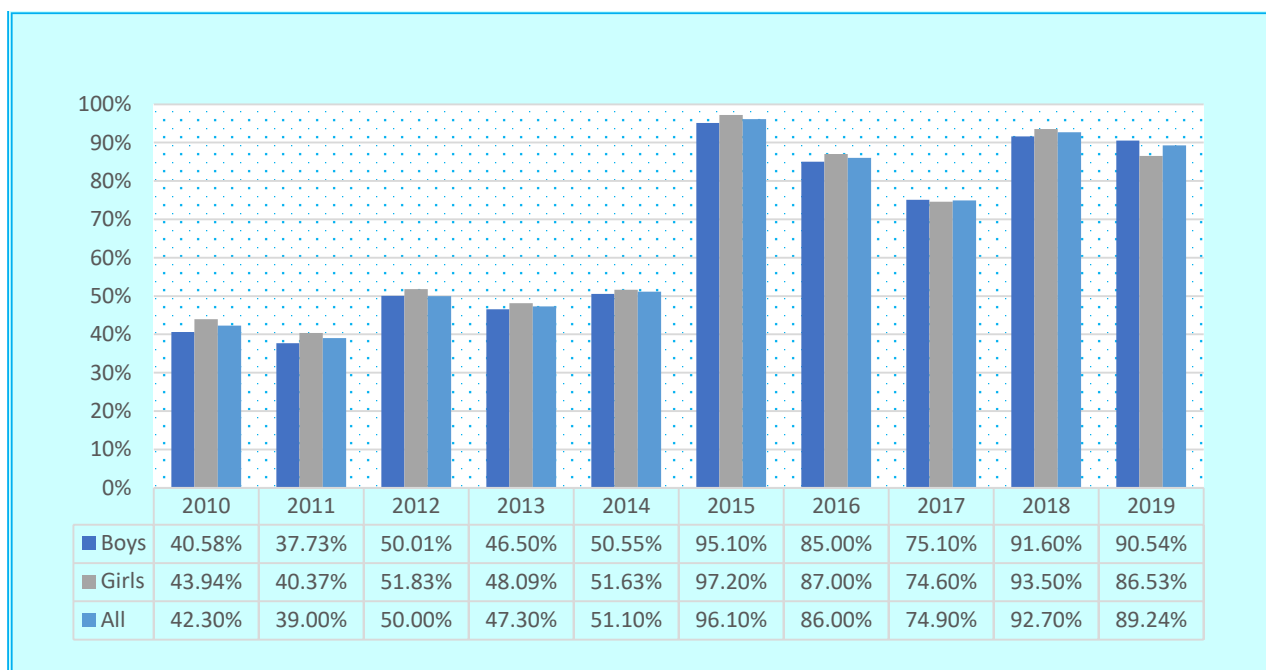
In the PEDP4, Percentage of children who completed 1 year of Pre-Primary Education (PPE) is a KPI 1 although it is an output related indicator (PSQL) rather than outcomes indicators. However, in the 2019 APSC, about 100% GPS and 96.5% NNPS reported that they had children attending separate 'PPE class' with designated PPE teachers. In 2019, around 89.24% of grade 1 students in primary schools have attended pre-primary education compare to 86% in 2016 of the PEDP4 baseline in grade 1 students of primary schools have attended pre-primary education (70.4% completed in the same school and 18.6% from the other schools). During the PEDP4, there was specific interest in the percentage of new entrants into grade 1 who have completed pre-primary education and reinforced to implement PPE since 2010 as improve the situation as expected. The following Table 24 and Figure 19 indicate that the enrolment of children with PPE in grade 1 has increased since 2011. The growth rate went from 40.3% to 87% between 2011 and 2019 (see below Table 24 and Figure 19).

Table 24: Grade 1 students with pre-primary education, 2010 - 2019

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Boys	40.58%	37.73%	50.01%	46.50%	50.55%	95.10%	85%	75.1%	91.6%	90.54%
Girls	43.94%	40.37%	51.83%	48.09%	51.63%	97.20%	87%	74.6%	93.5%	86.53%
All	42.3%	39%	50%	47.3%	51.1%	96.1%	86%	74.9%	92.7%	89.24%

Source: APSC 2010-19 report

Figure 19: Grade 1 students with pre-primary education (GPS & NNPS) 2010-2019



Source: APSC 2010-19 reports

The following Table 25 shows that 70.6% of all grade 1 students from own schools and 18.6% of new entrants had completed pre-primary education and enrolled in grade 1.

Table 25: Percentage of grade 1 student and new entrants completed PPE in 2019

As percentage (%) of:	Type	Boys	Girls	Total
Grade 1 students with PPE from own schools	GPS	74.1%	72.7%	71.1%
	NNPS	65.5%	72.8%	70%
	Total	71.7%	73.2%	70.6%
Grade 1 students, new entrants with PPE	GPS	20.8%	19.3%	19%
	NNPS	16.4%	17.2%	16.9%
	Total	19.4%	18.8%	18.6%

Source: APSC 2019 report

3.3.4 Enrolment of special needs (disable) children in PPE

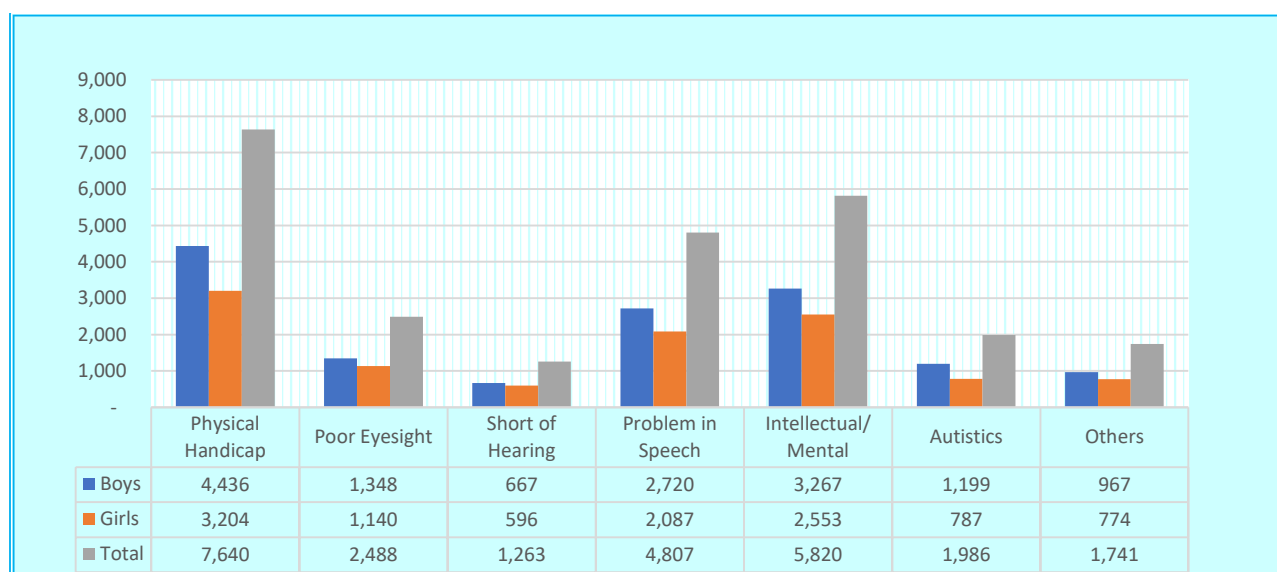
The enrolment of special needs children in the mainstream primary education is one of the core elements of the PEDP3 as well as PEDP4. A total of 25,754 special need children (girls and boys) enrolled in 2019 slightly up from 25,156 (boys 14,312 and girls 10,844) enrolled in the DPE managed PPE classes in 2018 and more than double at 11,272 (boys 6,322 and girls 4,905) enrolled in the DPE managed PPE classes in the PEDP4 baseline 2016 (see below Table 26 and Figure 20).

Table 26: Special need children by type of disabilities and gender in PPE 2019

Type of Disabilities	Boys	Girls	Total
Physical Handicap	4,436	3,204	7,640
Poor Eyesight	1,348	1,140	2,488
Short of Hearing	667	596	1,263
Problem in Speech	2,720	2,087	4,807
Intellectual/ Mental	3,267	2,553	5,820
Autistics	1,199	787	1,986
Others	967	774	1,741
Total	14,604	11,141	25,745

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

Figure 20: Enrolment of special need children in pre-primary education 2019



Source: APSC 2019, Note: DPE used the definition of different type of disabilities provided by the UNICEF

3.3.5 Early Childhood Care and Development (ECCD) in Bangladesh

In Bangladesh ECCD is not well developed, initiatives regarding ECCD in Bangladesh started in the mid-1990s through NGO initiatives supported by DPs. Early childhood period is considered to the period from birth to eight years old. This period is crucial for physical growth and especially brain development as well as building the foundation of learning and development. Following the Dakar Framework (UNESCO, 2000), a basic transformation in the concept as well as in ECCD implementation strategies took place globally by broadening focus from just education. This reform expressed that child development must start in pregnancy and include health, nutrition and safety during development. There are several policies that cover ECCD in Bangladesh and it is considered as integral part of the right to education within national legislation. So far 18 major policy initiatives have been taken through Government and NGO collaboration. The most important of these are: National Child Policy 2011 (MoWCA, 2011); Comprehensive ECCD Policy, 2013 (MoWCA, 2013); Early Learning Development Standard-ELDS (MoWCA, 2015), National Pre-primary Curriculum (NCTB, 2011); and Draft Day Care Act (MoWCA). In addition to this, a civil society initiative known as Bangladesh Early child development Network (BEN) has strengthened government-NGO collaboration in ECCD. BEN conducted an ECCD mapping in Bangladesh in 2014 and developed a database and a directory based on the findings.

Review of literature (BEN, 2014) indicates that there are three types of ECCD approaches in Bangladesh considering age range:

- a. Day care centres (for the children 0-3 of years age)
- b. Community based early learning centres (for the children 4-5 of years age)
- c. Pre-primary education (5+ years) within 5-6 years

In Bangladesh, community based early learning centres are designed to provide various services for children who are 3-5 years old. These centres are mostly NGO driven supported by the DPs. BRAC and some other NGOs and iNGOs (Aga Khan Foundation, CARITAS, Dhaka Ahsania Mission, FULKI, Plan Int., RDRS, SUROVI, Save the Children, World Vision including others) has been operating the education programme for the 3-5 years old children. BRAC were involved with this initiative to develop the models of ECD supported by UNICEF. As an outcome of the project, several models emerged through piloting, for example, 'Para Kendra' in Chattogram Hill Tracts (CHTs), and 'Shishu Bikash Kendra (SBK)' or center based early-learning centers year old children.

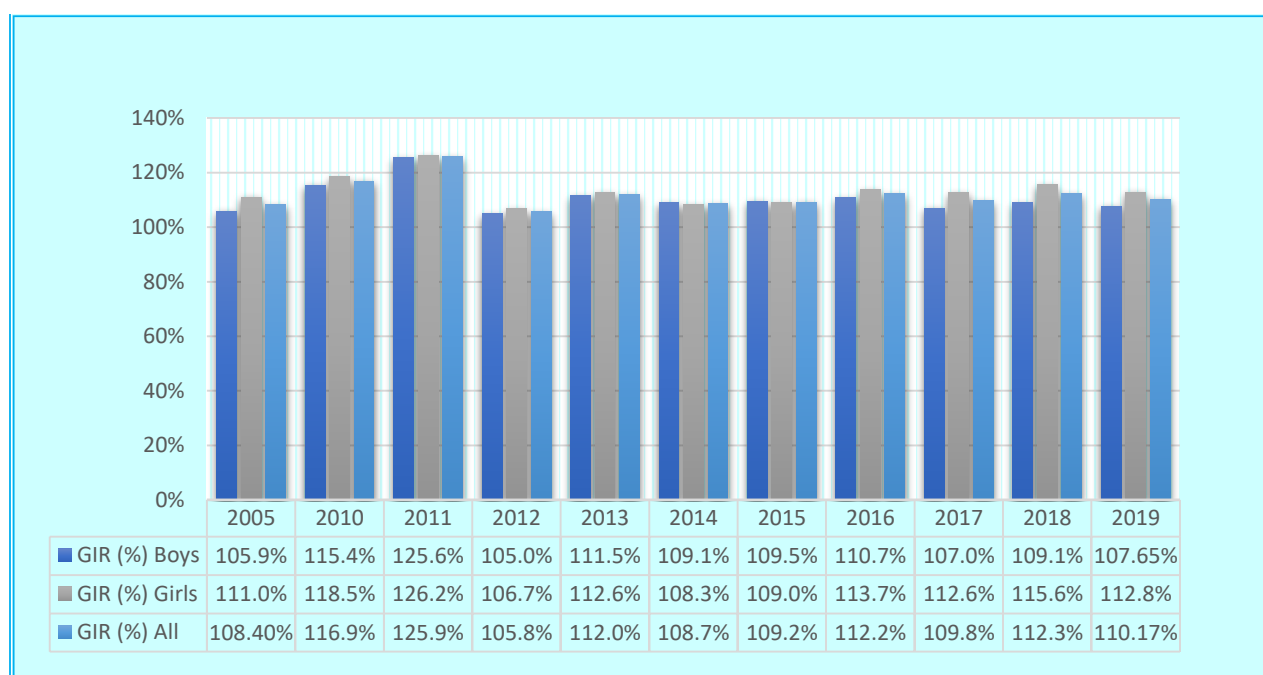
The Government of Bangladesh also offers some religious education centred early childhood education based in mosques and temples. Ministry of Religious Affairs- in is "temple-based" (Mandir Vittik Shikha) education MORA report claimed that in two years through 2,687 centres this project provided pre-primary education to 1,61,220 children. In addition, the MORA recognizes 24,000 mosque-based early learning centres for 4-5 years old children.

The MICS 2019 report reveal that Early Child Development Index (ECDI) is 74.5%. ECDI refers as percentage of children age 36-59 months who are developmentally on track in at least three of the following four domains: literacy-numeracy, physical, social-emotional, and learning. Another indicator 'percentage of children age 36-59 months who are attending an early childhood education programme' is 18.9%. As relevant stakeholders recommended to introduce ECD programme in the GPS for improving the attendance.

3.4 Gross and Net Intake Rate (GIR & NIR) of primary education sector

Gross Intake Rate (GIR): In terms of access, school intake - gross intake and net intake enrolment rates are edging and the gross intake rate (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 **slightly varied** over the period 2005-2019 at around 105-112% but increased by 116.9% in 2010, by 125.9% in 2011 and fluctuated over the period 2010-2019 (except 2010 and 2011) due to under and over age enrolment. In 2019, GIR stands at **110.17% (112.80% girls and 107.65% boys)** compare to 112.3% (115.6% girls and 109.1% boys) in 2018 and to 112.2% (113.7% girls and 110.7% boys) in 2016 (PEDP4 baseline). By years GIR presents in the following Figure 21.

Figure 21: Gross intake rate by gender 2005, 2010 - 2019



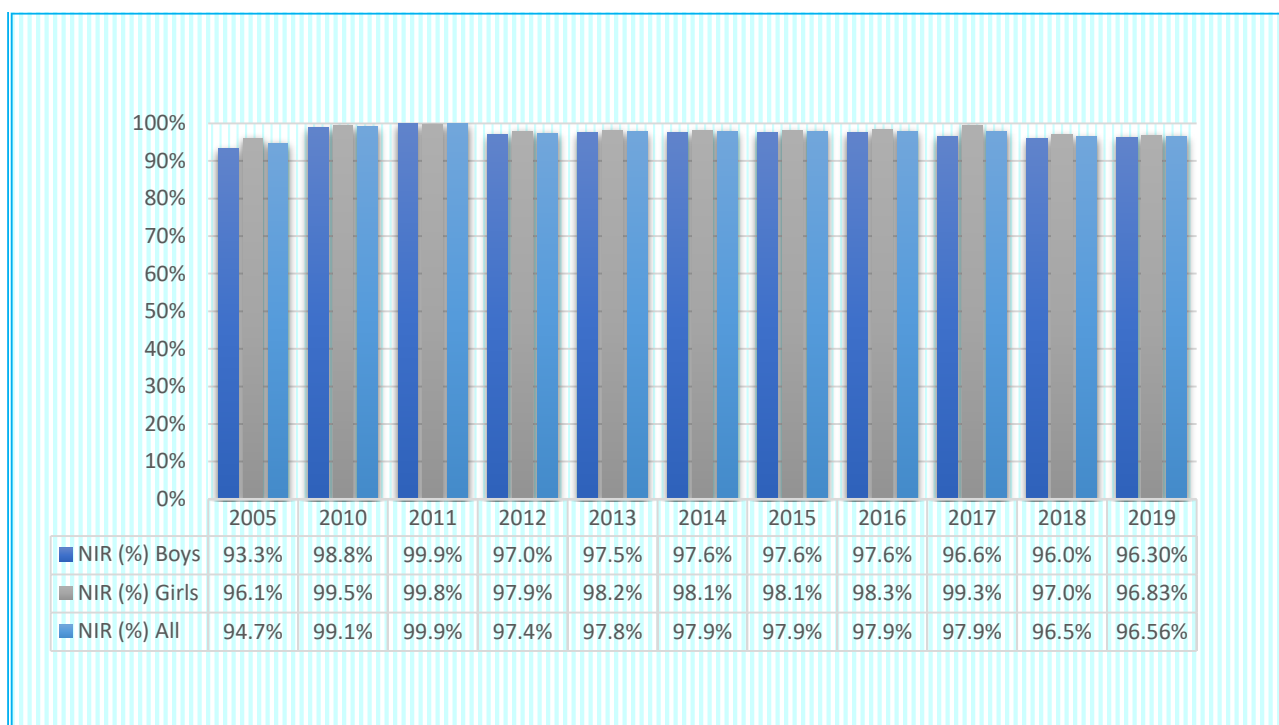
Source: Different years APSC reports

Net Intake Rate (NIR) of primary education:

The net intake rate (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 slightly varied over the period 2005-2019 at around over 95%. In 2019, NIR stands at 96.56% (96.83% girls and 96.30% boys) which is persistent compare to 96.5% (97% girls and 96% boys) in 2018 and also lower than 97.9% (98.3% girls and 97.6% boys) in 2016 of the PEDP4 baseline. The following Figure 22 presents different years NIR and Table 27 for by district GIR and NIR.

In Sylhet division, there are 4 districts and all 4 districts have the lowest GIR and NIR in 2019 followed by Thakurgaon district. Under the Barisal division, all the districts have the highest GIR as well as NIR. Similarly, Other highest performing districts of GIR and NIR are 3 districts (Bandarban, Brahmonbaria and Chandpur) under Chattogram division, 1 district (Netrokona) under Mymensingh division, 3 districts (Dhaka, Faridpur and Gazipur) under Dhaka division, 1 district (Rajshahi) under Rajshahi division, 1 district (Rangpur) under Rangpur division and 3 districts (Bagerhat, Chuadanga and Jashore) under Khulna division. It is not clear why maximum divisional HQs districts have the lowest NIR (Syhet, Rangpur, Rajshahi, Khulna and Mymensingh districts). It has merit to investigate the findings to know what the reasons are behind for it.

Figure 22: Net Intake Rate by Gender (NIR) 2005, 2010 – 2019



Source: Different years APSC reports

Table 27: By District Gross and Net Intake Rate (GIR & NIR) 2019

Division	District	Gross Intake Rate (%) 2019			Net Intake Rate (%) 2019		
		Boys	Girls	All	Boys	Girls	All
Barisal	Barguna	107.97	111.18	109.39	97.32	93.38	94.97
	Barisal	96.92	102.54	99.67	92.64	97.21	94.89
	Bhola	99.72	110.12	104.78	96.29	78.67	87.82
	Jhalokathi	102.96	100.43	101.67	95.11	97.61	96.32
	Patuakhali	97.57	98.47	97.96	97.52	93.38	95.39
	Pirojpur	102.50	114.84	108.29	89.66	97.13	93.24
Chattogram	Bandarban	115.67	106.93	110.77	89.47	88.30	88.63
	Brahmonbaria	105.14	102.77	104.03	97.73	98.11	97.95
	Chandpur	101.38	120.94	110.67	98.12	97.42	97.92
	Chattogram	98.64	98.41	98.58	97.18	97.46	97.36
	Cumilla	101.62	105.96	103.75	97.38	97.18	97.29
	Cox's Bazar	92.21	97.79	94.94	88.03	96.73	92.25
	Feni	107.75	110.13	108.92	94.04	98.77	96.35
	Khagrachhari	108.20	102.01	105.11	97.39	96.70	97.02
	Luxmipur	94.68	107.40	100.88	93.16	98.10	95.58
	Noakhali	98.09	111.55	104.57	97.29	98.12	97.77
	Rangamati	98.26	111.73	104.51	95.48	92.72	94.53
Dhaka	Dhaka	112.72	127.50	119.82	98.44	98.39	98.52
	Faridpur	112.01	114.76	113.25	97.28	98.40	97.70
	Gazipur	121.06	126.55	123.69	97.47	97.73	97.45
	Gopalganj	112.55	115.24	113.86	98.59	98.01	98.30
	Jamalpur	132.84	135.75	134.11	98.05	98.64	98.49
	Kishorgonj	108.28	132.75	119.75	97.22	96.38	96.81
	Madaripur	115.91	123.57	119.66	95.40	97.69	96.65

Division	District	Gross Intake Rate (%) 2019			Net Intake Rate (%) 2019		
		Boys	Girls	All	Boys	Girls	All
	Manikgonj	119.76	129.95	124.65	98.09	98.48	98.18
	Munshigonj	112.50	119.63	115.99	97.32	93.38	94.97
	Mymensingh	115.27	122.01	118.56	92.64	97.21	94.89
	Narayangonj	111.07	118.97	114.92	96.29	78.67	87.82
	Narsingdi	113.05	140.43	125.69	95.11	97.61	96.32
	Netrokona	128.43	124.43	125.95	97.52	93.38	95.39
Khulna	Rajbari	132.22	127.86	129.64	89.66	97.13	93.24
	Shariatpur	120.74	123.53	122.06	89.47	88.30	88.63
	Sherpur	122.87	133.91	128.05	97.73	98.11	97.95
	Tangail	117.31	130.38	123.67	98.12	97.42	97.92
	Bagerhat	119.78	112.59	115.88	97.18	97.46	97.36
	Chuadanga	100.64	105.89	103.22	97.38	97.18	97.29
	Jashore	111.64	111.43	111.50	88.03	96.73	92.25
	Jhenaidah	106.88	113.62	110.17	94.04	98.77	96.35
	Khulna	97.84	100.69	99.23	97.39	96.70	97.02
Mymensingh	Kushtia	115.73	116.23	116.00	93.16	98.10	95.58
	Magura	120.50	126.42	123.37	97.29	98.12	97.77
	Meherpur	102.43	101.40	101.50	95.48	92.72	94.53
	Narail	105.00	115.29	109.88	98.44	98.39	98.52
Rajshahi	Satkhira	103.03	121.95	111.60	97.28	98.40	97.70
	Bogura	108.65	113.62	111.06	97.47	97.73	97.45
	Jaipurhat	118.65	117.11	117.68	98.59	98.01	98.30
	Naogaon	107.82	111.06	109.31	98.62	98.63	98.45
	Natore	120.31	115.31	117.65	98.05	98.64	98.49
	Nawabgonj	111.50	122.51	117.10	97.22	96.38	96.81
	Pabna	129.70	124.83	127.28	95.40	97.69	96.65
	Rajshahi	98.32	100.35	99.19	98.09	98.48	98.18
Rangpur	Sirajgonj	111.75	127.09	119.18	98.21	98.07	98.09
	Dinajpur	111.07	108.58	109.87	97.58	98.57	98.12
	Gaibandha	122.46	123.40	122.90	98.20	98.50	98.56
	Kurigram	117.39	114.65	115.65	97.26	99.18	98.01
	Lalmonirhat	124.56	125.47	124.84	98.13	98.40	98.05
	Nilphamari	132.69	132.89	132.46	97.35	98.50	97.86
	Panchagarh	135.08	137.96	136.12	98.46	98.35	98.82
	Rangpur	103.94	106.18	105.09	97.96	98.07	98.05
Sylhet	Thakurgaon	129.16	124.13	126.96	98.11	98.77	98.29
	Hobigonj	101.50	111.22	106.24	98.11	98.67	98.48
	Moulvibazar	102.38	103.89	103.17	97.22	98.03	97.58
	Sunamgonj	99.75	101.84	100.77	98.51	98.75	98.69
	Sylhet	100.52	99.28	99.87	97.82	96.55	97.18
	National	107.65	112.80	110.17	96.30	96.83	96.56

Source: APSC 2019 report

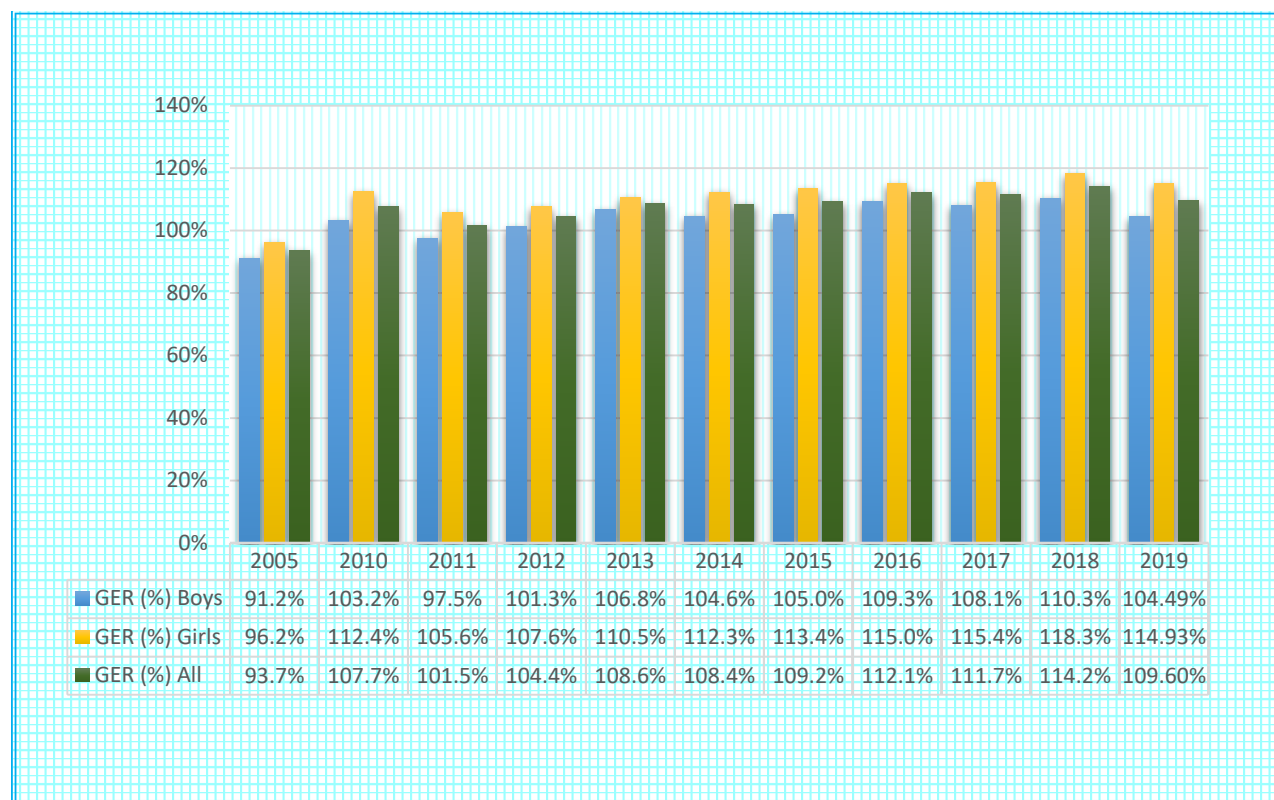
According to the MICS 2019 report, the net intake rate in primary education is 61.4 percent, though data collected in 2028. Dhaka and Rajshahi divisions have the lowest net intake rate which is identical with the APSC 2019 report. It is noted that there is a significant difference between boys and girls of projected 6 years district wise population and also by district enrolment of 6 years old children (please see above Table 27 for NIR and GIR)

3.5 Gross and net enrolment rate (GER and NER) of primary education

The two principal measures of participation are Gross Enrolment rate (GER) and Net Enrolment (NER) presented in this sub-section:

Gross Enrolment Rate (GER), KPI6 – The GER is the total enrolment in a specific level of education (grade 1 to 5 in Bangladesh), 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. 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 in Bangladesh) is 109.6% (114.93% girls and 104.49% boys) in 2019 compare to 114.23% (Girls 118.3% and Boys 110.32%) in 2018, little bit lower from 112.1% (Girls 115% and Boys 109.3%) in 2016 of the PEDP4 baseline (see below Figure 23 for different years GER and by district GER in below Table 28).

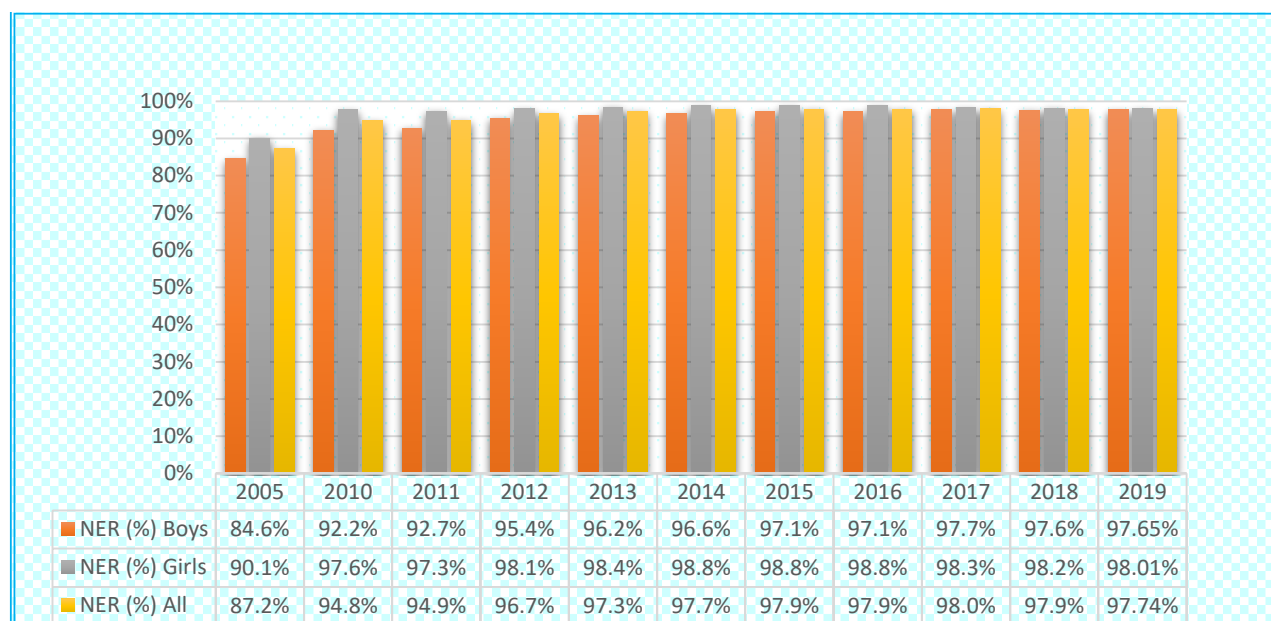
Figure 23: Primary Education: Gross Enrolment Rate by Gender 2005, 2010-19



Source: Different years APSC reports

Net Enrolment Rate (NER), KPI 7 – NER is the enrolment of the official age group for a given level of education (6–10 years from grade 1 to 5 in Bangladesh) expressed as a percentage of the corresponding population (6–10 years in Bangladesh). The net enrolment rate, in other words the number of children of the official primary school age (6-10 years) enrolled in grades 1-5 relative to the total population of children aged 6-10 years which is **97.74%** (Girls 98.01% and Boys 97.65%) in 2019 compare to 97.85% (Girls 98.16% and Boys 97.55%) in 2018, slightly lower from 97.97% (Girls 98.8 Boys 97.66%) in 2016 of the PEDP4 baseline (see below Figure 24 for different years NER and district wise NER in below Table 28).

Figure 24: Primary Education: Net Enrolment Rate by Gender 2005, 2010-19



Source: different years APSC reports

Table 28: By District Gross and Net Enrolment Rate (GER & NER) 2019

Division	District	Gross Enrolment Rate (%) 2019			Net Enrolment Rate (%) 2019		
		Boys	Girls	All	Boys	Girls	All
Barisal	Barguna	112.30	120.41	116.20	98.12	97.74	97.88
	Barishal	99.05	111.49	105.12	98.01	96.15	97.11
	Bhola	98.23	110.79	104.40	97.81	97.47	97.67
	Jhalokathi	108.96	113.43	111.21	96.67	97.31	96.90
	Patuakhali	109.94	122.24	115.88	92.86	92.59	92.76
	Pirojpur	105.50	118.30	111.76	87.68	98.56	93.00
Chattogram	Bandarban	121.60	128.75	125.12	96.12	96.23	96.06
	Brahmonbaria	103.79	119.35	111.41	98.41	97.61	98.03
	Chandpur	104.06	129.97	116.31	98.70	97.76	98.33
	Chattogram	96.20	108.26	102.11	96.19	97.35	96.76
	Cumilla	105.10	114.81	109.92	97.39	98.35	97.85
	Cox's Bazar	101.61	114.74	108.15	96.83	90.11	93.44
	Feni	108.32	115.92	111.91	98.61	98.02	98.36
	Khagrachhari	107.05	115.30	111.21	97.51	97.14	97.27
	Laxmipur	104.79	121.85	113.14	85.36	99.41	92.24
	Noakhali	102.92	119.73	111.22	96.19	99.42	97.78
	Rangamati	110.99	123.62	117.17	94.36	97.25	95.83
Dhaka	Dhaka	98.69	101.58	100.13	98.69	98.46	98.65
	Faridpur	108.56	124.06	116.32	97.17	98.40	97.73
	Gazipur	103.97	124.59	113.91	98.68	98.14	98.44
	Gopalganj	106.25	127.27	116.56	98.35	96.44	97.41
	Madaripur	105.04	117.64	111.30	98.65	98.81	98.72
	Manikgonj	103.30	119.85	111.09	96.68	97.56	97.17

Division	District	Gross Enrolment Rate (%) 2019			Net Enrolment Rate (%) 2019		
		Boys	Girls	All	Boys	Girls	All
	Munshigonj	115.29	128.74	121.66	98.83	98.67	98.82
	Narayangonj	109.72	121.85	115.66	98.56	98.34	98.40
	Narsingdi	103.46	117.01	110.09	98.42	99.47	98.93
	Rajbari	100.26	109.93	105.07	98.97	99.34	99.14
	Shariatpur	107.53	122.29	114.64	98.17	96.62	97.51
	Tangail	109.49	120.45	114.87	98.04	97.93	97.93
Khulna	Bagerhat	106.03	123.55	114.53	98.78	98.12	98.43
	Chuadanga	109.52	123.01	115.93	97.67	97.89	97.82
	Jashore	105.93	123.54	114.30	97.69	97.89	97.88
	Jhenaidah	107.98	122.63	115.24	98.34	99.21	98.77
	Khulna	118.76	121.71	120.17	98.33	97.88	98.00
	Kushtia	105.31	122.08	113.25	94.44	97.48	95.95
	Magura	117.24	131.15	124.16	99.06	97.22	98.09
	Meherpur	117.26	124.13	120.62	98.11	98.25	98.23
	Narail	101.12	110.30	105.68	98.82	98.93	98.83
	Satkhira	111.28	119.58	115.38	98.04	98.12	98.06
Mymensingh	Jamalpur	109.55	123.99	116.54	97.02	97.74	97.38
	Mymensingh	114.56	120.22	117.35	97.04	95.90	96.30
	Netrokona	110.98	127.50	118.52	97.26	98.42	97.88
	Sherpur	113.34	127.73	120.39	97.79	99.94	98.87
Rajshahi	Bogura	111.68	124.18	117.73	97.83	96.15	97.02
	Joypurhat	113.75	125.38	119.40	98.20	98.28	98.22
	Naogaon	112.99	124.97	119.08	98.00	98.56	98.20
	Natore	110.07	119.73	114.96	97.32	98.20	97.70
	Nawabgonj	114.13	122.45	118.20	98.22	98.35	98.20
	Pabna	107.89	120.13	113.79	98.65	98.80	98.74
	Rajshahi	97.94	110.52	104.14	97.92	98.59	98.21
	Shirajgonj	112.11	126.43	119.03	97.81	98.62	98.22
Rangpur	Dinajpur	107.73	119.44	113.43	98.86	98.83	98.89
	Gaibandha	114.24	117.91	116.05	98.63	99.01	98.80
	Kurigram	107.00	120.35	113.44	98.24	98.32	98.28
	Lalmonirhat	111.93	120.82	116.33	97.63	96.62	97.11
	Nilphamari	111.45	119.54	115.43	98.98	98.80	98.82
	Panchagarh	106.30	124.50	115.18	98.32	98.65	98.45
	Rangpur	97.41	103.88	100.60	97.41	97.31	97.34
	Thakurgaon	106.64	130.25	118.11	98.45	97.56	98.04
Sylhet	Hobigonj	98.71	109.56	103.97	98.39	98.66	98.54
	Moulavbazar	103.92	111.76	107.80	97.74	99.11	98.41
	Sunamgonj	99.25	98.89	99.08	96.99	98.88	97.92
	Sylhet	101.25	99.22	100.27	98.99	99.20	99.09
	National	104.49	114.93	109.60	97.65	98.01	97.83

Source: Different years APSC reports, it is noted that this year performance is extremely good in Sylhet divisions but how it is possible not clear, it is required to investigate as consistently lowest NER observed in past years

3.5.1 Enrolment and population cohort

The enrolment figures covered children in formal and non-formal school and madrasahs. It is assumed that 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 are included. As mentioned in the Introduction Chapter, the APSC has not been covering systematically information on three types of schools (NGO, kindergarten and English Medium Schools). The PECE, except for English Medium Schools, includes all schools that participated in the PECE and EECE which provides a benchmark. One drawback is that the school type classification used in the PECE and EECE is not the same as that used in the APSC. In addition, English medium, English version and Quami madrasahs (partial) are also excluded in the APSC 2019. Based on HIES 2016 report, about 1.49% children enrolled in Quami madrasahs, which APSC has only been trying to cover partially since 2015 (in 2019 only 21 Quami madrasahs covered). As a result, there might be a caveat to over or underestimate the relevant indicators related to the corresponding primary school age children covered by APSC.

The accuracy of the GIR, GER, NIR and NER including GER/NIR and NER/NIR of PPE calculation depends on the accuracy of enrolment data from the APSC (numerator) and BBS estimate of primary school-age population (6-10 years old children) figure (denominator). Having reliable reporting on the age of children is critical to calculate those 6/8 indicators (see the below Table 29).

The below Table 29, Table 30 and Figure 25 shows that the figures related to computing the access and participation indicators are not consistent, total enrolment in formal primary education of children regardless of age has increased since 2005 (exception in 2008, 09 and 10), by 3,327,321 students or 25.5% altogether between 2005-2015, but decreased by 3,218,579 students or 16.5% between 2016 of the PEDP4 baseline and 2019 but aged 6-10 years children varied up to 2010 and jumped in 2011 (around 16.2%), after that gradually increased up to 2014 than progressively decreased again up to 2019 and compare to the PEDP4 baseline 2016 reduced 1,671,879 (10.3%). At the same time, the cohort of children aged 6-10 years has declined by 9% up to 2010 and by 3,263,788 (18.8%) from 2011 to 2019, according to the projection of the BBS using in the APSC reports and there is a caveat to consider this population projection. Considering these facts, the gap between the numbers of children aged 6-10 years and the numbers of those children enrolled in school has gradually very much closed. Similar estimate happened in earlier up to BBS conducted population census in 2011, the gap between the numbers of children aged 6-10 years and the numbers of those children enrolled in school has steadily closed (see below Table 29 for DPE population estimate).

Based on the above table, the projected population gradually decreased from 2005 to 2010 but dramatically jumped in 2011, after that, again reducing from 2012 to 2019. It is noted that the population cohort of any country may be reduced if growth rate is declining trend, but it should be consistent, the concern is the above figures is not consistent between year to year, e.g. 1 year was thousand/lac consecutive year was above 1 million, which is not identical

Table 29: DPE population Estimate 2005, 2010-2019

(in millions)	2005	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Population of children aged 6-10 years													
All	17.32	16.39	16.32	15.19	18.17	18.2	18.03	18.03	17.47	16.59	15.45	15.17	14.9
Boy	n/a	8.53	8.5	7.83	9.36	9.34	9.16	9.21	8.91	8.44	7.87	7.74	7.6
Girl	n/a	7.85	7.82	7.35	8.79	8.36	8.87	8.82	8.55	8.15	7.57	7.43	7.29

Source: Different years APSC reports

Table 30: Gross and net enrolment rates 2005, 2010-2019

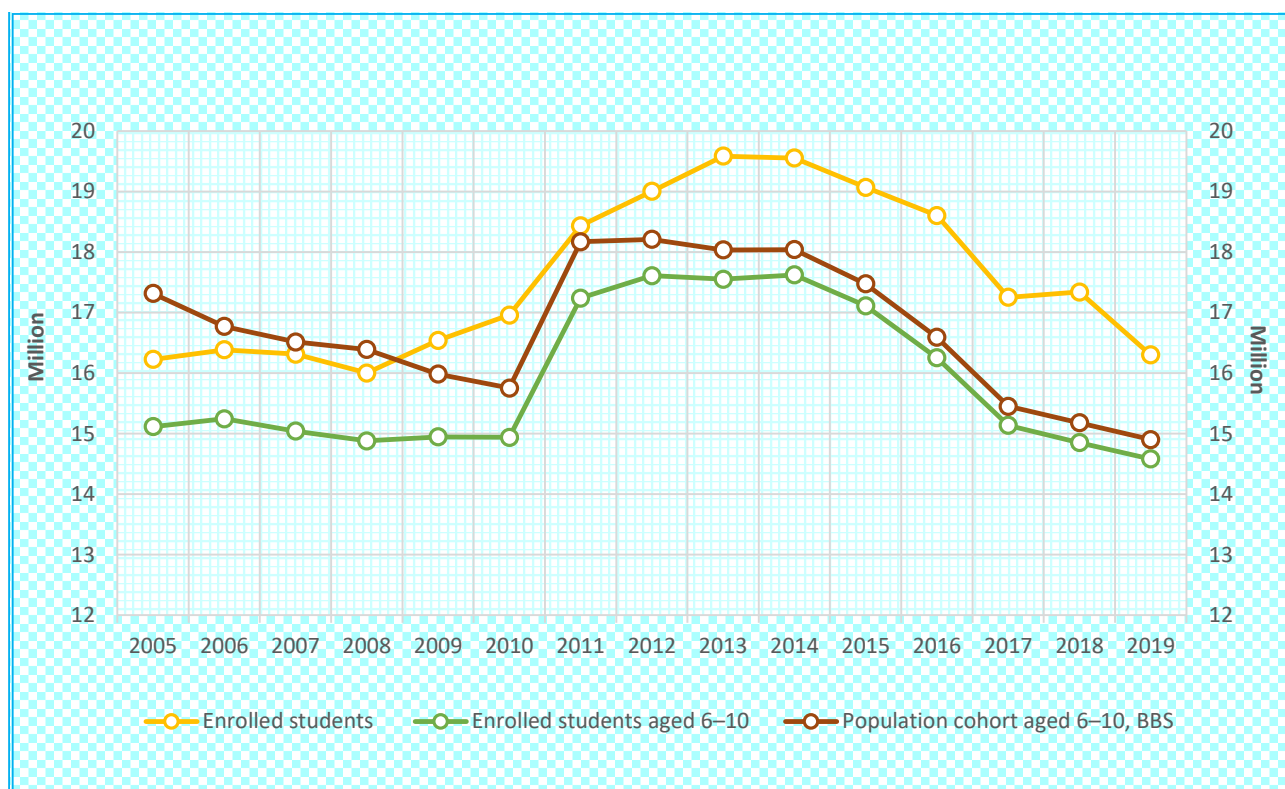
	2005	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Students in Grades 1–5, GPS and NNPS	13,056,577	13,010,370	13,281,194	13,554,878	14,526,281	14,860,746	14,890,225	14,671,914	13,793,653	13,389,052	12,781,249	12,958,865	12,318,356
Total students in grades 1–5 all schools	16,225,658	16,001,605	16,539,363	16,957,894	18,432,499	19,003,210	19,584,972	19,552,979	19,067,761	18,602,988	17,251,350	17,338,100	16,336,096
Students in grades 1–5 aged 6–10, All schools	15,114,102	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	15,136,005	14,851,401	14,581,025
Population aged 6–10	17,315,296	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	15,450,000	1,5178,000	14,905,000
GER (%)													
All	93.7	97.6	103.5	107.7	101.5	104.4	108.6	108.4	109.2	112.2	111.7	114.2	109.6
Boy	91.2	92.8	100.1	103.2	97.5	101.3	106.8	104.6	105	109.32	108.1	110.3	104.49
Girl	96.2	102.9	107.1	112.4	105.6	107.6	110.5	112.3	113.4	115.02	115.4	118.3	114.92
GPI (GER)	1.05	1.11	1.07	1.09	1.08	1.06	1.03	1.03	1.08	1.05	1.07	1.07	1.10
NER (%)													
All	87.2	90.8	93.9	94.8	94.9	96.7	97.3	97.7	97.94	97.96	97.97	97.85	97.74
Boy	84.6	87.9	89.1	92.2	92.7	95.4	96.2	96.6	97.09	97.10	97.66	97.55	97.65
Girl	90.1	94.0	99.1	97.6	97.3	98.1	98.4	98.8	98.79	98.82	98.29	98.16	98.01
GPI (NER)	1.07	1.07	1.11	1.06	1.06	1.04	1.02	1.02	1.02	1.02	1.01	1.01	1.00

Source: Different years APSC reports

The following Figure 25 shows that total enrolment was steady between 2005 and 2010 (around 17 million each year) but increased sharply between 2010 - 2011 (by 3.1 million 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 15.3% in 2011 and again declined from 2013 this trend to be continued up to 2019 (around 17.4%). Therefore, closing the gap between the number of children aged 6-10 years and the number of those children enrolled in the primary school in 2019.

Note: The PEDP4 program document as well as the DPP of the PEDP4 could not include the single age projected 5-15 years population cohort (PPE 5 years, primary school going age 6-10 years, and OoSC 11-14 years). It is recommended to include the by year and by Upazila single age projected population (age 5 to 15 years) in the PEDP4 program document for easy reference to calculate access and participation related indicators which require as denominator. Otherwise there may be caveats for those indicators

Figure 25: Enrolment and population cohort, 2005-2019 (in million)



Sources: Enrolment data: APSC 2005 to 2019, BANBEIS 2005 to 2010; Population data: BBS estimates for 2005–2010 based on 2001 population census, BBS estimate for 2011-2019 based on 2011 population census. Note-the 2005-2010 enrolment rate estimates are not comparable with 2011- 2019 because the estimates of the population aged 6–10 for the denominators are different

3.5.2 Coverage of schools in APSC and PECE/EECE

The enrolment figures reported in the above Table 30 and the above Figure 25 above capture children in formal and non-formal schools and madrasahs but are an under-estimate of the total number of children receiving primary education in Bangladesh.

First, not all formal schools are included. As mentioned in the Introduction, the APSC has not been capturing systematically information on the NGO, kindergarten, NRNGPS, English medium and English version school as well as madrasahs especially Quami madrasahs). The PECE and EECE includes all schools that participated in the exam and provides a benchmark compare to APSC. One weakness is that the school type classification used in the PECE and EECE is not exactly the same as that used in the APSC. A catch-all category of 'Other' schools corresponds to ten categories of formal and non-formal tinny LCs: these under the jurisdiction of MOPME, MOE (government secondary school-attached) and MoSW. Table 31 below shows that 14,451 more schools captured by 2019 APSC than took part in the PECE/EECE in 2019. But interesting things is differences in types of schools: (APSC coverage of GPS is 38,640 and PECE coverage is 37,189 means 1,451 (946 considered model schools) GPS not appeared the PECE in 2019 or may be model school included in the GPS and some of NNPS as well as 1500 project established schools), huge differences in 1500 project schools, RNGPS, NRNGPS, BRAC, NGO, Kindergarten and madrasahs to participate in the PECE/EECE and reverse in madrasahs i.e. more madrasahs participated in the EECE in 2019 compare to APSC 2019 (see the following Table 31).

Table 31: Number of schools, 2019 APSC and 2018 and 2019 PECE and EECE

Authority	School type	Number of formal schools and madrasahs			Difference (3)-(1)
		2019 APSC (1)	2018 PECE & EECE (2)	2019 PECE & EECE (3)	
MoPME/DPE managed	GPS ⁵	38,640	37,204	37,189	-1,451
	Model	-	503	505	505
	1500 project	600	985	1,140	540
	NNPS	26,316	26,199	26,244	-72
	PTI Experimental	65	64	64	-1
	RNGPS	26	34	34	8
	Temp. RNGPS	0	286	291	291
	NRNGPS	4,754	3,332	3,536	-1,218
	Community	142	64	65	-77
	Shishu Kalyan	203	201	202	-1
'Other'	NGOs LCs	4,555	0	0	-4,555
	NGOs schools	1,632	2,130	1606	-26
	KG	28,950	22,202	23,267	-5,683
	BRAC	3,702	3,817	670	-3,032
	ROSCII Ananda Schools	3,199	4,992	1,966	-1,233
	Secondary school-attach.	1,899	1,895	1,897	-2
	Govt. High Attached	0	40	50	50
Others	Tinny LCs	1,233	0	85	-1,148
Madrasahs	Ebtedayee	5,910	6,062	6,719	809
	Dakhil, Alim, Fazil, Kamil	7,355	9,281	9,200	1,845
Total		129,181	113,229	114,730	-14,451

Source: Different years APSC reports

⁵ GPS comprises may be GPS nationalized in 1972, all Model schools, some 1500 project established schools and NNPS as figure vary year to year

Table 32: Number of children enrolled in formal schools, APSC and PECE

School type	2019 APSC Number of children enrolled, grades 1-5 DPE (APSC 2019)	2018 PECE Number of children in grade 5 descriptive roll DPE (PECE 2018)	2019 PECE Number of children in grade 5 descriptive roll DPE (PECE 2019)
(1) GPS, Model, NNPS, 1500 project, Experimental, RNGPS, NRNGPS, community and Temp. NRNGPS	12,605,058	2,032,009	1,920,422
(2) Other formal schools	2,579,080	744,873	634,642
(2A) NGO, KG, BRAC, SK, ROSC		598,676	491,684
(2B) Secondary school attached, Govt High School		146,197	142,958
(3) Formal schools, total [= (1) + (2)]	15,184,138	2,776,882	2,555,064
(2) / (3) Ratio of students from 'Other' to 'Total'	16.99%	26.82%	24.84%

Source: DPE (APSC 2019) and PECE 2018 and 2019 (grade 1 to 5 only)

The above Table 32 shows that children from 'Other' schools constituted 24.84% of grade 5 students from formal schools that were eligible to take part in the PECE. By contrast, children from NGO, kindergarten, NRNGPS and secondary-school attached schools were only 16.99% of all students from formal schools enrolled in grades 1-5 according to the 2019 APSC. This suggests that the APSC under-estimates children enrolled in 'Other' schools: it is possible that these may be kindergarten and NGO schools, but more research is needed to establish this.

The following Table 33 (as Table 32 above) shows that children from ROSC and BRAC schools constituted an additional 2.31% of grade 5 students on top of students from formal schools and madrasahs that were eligible to take part in the PECE and EECE. These are not captured in the APSC.

Table 33: Number of children enrolled in formal, non-formal schools and madrasahs, PECE/EECE

School type	2019 APSC Number of children enrolled, grades 1-5	2018 PECE and EECE Number of children in grade 5 DR	2019 PECE and EECE Number of children in grade 5 DR
(3) Formal schools	12,605,058	2,032,009	1,920,422
(4) Formal madrasahs	1,122,161	319,388	352,076
(5) Total, excluding non-formal schools [= (3) + (4)]	13,727,219	2,351,397	2,272,498
(6) ROSC and BRAC schools	335,376	172,363	52,503
(6A) ROSC Ananda schools and Shishu Kalyan	62,313	85,720	36,354
(6B) BRAC schools	273,063	86,643	16,149
(6) / (5) Ratio of students, ROSC, SK and BRAC to total	2.44%	7.33%	2.31%

Source: DPE (APSC 2019) and PECE 2018 and 2019

3.5.3 Age (over age and underage of children) wise enrolment in appropriate grades

The discussion on children not covered by the APSC raises some questions about the validity of the net enrolment estimates (97.74%) in 2019. One of the answers needs to be sought in the accuracy of the age information on students in the APSC. The following Table 34, compares the percentage of children enrolled in each age group by grade according to the different years APSC (which relies on head teachers to provide information on children's age) and the 2006, 2009 and 2019 rounds of the MICS household survey (which relies on parents to provide information on children age). It shows that the APSC under-estimates the percentage of children who are over age for their grade.

According to the APSC 2019 report, about 76% children were enrolled in grade 1 in the right age (6 years), 14.1% were around 7 years of age, and 9.9 percent were about 8 /9 years of age. In the APSC 2018, the total enrolled children regardless of age was 17,338,100. Of these the 6 to 10 years old age group was 14,851,401. That means that 2,486,699 (14% in 2018 and 10.8% in 2017) were either under or over age in the primary schools. In grade 1, total enrolment regardless of age was 3,232,860 and 6 years-old enrolment was 2,778,717. In grade 1 around 454,143 (14%) 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, unfortunately, all children may not be able to submit birth certificate, they received form the authentic or credible authorities (see the following Table 34).

Table 34: Percentage of children by age for grade, APSC and MICS

	Right age								Over age by one year								Over age by two years or more							
Grade/ Class	2009 MICS	2019 MICS	2010 APSC	2015 APSC	2016 APSC	2017 APSC	2018 APSC	2019 APSC	2009 MICS	2019 MICS	2010 APSC	2015 APSC	2016 APSC	2017 APSC	2018 APSC	2019 APSC	2009 MICS	2019 MICS	2010 APSC	2015 APSC	2016 APSC	2017 APSC	2018 APSC	2019 APSC
1	59.4	61	87.9	91.3	89	89.2	86.1	76	21.6	30	10.3	5.6	8.7	5.9	11.2	14.1	18.9	9	1.9	3.1	2.2	2.5	2.7	9.9
2	52.7	85.3	85.7	79.3	84.1	85.5	82.8	70.2	25.3	n/a	11.2	11.6	12.8	9.1	12.5	16.3	22.0	n/a	3.0	9.1	3.2	5.4	4.7	13.5
3	45.3	90.2	83.7	77.6	77.6	77	80.2	70.4	22.3	n/a	13.5	13.4	12.9	9	13.6	16.0	32.4	n/a	2.9	9	9.5	13.9	6.2	13.6
4	40.6	91.4	83	78	77.6	75.1	78.2	69.6	28.6	n/a	13.7	17.2	7.5	7.5	12.0	15.3	30.8	n/a	3.3	4.8	14.9	17.3	9.8	15.1
5	42.1	89.1	87.5	70.9	65.1	71.2	81.6	75.4	20.4	n/a	8.9	17.7	18.2	16.1	11.1	11	37.6	n/a	3.6	11.4	16.7	12.7	7.4	13.6

Source: APSC 2010, 2015-2019, MICS 2009, MICS 2019. Therefore, this table include the analysis on the age specific enrolment data

3.5.4 Comparison of net enrolment with the MICS, EHS and HIES:

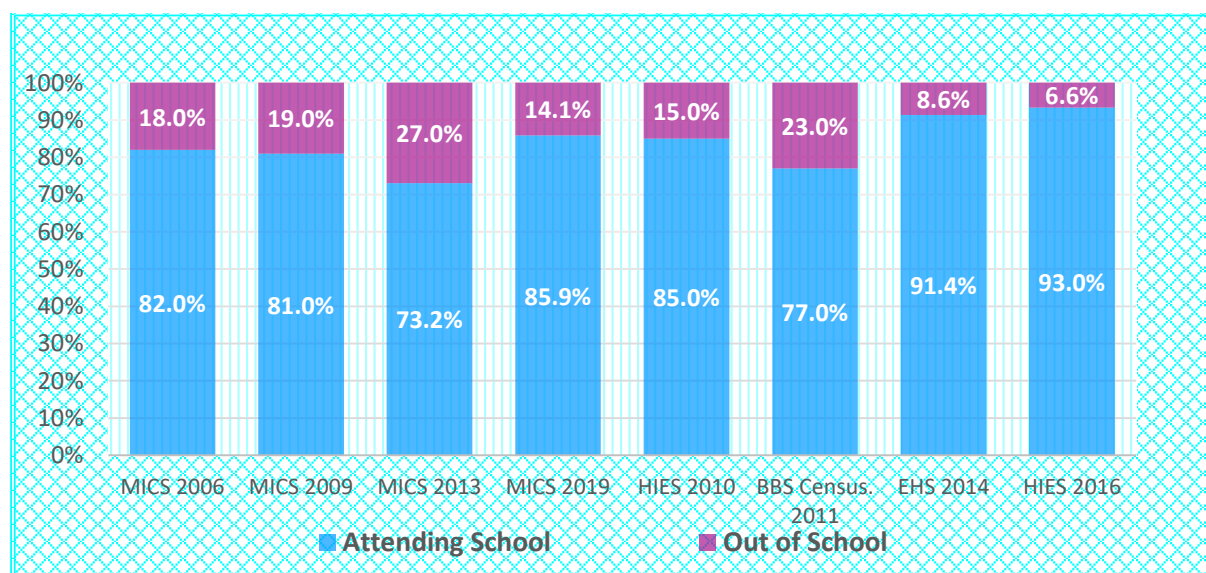
In a household survey, enumerators visit a random sample of homes and ask the parent or guardian whether the children attended school on any day since the beginning of the school year. This approach has two advantages:

- It is possible to capture enrolment in all types of primary education level institutions, whether formal or non-formal (including non-formal madrasahs), which may not be covered in the APSC and the Post-Primary Education Institutions Survey (PPEIS).
- As shown above, the information on the age of students comes from parents and guardians and should be of better quality than the information possessed by head teachers.

In this way, it is possible to also estimate the percentage of children of primary school age who are out of school. Four surveys provided information on enrolment levels: the BBS/UNICEF Multiple Cluster Indicator Survey (MICS; 2006, 2009, 2013, 2019), the BBS conducted 2011 census, the BBS/DPE Education Household Survey (EHS) 2014 and BBS conducted Household Income and Expenditure Survey (HIES 2005, 2010 and 2016).

The following Figure 26 presents the net attending rate by four MICS (2006, 2009, 2013 and 2019) surveys, one EHS survey (2014) and 2 HIES surveys (2010 and 2016). The number of children who are attending school (NAR) has increased considerably since 1998 from 77% to 93.4% in 2018 compare to APSC 2019 to 97.74%. The number of children who are not attending school has fallen considerably since 1998 from 23% to 6.6% in 2016 (as per EHS 2014 at 8.6%, as per HIES 15% in 2010 to 6.6% in 2016).

Figure 26: Children aged 6-10 years by education status, EHS, HIES and MICS household surveys



Source: different years MICS reports, EHS report, HIES report and BBS census report

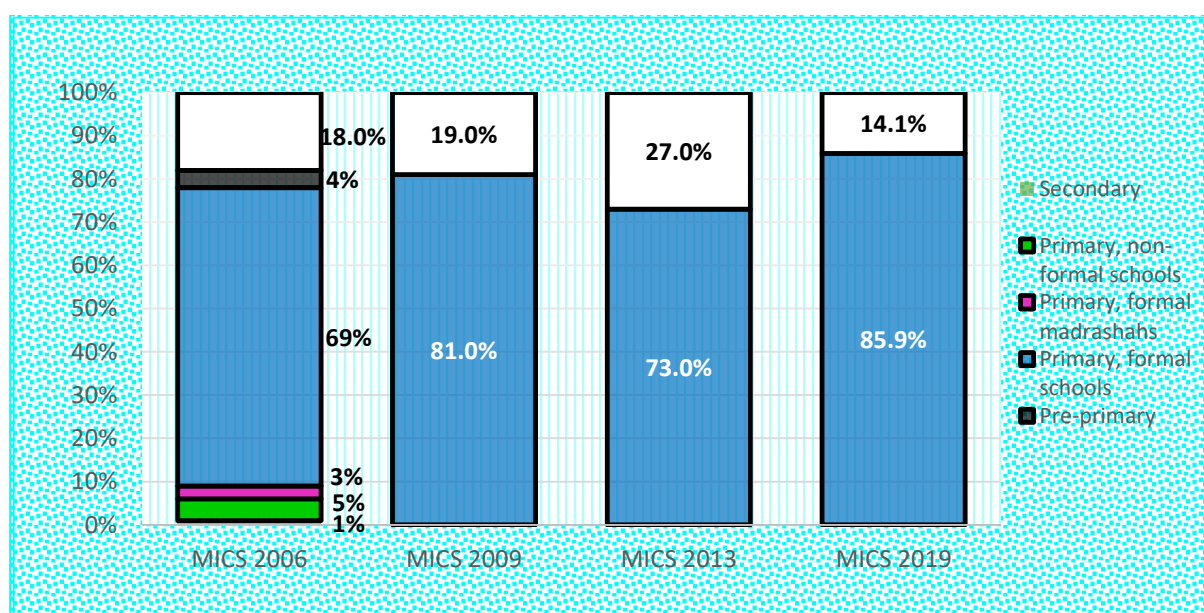
The above Figure 26 takes a closer look at four of these surveys, the 2019 MICS, the 2010 and 2016 HIES survey and 2014 EHS, which allow for a detailed breakdown by type of school attended. The MICS surveys suggest the following which presents in the below Figure 27:

- The Net Attendance Rate (NAR) which is like NER for formal schools and madrasahs (which are captured in the different rounds MICS households' surveys. It is clearly evident that the NER or NAR gradually improving though wider gaps existence between APSC (97.76% in 2019) and MICS 2019 (85.9%) but consistent with HIES 2016 report (93.4%)

- Both surveys estimate that the percentage of children who attend formal madrasahs among those children attending formal schools and madrasahs is no more than 8%. This is lower than what suggested in the APSC (12%). As data are currently collected directly from Ebtedayee madrasahs, it is possible that the enrolment in Ebtedayee madrasahs may be overestimated
- The attendance rate for formal schools and madrasahs, when expanded to also include children of primary school age who attend not only primary but also pre-primary or secondary education, was about 78% in the 2006 MICS and 93.6% in the 2019 MICS)
- About 6% of children were attending non-formal primary schools (5% in the 2006 MICS).

The remaining 14% of children were out of school. This also includes children who are attending non-formal madrasahs (2-3%) or non-formal schools that may not follow the NCTB curriculum or English medium, English version schools and high school attached primary section. So out of school children may be less than reported here.

Figure 27: Children aged 6-10 years by education status different years MICS reports



Source: Different years MICS reports

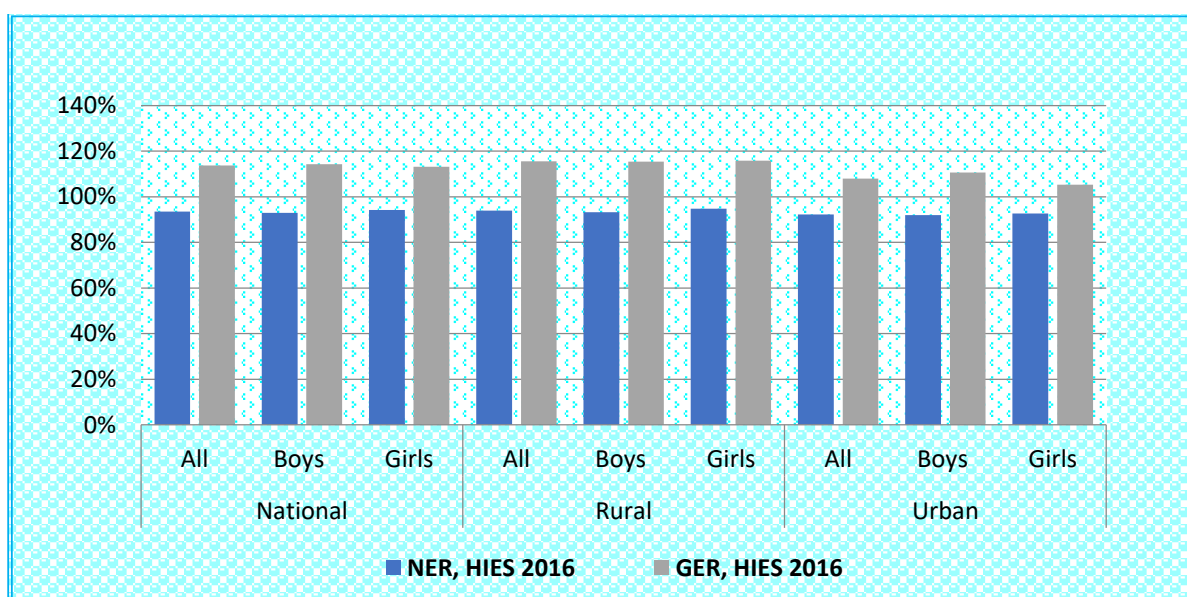
The above Figure 27 provides a breakdown on the three types of out of school children based on the 2006, 2009, 2013 and the 2019 MICS reports, which have improving trend:

- Children that have never been to school are the larger of the two groups. About 20% of children aged 6 years are not in school. This is consistent with the evidence presented earlier on the large number of children who are older than would be expected given the grade they attend. Proportion of children who have never attended school falls rapidly between the ages of 5 and 10 years. However, about 7-9% of children aged 9-10 had still never been to school
- Children that have dropped out of school are the smaller of the two groups. About 6% of children aged 10 years were reported by their parents to have dropped out. This is a smaller number than implied by the dropout estimates, as discussed in Sub-section 3.7.1.

3.5.4.1 GER and NER in primary school based HIES 2016 report

The BBS conducts the HIES as a nationally representative sample of households every five years since 2000 supported by World Bank (WB). HIES is the primary and largest household survey in Bangladesh which provides credible information not only on income and expenditure but also on many other socio-economic issues. According to HIES 2016 report, gross enrolment rate stands for both girls and boys 113.7% (girls 113.2% and boys 114.3%) compare to 2010 HIES report 108.8% (girls 112% and boys 105.8%). In rural areas, gross enrolment rate stands to 115.6% (girls 115.8% and boys 115.4%), compared to HIES 2010 was 108.1%, (girls 111.4% and boys 104.8%). In urban areas, gross enrolment rate in HIES 2016 for both sexes stand at 107.9% (girls 105.3% and boys 110.57%). It was 111.3%, 114.1% and 108.8% for both sexes, girls and boys in 2010. Based on HIES 2016 report, the net enrolment of children aged 6-10 years old was 93.5% for both girls and boys, for boys 92.9% and for girls 94.2% is enormously higher compare to HIES 2010 report was 84.8% (87.0% girls and 82.6% boys). The enrolment of both boys and girls was higher in rural areas compared to urban areas. The rate for both sexes stands, at 92.2% in urban areas as against 93.9% in rural areas. The rate of enrolment of girls (94.2% in rural and 94.7% in urban) is found to be higher than that of boys (93.2% in rural and 91.9% in urban). Both the GER and NER based on HIES report presents in the below Figure 28.

Figure 28: GER and NER of children aged 6-10 years 2016 HIES

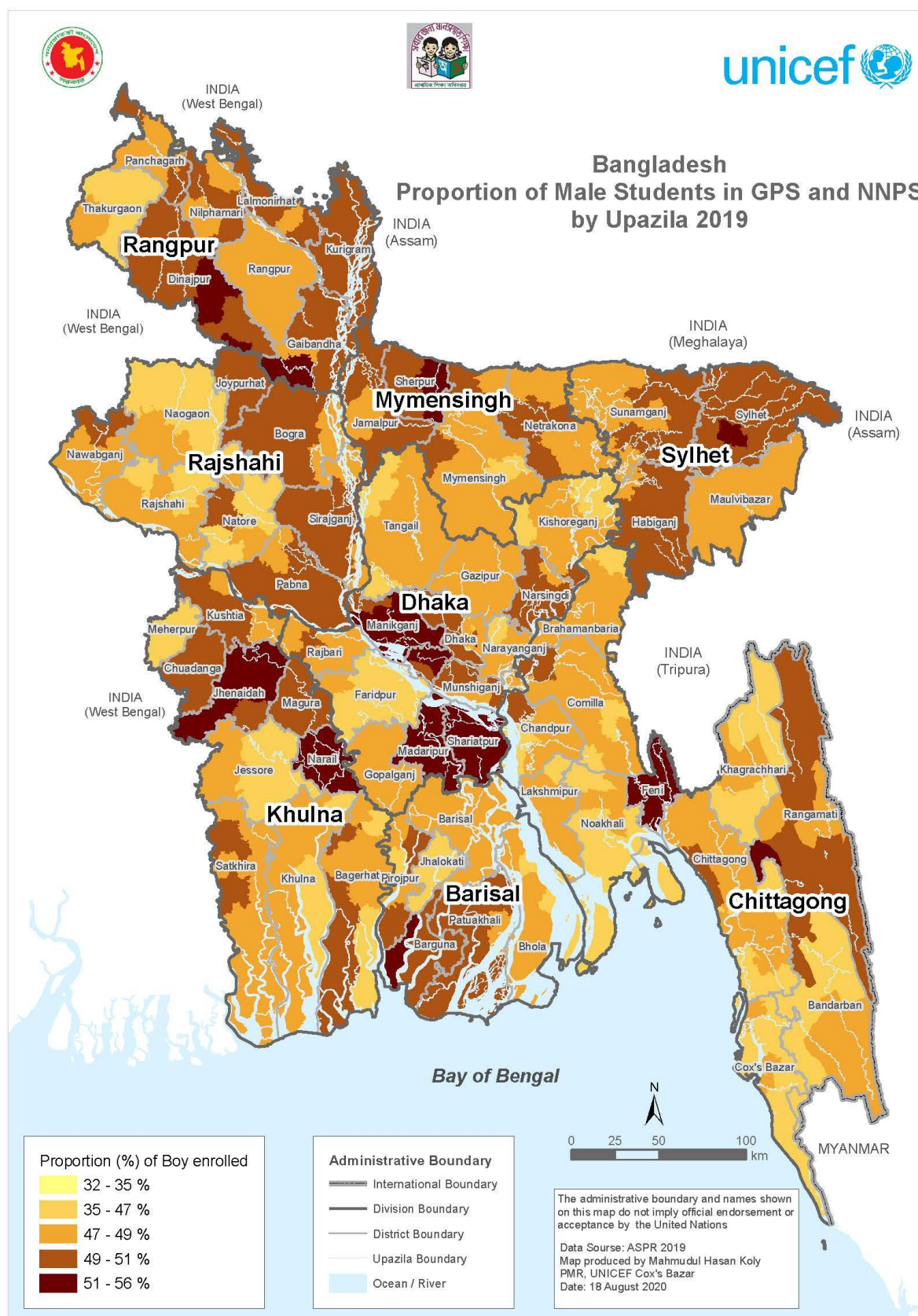


Source: HIES 2016 report

3.5.4.2 Gender balance in enrolment of primary education

In Bangladesh, enrolment disparities continue between boys and girls. A standard measure of inequality is the gender parity index, in other words the ratio between the female and male enrolment rates. When the index falls below 1 there is disparity in favour of boys; while when it exceeds 1 there is disparity in favour of girls. The following Figure 29 shows the proportion of male students in total enrolment in GPS and NNPS by Upazila in 2019. The proportion of boys in the population aged 6-10 years is 51% compare to enrolment figure at 49.5%. There are no major reasons for this proportion to vary across different parts of the country. If there were gender parity, then the proportion of male students in total enrolment should also be 51%. The lowest shares of male students are observed in the east of the country along a costal belt that begins in Cox's Bazar to Chattogram and continues through Cumilla to Sylhet including small parts of Barisal

Figure 29: Proportion of male students in GPS and NNPS by Upazila, 2019



Source: 2019 APSC

3.6 Educational status of slum areas' children

According to the latest slum census report 2014, total 2,216 (15.9%) slums are under the Chattogram City Corporation, 1,639 (11.76%) under the Dhaka (North) City Corporation, 1,755 (12.59%) under the Dhaka (South) City Corporation, 1,134 (8.14%) under the Khulna City Corporation, 104 (0.75%) under the Rajshahi City Corporation areas respectively. The ratio of slums in the city corporation is 65.4% (total 9,113) and in the municipal areas 24.1% (total 3,357) and in other urban areas 10.5% (1,465). The following Table 35 summarize the number of slum and dwellers.

Table 35: No. of Slum, Households and dwellers in 2014

Locality	Slum Census 2014		Households		Population		
	Number of Slum	(%)	Number	(%)	All	Male	Female
1. Barisal City Corp.	137	0.98	9,629	1.61			
2. Chattogram City Corp.	2,216	15.90	127,587	21.44			
3. Cumilla 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 report 2014, a total of 2,232,114 [male 1,143,337 (51.25%) and female 1,086,337 (48.67%)] dwellers is counted (6.3% of the total urban population of the country). The annual population growth rate in slums is 2.7%. Total 216,068 (9.68%) slums population are below 5 years; total 269,907 (12.09%) are 6-10 years old i.e. primary school going age. The population of the above 10 years is 1,746,138. Those 269,907 children may be the out of school children.

The literacy rate of slum dwellers was only 33.26% (male 34.7% and female 31.8%) in the Slum Census 2014. This was much lower than the national average (71%). The census report reveals that most of the dwellers attended different grades government managed educational institutes. Government managed institutes accounts for 55.7%, other authority 22.8%, private institutes 19.8% and 1.8% by the NGOs.

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 of slum areas including floating population, who mostly lack of 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 extremely 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 years living in urban slum are out of schools (see Table 36 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 36 : 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 2019 APSC, there were 777 schools compare to 830 schools in 2018 located in the slum's areas. Off these total slum schools in the country, almost 50% are in Dhaka. Total enrolment in the slum area schools is around **112,240 (total 57,014 girls, 50.8%)**. DPE managed schools had the highest share of primary students, 53% in the slum areas. On an average around 305 students were enrolled in DPE managed slum area schools. This is significantly higher than GPS' national average of 245 students per school, which is a possible indication of over-crowding in slum areas schools. A summary of primary schools in slum areas is shown in below Table 37.

Table 37: Primary Schools in Slum Areas by School Types 2019

School Types	Schools	Enrolment	Teachers
Govt. Primary Schools	207	63,618	1,615
Non-regd. NGPS	8	689	39
Experimental Schools	1	252	6
Ebtedayee Madrasa	15	1,016	72
Kindergarten	364	18,857	2,891
NGO Schools	47	8,410	316
Community Schools	2	180	10
Attached to High Madrasa	22	2,452	140
Primary Sections of High Schools	24	6,153	224
BRAC	19	2,561	21
ROSC School	36	4,683	98
Shishu Kalyan Primary School	9	1,106	44
Social Welfare Based School	2	238	29
School for Boba	1	33	7
Other NGO Centers	13	1,136	39
Others	6	829	39
Second Chance School	1	27	1
ALL	777	112,240	5,591

Source: APSC 2019

Slums in Dhaka city corporation area

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 more than 23.5 million by 2018. 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 8/9 million people by 2018. The major challenges for slum area children are as follows:

- Lack of shelter facilities
- Lack of education facilities
- Lack of water and Sanitation facilities
- 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 to be a focus of the PEDP4 through OoSC education programme initiative. In the 2013 JARM, it was agreed to the

expansion of education in urban slums; to-date no such initiative has been taken under the PEDP3. So, special attention or special arrangement need to be taken for safeguarding slum children in the PEDP4.

The following Table 38 summarizes the status of primary education in the slum areas of the Dhaka Metropolitan area based on the APSC 2019 report. Total 39,784 children enrolled at 175 schools in Dhaka metropolitan slum areas

Table 38: Schools, students and teachers in slum areas in Dhaka Metropolitan areas 2019

School Types	Schools	Enrolment	Teachers
Govt. Primary Schools	21	13,195	273
Non-regd. NGPS	1	93	5
Kindergartens	108	10,154	733
NGO Schools	15	7,292	108
Community Schools	1	170	6
Primary Sections of High Schools	9	2,959	97
BRAC	4	434	5
ROSCII Schools	8	783	28
Shishu Kalyan Primary Schools	1	91	6
Newly Nationalized (NNPS)	7	2,226	37
ALL	175	37,397	1,298

Source: APSC 2019

In the Dhaka metropolitan areas, there are 11 Primary Education Administrative Thana and have the schools (Mirpur 66 schools, Mohammadpur 18 schools, Dhanmondi 3 schools, Lalbagh 2 schools, Kotwali, Sutrapur 4 schools, Cantonment 70 schools, Motijheel 1 school, Ramna, Tejgaon, Gulshan 10 and Keranigonj 1 school) that computed the number of primary schools, students and teachers in slum areas. In Dhaka Metropolitan areas, a total of 175 schools in 2019 compare to 257 in 2018, by 325 schools in 2016 were in slum areas based on APSC reports. The NGO schools is reduced as total number of schools drooped in 2019.

It is noted that, based on ROSC progress report for 2019, a total of 48,000 slum children (target 50,000) has been providing primary education program through 1,642 ROSC learning centres (target 2,000LCs) in the 10 City Corporation areas following accelerated model – compound approach, The APSC 2019 not covered these LCs as well as children (only 8 LCs included out of 1,642 LCs). The major findings are as follows:

- Of these schools, 22.4% were GPS/NNPS/RNGPS, 61.5% Kindergartens, 2.3% BRAC, 5.2% High school attached primary schools and 8.6% NGO Bureau managed schools
- On an average, 201 students were enrolled in the slum areas schools. Category wise - 580 were in the GPS/NNPS/NGPS, 90 in the Kindergarten, 106 students in the BRAC LCs, 275 students in the High School Attached Primary Schools

On average, there were 7 teachers per school in slum areas. Category wise – above 13 teachers were in the GPS/NNPS/RNGPS, 7 teachers in the Kindergarten, 1 teacher in the BRAC schools, 11 teachers in the High School Attached Primary Schools.

3.7 Internal efficiency

3.7.1 Promotion, repetition and dropout

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

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

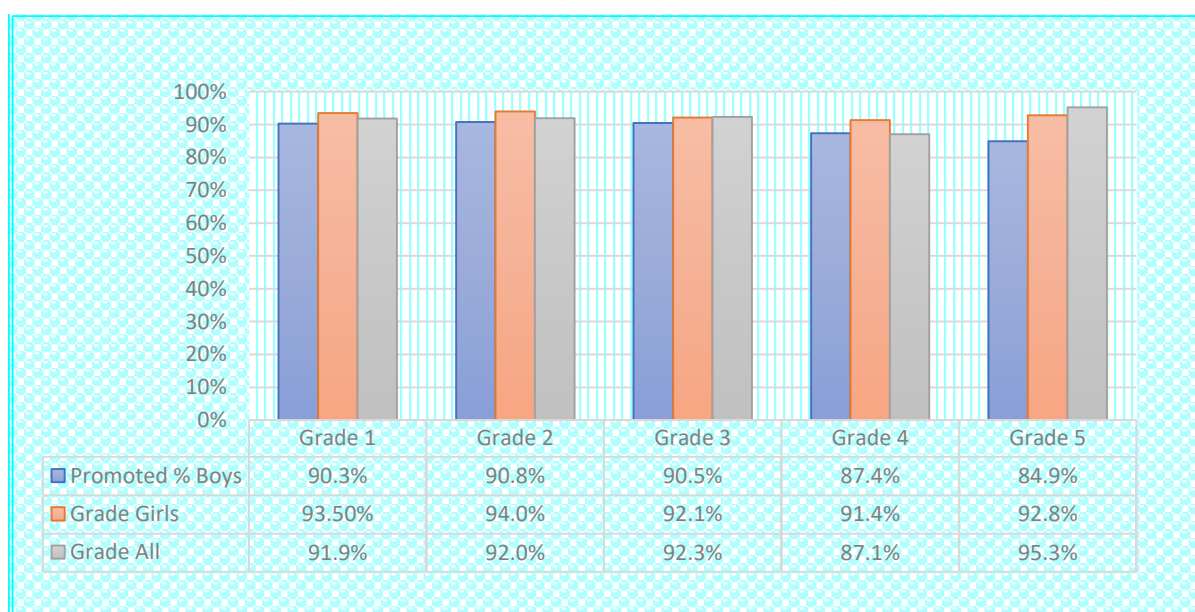
The accuracy of the reconstructed cohort method rests on some assumptions:

- It assumes that there will be no additional new entrants to the original cohort in any of the subsequent years. However, in Bangladesh some non-formal schools run classes up to grades 3 and 4 with the intention to transfer these children to a formal school. Therefore, some of the students in grades 4 and 5 at GPS and NNPS may actually come from outside the formal education system and replace those who drop out. This would *underestimate* the dropout rate.
- If schools exaggerate enrolment in grade 1, this would overestimate the dropout rate. However, in Bangladesh there are two possible challenges:
- As part of incentive, poorest students are eligible to receive a stipend, as long as they meet minimum attendance and exam result conditions. As some students may have an extra incentive to exaggerate enrolment in different schools so that cycle dropout is overestimated.
- In an NNPS, some schools have fewer students, it risks losing teachers' position. In that case, it may have an incentive to exaggerate enrolment.
- In pre-primary education, some children are below the official ages and few schools may have enrolled them. As a result, there is no clear guidance how to record those children in 'baby class' and schools may be registering them as PPE or 1 grade students.
- Internal efficiency indicators are based on evidence from GPS, NNPS and experimental schools. If efficiency is low in these schools but high in other schools from which data are not collected (e.g. attached to madrasahs, attached to secondary schools, non-formal, English medium and English version etc.) then the overall cycle dropout rate would be *overestimated*.
- Internal efficiency indicators are based on evidence from GPS, NNPS and experimental schools. If children tend to drop out of these schools but enrol in other types of schools from which data are not collected, then the dropout rate would be *overestimated*. However, there is no evidence that such transfers take place in a significant scale.

3.7.2 Promotion:

Proportion of pupils from a cohort enrolled in a given grade in a given schools year those studies in the next grade in the following schools year. It measures the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of education systems. It is also a key indicator for analyzing and projecting students flows from grade to grade within the educational cycle. In 2019, grade wise promotion rate in grade 1 is 91.9%, grade 2 is 92%, grade 3 is 92.3%, grade 4 is 87.1% and grade 5 is 95.3%. The following Figure 30 suggests that promotion rates have been constant over the years and lowest rate observed in Grade 4. It has further merit to investigate why the promotion rate in grade 4 is lowest compare to other grades.

Figure 30: Promotion rate (%) by grade 2019



Source: APSC report 2019

3.7.3 Repetition

In the PEDP4, there is a Non-KPI 3 'Student repetition rate' is intended to measure one of the most important determinants of learning outcomes. Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year is called repetition. It measures the rate at which pupils from a cohort repeat a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the educational cycle. The student repetition rate has been a declining trend over the years among both boys and girls; the rate is 5.1% (4.9% girls and 5.1% boys) in 2019 compare to 5.4% (5.8% boys and 5% girls) in 2018 down from 5.6% (Girls 5.1% and Boys 6.2%) in 2017 and 6.1 % (Girls 5.8% and Boys 6.4%) in 2016 (PEDP4 baseline), also down from 6.2% (Girls 6% and Boys 6.4%) in 2015 (see below Figure 31). The following Table 39 presents the repetition rate by grade and by gender and below Table 40 presents the by district and gender repetition rate2019.

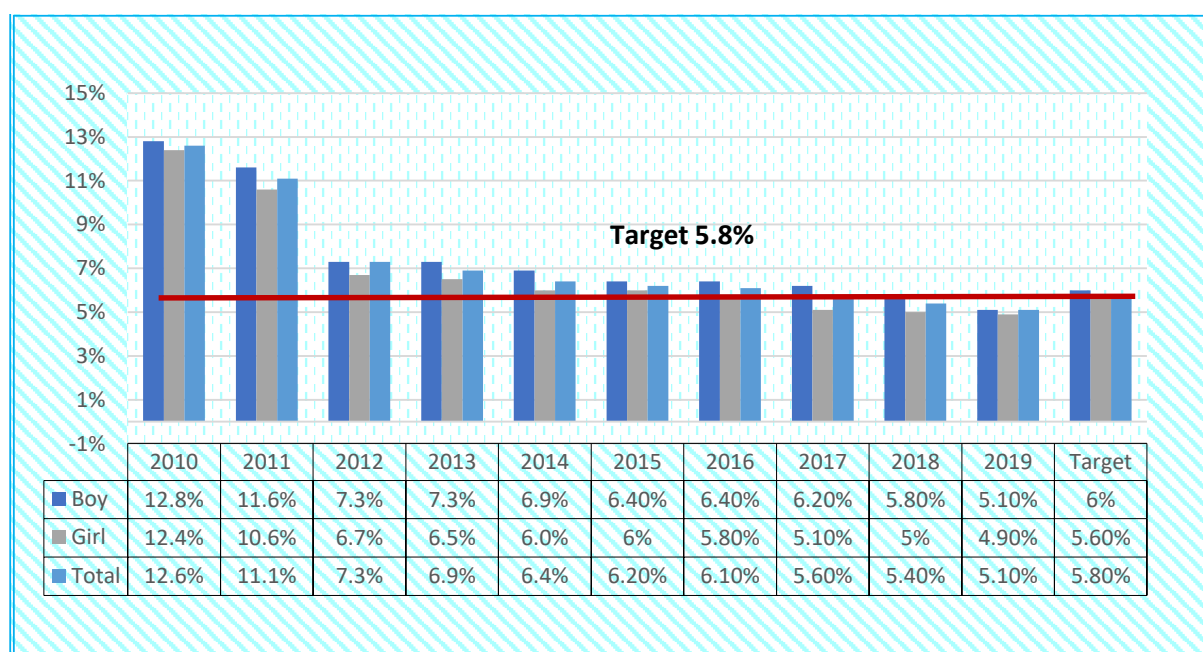
Table 39: Repetition rate by grade and gender 2010-2019

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 (PEDP4 Baseline)	7.9	5.3	6.3	7.7	2.4	6.4	5.8	6.1
2017	6.8	5.3	5.6	7.1	2.5	6.2	5.1	5.6
2018	6.7	5.2	5.8	6.5	2.3	5.8	5	5.4
2019	6	5	4.8	6.2	2.3	5.1	4.9	5.1

Source: Different years APSC reports

Repetition rate has been stable in grades 1-3 with exception in 2015, but constantly and remarkably high in grade 4 since 2010, and a low in grade 5 (see the above Table 39). It is assumed that each school filters the students in grade 4, who are allowed to pass from grade 4 to grade 5 based on their prospect of passing the upcoming PECE for maintaining schools' 100% pass rate.

Figure 31: Repetition rate by year and gender (GPS and NNPS) 2010–2019



Source: Different years APSC reports

The following Table 40 presents the by district repeaters and repetition rate. According to the APSC 2019, Barguna, Bhola, Patuakhali districts under the Barisal division has the lowest repetition rate and Moulavi Bazar, Sylhet, Sunamgonj, Hobigonj and Jashore, Magura, Narail districts has the highest repetition rate. Barguna district has the lowest repetition rate (0.2%) and Moulavbazar district has the highest repetition rate (9.9%).

In addition, Education Watch 2015 report reveals that the repetition rate is 6.8% in 2014, which is very close to the APSC 2014 report 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 to know the ongoing real cause or causes so that remedial action to be taken. The following Table 40 presents the repetition rate by district.

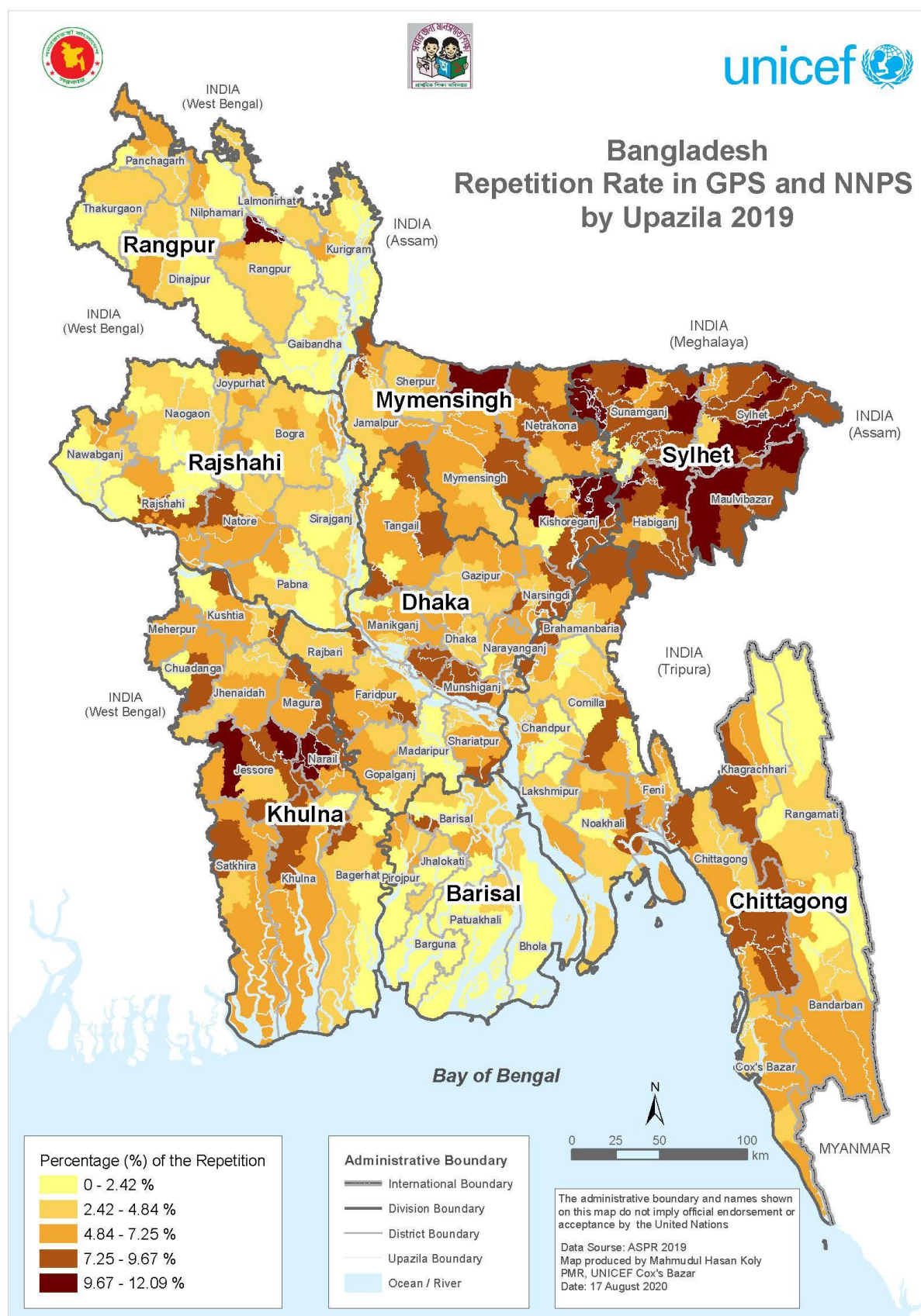
Table 40: By District repetition rate and no. of repeaters 2019

Division	District	Repetition Rate (%)			No. of Repeaters (all type of school)		
		Boys	Girls	Total	Girls	Boys	Total
Barisal	Barguna	0.3	0.3	0.2	308	206	514
	Barishal	3.7	3.5	3.6	4,770	4,895	9,665
	Bhola	1.9	1.7	1.7	1,990	2,128	4,118
	Jhalokathi	2.5	2.2	2.4	1,216	1,076	2,292
	Patuakhali	1.7	1.7	1.9	1,941	1,985	3,926
	Pirojpur	2.8	2.4	2.6	1,939	1,915	3,854
Chattogram	Bandarban	6.0	5.7	5.8	1,984	2,102	4,086
	Brahmonbaria	7.3	6.1	6.2	8,765	8,164	16,929
	Chandpur	3.9	3.4	3.5	4,085	4,177	8,262
	Chattogram	6.9	6.2	6.5	22,754	21,672	44,426
	Cumilla	5.2	4.6	3.5	10,562	10,408	20,970
	Cox's Bazar	5.1	4.4	5.0	5,328	5,053	10,381
	Feni	6.0	5.5	6.1	3,770	3,783	7,553
	Khagrachhari	6.8	6.5	6.4	2,939	3,035	5,974
	Laxmipur	4.6	3.6	3.9	3,346	3,022	6,368
	Noakhali	4.8	4.3	4.2	6,274	6,318	12,592
	Rangamati	3.7	3.6	3.7	1,616	1,730	3,346
Dhaka	Dhaka	4.6	4.2	4.4	9,176	8,880	18,056
	Faridpur	6.2	5.7	5.9	5,453	5,196	10,649
	Gazipur	4.7	4.2	4.5	4,191	4,011	8,202
	Gopalganj	4.7	4.3	4.9	3,286	3,367	6,653
	Kishoregonj	8.2	7.0	7.4	11,459	10,767	22,226
	Madaripur	2.0	1.6	1.7	1,148	1,031	2,179
	Manikgonj	5.1	4.6	4.8	3,185	3,040	6,225
	Munshigonj	7.9	7.3	7.6	5,474	5,067	10,541
	Narayangonj	5.7	4.8	4.7	4,328	3,827	8,155
	Narsingdi	7.4	6.2	6.7	6,549	5,840	12,389
	Rajbari	4.9	4.3	4.2	2,254	2,073	4,327
	Shariatpur	6.1	5.6	5.9	3,614	3,689	7,303
	Tangail	5.5	5.5	5.7	8,767	9,137	17,904

Division	District	Repetition Rate (%)			No. of Repeaters (all type of school)		
		Boys	Girls	Total	Girls	Boys	Total
Khulna	Bagerhat	4.2	3.5	3.5	3,107	2,861	5,968
	Chuadanga	6.0	5.7	5.8	3,260	3,090	6,350
	Jashore	9.0	7.9	8.2	10,890	9,959	20,849
	Jhenaidah	5.0	4.4	5.0	4,287	3,934	8,221
	Khulna	6.4	5.7	6.3	7,181	7,076	14,257
	Kushtia	5.5	5.0	4.7	4,066	3,840	7,906
	Magura	8.7	7.8	8.1	4,075	3,869	7,944
	Meherpur	6.3	5.1	5.4	1,650	1,433	3,083
	Narail	8.1	7.3	7.8	3,508	3,280	6,788
	Satkhira	6.9	6.2	6.7	7,148	6,696	13,844
Mymensingh	Jamalpur	4.7	4.5	4.7	5,116	5,231	10,347
	Mymensingh	7.6	6.9	6.9	15,415	15,194	30,609
	Netrokona	7.0	6.8	6.7	8,577	8,725	17,302
	Sherpur	4.3	4.5	4.5	3,482	3,781	7,263
Rajshahi	Bogura	4.7	4.2	4.4	6,916	6,815	13,731
	Joypurhat	5.1	4.5	5.0	1,887	1,685	3,572
	Naogaon	2.9	2.9	2.9	3,435	3,605	7,040
	Natore	6.1	5.6	5.8	4,539	4,275	8,814
	Nawabgonj	3.5	3.2	2.9	2,511	2,307	4,818
	Pabna	3.3	3.1	3.5	4,424	4,375	8,799
	Rajshahi	5.7	5.3	5.1	5,601	5,286	10,887
	Shirajgonj	2.5	2.4	2.7	4,299	4,362	8,661
Rangpur	Dinajpur	2.9	2.6	2.8	4,462	4,174	8,636
	Gaibandha	2.1	2.0	2.1	2,817	2,911	5,728
	Kurigram	2.8	2.4	2.4	3,033	2,935	5,968
	Lalmonirhat	3.5	3.0	3.3	2,619	2,438	5,057
	Nilphamari	2.9	2.6	2.7	2,751	2,564	5,315
	Panchagarh	4.5	4.0	4.3	2,412	2,237	4,649
	Rangpur	4.5	4.1	4.3	6,038	5,738	11,776
	Thakurgaon	2.2	2.2	2.6	2,103	2,041	4,144
Sylhet	Hobigonj	9.2	7.7	8.7	10,072	9,356	19,428
	Moulavbazar	10.4	9.4	9.9	11,094	10,312	21,406
	Sunamgonj	9.0	8.2	9.0	14,427	13,842	28,269
	Sylhet	9.6	8.5	9.0	17,027	16,068	33,095
National		5.1	4.9	5.1	346,700	333,889	680,589

Note: included RNGPS with GPS and NNPS as repetition rate is little bit low

Figure 32: Repetition rate in GPS and NNPS by district, 2019



Source: APSC 2019

3.7.4 Cycle dropout rate of primary education:

Proportion of students from a cohort enrolled in a given grade in a given school year no longer enrolled in the following school year considered dropout. Dropout 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. The primary cycle dropout rate calculates using the UNESCO reconstructed cohort model. The estimates on primary cycle dropout rates by year from 2005, 2010-2019 are presented in below Table 41 and Figure 33, by grade and gender in Table 42. Primary cycle dropout rate has been fallen a great deal since 2008 (when it was at 50%) to 17.9% in 2019 presented in the below Table 41). This is an outstanding achievement but remains an ongoing challenge for DPE as for every 100 children, who enter primary school, only 82.1% are likely to complete grade 5. The overall conclusion is that the declining of dropout rate has been contributing to overall improvement of internal efficiency of primary education sub-sector, which is measured using **KPI 22:** (primary cycle dropout rate)

Table 41: Primary cycle dropout rate by year and by gender, 2010 – 2019

		2005	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Cycle dropout rate (%)	All	47.2	39.8	29.7	26.2	21.4	20.9	20.4	19.2	18.85	18.6	17.9
	Boys	n/a	40.3	32.4	28.3	24.9	24.3	23.9	22.3	21.72	21.44	19.2
	Girls	n/a	39.3	27	24.2	17.9	17.5	17	16.1	15.92	15.69	15.7

Source: APSC 2005, 2010 to 2019

Dropout rate has been fallen rapidly in grades 1-4, while it has increased in grade 5 (see below Table 42). The key findings of grade wise dropout as follows:

- In grade 1, the dropout rate falls sharply from 8.5% in 2010 to 1.4% in 2019 and 1.9% in 2018 exception in 2016 only 0.7%. This could be attributed to the impact of PPE in all the GPS and NNPS but requires further investigation to confirm the hypothesis (see below Table 42)
- In grade 2, dropout rate is consistent at 2.7% in 2019, a little bit lower than at 2.9% in 2016 of the PEDP4 baseline
- Similarly, in grade 3, decreased from 7.7% in 2010, 4.2% in 2016 of the PEDP4 baseline to 3.2% in 2019, It was 3.4% in 2018
- In grade 4, the rate remained the highest among all 5 Grades. However, it decreased from 12.2% in 2010, 9.8% in 2016 of the PEDP4 baseline to 7.4% in 2019. It was 8.4% in 2018
- In grade 5, it drops radically from 11.1% in 2011 to 3.5% in 2019 exceptional in 2016 of the PEDP4 baseline (1.5%) and 2.5% in 2018
- 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 2019, girls' dropout rate was about 3.5 percentage points lower than that of boys (see the below Table 42).

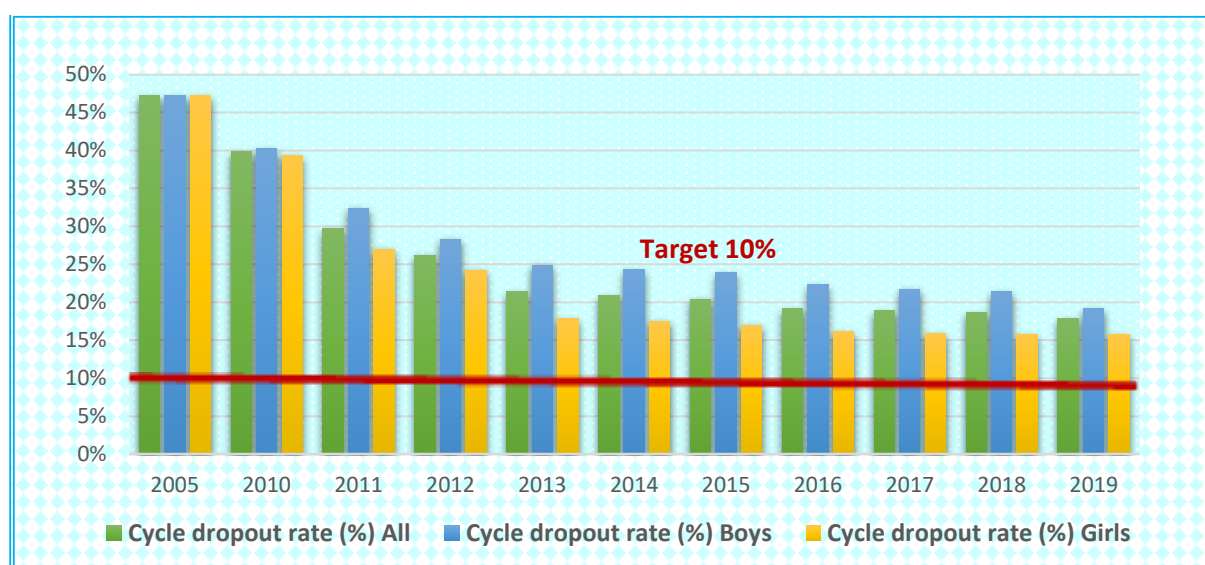
Table 42: Primary cycle dropout rate by grade and gender 2010-2019

Dropout rate (%) ¹	Grade					Gender		
	1	2	3	4	5	Boys	Girls	Total
2010 (PEDP3 Baseline)	8.5	3	7.7	12.2	9.5	40.3	39.3	39.8
2011	4.1	3	4.4	7.4	11.1	32.4	27	29.7
2012	6.3	3.5	5.1	10	1.9	28.3	24.2	26.2
2013	1.5	5.1	5	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
2017	1.5	3.0	3.9	8.0	2.5	21.72	15.92	18.85
2018	1.9	2.7	3.4	8.4	2.5	21.44	15.69	18.6
2019	1.4	2.7	3.2	7.4	3.5	19.2	15.7	17.9

Source: APSC 2010 to 2019 reports

The following Figure 33 shows the primary cycle dropout rate from 2005, 2010 to 2019

Figure 33: Trend of primary education cycle dropout rate 2005, 2010 - 2019



Source: Various APSC reports

According to the APSC 2019, there is a high dropout risk in the northern parts of the country including all the districts of Sylhet divisions, all the districts of Rangpur division and all the districts of Rajshahi divisions. All the districts under Barisal division has the lowest dropout rate. The dropout rate by Upazila is presented in the above Figure 33 and by district in below Table 44.

The 2013 MICS report found that the dropout rate in primary education was 14%, which is 7 percentage points lower than the APSC 2013 (21%) rate. Similarly, MICS 2019 reported 17.4% children not attending schools compare to APSC 2019 (17.9%). This trend is also evident from other sources information, indicating that the primary cycle dropout rate decreased considerably since the PEDP3 period and continued during the PEDP4.

3.7.5 Comparison of repetition and dropout rates with the MICS

The promotion, repetition and dropout rates estimated by the MICS, Education watch and APSC are very different, as per MICS:

- Repetition rates were 10.7% in grade 1, about 2-3% in grades 2-4 and 7.4% in grade 5.
- Dropout rates were only 1% in grades 1-4 and 2.8% in grade 5. This is consistent with the other finding from the 2009 MICS, which was reported in section 3.3, that no more than 6% of children had dropped out of school by the age of 10 years.

This discrepancy between the APSC and the MICS is large, and research is needed to reconcile the two sets of estimates. The following two points can be a basis for broader discussion:

- The 2009/2013 MICS may be under-estimating repetition. In the MICS, parents were asked to report whether at the time their child was in school at what level and what grade – and also answer the same questions for the previous year. In general, the number of children attending a particular grade in one year should not be very different to the number of children who were attending the same grade the previous year. However, the number of students who were reported attending a particular grade the previous year is consistently lower for all grades by at least 10% and the discrepancy is higher in grades 1-2. This suggests some form of recall error: some parents may not consider that their children were in school in the same grade the previous year if their attachment to school was weak (for example, they went for a few weeks early in the year)
- On the other hand, the APSC may have been over-estimating dropout. If, as discussed in section 3, enrolment in grade 1 was over-reported, then some of the children who appeared to be dropping out between Grade 1 and grade 5 may not, in fact, have been real dropouts
- As reported in last year's 2016 ASPR, the promotion, repetition and dropout rates, estimated by the 2013 MICS and Education Watch Educational Statistics Survey 2014, were very different compared to the APSC data (see the following Table 43).

Table 43: Comparisons between APSC, MICS and Education watch 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	n/a	n/a	n/a	n/a	n/a	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
EW 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

This discrepancy between the APSC, the MICS and the Education Watch were 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. Under the PEDP4 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 2013 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, the primary education sector is moving forward in achieving the expected results set for the PEDP4 in terms of access, participation, completion and equity but concern is to achieve the quality education in terms of students learning achievement.
- Lowest dropout rate is found in Feni district (11.8%) followed by Chattogram district (12%) highest in Gaibandha (27.2%) followed by Kurigram and Lalmonirhat districts (24.2%)

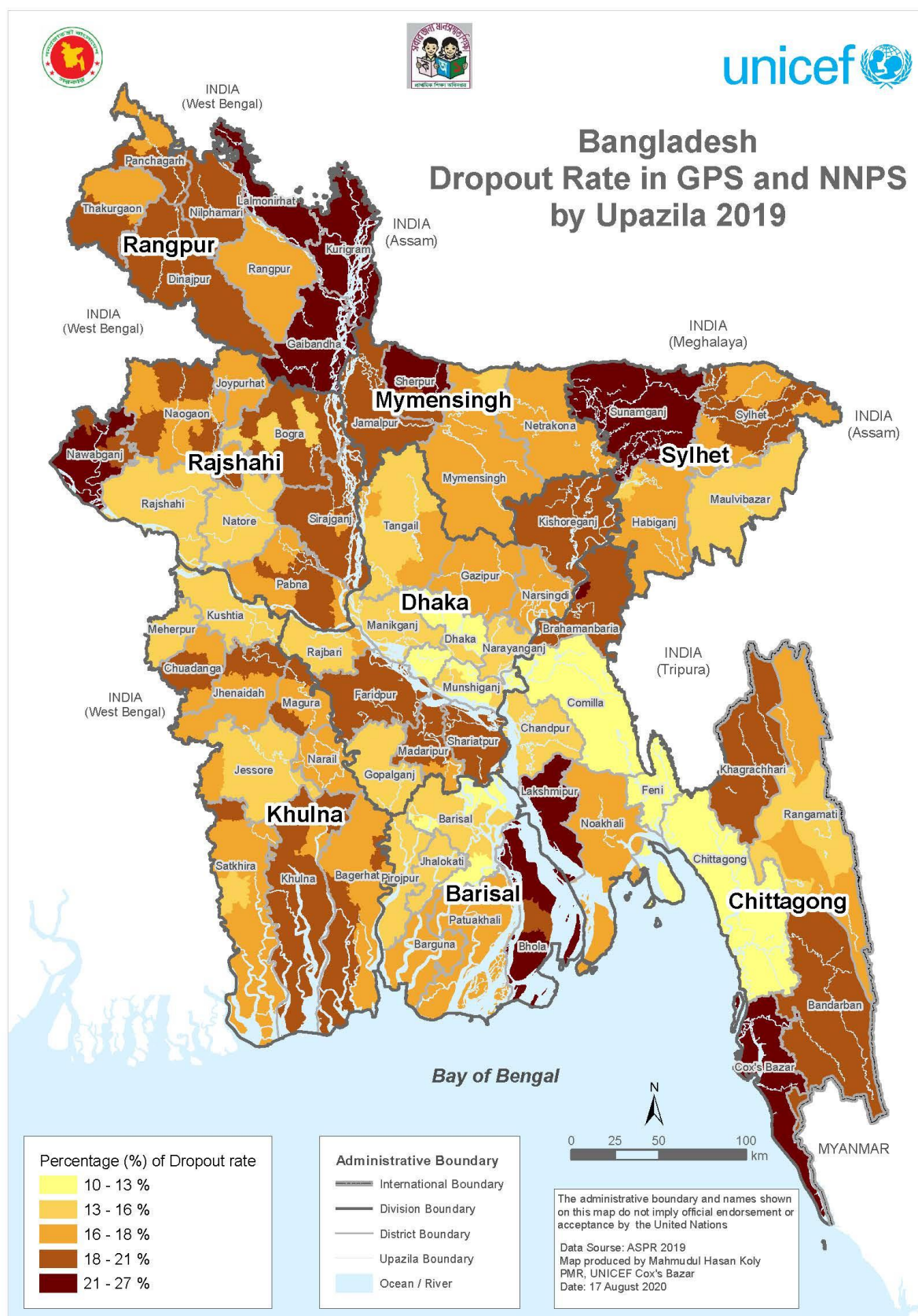
Table 44: By district dropout rate 2019

Division	District				Remarks
		Boys (%)	Girls (%)	Total (%)	
Barisal	Barguna	20.4	13.6	16.8	
	Barishal	17.7	11.4	14.3	
	Bhola	24.9	23.7	23.7	
	Jhalokathi	16.4	12.4	14.3	
	Patuakhali	18.1	15.6	16.7	
	Pirojpur	17.4	13.4	15.2	
Chattogram	Bandarban	22.5	19.6	20.9	
	Brahmonbaria	23.3	19.4	21.0	
	Chandpur	16.5	13.6	14.8	
	Chattogram	14.4	10.0	12.0	
	Cumilla	15.0	10.3	14.8	
	Cox's Bazar	29.1	18.3	23.2	
	Feni	13.3	10.4	11.8	
	Khagrachhari	19.5	18.4	19.0	
	Laxmipur	22.2	23.6	22.7	
	Noakhali	20.6	13.7	16.7	
	Rangamati	16.6	14.7	16.2	
Dhaka	Dhaka	16.3	10.4	13.2	
	Faridpur	24.8	16.3	20.2	
	Gazipur	19.5	14.1	16.6	

Division	District	Boys (%)	Girls (%)	Total (%)	Remarks
	Gopalganj	18.9	10.3	14.5	
	Kishoregonj	21.5	20.0	20.9	
	Madaripur	21.9	15.8	18.6	
	Manikgonj	15.9	14.3	15.1	
	Munshigonj	16.5	11.1	13.6	
	Narayanganj	16.7	14.5	15.1	
	Narsingdi	19.7	15.4	17.3	
	Rajbari	17.9	14.5	16.0	
	Shariatpur	22.6	16.2	19.2	
	Tangail	20.9	11.2	16.1	
Khulna	Bagerhat	20.9	14.7	17.5	
	Chuadanga	20.2	15.8	18.0	
	Jashore	20.7	11.2	16.2	
	Jhenaidah	21.6	15.2	18.2	
	Khulna	22.0	16.4	19.1	
	Kushtia	17.9	14.1	16.0	
	Magura	21.8	15.4	18.6	
	Meherpur	18.2	14.0	16.0	
	Narail	21.2	12.3	16.7	
	Satkhira	21.8	12.8	17.4	
Mymensingh	Jamalpur	22.0	17.3	19.6	
	Mymensingh	18.9	15.5	16.9	
	Netrokona	19.2	14.6	16.8	
	Sherpur	22.3	21.2	21.6	
Rajshahi	Bogura	21.9	15.3	18.4	
	Joypurhat	20.6	13.7	16.9	
	Naogaon	20.4	16.5	18.4	
	Natore	18.2	11.5	14.9	
	Nawabgonj	21.9	21.6	22.3	
	Pabna	21.0	15.5	18.4	
	Rajshahi	18.5	12.3	15.7	
	Shirajgonj	21.8	16.0	18.9	
Rangpur	Dinajpur	20.0	18.5	19.3	
	Gaibandha	21.9	31.5	27.2	
	Kurigram	21.5	26.5	24.2	
	Lalmonirhat	21.9	25.6	23.9	
	Nilphamari	21.6	17.7	19.6	
	Panchagarh	20.0	17.2	18.7	
	Rangpur	21.3	13.4	17.2	
	Thakurgaon	21.5	15.6	18.4	
Sylhet	Hobigonj	19.6	15.0	17.0	
	Moulavbazar	19.4	11.3	15.2	
	Sunamgonj	28.6	18.2	23.5	
	Sylhet	20.5	16.6	18.4	
National		19.2	15.7	17.9	

Source: APSC 2019

Figure 34: Dropout rate in GPS and NNPS by Upazila 2019



Source: 2019

3.8 Survival, completion and transition

3.8.1 Survival to grade 5

The **Non-KPI 2** of the PEDP4 is intended to monitor the survival rate to grade 5. The survival rate is the percentage of a cohort of students enrolled in grade 1 who reach up to grade 5 in Bangladesh regardless of repetition. It is calculated using the UNESCO reconstructed cohort approach. The following Table 45 and Figure 35 shows that the survival rate to Grade 5 increased rapidly from 53.9% in 2005 to 67.3% in 2010 of the PEDP3 baseline and 82.1% in 2016 of the PEDP4 baseline, 85.2% in 2019 slightly increased from 83.5% in 2018. Girl's survival rate (86.1%) is little bit more than boy's survival rate (84.1) in 2019

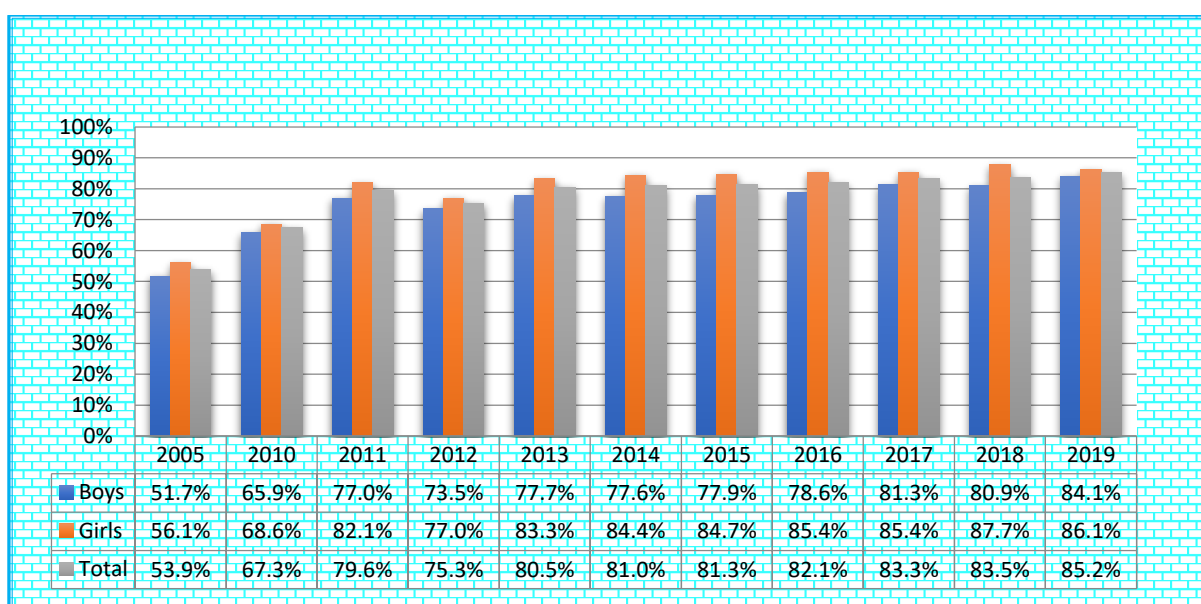
Table 45: Survival rate, 2005, 2010 - 2019

(1) Survival rate (%)	2005	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total	53.9%	67.3%	79.6%	75.3%	80.5%	81.0%	81.3%	82.1%	83.3%	83.5%	85.2%
Girls	56.1%	68.6%	82.1%	77.0%	83.3%	84.4%	84.7%	85.4%	85.4%	87.7%	86.1%
Boys	51.7%	65.9%	77.0%	73.5%	77.7%	77.6%	77.9%	78.6%	81.3%	80.9%	84.1%

Source: APSC 2005, 2010-2019

On the other hand, there is significant geographic variation in the number of students who make it to grade 5, with the best performing Upazila in parts of Chattogram divisions (Feni, Chattogram, Cumilla and the worst performing in the northern part of the country. In particular, the survival rates in the haor in Sylhet division and char areas along the Sherpur and southern part like Cox's Bazar, Bhola districts have on an average fifteen percentage points lower than the national average. About 14% of schools are located in haor and char areas. By district survival rate presents in the following Table 46 and by Upazila in Figure 37.

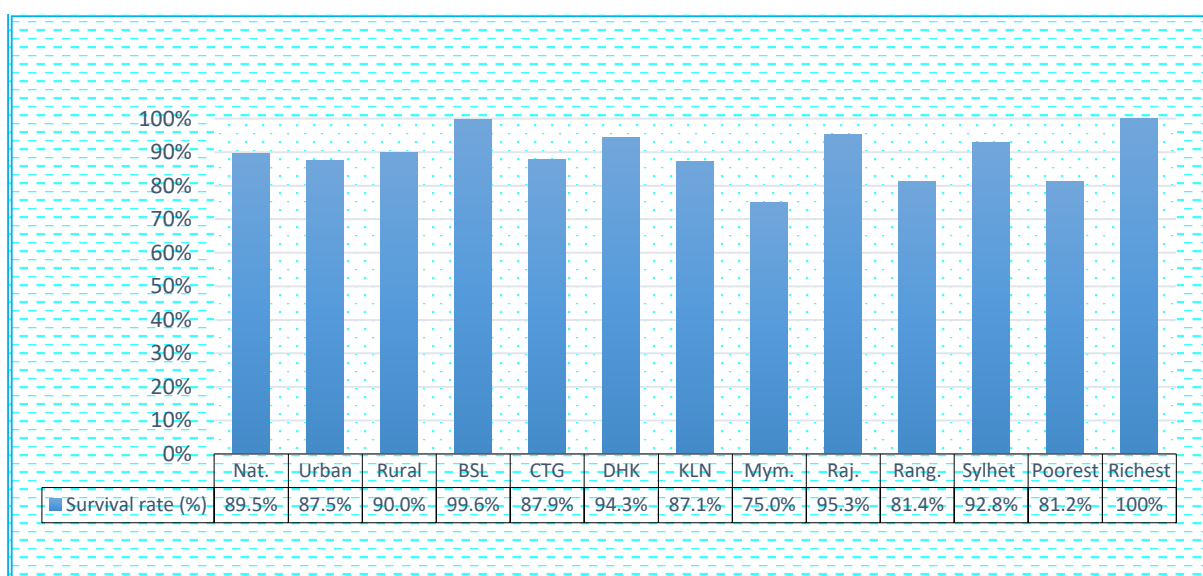
Figure 35: Trends in survival rate to grade 5 by gender 2005, 2010 - 2019



Source: Different years APSC reports

According to the MICS 2019 report the survival to grade 5 is 85.9% (96% girls and 83.1boys) compare to 96.4% (boys 96% and girls 97%) in 2018; though survival rate is lower compare to 2013 report, this indicates a remarkable growth in student survival rates. The interesting thing is rural survival rate is high at 90% compare to urban at 87.5% in 2019 report. According to the 2019 report Barisal division has the highest rate at 99.6%, in 2013 report Rajshahi division was the highest at 96.9% (in 2019 rate is slightly lower at 95.3%). Mymensingh division has the lowest rate (75%) in 2019, in 2013 report Sylhet division had the lowest (93.4%). The following Figure 36 presents the division wise survival rate based on MICS 2019 report. The difference is wider between poorest and richest quantile (81.2% poorest compare to 100% richest). Another source of information on the survival rate is the different years Education Watch Survey reports. 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%). The survival rate has been improving during the PEDP3 period and continued in the PEDP4. The survival rate for the 2 main categories of schools was 88.4% for GPS and 70.3% for NNPS respectively.

Figure 36: Survival rate by division, rural and urban, MICS 2019 report



Source: MIS 2019

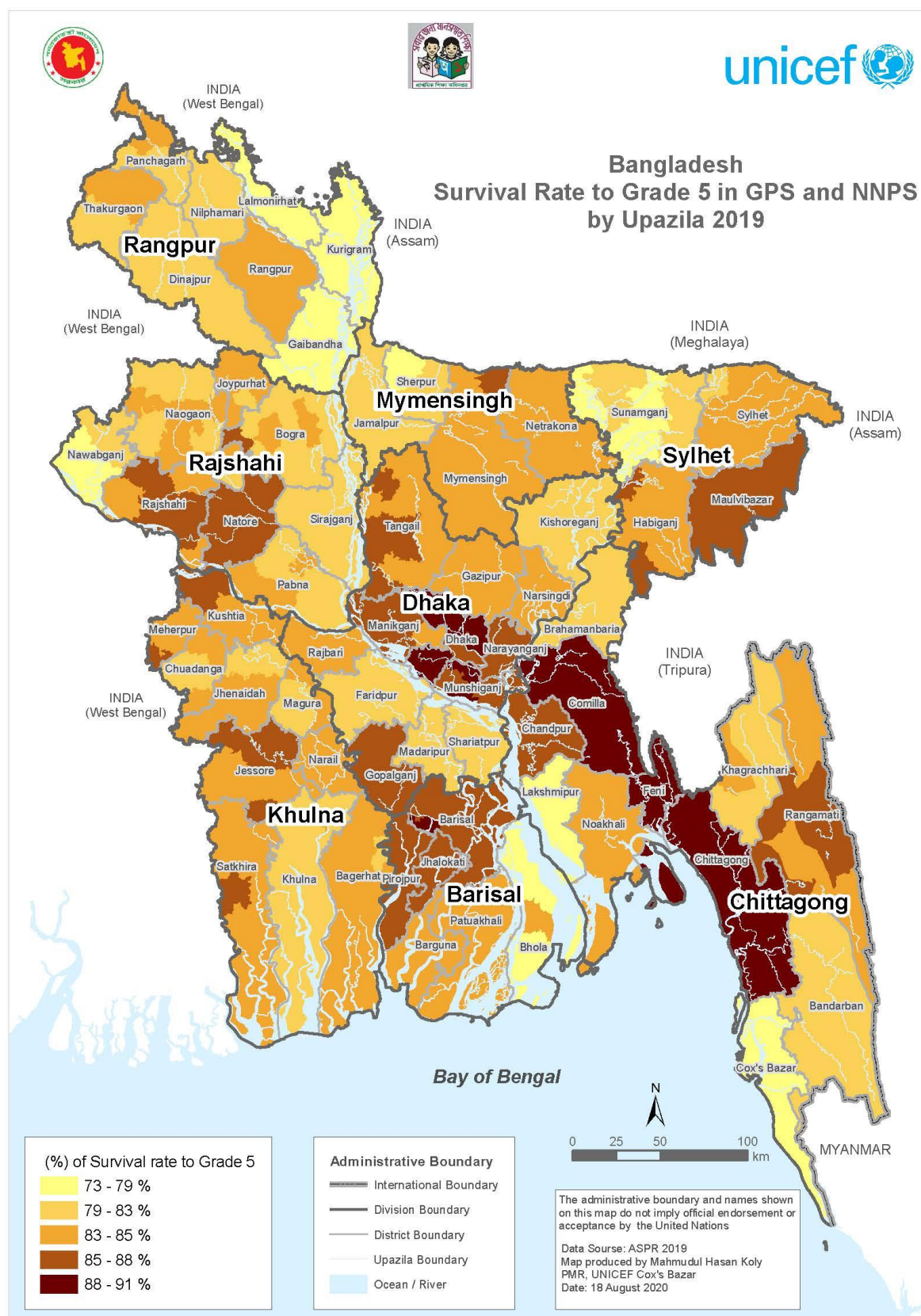
Table 46: By district survival rate 2019

Division	District	Survival Rate (%)		
		Boys	Girls	All
Barisal	Barguna	82.1	87.8	85.1
	Barishal	84.8	90.4	87.8
	Bhola	78.0	77.6	78.9
	Jhalokathi	85.9	89.2	87.7
	Patuakhali	84.4	85.9	85.1
	Pirojpur	84.9	87.9	86.5
Chattogram	Bandarban	79.9	82.1	81.1
	Brahmonbaria	79.3	82.2	81.0
	Chandpur	85.5	88.0	86.9
	Chattogram	88.4	91.6	90.2
	Cumilla	87.1	91.2	86.9
	Cox's Bazar	73.6	83.2	78.7

Division	District	Survival Rate (%)		
		Boys	Girls	All
	Feni	88.7	91.1	90.1
	Khagrachhari	82.6	83.0	83.0
	Laxmipur	80.1	77.8	79.2
	Noakhali	81.7	87.8	85.0
	Rangamati	85.6	86.8	85.9
Dhaka	Dhaka	85.6	91.1	88.5
	Faridpur	77.5	85.2	81.5
	Gazipur	82.4	87.4	85.1
	Gopalganj	83.1	91.2	87.3
	Kishoregonj	81.0	81.6	81.5
	Madaripur	80.1	85.5	83.0
	Manikgonj	85.4	87.3	86.5
	Munshigonj	85.6	90.5	88.2
	Narayangonj	85.3	87.1	86.4
	Narsingdi	82.4	86.2	84.7
	Rajbari	83.8	86.9	85.5
	Shariatpur	79.6	85.4	82.7
	Tangail	80.8	90.4	85.8
Khulna	Bagerhat	81.0	86.8	84.3
	Chuadanga	81.8	85.7	83.8
	Jashore	81.1	90.3	85.8
	Jhenaidah	80.6	86.2	83.5
	Khulna	79.9	85.0	82.7
	Kushtia	84.0	87.4	85.8
	Magura	80.4	86.1	83.4
	Meherpur	83.6	87.3	85.4
	Narail	80.6	89.1	85.0
	Satkhira	80.7	88.8	84.8
Mymensingh	Jamalpur	80.9	84.1	82.5
	Mymensingh	83.4	86.0	84.8
	Netrokona	82.7	86.8	84.9
	Sherpur	80.5	80.0	80.3
Rajshahi	Bogura	79.9	86.3	83.3
	Joypurhat	81.1	87.4	84.6
	Naogaon	81.8	84.9	83.5
	Natore	83.9	89.8	87.0
	Nawabgonj	80.5	80.1	79.6
	Pabna	80.8	85.8	83.4
	Rajshahi	83.1	89.4	86.0
	Shirajgonj	80.3	85.2	82.8
Rangpur	Dinajpur	82.5	82.8	82.7
	Gaibandha	80.7	69.6	74.6
	Kurigram	81.2	74.7	77.8
	Lalmonirhat	81.0	75.7	78.2
	Nilphamari	81.0	83.9	82.5
	Panchagarh	82.7	84.3	83.5
	Rangpur	81.7	88.3	85.1
	Thakurgaon	81.0	85.7	83.6
Sylhet	Hobigonj	83.5	86.7	85.1
	Moulavbazar	83.3	90.7	87.1
	Sunamgonj	78.0	83.5	80.8
	Sylhet	83.6	84.9	84.2
National Estimates		84.1	86.1	85.2

Source: APSC 2019, lowest survival rate is found in Gaibandha and highest is found in Chattogram district

Figure 37: Survival rate to grade 5 in GPS and NNPS, by Upazila, 2019



Source: APSC 2019

3.8.2 Primary cycle completion

The **KPI 8** of the PEDP4 is ‘**Primary cycle completion rate (SDG 4.1.4)**’ which is the percentage of a cohort of students, enrolled in grade 1 in a given school year, who have successfully completed the grade 5 in Bangladesh. The measure of ‘cycle completion’ or ‘primary graduation’ from primary school is success in passing the Primary and Ebtedayee Education Completion Examination (PECE/EECE). The DPE calculates the primary cycle completion rate, taking into consideration the reverse of the primary cycle dropout rate computed through the UNESCO reconstructed cohort model.

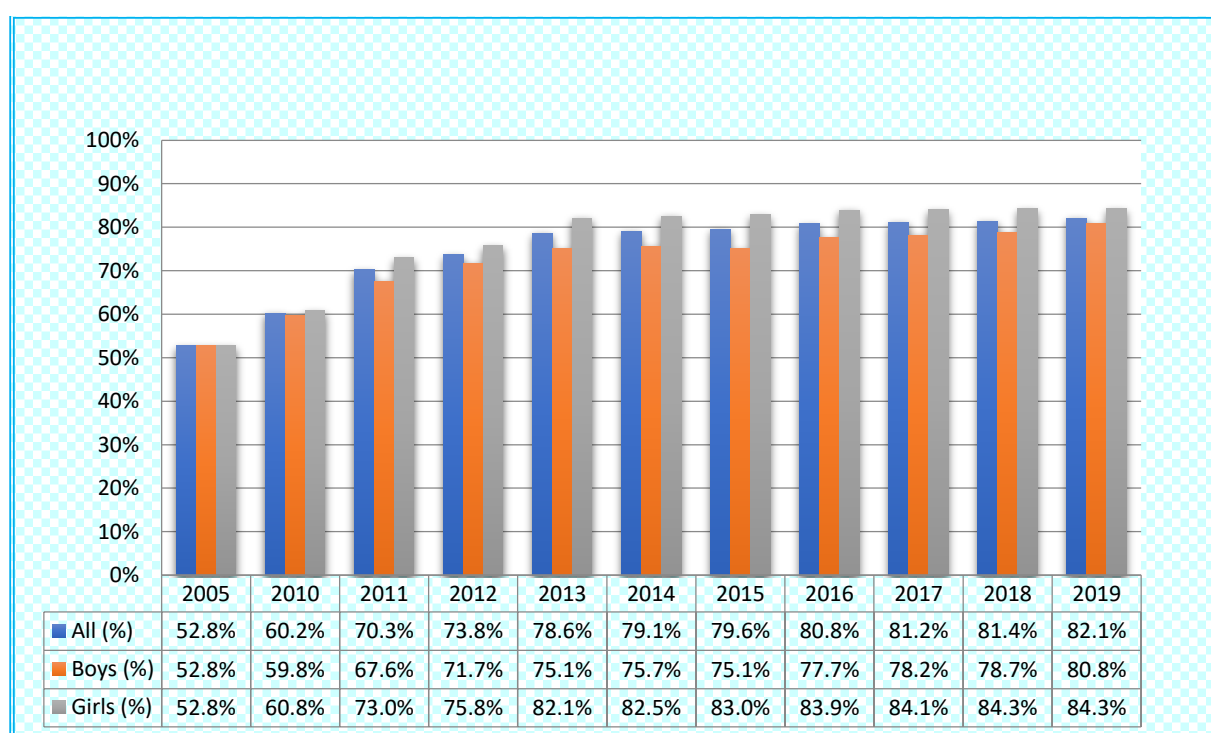
The following Table 47 shows the trend in cycle completion rates between 2005, 2010 - 2019. Using the PEDPII baseline year of 2005, the primary cycle completion rate has been risen from 52.8% in 2005 to 60.2% in 2010 (the PEDP3 baseline), to 80.8% in 2016 (the PEDP4 baseline) and 82.1% (84.3% girls and 80.8% boys) in 2019. There was a gain of above 2 percentage points between 2010 and 2019 which presents in the below Table 47 and below Figure 38.

Table 47: Primary cycle completion rate 2005, 2010–2019

(1) Cycle completion rate (%)	2005	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total	52.8	60.2	70.3	73.8	78.6	79.1	79.6	80.8	81.2	81.4	82.1
Girls	n/a	60.8	73	75.8	82.1	82.5	83	83.9	84.1	84.3	84.3
Boys	n/a	59.8	67.6	71.7	75.1	75.7	75.1	77.7	78.2	78.7	80.8

Source: APSC reports 2005, 2010-2019

Figure 38: Primary cycle completion rate by gender 2005, 2010–2019



Source: APSC reports 2005, 2010-2019

Alternate approach to calculate completion rate: There are two ways to look at the primary completion. The [first definition](#) is a simple extension of the survival rate and is the method currently used in Bangladesh and is reported in Table 47 above. It is the percentage of a cohort of students enrolled in grade 1 who complete grade 5 (and is the opposite of the dropout rate as shown in above Table 47). It is calculated using the reconstructed cohort approach. This is known as **cycle completion rate** or **primary cohort completion rate** (as in the EFA Global Monitoring Report). While the definition of a child ‘surviving’ to grade 5 is simple (i.e. the child simply enrolls in grade 5), the definition of a child ‘completing’ grade 5 is less so:

- Until 2008 a child was considered to have completed grade 5 if the child had taken part in the school-based final examinations, information that was recorded in the APSC.
- However, after the introduction of PECE in 2009 and EECE in 2010, there is a direct measure of completion. A child is considered to have completed grade 5 if the child has taken part in the PECE and EECE.

The [second definition](#) is very different. It is the total number of students who have completed grade 5 in a given year expressed as a percentage of the total number of children aged 10 years (which is the official primary graduation age). This is the definition of the **primary completion rate** used for the monitoring of the MDGs and the EFA Fast Track Initiative. As this indicator is a SDGs’ indicator, it will be measured using this approach.

There is a clear difference between the two methods. The primary cohort completion rate is based only on students who enrol in the three types of schools monitored by DPE: GPS, NNPS and experimental schools. It is therefore a measure of the efficiency of these three types of schools only. The primary completion rate is based on all children, irrespective of whether they ever enrolled or what type of school they attended. While the numerator is the same (number of children who completed primary education), the denominator is different: in the case of the primary cohort completion rate it is the number of children who were enrolled in grade 1, whereas in the case of the primary completion rate it is the population of all children who should graduate in grade 5.

There are two methods for the calculation of the primary completion rate. The first method is based on administrative data. It is the number of children who have completed primary education (in other words, who have passed the PECE/EECE) as a percentage of children of primary school graduation age (in other words, number of children aged 10 years)

$$\text{Primary completion rate} = \frac{\text{Number of children who passed grade 5 exam from formal schools and madrasahs (GPS, model GPS, experimental, community, 'other', Ebtedayee, Dakhil and Higher)}}{\text{Number of children aged 10 years}} \quad (1)$$

The following Table 48 shows the breakdown for the number of graduates according to the results of the 2019 PECE and EECE. The completion rate is 91.2% for formal schools and madrasahs based on DR, 88.5% based on participation and 86.4% based on passed of the exam. Considering the formal school and madrasahs completion rate is 85.1% (based on passed) and if non-formal schools are also included than the rate is 86.4%.

It is noted that the following approach is more authentic to calculate the primary completion rate. The below Table 48 shows that the primary cycle completion rate is 86.7% in 2019. Therefore, it is clearly evident that the primary education moving forward to produced more primary graduate in 2019.

Table 48: Primary completion rate based on PECE and EECE results 2019

Population			
(1) Population of children aged 10 years in 2019 (United Nations Population Division)	3,186,478	3,186,478	3,186,478
Number of children who passed the 2019 PECE and EECE	DR	Appeared	Passed
(2) Formal schools (DPE managed)	2,499,481	2,405,272	2,303,209
GPS	1,285,532	1,244,736	1,195,027
Model	45,664	44,557	43,518
NNPS	535,156	511,687	476,359
1500 project	20,077	19,171	18,201
PTI Expt.	1,935	1,901	1,885
Community	633	557	477
'Other' (RNGPS, Temp. RNGPS, NRNGPS, high school-attached, KG, Govt. high Attached, Others)	610,484	582,663	567,742
(3) Formal madrasahs	352,076	304,178	291,875
Ebtedayee	93,951	78,031	74,567
Dakhil, Alim, Fazil, Kamil	258,125	226,147	217,308
(4) Total, formal schools and madrasahs [= (2) +(3)]	2,851,557	2,770,140	2,712,198
Completion rate, formal schools and madrasahs [= (4)/ (1)]	89.49%	86.93%	85.12%
(5) Non-formal schools	55,583	48,879	40,534
ROSC (Ananda school)	36,354	30,353	22,575
Shishu Kalyan	3,080	2,806	2,455
BRAC	16,149	15,720	15,504
(6) Total, formal and non-formal schools and madrasahs [= (2) +(3) +(5)]	2,907,140	2,819,019	2,752,732
Completion rate, formal and non-formal schools and madrasahs [= (6)/ (1)]	91.23%	88.47%	86.39%

Source: PECE and EECE results 2019

The second method is based on *household survey data*. For example, as part of the 2019 MICS, parents were asked to report whether at the time their child was in school at what level and what grade – and if no longer in school what was the highest-level, they had attained

$$\text{Primary completion rate} = \frac{\text{Number of children who have completed primary education}}{\text{Number of children aged x years}} \quad (2)$$

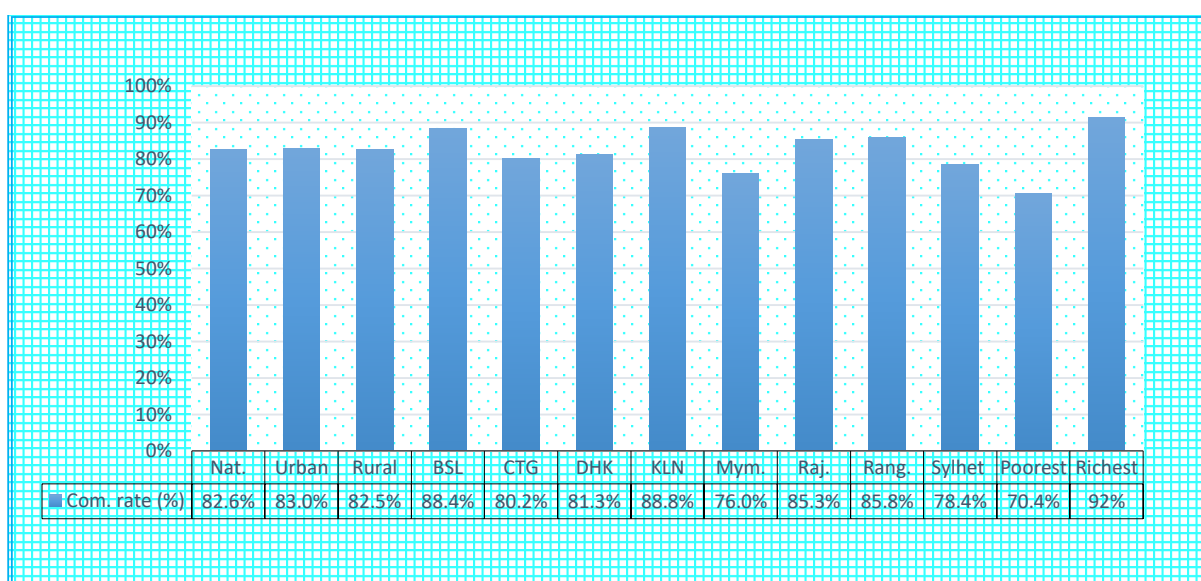
As shown below, separately the primary completion rate calculated on the basis of the children who were passed in the 2019 PECE/EECE (86.7%) which is close to the estimate of the primary completion rate based on household survey MICS 2019 data (82.6%), If consider DR then completion rate was 93%, if consider appeared the exam then rate was 88.8% means that primary completion rate gradually improving since the last decade.

Population (according to the United Nations Population Division)	
(1) Population of children aged 10 years in 2019	3,296,021
(2) Children who passed the 2019 PECE and EECE	2,857,461
Completion rate [= (2)/ (1)]	86.7%
(3) Children who took part in the 2019 PECE and EECE	2,927,803
Completion rate [= (3)/ (1)]	88.8%
(4) Children who were eligible to take part in the 2019 PECE and EECE (on the DR)	3,096,270
Completion rate [= (4)/ (1)]	93.9%

Source: PECE and EECE results

The recent MICS 2019 report reveals that the primary cycle completion rate is 82.6% (89.1% girls and 76.3% boys) which is slightly higher than APSC 2019 report 82.1%. The following Figure 39 shows the division wise primary completion rate including urban, rural as well as poorest and richest quintiles. Khulna division has the highest rate (88.8%) and Sylhet division has the lowest rate (78.4%) which is consistent with APSC 2019 report. More children from wealth families (92%) completed the primary education compare to the poor family's children (70.4%). The gap is wider, as require special measures in ultra-poor areas children for completion of primary education.

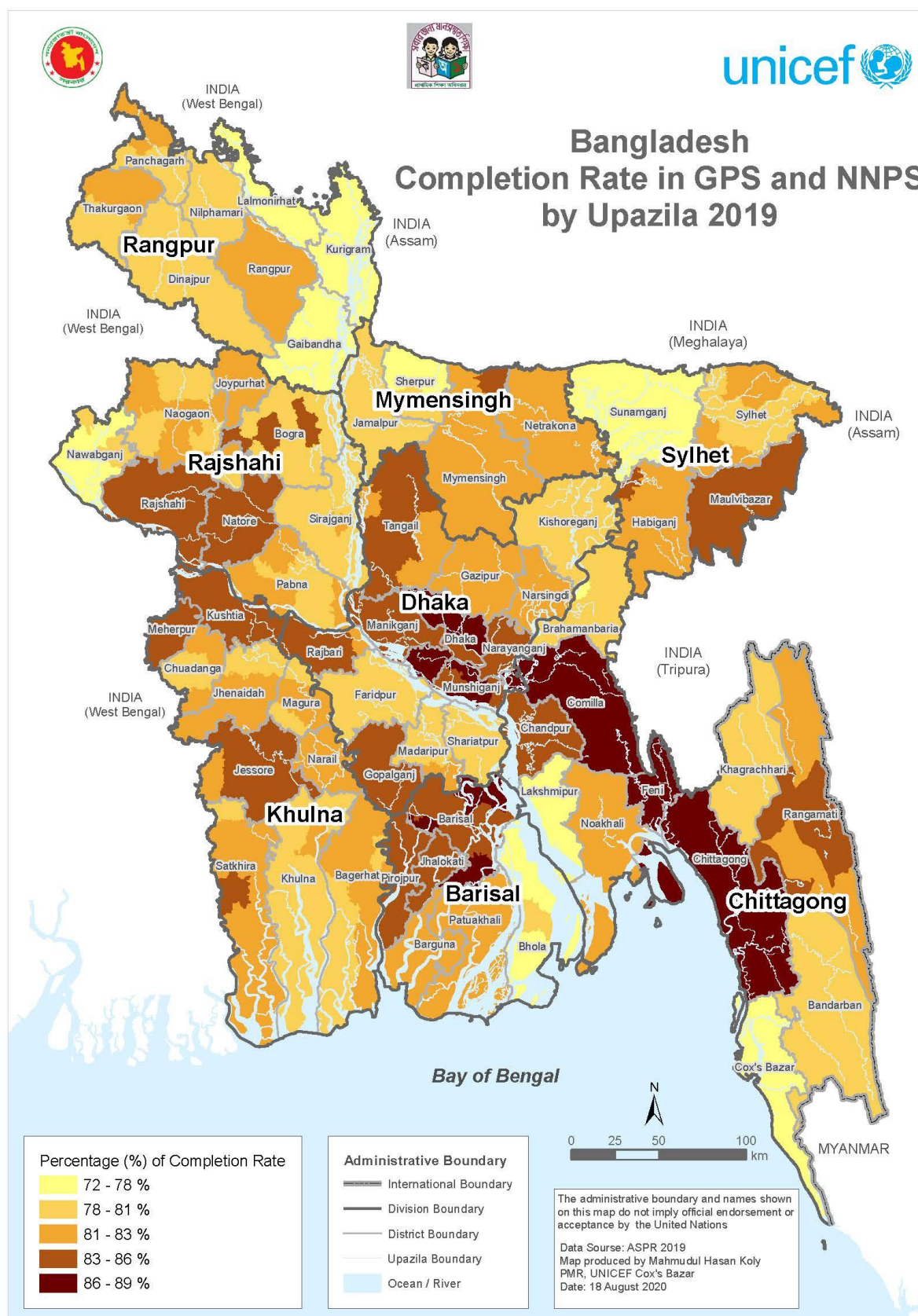
Figure 39: Completion rate by division, urban, rural and wealth quintile based on MICS 2019



Source: MICS 2019

The following Figure 40 shows the geographical differences in the primary completion rate based on the 2019 APSC. All districts lagging behind are situated in areas of the country with specific disadvantages: coastal belt Cox's Bazar, Bhola, haor areas (all the districts of Sylhet division and Sherpur), char areas (in Kurigram and Lalmonirhat districts), north-western Bangladesh (Nilphamari), the drought zone (Nawabganj).

Figure 40: Primary completion rate by district 2019



Source: APSC 2019

3.8.3 Transition rate

New entrants to the first grade of secondary education in a given school 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. The purpose is to convey information on the degree of access or transition from one cycle or level of education to a higher one. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements

The following methods uses to calculate **transition** rate.

$$\text{Transition rate} = \frac{\text{Number of new entrants to grade 6, 2019}}{\text{Number of children who passed PECE/EECE, 2018}}$$

Its calculation is hindered by the fragmentation of the education statistical system:

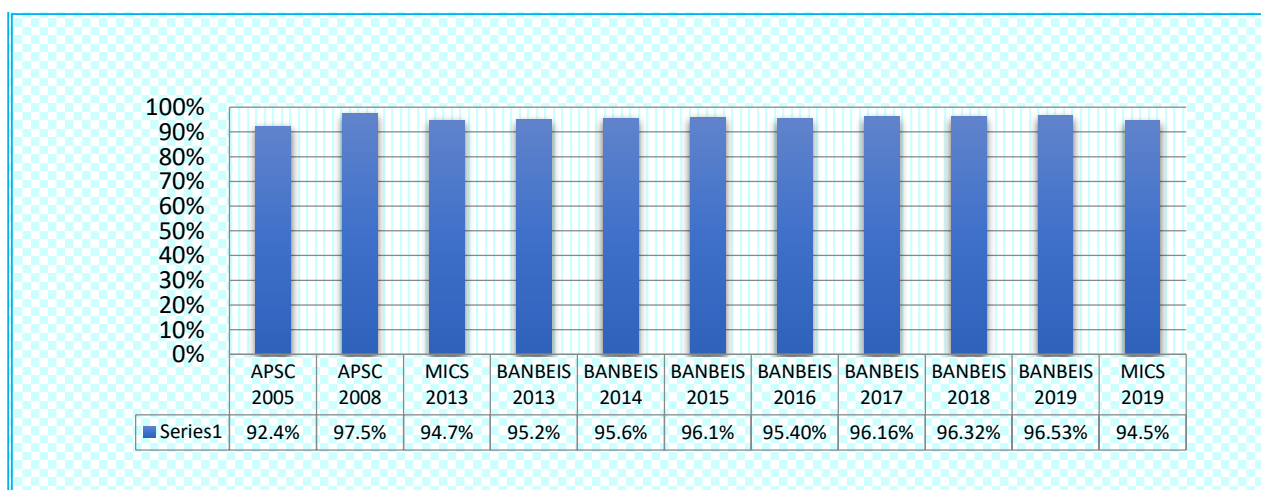
- DPE collects enrolment statistics from **formal and non-formal primary schools**. Information on enrolment by grade (and on completion, in other words participation in grade 5 PECE and EECE) is collected from all schools but only reported for GPS, NNPS and experimental schools.
- BANBEIS collects enrolment statistics from primary classes in **formal secondary schools and madrasahs**. Information on repetition in madrasahs is collected but not reported. BANBEIS is responsible for secondary school data but they do not collect repetition data at secondary level.
- No institution is formally responsible for compiling enrolment and repetition statistics from **non-formal primary schools**.

Based on available data, BANBEIS has provided estimates for the transition rate in 2016 (95.4%) and 2008 (97.5%). However, the following Figure 41, which tries to pull together the necessary pieces of information for the calculation of the transition rate though raises some questions on whether this calculation was feasible.

- Until 2009, no information was reported on the number of children who completed grade 5 except for three of the three types of formal primary schools monitored by DPE (GPS, RNGPS and experimental schools). Moreover, grade 6 repetition in madrasahs was not reported by BANBEIS.

As of 2010, it should have been possible to calculate the transition rate as PECE and EECE is the authentic sources of information of primary graduate. However, at the time of this report was written, BANBEIS provides estimates of transition rate as 96.16% in 2017, 96.32% in 2018 and 96.53% in 2019 respectively. The MICS 2019 report reveals that, transition rate is 94.5% (95.8% girls and 93.2% boys)

Figure 41: Transition rate from various sources information



Source: APSC reports, BANBEIS reports and MICS 2019

3.9 Coefficient of efficiency and years input per graduate

3.9.1 Coefficient of efficiency

Coefficient of efficiency is 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. 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.

Two common summary indicators of internal efficiency are used in Bangladesh (coefficient of efficiency and years input per graduate):

- The ideal number of student-years necessary to produce the graduates (if there were no repetition and no dropout) equals the number of graduates multiplied by the number of grades. The ratio between the actual number of pupil-years used by the reconstructed cohort and the ideal number of student-years gives the *coefficient of efficiency*. This worsened between 2005 and 2008 but by 2010 it has been improving significantly up to 2019. The PEDP4 target is to improve to 86 percent in 2023 from 80.8 in 2016 (the PEDP4 baseline)
- The total number of student-years divided by the total number of graduates gives the *years input per graduate*. The target of the PEDP4 is for this indicator to fall from 6.18 years (the PEDP4 baseline) to 6 years in 2023. There was a slight rise over the period 2005-2008 but by 2010 it has dropped below the 2005 level and almost achieved the target in 2019 (6.05 years).

In the PEDP4, the **KPI-11** intended to measure internal efficiency (coefficient of efficiency and the number of input years per graduate). The calculation of these indicators again relies on the UNESCO reconstructed cohort method (see below Table 49 for coefficient of efficiency).

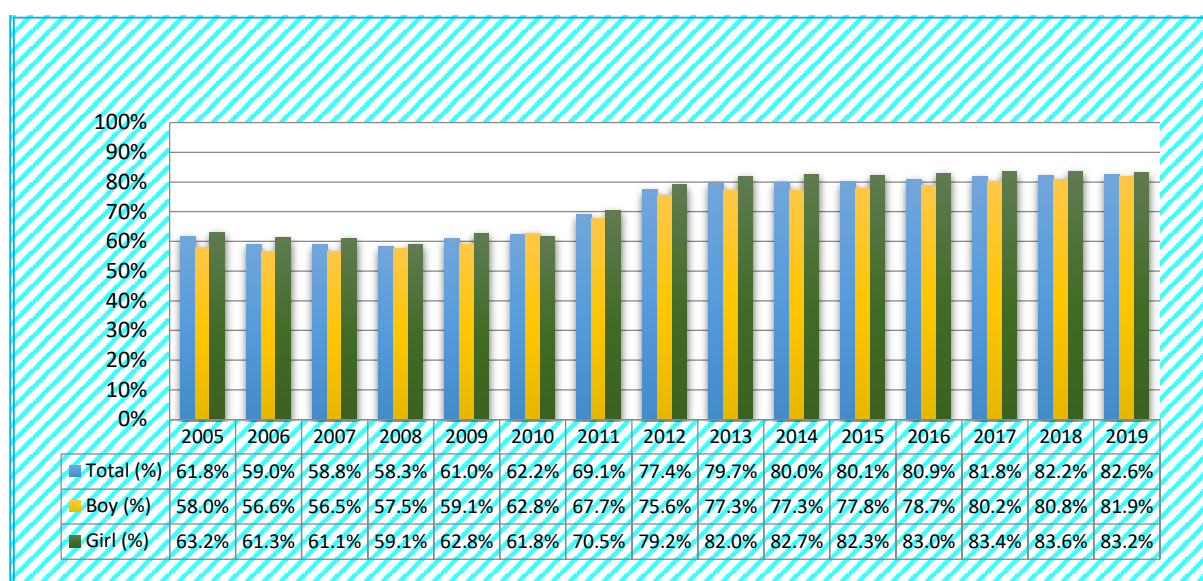
Table 49: Internal efficiency indicators, 2005-2009-2019

	2005	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Coefficient of efficiency (%)												
All	61.8	61	62.2	69.1	77.4	79.7	80	80.1	80.9	81.8	82.2	82.6
Girls	63.2	62.8	61.8	70.5	79.2	82.0	82.7	82.3	83	83.4	83.6	83.2
Boys	58	59.1	62.8	67.7	75.6	77.3	77.3	77.8	78.7	80.2	80.8	81.9

Source: Different years APSC reports

According to APSC 2019, the coefficient of efficiency stands on 82.2% (83.2% girls and 81.9% boys), girls are a little bit ahead from their counterpart boys in 2019. Education Watch's conducted Educational Institutes Survey in 2014, based on this survey, the Coefficient of Efficiency improved considerably between 2008 and 2014. In 2018, the Coefficient of Efficiency was also higher among the girls (83.6%) than boys (80.8%) in 2018. The following Figure 42 shows the coefficient of efficiency based on different years APSC reports.

Figure 42: Coefficient of efficiency by gender 2005–2019



Source: Different years APSC reports

3.9.2 Years Input per Graduate

The estimated average numbers of student years spent by students from a given cohort who graduate from primary education, considering 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 years inputs per graduate. 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.

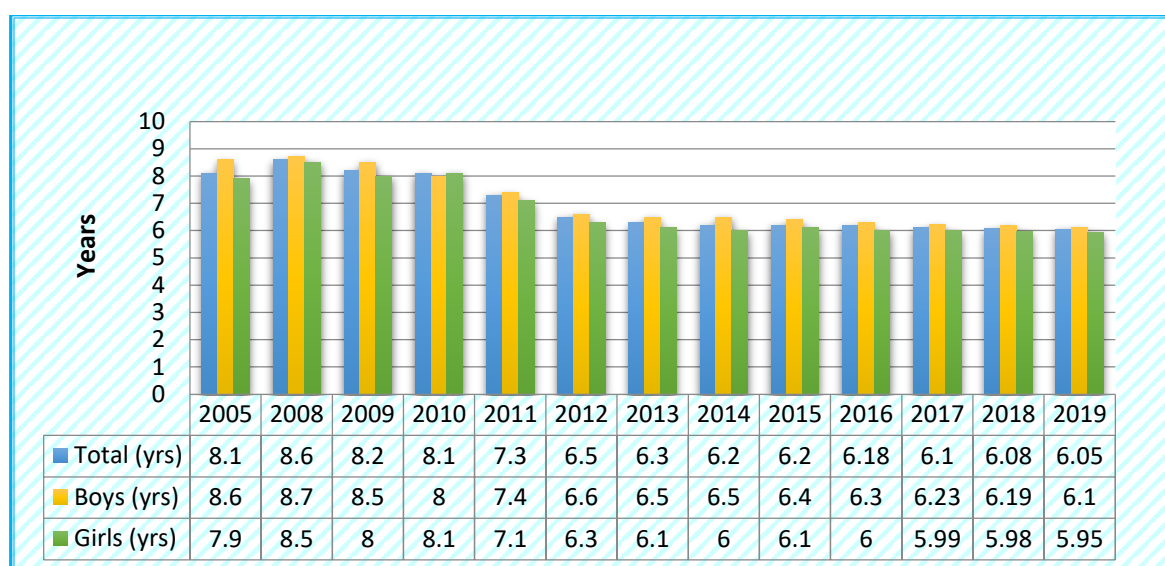
The years input per Graduate is the total number of student years divided by the total number of graduates. In the case of neither repetition nor dropouts, the figure would be five years for Bangladesh (excluding the 1 year of pre-primary education). The target of the PEDP4 for this indicator was the reduction to 6 years in 2023 from 6.2 years in 2016 (the PEDP4 baseline). The target is almost achieved in 2019 (6.05 years). This indicator improved considerably between 2010 and 2019; from 8 years in 2010 (the PEDP3 baseline) to 6.18 years in 2016 (the PEDP4 baseline). To produce a primary graduate, its required 6.1 years for boys and 5.95 years for girls in 2019; girls' performance was better than boys since 2005 (See below Table 50 and Figure 43).

Table 50: Years input per graduate by gender and by year 2005 - 2019

	2005	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Coefficient of efficiency (%)												
All	8.1	8.2	8.1	7.3	6.5	6.3	6.2	6.2	6.18	6.1	6.08	6.05
Girls	7.9	8	8.1	7.1	6.3	6.1	6	6.1	6	5.99	5.98	5.95
Boys	8.6	8.5	8	7.4	6.6	6.5	6.5	6.4	6.3	6.23	6.19	6.1

Source: Different years APSC reports

Figure 43: Years input per graduate by gender and by year 2005 - 2019



Source: Different years APSC reports

The following Table 51 presents the district wise coefficient of efficiency and years input per graduate based on 2019 APSC report and the following Figure 44 presents the by Upazila coefficient of efficiency and Figure 45 years inputs per graduate based on 2019 APSC. Sunamgonj district has the highest years inputs per graduate (6.5 years) and lowest in Barguna district (5.6 years). Similarly, the coefficient of efficiency is the highest in the Barguna district (89) followed by Jhalokathi district (88.6) and lowest in Sunamgonj (76.7) followed by Kishoregonj district (79.3)

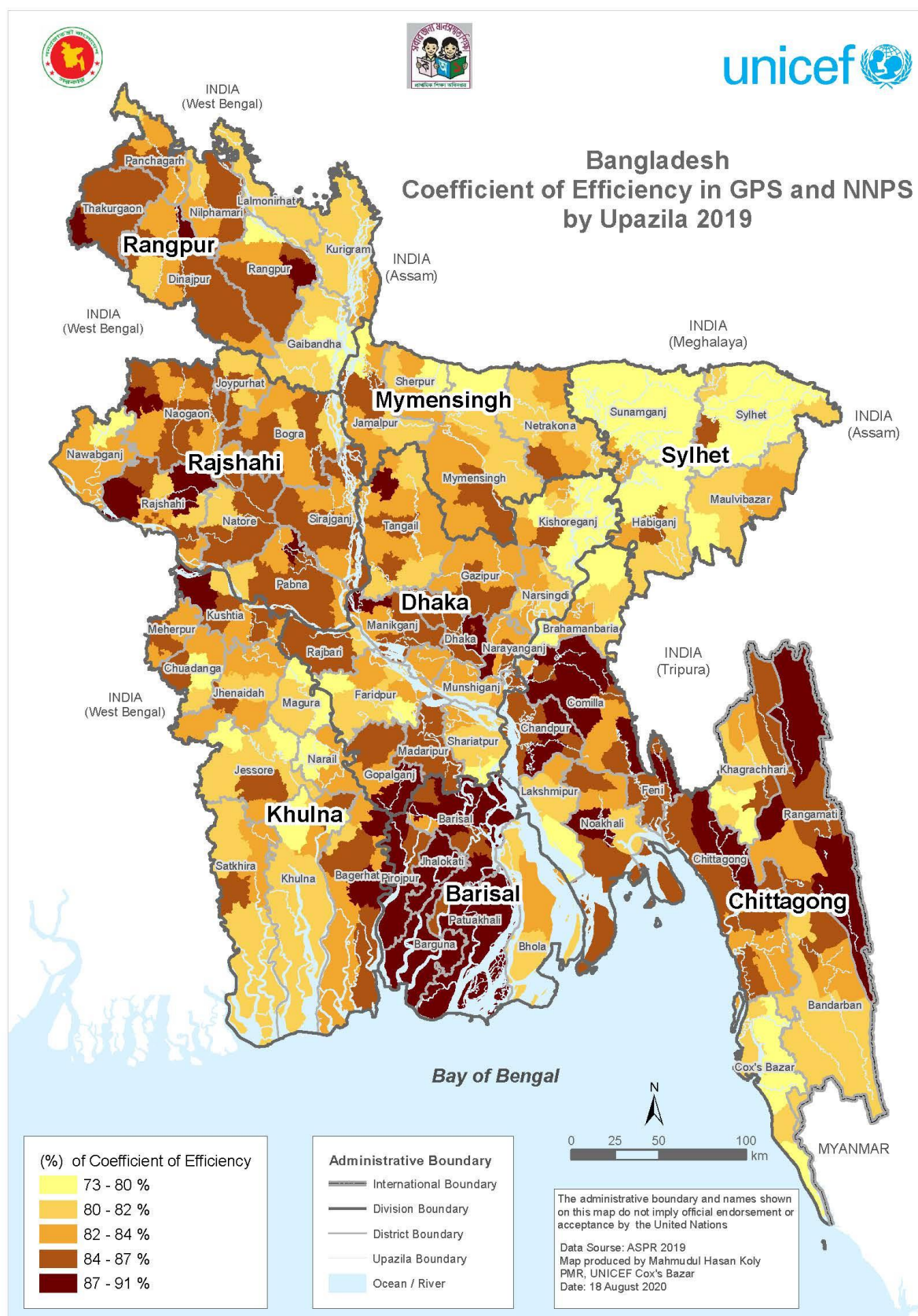
Table 51: By district coefficient of efficiency and years input per graduate 2019

Division	District	Coefficient of efficiency (%)			Years Input per Graduate (Years)		
		Boys	Girls	All	Boys	Girls	All (years)
Barisal	Barguna	86.4	91.0	89.0	5.8	5.5	5.6
	Barishal	84.7	89.5	87.3	5.9	5.6	5.7
	Bhola	81.9	83.8	83.2	6.1	6.0	6.0
	Jhalokathi	87.1	90.2	88.6	5.7	5.5	5.6
	Patuakhali	86.6	88.5	87.6	5.8	5.6	5.7
	Pirojpur	86.3	89.7	88.2	5.8	5.6	5.7
Chattogram	Bandarban	80.4	82.6	81.6	6.2	6.1	6.1
	Brahmonbaria	77.5	82.1	80.6	6.5	6.1	6.2
	Chandpur	85.3	88.1	87.0	5.9	5.7	5.7
	Chattogram	83.0	87.5	85.5	6.0	5.7	5.9
	Cumilla	84.7	88.9	87.0	5.9	5.6	5.7
	Cox's Bazar	75.6	84.5	80.3	6.6	5.9	6.2
	Feni	85.2	88.1	86.4	5.9	5.7	5.8
	Khagrachhari	81.1	82.8	82.1	6.2	6.0	6.1
	Laxmipur	79.8	81.8	81.4	6.3	6.1	6.1
	Noakhali	81.3	87.0	84.9	6.2	5.7	5.9
	Rangamati	85.4	87.7	86.0	5.9	5.7	5.8
Dhaka	Dhaka	84.6	89.1	87.0	5.9	5.6	5.7
	Faridpur	77.3	84.6	81.5	6.5	5.9	6.1
	Gazipur	82.2	87.3	85.0	6.1	5.7	5.9
	Gopalganj	82.9	89.4	85.9	6.0	5.6	5.8

Division	District	Coefficient of efficiency (%)			Years Input per Graduate (Years)		
		Boys	Girls	All	Boys	Girls	All (years)
	Kishoregonj	77.4	81.1	79.3	6.5	6.2	6.3
	Madaripur	82.8	88.9	86.2	6.0	5.6	5.8
	Manikgonj	85.0	86.6	85.8	5.9	5.8	5.8
	Munshigonj	81.4	86.1	84.0	6.1	5.8	6.0
	Narayangonj	83.1	86.0	85.4	6.0	5.8	5.9
	Narsingdi	79.5	84.4	82.2	6.3	5.9	6.1
	Rajbari	83.4	86.9	85.7	6.0	5.8	5.8
	Shariatpur	79.3	84.5	82.1	6.3	5.9	6.1
	Tangail	80.7	87.5	84.0	6.2	5.7	6.0
Khulna	Bagerhat	82.1	87.7	85.5	6.1	5.7	5.8
	Chuadanga	81.1	84.6	83.0	6.2	5.9	6.0
	Jashore	78.2	85.4	81.8	6.4	5.9	6.1
	Jhenaidah	81.2	86.6	83.9	6.2	5.8	6.0
	Khulna	79.4	84.2	81.8	6.3	5.9	6.1
	Kushtia	83.2	86.3	85.3	6.0	5.8	5.9
	Magura	78.0	83.2	80.9	6.4	6.0	6.2
	Meherpur	81.9	86.4	84.6	6.1	5.8	5.9
	Narail	78.9	85.6	82.2	6.3	5.8	6.1
	Satkhira	78.9	86.2	82.5	6.3	5.8	6.1
Mymensingh	Jamalpur	81.4	85.1	83.2	6.1	5.9	6.0
	Mymensingh	80.4	84.1	82.9	6.2	5.9	6.0
	Netrokona	81.1	84.7	83.2	6.2	5.9	6.0
	Sherpur	81.7	82.8	82.4	6.1	6.0	6.1
Rajshahi	Bogura	81.1	86.3	83.9	6.2	5.8	6.0
	Joypurhat	80.8	87.0	83.9	6.2	5.8	6.0
	Naogaon	83.6	86.7	85.3	6.0	5.8	5.9
	Natore	82.8	87.6	85.2	6.0	5.7	5.9
	Nawabgonj	82.1	83.0	82.7	6.1	6.0	6.0
	Pabna	83.7	87.1	85.1	6.0	5.7	5.9
	Rajshahi	83.2	86.9	85.5	6.0	5.8	5.9
	Shirajgonj	83.2	87.9	85.5	6.0	5.7	5.8
Rangpur	Dinajpur	84.5	86.0	85.2	5.9	5.8	5.9
	Gaibandha	84.1	77.8	80.8	5.9	6.4	6.2
	Kurigram	83.2	81.2	82.2	6.0	6.2	6.1
	Lalmonirhat	82.4	80.9	81.6	6.1	6.2	6.1
	Nilphamari	83.1	86.6	85.1	6.0	5.8	5.9
	Panchagarh	82.7	85.7	84.2	6.0	5.8	5.9
	Rangpur	81.8	87.7	85.0	6.1	5.7	5.9
	Thakurgaon	83.8	88.4	86.0	6.0	5.7	5.8
Sylhet	Hobigonj	78.4	83.4	81.2	6.4	6.0	6.2
	Moulavbazar	77.8	84.5	81.3	6.4	5.9	6.1
	Sunamgonj	72.4	81.2	76.7	6.9	6.2	6.5
	Sylhet	77.3	81.7	79.7	6.5	6.1	6.3
	National	81.9	83.2	82.6	6.1	5.95	6.05

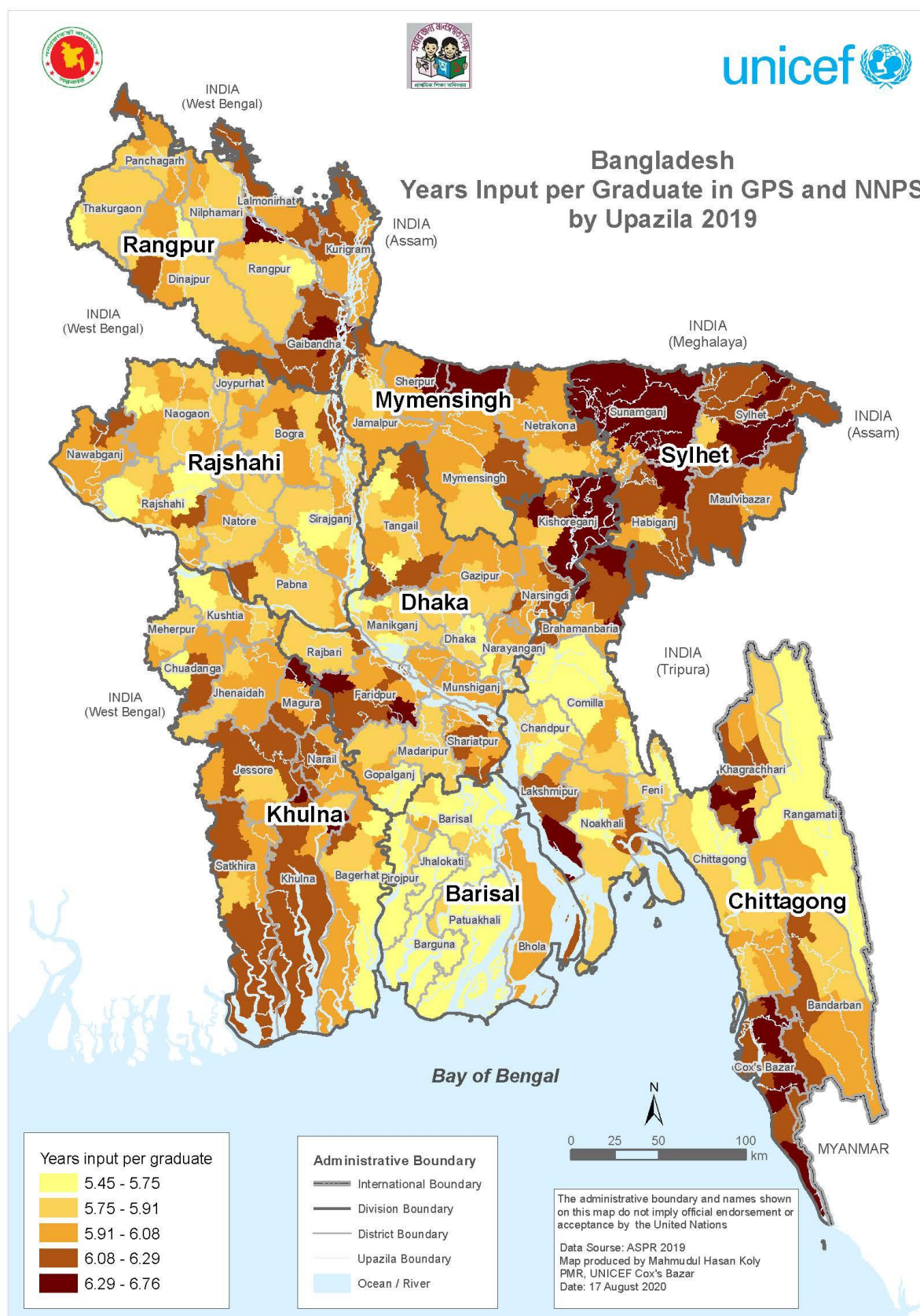
Source: APSC 2019

Figure 44: Coefficient of Efficiency by Upazila 2019



Source: APSC 2019

Figure 45: Years input per graduate 2019



Source: APSC 2019

3.10 Equity in Primary Education

The aim of the PEDP4 was also to reduce regional and other disparities in terms of access, participation, completion and learning outcomes. The MoPME/DPE has been successful to improve access at all levels, 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. The PEDP4 considered the following 5 KPIs and 1 non-KPI for measuring the performance:

KPI 10:	<i>Percentage of OOSC aged 8-14 years (rather than KPI it is output level indicator)</i>
KPI 12:	<i>Gender parity index (GPI) of GER;</i>
KPI 13:	<i>Range between top and bottom 20% of households by consumption quintile; and</i>
KPI 14:	<i>Upazila composite performance indicator</i>
KPI 19:	<i>Percentage of school that are Single Shift (rather than KPI it is output level indicator)</i>
KPI 21:	<i>Percentage of children out of school (age 8-10) and (aged 1-14), SDG 4.1.5 (rather than KPI it is output level indicator)</i>

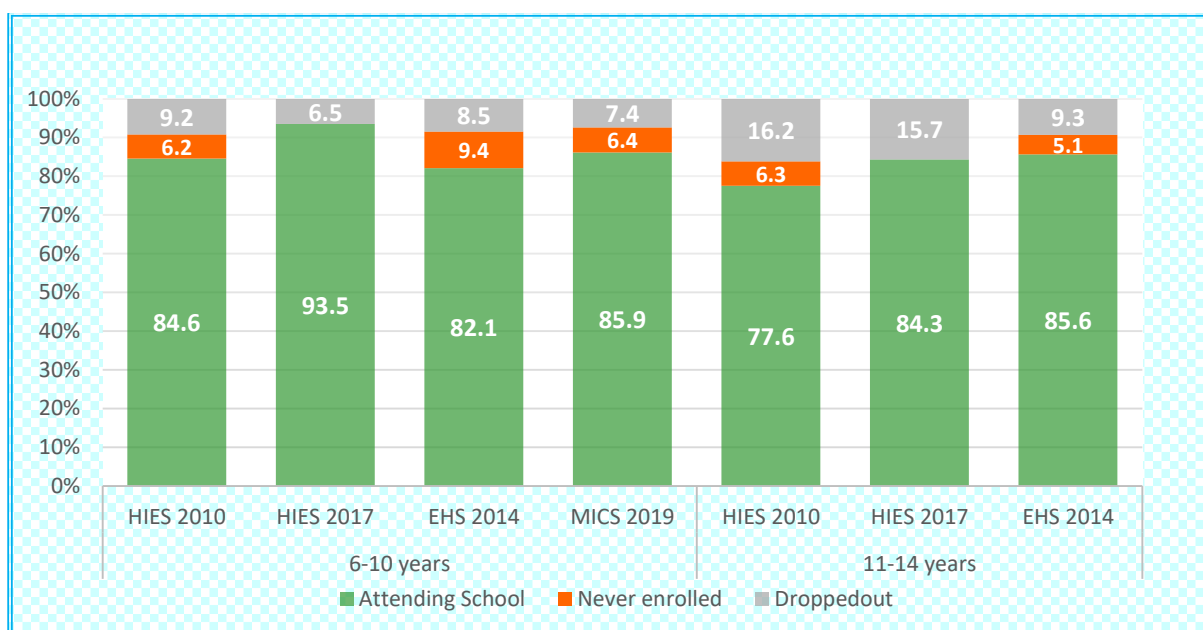
3.10.1 Out of school children

In the PEDP4, there is an important sub-component '**out-of-school children**' aims to reduce the number of children aged 8-14 years who have never enrolled or dropped out from the formal or non-formal schools (the PEDP4 Target is 1,000,000 OoSC). KPI 10 and 21 was designed to capture the status of achievement in this sub-component. As of today, there is no database or authentic sources information for knowing the real number of out of children of the country even their educational status. Under the PEDP3, DPE has taken initiative to provide them second chance or continuing education and created separate division under DPE namely 'Second Chance Division'. During the PEDP3 period, progress was limited, as under the PEDP4 responsibilities shifted from DPE to BNFE to implement this subcomponent. BNFE has an acute shortage of manpower, capacities even no administrative structure at Upazila level. However, the PEDP4 will find the correct direction for implementing this sub-component through BNFE to develop their capacities as well designated staff deployment for achieving the expected results.

BBS conducted HIES 2005, 2010, 2016 and EHS 2014 surveys and DPE consider HIES and EHS findings is the basis for measuring the performance of OoSC. These 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 of the PEDP3 and 2014 EHS survey provides the baseline of the PEDP4. The previous section-3 summarized the evidence from six household surveys conducted between 1998 and 2019 on the school Net Attending Rates (NAR) of children aged 6–10 years. The latest data captured the same indicator from the HIES 2016, EHS 2014, Education watch 2015 and MICS 2019. The HIES 2016 and EHS 2014 data are comparable because the same methodology is used for conducting both surveys and findings shows in below Figure 46.

- According to the HIES 2016 report 6.5% (7.1% boys and 5.8% girls) 6-10 years old children were not attending primary school, 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 years 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 based on a 5-year cycle completion: on the other hand, EHS calculates on a single year completion and considers the internal migration factor, HIES 2016 report not mentioned the dropout or never enrolled separately. More analysis on HIES 2016 survey is not possible as HIES 2016 database is not available.

Figure 46: Out of school children (aged 6-10 and aged 11-14) years 2010 – 2019



Source: HIES 2010,2017, 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 6.5% and 16%. 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.
- Within the group of out-of-school children of primary school age, there are two distinct categories:
 - children who were never enrolled in school; and
 - children who dropped out from the school before completing the 5 years primary cycle.

- It is useful to distinguish between these two groups above to feed into the design of interventions to reduce school exclusion. According to the 2006, 2009 and 2013 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- 10% of children aged 9-10 had still never been to school. Parents reported about 7% of children aged 10 as having dropped out of school.

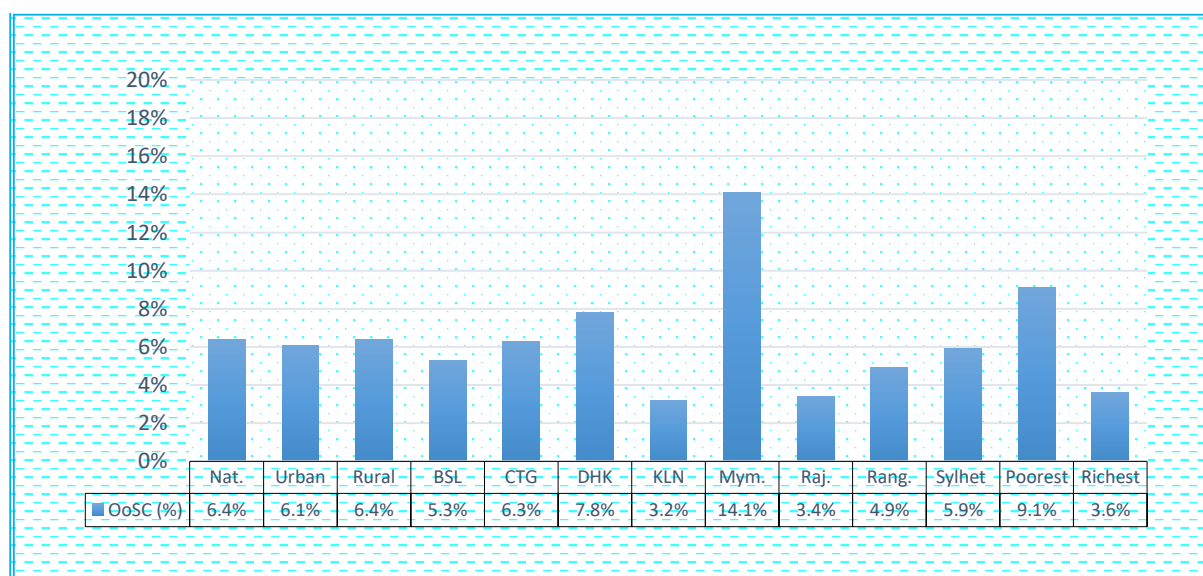
Based on the 2010 HIES data, the 2014 education sector report estimated that the total number of out-of-school children aged 6 to 14 was around 5.5 million. These 5.5 million children represented 16% of the total population of that same age group, and the poor represented 54% of the out-of-school children. Most 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 MICS 2019 data reveals that 6-10 years old 6.4% (4.5% girls and 8.1% boys) children out of school. The more children from poorest families (9.1%) are out of school compare to richest family's children (3.6%). Mymensingh division Has the highest out of school children at 14.1%. The following Figure 47 shows the division and gender wise out of school children

No. of out of school children from various sources are not consistent. It is recommended to conduct a new survey under BNFE to estimate the actual numbers of out of school children of the country and need to maintain separate database

Figure 47: OoSC by division, rural, urban, poorest and richest quantile based on MICS 2019



Source: MICS 2019

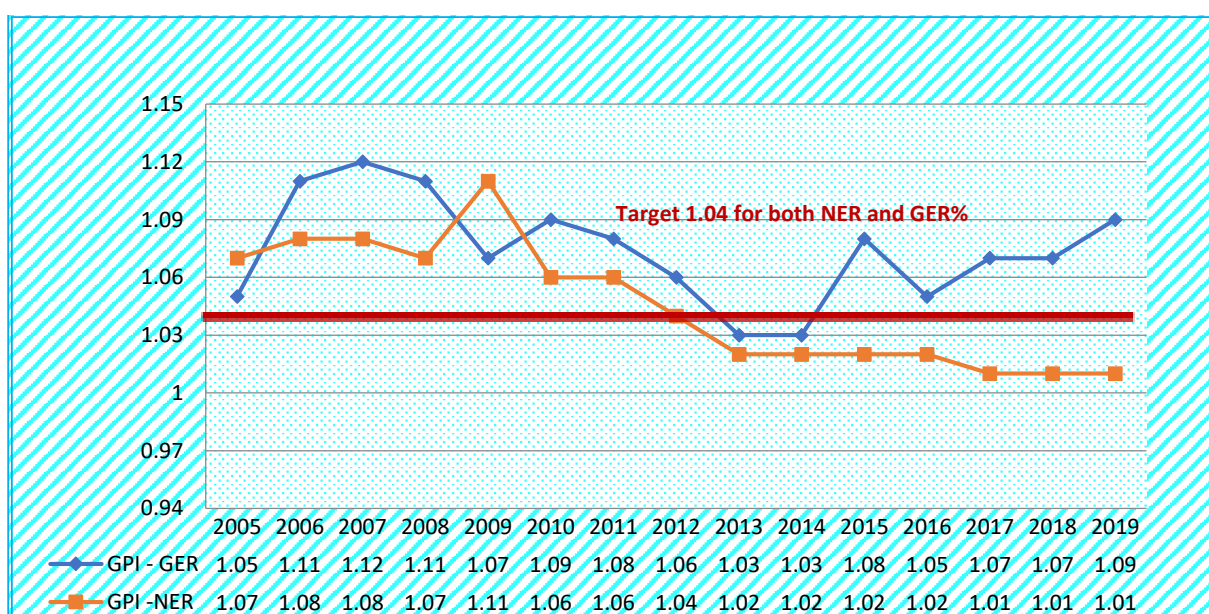
3.10.2 Gender parity index (GPI) of GER and NER

Under the PEDP4, there is a KPI-12 to measure the gender parity in primary education using gender parity index (GPI). The GPI is the standard measure of assessing gender inequality. In primary education GPI is a Ratio of girls' enrolment to boys' enrolment. Based on gross and net enrolment, gender parity index is measured and presents in the below Figure 48. Based on APSC 2019, GPI for GER is 1.09 and NER for **1.01**, which means that Bangladesh is approaching gender parity in primary education in terms of gross and net enrolment. Although, enrolment disparities continue between boys and girls. *GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of boys, GPI above 1.03 indicates a disparity in favour of girls* (Source: UNESCO). In Bangladesh, primary school-age girls are more likely to be enrolled than boys.

The lowest proportion of enrolled boys was observed mainly in the south-east parts 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, Chattogram Feni, Chandpur, Cumilla, Brahmonbaria, Kishoregonj, Dhaka, Gazipur, Manikgonj, Narsingdi, Munshigonj, Narayanganj. 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.

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 madrasahs and KG of English medium schools. Both types of institutes are not spread evenly throughout the country, Quami madrasahs being more prevalent in Sylhet, Kishoreganj and Chattogram 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.

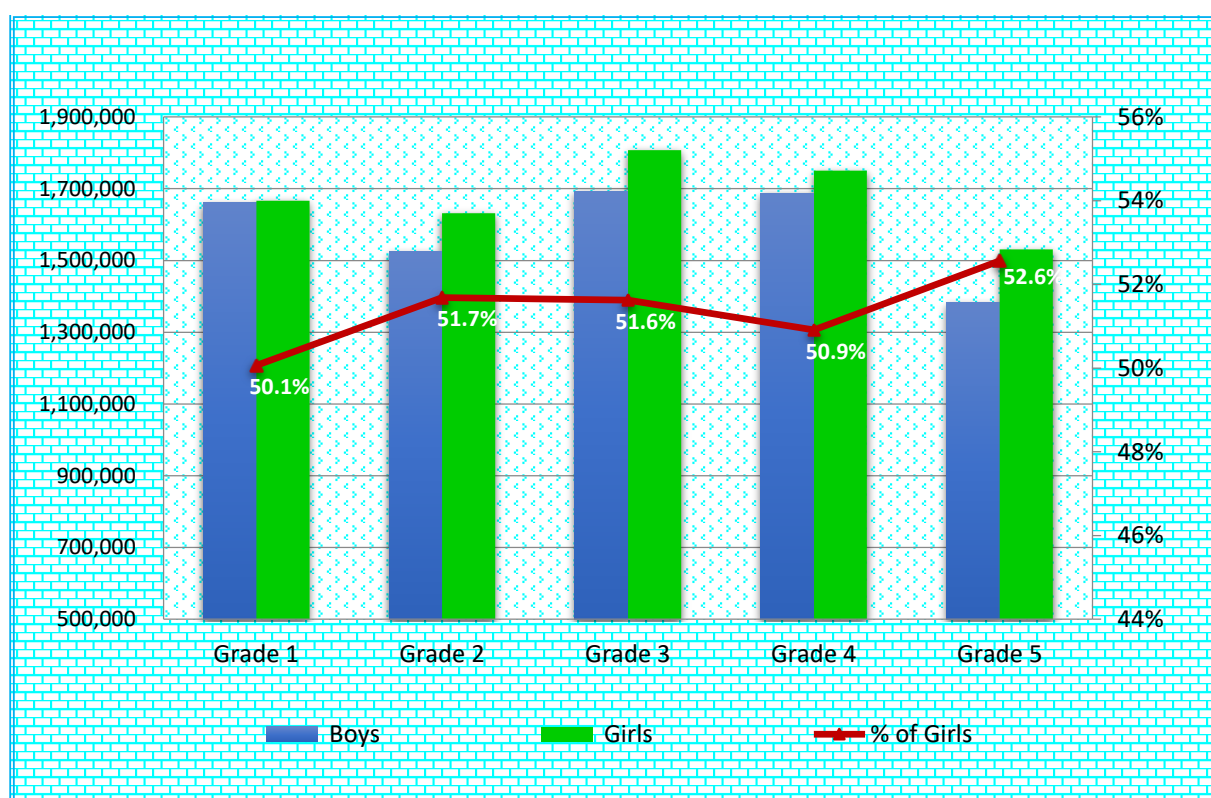
Figure 48: Gender Parity Index: GER & NER 2005-2019



Source: APSC 2005-2019

The following Figure 49 shows the comparison of enrolment by grade between boys and girls in 2019. In grade 1, there were 4,138 more girls than boys, similarly, around 106,575 more girls in grade 2, about 113,720 more girls in grade 3, about 62,737 more girls in grade 4 and about 149,408 more girls than boys in grade 5. There were 436,578 more girls than boys enrolled in 2019 academic year, which is consistent with previous years enrollment trend though more and more girls in this year. Overall, the total enrolment reducing by about 1,002,004 from 2018 to 2019, only 2,717 between 2017 and 2018 and 467,773 between 2015 and 2016. There was a declining trend in all grades except for grade 5. It is required to further investigation.

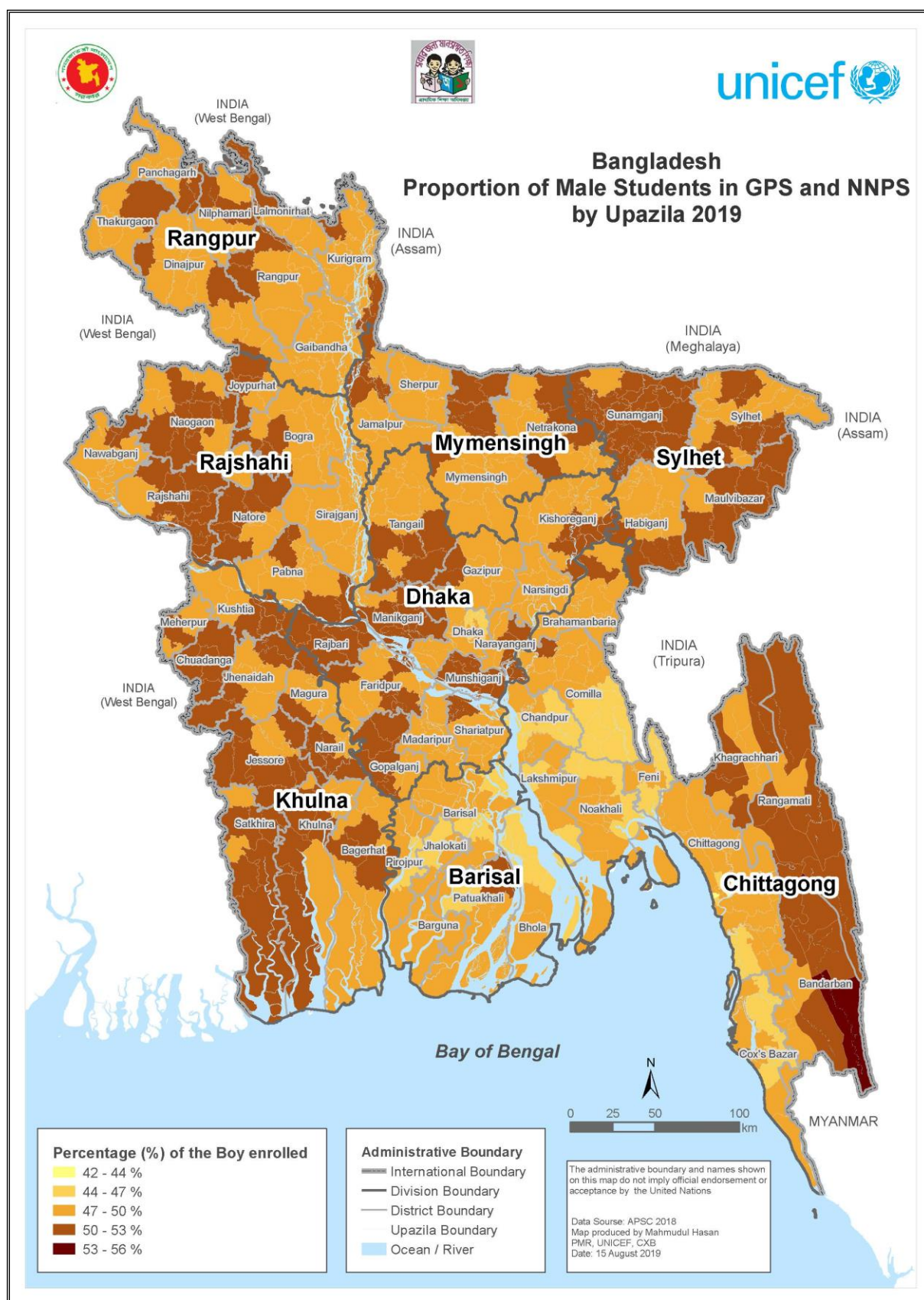
Figure 49: Primary education enrolment by grade and gender 2019



Source: APSC 2019

In 2019, 48.7% of boys and 51.3% of girls were enrolled in primary level institutes; As gender parity is achieved in primary education though need to specific intervention to enroll more boys as well as to keep the enrolled boys into the schools for completion of 5 years primary cycle in Bangladesh. The following Figure 50 shows the proportion of girls in total enrolment in GPS and NNPS by Upazila in 2019. There are no major reasons for this proportion of boys to girls vary across various parts of the country while, overall, the proportion of boys to girls in the DPE projected population, aged 6 – 10 years, was 51% boys and 49% girls in 2019.

Figure 50: Proportion of male students in GPS and NNPS by Upazila 2019



Source APSC 2019

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

Under the PEDP4, **KPI-13** measures socio-economic parity based on HIES and EHS data. Access and participation in primary school vary by poverty status. This indicator was designed to capture range between the primary NAR for the richest 20% and the poorest 20% of households (based on households' consumption quintile). The latest source of data for this calculation is the HIES 2010, 2016, 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 52 presents the baseline, achievement and targets for this KPI of the PEDP4 program document and survey data. The range/gap in the 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. PEDP4's target is to reduce this gap by 2017. In EHS (2014), the range/gap in NAR between the richest and poorest quintile was 8 percentage points.

In the HIES 2016 report calculated NAR by poor and non-poor households based on upper and lower poverty line as not comparable with 2010 HIES. At the national level, using upper poverty line NAR of 6-10 years children from poor households stands at 90.2% (91.5% girls and boys 89%). On the other hand, for the non-poor households stands 95% (95.4% girls and boys 94.6%) respectively. In rural area, from poor households were 91.3% (93.2% girls and 89.5% boys) compared to 95.1% (girls 95.4% and boys 94.9%) respectively for non-poor households. In urban area, for poor households were 85.8% (girls 85% and boys 86.6%) compared to 94.4% (girls 95.2% and boys 93.6%) respectively for non-poor households. HIES 2016 findings reveal that, enrolment from poor households is the highest in Khulna division as 93.9% followed Rangpur and Rajshahi division (92.5%) and lowest for Chattogram division (85.3%). For non-poor households, the highest enrolment is also observed in Khulna division at 98.6% followed by Rajshahi division 97.6% and Mymensingh division 96.9%. The lowest enrolment for non-poor households using upper poverty line was observed for Chattogram division. The enrolment using lower poverty line for poor and non-poor households also follow the same pattern as upper poverty line with slightly lower enrolment for poor and non-poor household. It is praiseworthy that both poor and non-poor households enrol their children in the school. Poverty is not a high barrier in school enrolment. This is happened due to governments interventions such as free textbooks distribution, stipend programme, scaling up PPE, additional classrooms, teachers training etc.

Table 52: NAR range between top and bottom 20% households by consumption quintiles

	HIES 2010			EHS 2014			HIES 2016 (upper & lower poverty line)			Target 2023
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Top 20% Households	88%	87%	88%	88%	88%	88%	94.6%	95.4%	95%	96%
Bottom 20% Households	73%	82%	77%	77%	85%	80%	89%	91.5%	90.2%	99%
Range	15%	5%	11%	12%	3%	8%	5.6%	3.9%	4.8%	95%

Source: PEDP4 Program Document, HIES 2010, 2016 and EHS 2014

3.10.4 Upazila Composite Performance Indicator

One of the PEDP4's key objectives is to equity in access, participation, completion and achievement of learning outcomes. To monitor the progress in narrowing geographical disparities, an *Upazila* composite performance index was constructed based on the following three performance indicators and KPI 14 'Upazila Composite Performance Indicator' designed for measuring the performance as composite indicators.

The following are three performance 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 A and B.

KPI 14 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 2019 the average value of the index for the top 10% of Upazilas improved to 2.5 from 2.77 in 2018 and from 2.00 in 2015, while the average value for the bottom 10% of Upazilas was 1.5 in 2019 compare to 2.21 in 2018; the range between the top and bottom group was 0.99. The range gap is reducing; this means a reduction in the performance gap between top and bottom Upazilas. The average value for the bottom 20% of Upazilas was 1.6 (see below Table 53). Annex C contains a list of the top and bottom 10% of Upazilas with the lowest and highest score based on the Upazila composite indicator in 2019.

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

Table 53: Upazila Composite Index Value 2010-2018

<i>Upazila</i>	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Target 2023
Top 10%	2.36	2.23	2.27	2.38	2.34	2.00	2.23	2.45	2.77	2.5	2.50
Bottom 10%	1.04	1.15	1.17	1.24	1.44	1.04	1.09	1.79	2.21	1.5	1.50
Range	0.99	1.10	1.10	1.14	0.90	0.96	1.14	0.66	0.56	0.99	1.0
Bottom 20%	1.33/1.26	1.31	1.30	1.38	1.54	1.17	1.22	2.11	2.33	1.6	1.70

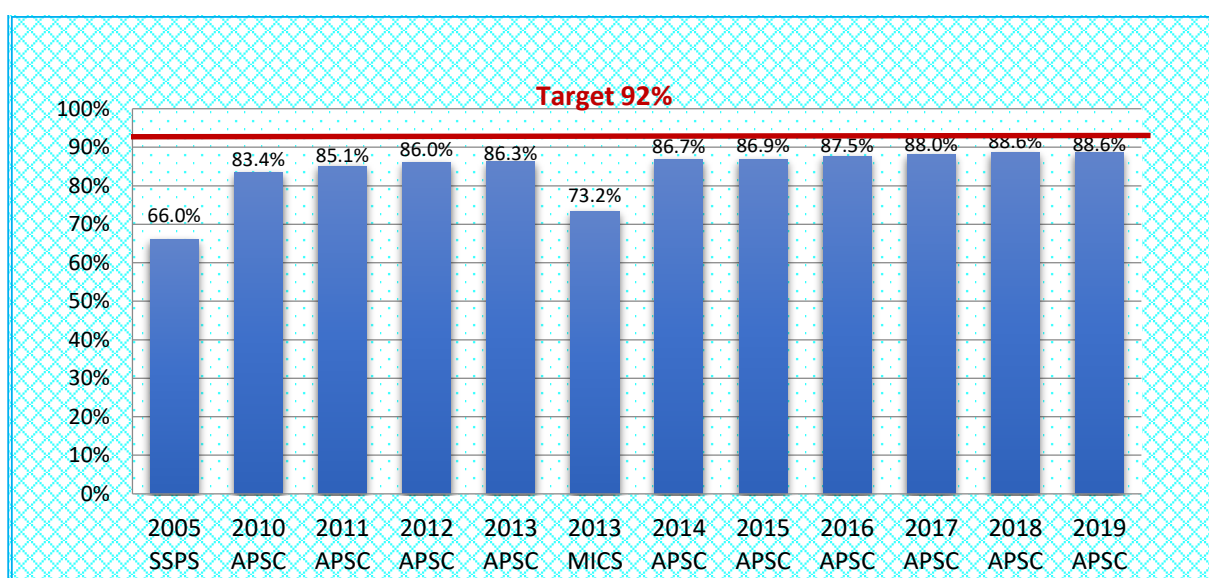
Source: APSC 2010-19

3.10.5 Student attendance

According to the APSC, Non-KPI 4 of the PEDP4 measure attendance rate of student and It has been following an improving trend since 2005 among both boys and girls – and was standing **at 88.6% (Boys 87% and Girls 89.1%)** in 2019. However, reporting based on registers may not be entirely reliable because schools have incentives to over-report attendance, especially to help poor students who may otherwise lose their eligibility for getting a stipend. Several surveys in recent years have visited random samples schools and physically counted the students present/ attendance. The following Figure 51 compares the evidence between register- and headcount-based absenteeism rates:

- The headcount-based attendance rate is at least ten percentage points lower than the register-based attendance rate.
- However, headcount-based accounts of attendance also agree that the attendance rate has been improving significantly (from 66% in 2005 to 88.66% in 2019).

Figure 51: Student attendance rate, 2000-2019



Source: APSC (various years for register-based estimates; FMRP 2005 (SSPS) and MICS 2012-13. Note: in Table 54 ESR compares only students' attendance rate between stipend and non-stipend areas schools

Key factors for improving the student attendance may be attributable to the School Feeding and Stipend Programs. The World Bank Education Sector Review (ESR) 2014 report reveal that, 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 below Table 54). 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 54: Student Attendance Rate, Stipend and Non-Stipend PESP (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

3.10.6 Contact hours

The PEDP4 aims to reduce double shift schools to single shift schools to increase the contact hours. But there is no systematic approach to monitoring contact hours in Bangladesh. However, it is possible to distinguish following the four components.

1. School shifts

The main factor expected to lead to an increase in the number of contact hours is the move from double shift to single shift schedules. The proportion of single shift schools was targeted to rise to 21.6% for 5 grades and 20% for 3 grades by the end of the PEDP4. There was considerable progress towards the target, as the proportion of GPS operating on a single shift has increased from 12% in 2005 to 21.6% for 5 grades in 2019. ***It is noted that school shifts for 3 grades newly included into the PEDP4 PD and DPP as APSC 2019 should not collect this information. This question included into the APSC 2020 questionnaire, so that upcoming ASPR 2021 should be able to compute this indicator.***

2. Number of days that the school is open

The school census does not collect relevant information of number of days school is open. A special study would be required to examine all the issues. For example, SSPS (2006) found out that:

- on an average, primary schools were open for 228 days compared to the officially sanctioned 242 or 241 days
- while the average timetable in double shift schools is 3 hours, in practice grades 1-2 only receive 2 hours of lessons, while grades 3-5 receive 3.5 hours of lessons daily.

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

3. Teacher absenteeism

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

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

The surveys agree that teacher absenteeism is not a significant problem; only 1-2% of teachers are absent without permission, but concern is lateness.

4. Teacher lateness

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

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

Combining these four factors into a measure of contact hours would show the complexity for calculating properly and of course challenges for the PEDP4. As a result, it will be good if conduct a fresh study to determine the contact hours under the PEDP4

Contact Hour based on DPE Academic Calendar: Considering the above points, it is not possible to compute the contact hours. The DPE school academic calendar is another source of information for calculating this indicator roughly. Based on DPE published academic calendar hence computing the contact hours considering only the no. of school open and findings presents below Table 55.

According to the 2019 academic school calendar, the number of days school were open as follows:

Table 55: Number of Working Days based on DPE Academic Calendar 2019

Month	No. days Schools' open	No. of days Weekend	No. of govt. Holidays	No of Thursday	Remarks
1	2	3	4	5	6
1. January	26	4	1	5	A total of 35 (28 days for exam, 4 days for Sub-cluster training and 3 days (restriction leave reserved for HTs) when classroom teaching is not conducted
2. February	23	4	1	4	
3. March	21	5	5	4 (H1)	
4. April	16	4	10	4 (H1, Exam1)	
5. May	2	5	24	5 (H5)	
6. June	21	4	5	4 (H1)	
7. July	26	4	1	4	
8. August	17	5	9	5 (Exam1)	
9. September	24	4	2	4 (H1)	
10. October	21	4	6	5 (H2)	
11. November	24	5	1	4 (Exam2)	
12. December	20	4	7	4 (1H, Exam1)	
Total	241	52	72	52 (H12, Exam 5)	

Source: DPE Academic Calendar 2019, 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 (Exam 2) means exams are held on 2 Thursdays, so no class teaching conducted. Contact hours calculated based on no. of days conducted classroom teaching and learning.

School Timing

1. School hours for double-shift schools are:

- Grades 1 and 2: 9.15-12.15 p.m. (180 minutes – 30 minutes = 150 minutes daily);
- Grades 3 to 5: 12.15 - 4.15 including 30 minutes interval for lunch (240 minutes – 30 minutes = 210 minutes daily)
- 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: 9.15-1.15 p.m. (240 minutes – 30 minutes = 210 minutes daily)
- Grade 3, 4 and 5: 9.15 - 4.15 p.m. including 30 minutes interval for lunch (420 minutes – 30 minutes = 390 minutes daily) and
- School hours for Thursday in Grades 3 to 5: 9.15-2.30 p.m. including 30 minutes interval for lunch (315 minutes - 30 minutes = 285 minutes daily)
- Pre-primary: 9:15 – 11:15

It is noted that school shifts for 3 grades newly included into the PEDP4 PD and DPP as APSC 2019 cannot collect this information. This question included into the APSC 2020 questionnaire, so that upcoming ASPR may able to compute this indicator

Based on the above information, contact hours estimated and presents in the following Table 56:

Table 56: Working days and hours in an Academic year (Contact Hours) 2019

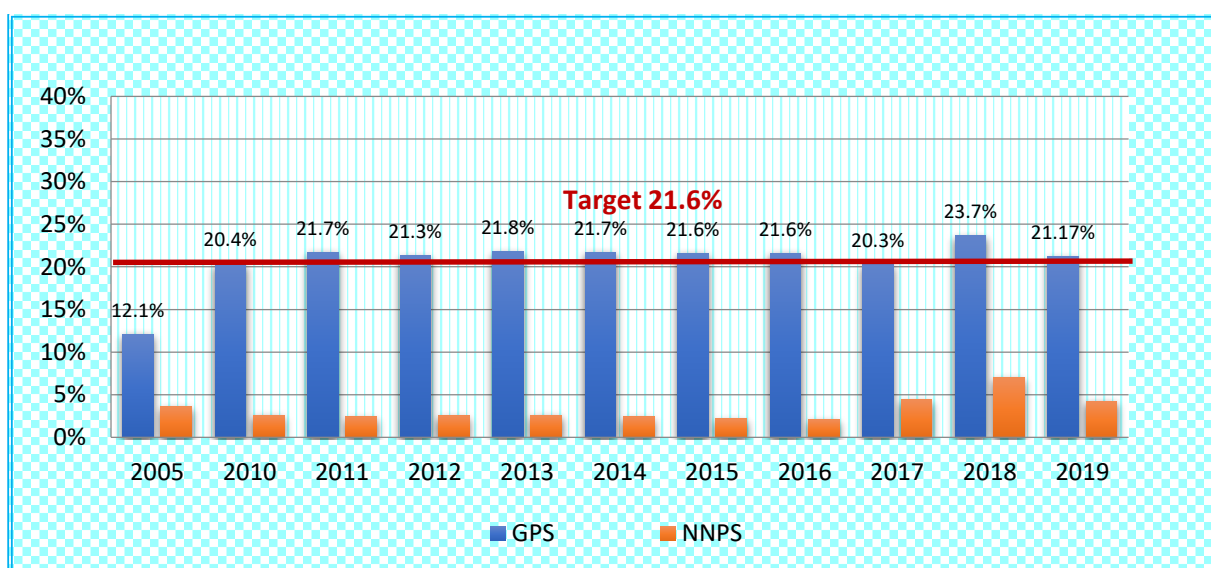
Grade	Contact Hours for Classroom Teaching			
	Double Shift School		Single shift school	
I and II	150 m X 241 days	602 hours	210 m X 241 days	844 Hours
III, IV and V	210 m X 201 days 135 m X 35 days (1/2)	782 Hours	390 X 201 days 285 m X 35 days	1,473 Hours

Note: Contact hours of single shift schools for grades 1 and 2 are 40% and grades 3 to 5 are 80% - more than double 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. Reserved day off 2 days not considered in the calculation.

Single shift school in 2019:

In the PEDP4, revise this KPI-19 as 'Percentage of school that are Single Shift (desegregated by schools providing 3 grades single shift and providing all 5 grades single shift). The following Figure 52 presents the single shift measuring based on APSC data on the no. of school operating 5 grades in single shift

Figure 52: Single shift schools (5 grades) 2019



Source: APSC 2019

3.10.7 PSQL Based Composite Indicators

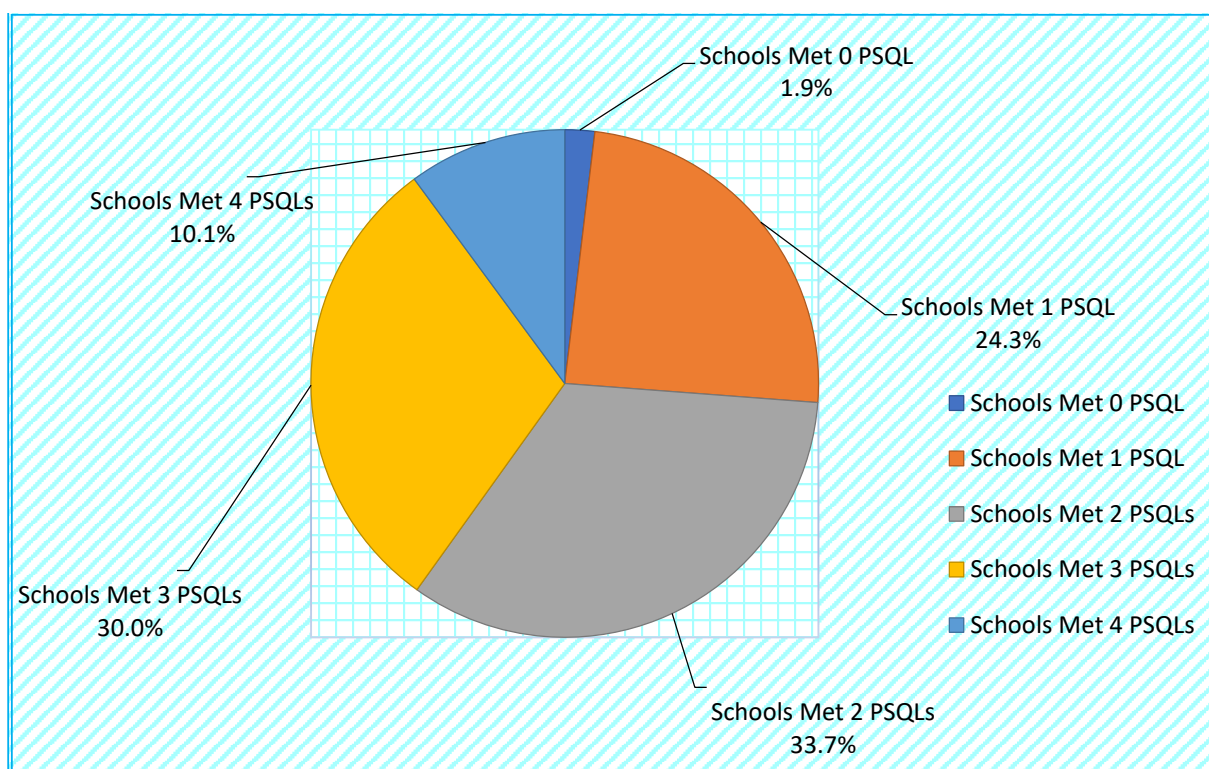
The **KPI 20** under the PEDP4 is a PSQL based composite indicator intended to measure the percentage of schools that meet the three out of four PSQL indicators (see below Figure 53): The following 4 PSQLs calculated for this composite indicator based on data collected from 59,134 government primary schools through APSC 2019:

- Separate Girls' toilets/WASH Block (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).

Based on the composite indicators, there were variances between the performances of Upazilas. So far, no corrective measures have taken to reduce the disparity in accordance with the findings of the differences in performance. It is strongly recommended that more resources need to be mobilized to the low performing Upazilas for achieving national standard based on the composite indicators. In addition, if resources were to be mobilized for implementing the UPEP/SLIP, then help to reduce regional disparities at schools and Upazilas

In 2019, more than 30% of all school types nationwide met three out of the four PSQLs, up from 24% in 2013, 28% in 2014, slightly reduced at 31.6% in 2016, 32.5% in 2017 and 34% in 2018 respectively. The value of this KPI on an average increased 13 percentage points in 2019 compared to the PEDP3 baseline 2010 (17%). As Figure 53 below shows, 33.7% schools met 2 PSQLs out of the 4 PSQLs. Only 10.1% of the schools met all 4 PSQLs and 1.9% of the schools did not met any of the four PSQLs standards. This indicator is gradually moving forward but not as fast as expected.

Figure 53: Achievement of GPS/NNPS on PSQL Composite Index 2019



Source: APSC 2019

The following Table 57 disaggregates this KPI for school types. The percentage of GPS and NNPS meeting 3 out of 4 PSQLs was unexpectedly low at 28.3% and 32.5% in 2019 respectively. On the other hand, Kindergarten, ROSC, BRAC and NGO schools and primary sections attached to high madrasahs scored well on this indicator. The reasons for the underperformance of GPS and NNPS may be the high student/classroom and student/teacher ratio.

Table 57: Percentage schools that met 3 out of 4 PSQLs by school type, 2019

SL. No.	School Type	% of Schools
01	Government Primary School (GPS)	28.30%
02	Newly Nationalized Primary School (NNPS), (former RNGPS)	32.50%
03	PTI Experimental schools	20.00%
04	Community Schools	12.30%
Total		29.9%

Source: APSC 2019, Note: The list of low performing Upazila is given in Annex D.

3.10.8 Students per classroom (SCR)

The standard of KPI 18 under the PEDP4 is that there should be 40 students per classroom (in the PEDP3 it was PSQL). To calculate how many schools have achieved this standard, the following steps were taken:

- the number of usable classrooms for each GPS and NNPS was calculated on the basis of the relevant evidence from the school census
- if the school is single shift, then the indicator is calculated as the ratio of the total number of students enrolled in the school over the number of classrooms
- 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

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

In order to calculate how many schools, achieve the standard of up to 40 students per classroom, two different approaches were used to calculate the students per classroom ratio:

- In the first approach, the total number of enrolled students was divided by the total number of classrooms for each GPS and NNPS.
- In the second approach, the total number of enrolled students was divided by the 'effective' number of classrooms for each GPS and NNPS.

When the students-per-classroom ratio does not take shifts into account, then it exaggerates the problem of congestion. The second approach captures what a visitor to a school would witness: as most schools run two shifts ('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 congestion would become more obvious.

The following Table 58 shows that:

- according to the first approach, 37% of schools (36% GPS and 39% NNPS) met the average standard of 40 students per classroom in 2019 compare to 35% schools (32% GPS and 39% NNPS) met the average standard of 40 students per classroom in 2018.
- according to the second approach, 82% of schools (81% GPS and 84% NNPS) met the average standard of 40 students per 'effective' classroom in 2019 compare to 84% of schools met the average standard of 40 students per 'effective' classroom in 2018; more NNPS than GPS meet the standard in both 2018 and 2019.

Table 58: 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	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	28	27	29
	2016	24	16	23
	2017	31	37	34
	2018	32	39	35
	2019	36	39	37
Percentage of schools which meet the standard: 40 students per 'effective' classroom (double shift only)	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
	2017	73	79	76
	2018	84	85	84
	2019	81	84	82

Source: APSC 2005, 2010 – 2019

The students-per-classroom indicator ignores the fact that classroom sizes vary whether 40 students are attending lessons in a large classroom or are cramped in a small classroom does not change the indicator. An alternative approach is therefore to measure the number of students per classroom square metre. The school census collects information on classroom size. A classroom of sufficient size for 40 students is (26' x 19'6"=) 507 ft² / 47.1 m², which is equal to 1.18 m² per student. The following Table 59 shows that the proportion of schools that 40% of schools meet this implicit minimum standard. More GPS meet the standard compared to NNPS because GPS classrooms tend to be 50% larger than NNPS.

Table 59: Schools which meet the area-per-student standard, 2019

	Type	2016	2017	2018	2019	Remarks
Percentage of schools (%) which meet the standard: 40 students in a 26' x 19'6" classroom	GPS	n/a	n/a	57	59	
	NNPS	n/a	n/a	18	11	
	Total	n/a	n/a	44	40	

Note: Schools where the length of any classroom was reported to be below 6 ft or above 65 ft were excluded. Both single and double shift schools are included in the calculations.

In addition, if one considers that the actual student daily attendance in the classes is around 88%, then fewer students present than those enrolled are 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.

It is noted that the following components need to be considered for SCR under the PEDP4:

- Properly construction of need based additional classrooms
- Size of classrooms should be international standard (minimum 1 sq. m for each children)
- Classroom conditions (passes air and light)
- suitably furnished classroom (children appropriate furniture availability)

3.10.9 Average Number of Students per schools (GPS and NNPS) in 2019

In the 2019 APSC, the average number of students in GPS were 230 and 154 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 population growth rate. Surprisingly, there were fewer than the standard number of students in the various GPS and NNPS in 2018. It would be helpful to ascertain why many of the GPS and NNPS had no or less than 20 students. According to the APSC 2018 dataset, a total of 13,872 schools (5,669 GPS and 8,203 NNPS) had less than 100 students.

It is noted that limited no. of student enrolled in some GPS and NNPS in 2018 as well as 2019 academic years during census conducted. So, it is strongly recommended that these school may be shifted into the pocket areas where school is required. The following Table 60 displays the status of student enrolled by schools in 2018.

Table 60: Enrolled Student (GPS and NNPS) by School 2019

GPS		NNPS		Total (GPS and NNPS)	
Range of enrolled student	No. of School	Range of enrolled student	No. of School	Range of enrolled student	No. of School
No. student	Total	No. student	Total	No. student	Total
1 - 10	12	1 - 10	37	1 - 10	49
11-21	10	11-21	49	11-21	59
22-32	15	22-32	33	22-32	48
33-43	28	33-43	30	33-43	58
44-54	22	44-54	12	44-54	34
55-65	35	55-65	43	55-65	78

GPS		NNPS		Total (GPS and NNPS)	
Range of enrolled student	No. of School	Range of enrolled student	No. of School	Range of enrolled student	No. of School
66-76	135	66-76	611	66-76	746
77-87	395	77-87	2,044	77-87	2,439
88-98	884	88-98	3,385	88-98	4,269
99-109	1,855	99-109	3,620	99-109	5,475
110-120	2,388	110-120	3,139	110-120	5,527
121-131	3,210	121-131	2,307	121-131	5,517
132-142	3,239	132-142	1,678	132-142	4,917
143-153	3,020	143-153	1,269	143-153	4,289
154-164	2,551	154-164	971	154-164	3,522
165-175	2,189	165-175	791	165-175	2,980
176-186	1,913	176-186	579	176-186	2,492
187-197	1,580	187-197	570	187-197	2,150
198-208	1,416	198-208	484	198-208	1,900
209-219	1,177	209-219	428	209-219	1,605
220-318	7,153	220-318	3,104	220-318	10,257
319-417	3,566	319-417	801	319-417	4,367
418-516	1,472	418-516	247	418-516	1,719
517-615	583	517-615	57	517-615	640
616-714	249	616-714	13	616-714	262
715-813	107	715-813	9	715-813	116
814 & above	101	814 & above	4	814 & above	105
Total	39,305		26,315		65,620

Source: APSC 2019

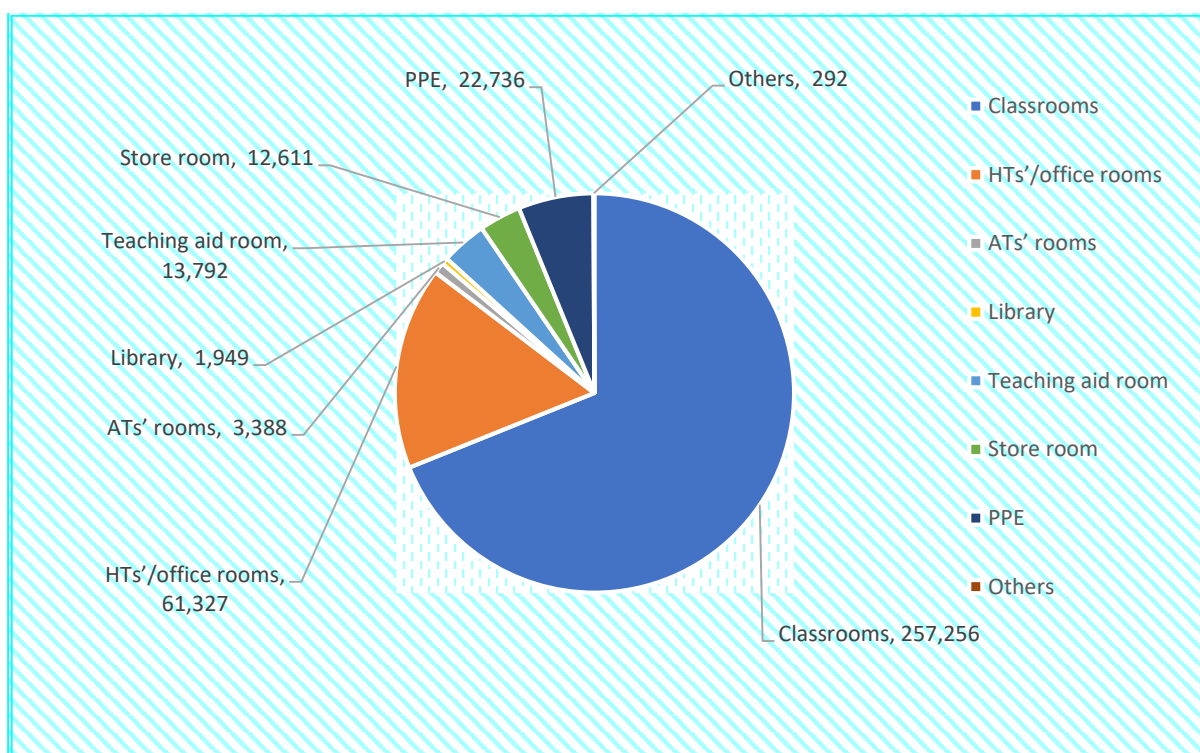
3.10.10 Uses of Classroom:

School census collected information about the use of rooms in GPS and NNPS. A total of 373,351 classrooms including 22,736 pre-primary classrooms in 2019 compare to 372,479 rooms in 2018.

In total 257,256 (68.9%) rooms are using for classroom teaching and learning, similarly, 61,327 (16.4%) rooms are using for HTs' or as an office rooms, 3,388 (0.9%) rooms are using as ATs' common rooms, 1,949 (0.5%) rooms are using for library, 13,792 (3.7%) rooms are using for teaching aids, 12,611 (5%) rooms are using for store rooms, and 22,736 (6.1%) rooms are using for designated pre-primary classrooms. The following Figure 54 summarizes the uses of rooms in the schools.

There is a need to consider a policy for shifting those schools (less than 50 students) from their current location to need-based locations. DPE may conduct GPS location survey and BANBEIS should do the exercise to identify the need- based locations using a GPS survey finding, as well as considering the school-age population (6 to 14 years) of the location and move those schools to unserved areas. Existing teachers of those schools should be transferred nearby schools

Figure 54: Uses of rooms of GPS and NNPS 2019



Source: APSC 2019

4 Outputs

4.1 Primary School Quality Level indicators

The PSQL indicators are the proxy indicators and define a set of minimum standards for primary schools. The MoPME/DPE has committed itself to achieve these standards in all the primary schools managed by them during the PEDP4. Data on PSQL indicators are collected through APSC and report only for GPS (GPS, Model GPS, PTI Experimental and 1500 projects' established government primary schools) and nationalized Registered Non-government Primary Schools (RNGPS) and Community Schools from 2013 and onwards as Newly Nationalized Primary Schools (NNPSs). All the PSQL indicators describe outputs level results. The below Table 61 listed the PSQL indicators and the PEDP4 standards as thematic areas.

Table 61: PSQL indicators of the PEDP4

	PSQL indicator	Standard (end of PEDP4)	Thematic area
1	Percentage of schools which received all new textbooks as per distribution and replenishment plan by January 31	99% schools are provided all subjects textbooks and ensure available from the first day of the new school year	Teaching and Learning
2	Percentage of schools which received all new textbooks and PPE TLM package All new textbooks	99% school are provided textbooks	Teaching and Learning
	<i>TLM (teachers' edition, teachers' guide, ERMs)</i>	For each class and subject taught, all teachers receive: (i) texts; (ii) teacher guides, edition and (iii) basic package of teaching aids / ERMs	
	<i>PPE TLM Packages</i>	All school are provided PPE TLM Packages	
3	Percentage of schools that meet the STR standard of 40:1, SDG 4c (b)	33.5% GPS and 36.5% NNPS meet the 40:1 standard	Teaching and Learning
4	Percentage of double shift schools with capacity to operate one or more grades of 1- 4 on a single shift basis	Reduction by at least 50% from the PEDP4 baseline	Equitable Access
5	Number of AT vacancies filled SDG 4c (g)	Recruited 37,500 assistant teachers	Teaching and Learning
	Number of HT vacancies filled SDG 4c (g)	Recruited 12,500 headteachers	
6	Percentage of (assistant and head) teachers with a professional Qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.), SDG 4.1.8	94.3% (Male:94.8% Fem:94.1%) teachers possessed professional qualification and teachers trained to at least Certificate in Education or DPED standard	Equity
7	Percentage of Headteachers who have participated in Leadership training	100% headteachers are provided leadership training	Equity
8 9	Percentage of teachers recruited since 2010 who receive continuous professional development (subject based) training, SDG 4c (d)	98% teachers are provided subject based training	Teaching and Learning
9	Percentage of assistant teachers recruited since 2010 who receive continuous professional development (need based cluster training), SDG 4c (h)	100% teachers are received sub-cluster training each year	Teaching and Learning
10	Number of teachers receiving training on use of ICT materials	215,000 teachers are provided the ICT training	Teaching and Learning

	PSQL indicator	Standard (end of PEDP4)	Thematic area
11	Percentage of schools having Multimedia based classrooms, SDG 4a(l)	90% schools are provided multimedia	Equitable Access
12 19	Percentage of schools with separate functioning WASH blocks for boys and girls, SDG 4a (b)	100% schools are provided WASH block for girls and boys	Water and Sanitation
13	Percentage of schools that have access to safe water sources: functioning tube wells and other sources, SDG 4a (a)	100% of schools have safe water sources; functioning tube wells and other sources	Water and Sanitation
14	Number of Learning Centres operational (OOSC)	33,334 LCs are established and functioning (3,332 LCs piloting + 30,002 LCs)	Equitable Access
15	Percentage of Head and Assistant teachers and DPE HQ and Field level officials participate in curriculum dissemination training	All teachers and officials are provided curriculum dissemination training	Teaching and Learning
16	Number of enrolled children with mild and moderate disabilities in mainstream primary schools), SDG 4.5.1	80% mild and moderate disable children enrolled in mainstream primary schools	Equitable Access

Source: The PEDP4 DPP

All the PSQLs under the PEDP4 are clustered as per thematic areas (1. Teaching Learning, 2. Equitable Access, 3. Water and Sanitation, 4. Equity and 5. School Infrastructure) and the following sub-sections correspond to the PSQL indicators as numbered below:

Teaching and Learning:

4.1.1 PSQL-1: Percentage of schools which received all new textbooks as per distribution and replenishment plan by January 31

According to this PSQL standard, all schools receive quality textbooks on a timely basis, developed based on a strengthened competency-based curriculum and an effective, efficient and child-friendly pedagogy. The delivery of textbooks to schools should be completed within 31st January). Up to 2011, the ASPR reported this indicator based on the APSC question that asked Headteachers to report the no. of textbooks received by schools and delivered among students by grades and by subjects. A new textbook distribution database was set up in 2012 with the technical assistance of the World Bank, managed by the IMD of DPE guided by the Administration Division of DPE; this system allows Upazilas to update information on the textbooks they, and has created a positive impact for monitoring the distribution of textbooks though APSC also collecting this information each year. The following Table 62 shows the by year printing and distributed total textbooks.

Table 62: No. of textbooks printed and distributed 2010 – 2019

Sl.	Year	NCTB printed and distributed Textbooks by year				Remarks
		PPE	Primary	Ethnic	Total	
1	2009	-	48,531,749	-	48,531,749	
2	2010	-	78,010,907	-	78,010,907	
3	2011	-	104,806,475	-	104,806,475	
4	2012	-	80,914,225	-	80,914,225	
5	2013	-	107,862,714	-	107,862,714	

Sl.	Year	NCTB printed and distributed Textbooks by year				Remarks
		PPE	Primary	Ethnic	Total	
6	2014	8,243,170	116,017,347	-	124,260,517	1 book & 1 Exercise Book
7	2015	6,703,952	114,313,663	-	121,017,615	
8	2016	6,576,106	108,719,997	-	115,296,103	
9	2017	7,252,332	105,328,956	49,292	112,630,580	3 books for grade 1 for ethnic children
10	2018	6,823,066	103,625,480	149,276	110,597,822	
11	2019	3,428,010	98,899,824	277,068	102,604,902	Grade PPE, 1 and 2 ethnic children

Source: Textbook related administrative data, 2020

Under the PEDP3, government has taken initiative for printing textbooks towards ethnic children in their mother tongue. Accordingly, total 34,622 Amar Boi and same no. exercise books for PPE; 118,935 for grade 1 and 88,605 for grade 2 children printed in 5 ethnic language (Chakma, Marma, Garo, Tripura and Sadri) in 2019 and accordingly, distributed 24 districts in 2017, for 2018 academic year, same no. printed and distributed in 25 districts⁶, total 277,068 textbooks of PPE, grade 1 and 2 for 2019 academic year (see below Table 63).

Table 63: No. of subject wise textbooks printed and distributed for 2018-2019 academic year for ethnic student in their mother tongue

Sl.	Subject	NCTB printed and distributed Textbooks by subjects for ethnic children 2018 and 2019				Remarks
		PPE		Ethnic	Total	
2018	Amar boi (My book)	3,411,533		34,642	3,446,175	In 2018 covered 24 districts and grade from PPE to grade 1
	Exercise Book	3,411,533		34,642	3,446,175	
	Grade 1	-		79,992	79992	
2019	Amar boi (My book)	3,428,010		34,622	3,462,632	In 2019 covered 25 districts and grades from PPE to grade 2
	Exercise Book	3,428,010		34,622	3,462,632	
	Grade 1	-		118,935	118,935	
	Grade 2	-		88,605	88,605	

Source: Textbook Database, 2019

In 2010, only one-third of the schools received their textbooks within the first month of the school year, more than 98.5% of the schools received their textbooks on time in 2019. Textbook distribution appears to be a year-round process, but the bulk of the activities take place between September and December of the previous academic year. This positive trend has been continuing from 2012 to 2019. Textbook delivery for the academic year 2019 started on September 2019 and was mostly completed within 31 December 2019.

⁶ Name of 25 districts: 1. Bandar ban, 2. Rangamati, 3. Khagrachhari, 4. Chattogram, 5. Hobigonj, 6. Moulavbazar, 7. Jamalpur, 8. Sherpur, 9. Netrokuna, 10. Mymensingh, 11. Tangail, 12. Naogaon, 13. Natore, 14. Sirajgonj, 15. Dinajpur, 16. Joypurhat, 17. Rajshahi, 18. Narayanganj, 19. Chandpur, 20. Feni, 21. Cox's Bazar, 22. Sunamgonj, 23. Chapai Nawabgonj, 24. Panchagarh and 25, Thakurgaon

In 2019, textbook distribution began earlier than in 2010:

- By December 2018, more than 50% of schools had started receiving textbooks (compared to 18% in 2005) for 2019 academic year
- By mid-January 96% of schools had been reached (compared to 79% in 2010).

However, the textbook distribution process remains protracted:

- By 31 December 2018, the process was completed in 99.5% of schools (compared to 37% in 2005)
- By 31 January 2019, distribution had been completed in 100% schools in 2019 compared to 95.5% of schools in 2018 and to 76% in 2010)

The following Table 64 presents the demand and distribution of grade wise textbooks (both Bangla and English version) total 96,232,513 Bangla version books from grade 1 to 5 distributed at 508 Upazilas including the 2% buffer stock (from grade 1 to total 5 1,924,650 Bangla version books at divisional level warehouses) in 2019. Total 3,428,010 PPE textbooks printed and distributed among PPE students and 96,232,513 books from grade 1 to 5 in 2019 academic year compared 107,037,304 textbooks distributed among 24,983,993 students from PPE to grade 5 in 2018 academic year. In 2019, 690,918 English version textbooks also distributed in 54 districts, 21,000 in foreign mission and 13,818 as buffer stock in DPE central store

Table 64: Textbooks distribution by grade and subjects against demand 2019

Grade	No. of Subjects	Distribution excluding buffer stock (2%), 2019				By grade Demand	No. of books Delivered (division, District, Upazila)	% of Books Delivered district and Upazila
		Bangla Version	English Version	Buffer stock	Total			
Grade 1	3	13,271,487	106,175	265,430	13,377,662	13,645,215	28,666,701	100
Grade 2	3	12,802,653	100,064	255,053	12,902,717	13,160,771	27,542,529	100
Grade 3	9	24,799,936	178,452	495,999	24,978,388	25,477,956	53,417,869	100
Grade 4	9	23,786,537	165,458	475,731	23,951,995	24,431,035	50,313,728	100
Grade 5	9	21,571,900	140,769	431,438	21,712,669	22,146,922	45,018,156	100
TOTAL	33	96,232,513	690,918	1,924,650	96,923,431	98,861,900	204,958,983	100

Source: Textbook Database 2019. Note: in the percentage calculation did not consider the English version and buffer stock

To ensure the availability of textbooks, the NCTB introduced e-books, and anyone could 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 UAE, 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 since the 2017 academic year.

4.1.2 PSQL 2: Percentage of schools which received all new textbooks, TLM (teachers' edition, teachers' guide, ERMs and PPE TLM package

Under the PEDP4, the standard of this PSQL is, all schools receive quality textbooks and TLMs on a timely basis, developed based on a strengthened competency-based curriculum and an effective, efficient and child-friendly pedagogy. This PSQL has 4 components: (i). every student should have access to free (new) textbooks for each subject, (ii). Every school receives teachers' edition and teachers' guide for all teachers, (iii). Every schools receives ERMs and (iv). Every schools received PPE TLM Packages for each student. This information is also collected by the APSC. According to the APSC 2019, the achievement as follows:

(i). Textbook availability: As per book distribution database 2019, 100% students received textbooks of 99.5% schools within 31st January 2019, but the target has partial been achieved as other 3 components indicators were not yet met because data is not available for computing as APSC not collected remaining 3 components indicators of the PSQL 2 of the PEDP4 stated below.

(ii). Availability of teacher edition and guides

The school census 2019 does not collect this information on the distribution of teachers' edition and teachers guides as a result this information should not report in this ASPR. As per DPE administrative records, teachers' edition and guides does not distributed since 2017. Under the PEDP4 will be develop teachers' edition and teachers guides based on revised curriculum.

(iii). ERM

According to this PSQL standard, all schools receives Essential Reading Materials (ERMs), under the PEDP3, it was Supplementary Reading Materials (SRMs). The APSC is only the source to collect the information on ERMs (e.g. reading materials, flip charts, maps, education kit etc). The APSC questionnaire developed under the PEDP3 as this information was not included into the APSC questionnaire. As school census does not collect this information, progress should not report on distribution of ERMs in this ASPR. There is also no administrative records or evidence on the distribution and uses of ERMs.

(iv). PPE TLM package

According to this PSQL standard, all schools must receive PPE Teaching Learning Materials (TLM) package. In DPE managed all the schools received 8 types of PPE teaching learning materials up to 2016. From 2017 to 2019 distributed Amar Boi (Bengali Books) and Exercise Books as per number of PPE students enrolled as per estimated. In 2019, distributed 3.42 million Amar boi and same no. of exercise book compare to 3.62 million in 2017 and 3.28 million in 2016.

As teaching aids: all the schools received 3 sets of PPE story books (10 story books in one set), PPE Teachers Guide, Alphabets Chart (consonants), Alphabet Charts (vowel), Flip Charts, 4 sets Flash cards (70 cards in one set) etc. up to 2016. A total of 10,257,741 copies were printed and distributed in 2016. All the materials are kept in the PPE classrooms and children uses them during the school hours (no one can bring materials at their home).

- The school census does not collect this information, so the progress should not report on the distribution of PPE TLM packages. it is required to includes into the APSC questionnaire for future reporting
- Book distribution database have only this information, total number of Amar Boi and Exercise book printed and distributed to the schools for students in each year and reported

4.1.3 PSQL 3: Percentage of schools that meet the STR standard of 40:1, SDG 4c (b)

The standard of this PSQL under the PEDP4 is 40 students per teachers (in the PEDP3, it was 46:1). In order to calculate how many schools, achieve this standard, two different approaches are used:

- The total number of enrolled students was divided by the total number of working teachers for each GPS and NNPS (head and assistant teachers). DPE calculated in this way and reporting into the APSC and ASPR. 2018-19 status is not comparable with previous years as the targets were different, it was 46:1 under the PEDP3 and 40:1 under the PEDP4.
- The total number of enrolled students was 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 was multiplied by two in double shift schools, which assumes that all teachers teach in both shifts

The following Table 65 shows the proportion of schools where students per teacher ratio is below 40:

- According to the first approach, 61.1% schools (58.4% GPS and 65.1% NNPS) were meeting the minimum standard of 40 students per teacher in 2019 (up from 42% in 2010 and slightly lower from 72% in 2016). It is improved due to recruited and deployed more teachers since the PEDP3, earlier the standard of this indicator was 46 students per teachers under the PEDP3 now 40 students per teachers under the PEDP4
- According to the second approach, a much larger share of schools (93.3%) were effectively meeting the minimum standard in 2019; but it is important to note that this is truly need for a balance distribution of teachers in schools as per need.

Table 65: Schools which meet the students-per-teacher standard 2005, 2010-2019

	Year	GPS	NNPS	Total	Remarks
Percentage of schools (%) which meet the standard: 40 students per teacher	2005	35	59	43	in 2019, target is 40:1 instead 46:1
	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	
	2017	52.8	55.7	54.6	
	2018	53	56.1	55.6	
	2019	58.4	65.1	61.1	
Percentage of schools (%) which meet the standard: 40 students per 'effective' teacher	2005	81	93	85	in 2019, target is 40:1 instead 46:1
	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	
	2017	90.2	92.9	92	
	2018	91.3	94.8	92.8	
	2019	91.3	94.6	93.3	

Source: Book distribution database 2019

Average Number of Teachers in GPS and NNPS in 2019

GPS shows a discrepancy in both the number of students and deployed teachers. In 2019, schools ranged from having 1 to above 30 teachers (more teachers deployed in urban and good communication areas schools). In 2019, there were on average 5.46 teachers in govt. schools (6.17 in GPS and 4.4 teachers in NNPS) compare to 6.1 teachers in GPS and 4.2 teachers in NNPS in 2018 and by 6.4 per GPS and 3.8 per NNPS; more teachers were deployed in GPS of urban areas than hard-to-reach areas. Over the period, the number of GPS teachers has increased from 4.8 teachers per school in 2009 to 5.9 teachers in 2015 and 6.3 teachers in 2016, 6.1 teachers in 2018 and 6.17 teachers in 2019. The following Table 66 shows the on an average no. of teachers in schools.

Table 66: Trend of average existing teachers in GPS and NNPS 2005, 2008 - 2019

	2005	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
GPS	4.2	4.7	4.8	5.6	5.3	5.5	5.7	5.9	5.9	6.4	6.1	6.1	6.17
NNPS	3.8	3.7	3.8	3.6	3.6	3.7	3.9	3.9	3.8	3.8	4.2	4.2	4.4

Source: APSC reports 2005, 2010-2019

Working teachers by school: The following Table 67 presents the no. of working teachers in each school. It is noted that total 566 government primary schools (402 GPS and 164 NNPS) has been running/functioning by only 1 teacher during the collection of APSC 2019 data.

Table 67: No. of GPS and NNPS by working teacher in 2019

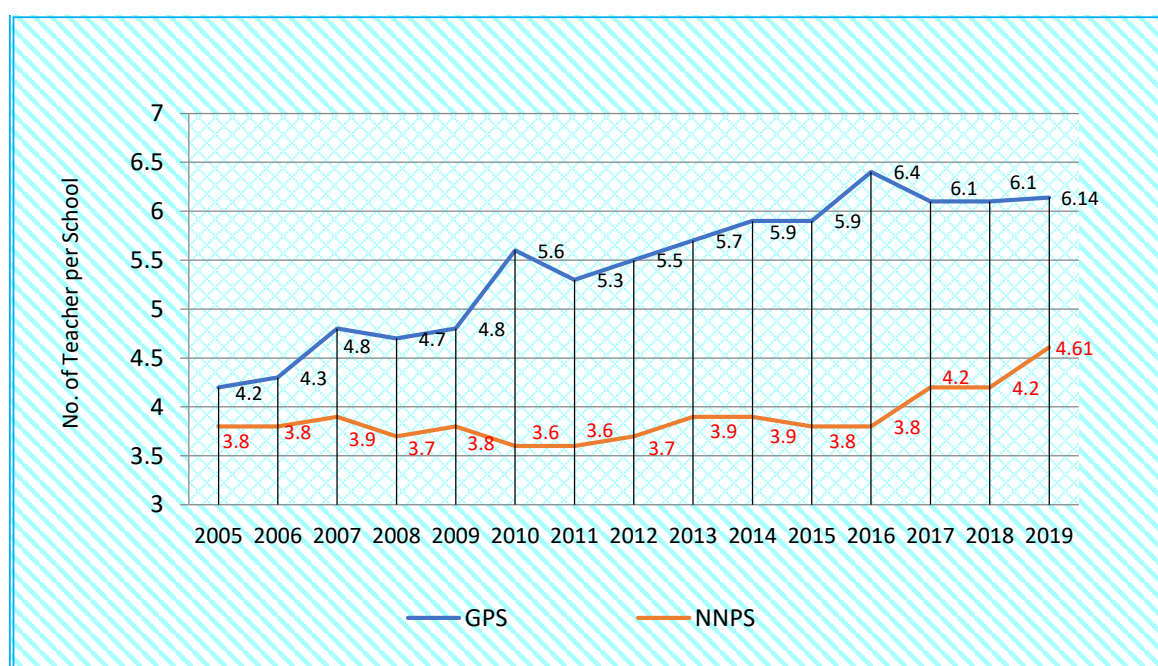
GPS			NNPS			Total (GPS & NNPS)		
No. of School functioning	% of schools	By no. of Teachers	No. of School functioning (%)	% of schools	By no. of Teachers	No. of School functioning	% of schools	By no. of Teachers
402	1.02%	1	164	0.65%	1	566	0.87%	1
722	1.84%	2	344	1.37%	2	1,066	1.63%	2
2,161	5.51%	3	1,795	7.17%	3	3,956	6.06%	3
6,493	16.55%	4	10,190	40.68%	4	16,683	25.56%	4
7,988	20.36%	5	13,197	52.68%	5	21,185	32.45%	5
6,189	15.78%	6	266	1.06%	6	6,455	9.89%	6
6,341	16.17%	7	36	0.14%	7	6,377	9.77%	7
3,646	9.30%	8	19	0.08%	8	3,665	5.61%	8
2,118	5.40%	9	16	0.06%	9	2,134	3.27%	9
1,271	3.24%	10	15	0.06%	10	1,286	1.97%	10
733	1.87%	11	1	0.004%	11	734	1.12%	11
449	1.14%	12	0	-	12	449	0.69%	12
290	0.74%	13	1	0.004%	13	291	0.45%	13
150	0.38%	14	0	-	14	150	0.23%	14
74	0.19%	15	1	0.004%	15	75	0.11%	15
75	0.19%	16	0	-	16	75	0.11%	16
33	0.08%	17	1	0.004%	17	34	0.05%	17
28	0.07%	18	1	0.004%	18	29	0.04%	18
13	0.03%	19	-	-	19	13	0.02%	19
13	0.03%	20	1	0.004%	20	14	0.02%	20
34	0.09%	21-30	1	0.004%	21-30	35	0.05%	21-30
2	0.01%	31+	3	0.012%	31+	5	0.01%	31+
39,225	100%		25,052	100%		65,277	100%	

Source: APSC 2019

The above Table 67 reveals that the total 65,277 government primary schools (39,225 GPS and 25,052 NNPS) running by no. of working teachers. It is noted that about 566 (1%) schools (402 GPS and 164 NNPS) has been running by only 1 teacher. Furthermore, there were 1,066 (1.6%) schools (722 GPS and 344 NNPS) with just 2 teachers; 3,956 (6%) schools (2,161 GPS and 1,795 NNPS) with 3 teachers; 25.6% schools (6,493 GPS and 11,190 NNPS) with 4 teachers; 32.5% schools (7,988 GPS and 13,197 NNPS) with 5 teachers; 9.9% schools (GPS 6,189 and 266 NNPS) with 6 teachers; 9.8% schools (6,341 and 36 NNPS) with 7 teachers; 5.6% schools (3,646 GPS and 19 NNPS) with 8 teachers; 3.27% schools (2,118 GPs and 16 NNPS) with 9 teachers; 1.9% (1,271 GPS and 15 NNPS) with 10 teachers in each school and; 1.1% schools (733 GPS and 1 NNPS) with 11 teachers respectively.

The below Figure 55 shows that the improvement has been driven by increases in the average number of teachers per GPS and NNPS. Only schools with observations in each of years have been compared. Since 2009, recruitment and deployment of teachers greatly increased, and no. of teachers recruited by year presents into the below sub-section 4.1.5

Figure 55: Average number of teachers per school, 2005-2019



Source: APSC 2019

The previous estimates do not consider the fact that a 'working' teacher may in fact be away from school on C-in-Ed/DPEd training for 1 and a half year. The school census does not collect information on the number of teachers who were attending the courses at the time. However, it is known that, on any given year at least 15,000 teachers attend the C-in-Ed/DPEd course. This means that the previous estimates would need to be adjusted slightly downwards in addition vacancies due to earn leave, maternity leave, CL etc.

It is strongly recommended to adjust the working teachers based on number of actual students enrolled in the schools. On an average in urban and good communication area of some schools has STR less than 8:1. It is noted that, total 21 GPSs have no students in 2019 academic year, similarly, 566 schools have only 1 teachers, 1,066 schools have only 2 teachers and 3,956 schools have only 3 teachers during APSC data collection time. Need to deploy more teachers in the NNPSs average no. of teachers is 4.61 instead government policy 5 teachers in each school

4.1.4 PSQL 4: Percentage of double shift schools with capacity to operate one or more grades of 1- 4 on a single shift basis

The standard of this PSQL is defines to be reduced 50% from the PEDP4 baseline 79% of double shift schools with capacity to operate one or more grades of 1-4 on a single shift basis. A total of 55,424 double shift schools in Bangladesh. It is noted that, there are around 4,950 double shift schools have adequate classrooms, enough teachers as well as students based on APSC 2019. Off these schools, DPE can easily transform from double shift to one or more grades of 1-4 on a single shift basis school. Another approach applied for transform double shift to single shift Based on teachers' students' ratio and section of the classes of the above schools considering more than 8 classrooms, STR less than 40 and SCR less than 40, around 1,649 (2.98%) schools to be shifted into the single shifts from double shifts (5 classes). If 1,649 schools can transform into the single shift (all grades) contact hours to will be increased.

4.1.5 PSQL 5: Number of Assistant Teachers (ATs)/Head Teachers (HTs) vacancies filled SDG4c(g)

The standard of this PSQL is to fill-in the vacant positions of Assistant Teachers (ATs) of 37,500 and Head Teachers (HTs) positions of 12,500 in each year until to reach the target. This information was not collected through APSC. Policy and Operation Division, DPEs' administrative record is the source of information to report this indicator. As of 31 December 2019, there are huge vacant posts of Head and Assistant Teachers (Head 7,818 and Assistant Teacher 32,853). Although under the PEDP3, teachers' recruitment and deployment were the DLIs and accelerate the teacher recruitment process. In 2009, recruited and deployed 20,278 assistant teachers and 1,852 headteachers; similarly, in 2010, total 31,011 assistant teachers; in 2011, total 5,414 Assistant Teachers; in 2012, total 12,701 Assistant Teachers and 15,018 Assistant Teachers from the pol; in 2013 recruited 2,049 Headteachers and 13,988 PPE Assistant Teachers; in 2014, total 6,933 PPE Assistant Teachers; in 2015, total 13,974 PPE Assistant Teachers; in 2017, total 42,595 Assistant Teachers from panel on 30.03.17, and 2,914 PPE teachers from freedom fighter quota on 10.04.2017. In 2018, total 898 non-cadre Head Teachers; in 2019, total 9,767 Assistant Teachers and 325 non-cadre Head Teachers on 01.09.2018 and in 2020, total 18,147 Assistant teachers on 16 February 2020 respectively. Since 2009, total recruited 197,864 (70.5% Female) Head and Assistant Teachers. The following Table 68 presents the vacant post filled up to February 2020. It is noted that the vacant post filled after the completion of recruitment between 10 September 2009 to 16 February 2020. After that another round of recruitment is ongoing.

Table 68: Assistant and Headteachers vacancies filled since 2009-2020

Fin/ Year	Type of Teachers							Remarks
	ATs	ATs Pol	ATs Panel	HTs	HTs-NC	PPE	PPE, FF	
2008-2009	20,278			1,852				
2009-2010	31,011							
2010-2011	5,414							
2011-2012	12,701	15,018						
2012-2013				2,049		13,988		
2013-2014						6,933		
2014-2015						13,974		
2016-2017			42,595				2,914	
2017-2018					898			
2018-2019	9,767				325			
2019-2020	18,147							
Total	97,318	15,018	42,595	3,901	1,223	34,895	2,914	

Source: DPE Administrative report

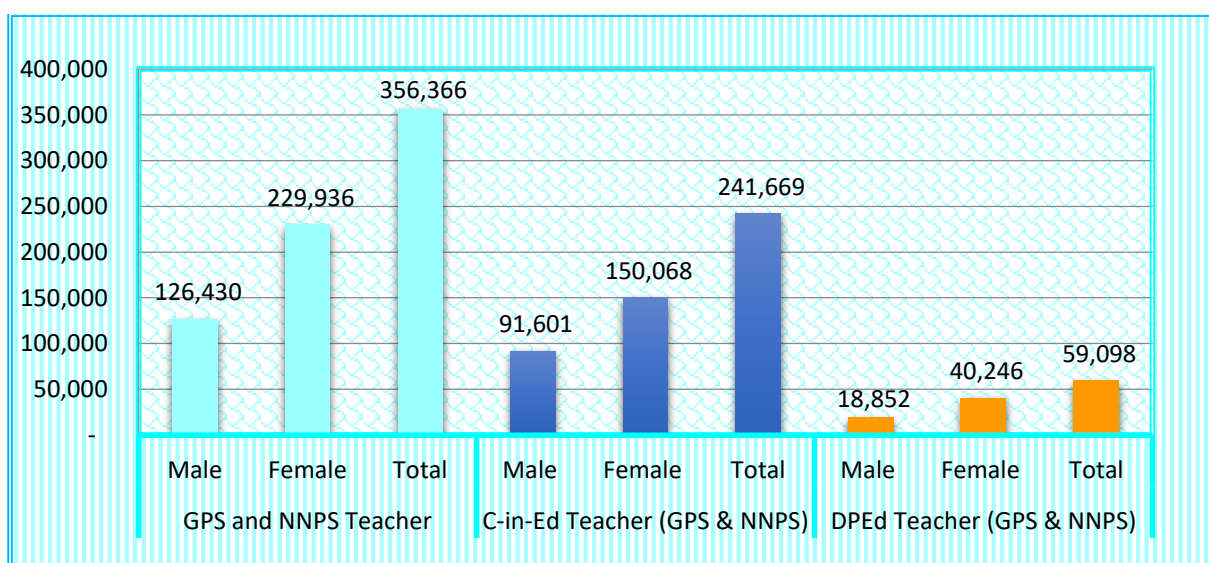
4.1.6 PSQL 6: Percentage of (assistant and head) teachers with a professional Qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.), SDG 4.1.8

The PEDP4s' PSQL-6 standard is that minimum 95% teachers have to at least C-in-Ed, Dip-in-Ed, B.Ed., M. Ed level professional qualification. As of 2019, total 84.4% teachers have been trained on C-in-Ed and DPED courses (67.81% in C-in-ED and 16.58% in DPED) that means 15.6% teachers still untrained. The following Figure 56 shows the professional qualification in 2019, which leads to the following conclusions:

- The proportion of teachers trained to at least C-in-Ed/DPED level has increased by about 8.8 percentage points on average and stand 87.4% (82.8% Female and 87.4% male) in 2019. The group with the smallest increase of professional qualification is GPS Headteachers due to huge vacant positions.
- Among the various groups of teachers, female assistant teachers are the group furthest from achieving the target (72.8%) due to newly deployed more female teachers.
- Head teachers (96% vs. 89%) and assistant teachers (84% vs. 83%) in GPS are more likely to have the minimum qualifications but the differences with NNPS are much smaller in 2019.

The difference between male and female (head and assistant) teachers decreased in GPS for both head teachers and assistant teachers but increased slightly in NNPS.

Figure 56: No. teachers have the professional qualification compare total teachers 2019



Source: APSC 2019, Note – reported cumulative achievement

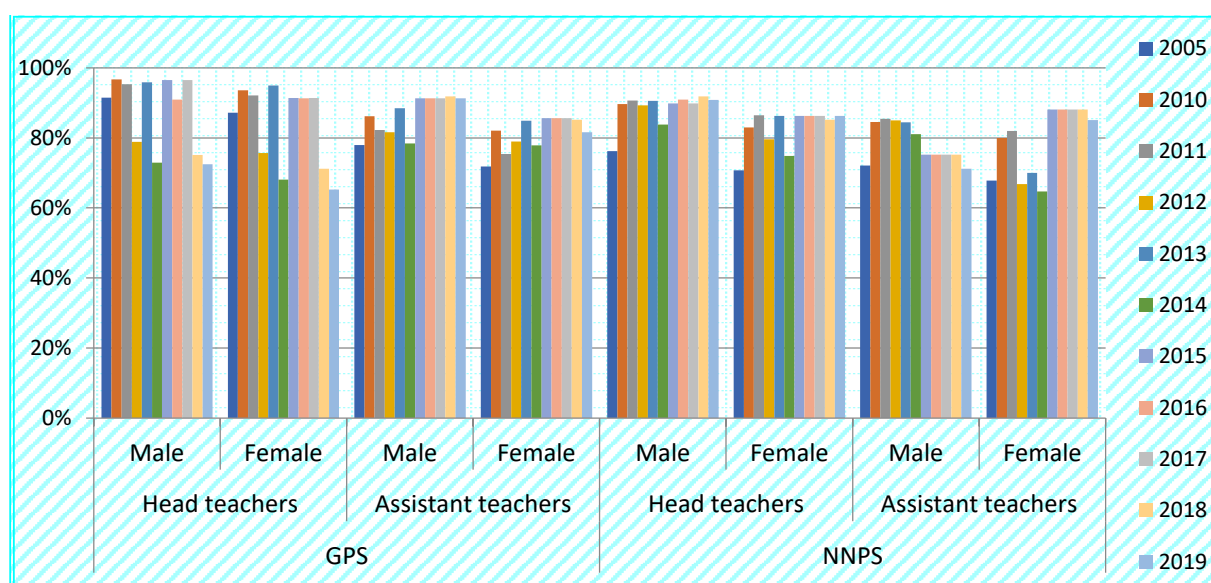
The following Figure 57 shows the changes in the proportion of teachers (of different categories, by gender and) with at least C-in-Ed qualification between 2005, 2010 and 2019. The key points are as follows:

- The percentage of teachers, who meet the professional qualification of at least the C-in-Ed or DPED levels, has remained constant at above 80-85% since 2005. There was an increase in 2012 by 89%, by 90% in 2013, by 88.7% in 2015, and by 94.3% in 2016. In 2019, reduced and stands at 84.4% (87.4% male, 82.8% female) compare to 83.3% in 2018.
- One implication of the Newly Nationalized Primary Schools (NNPSs) was an increase in the number of under-qualified teachers, especially male assistant teachers. In 2019, only 71.2% of male teachers in NNPS had the minimum qualification compared to 91.3% of their male

counterparts in GPS. Similarly, only 85.1% of female teachers in NNPS had the minimum qualification compared to 81.6% of their male counterparts in GPS. Among the various groups of teachers, the female assistant teacher is in the group furthest away from achieving the PEDP4 target of 95% by the end of programme in June 2023.

Another insight of this year 2019, that NNPS teachers were ahead to receive the professional qualification C-in-Ed compare to GPS teachers both in female and male and Head and assistant teacher. It is because of more teachers recruited and deployed in the GPS after 2016 who are not completed the C-in-Ed or DPED courses yet. The following Figure 57 presents the trend of achievement since 2005.

Figure 57: Proportion of teachers (GPS and NNPS) with at least C-in-Ed/DPED. 2005, 2010-2019



Source: APSC 2010 and 2019

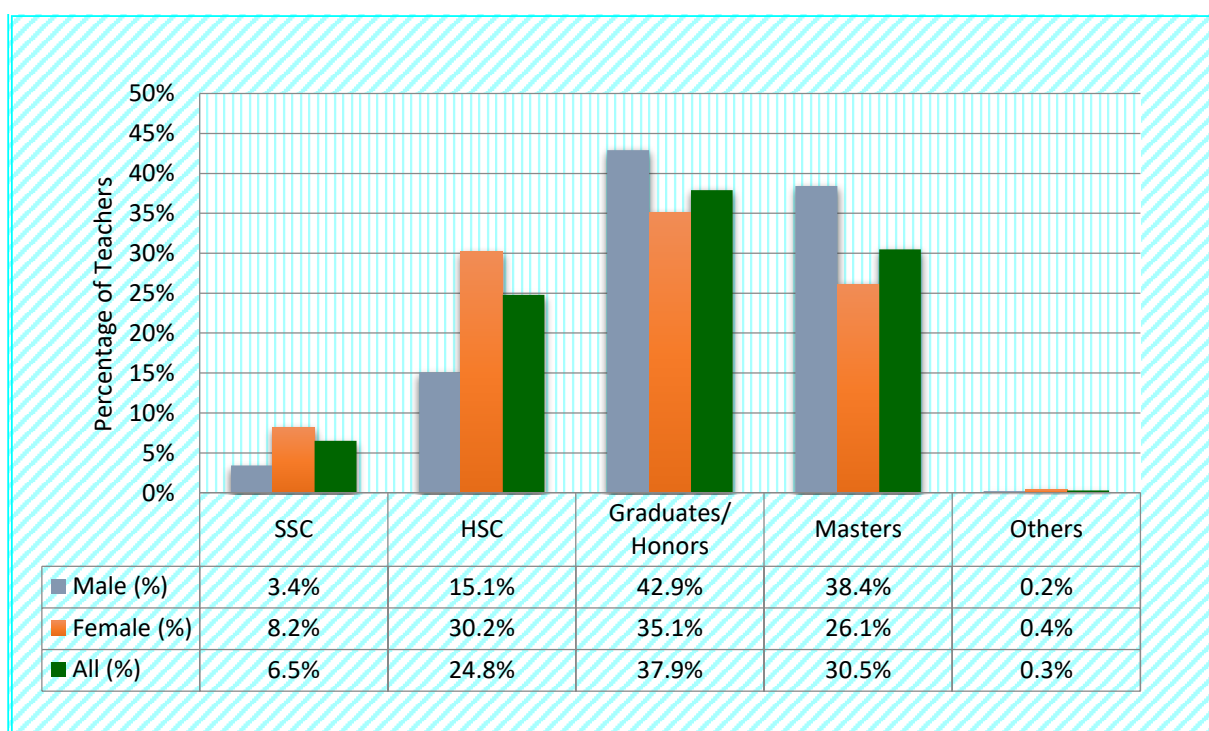
The proportion of teachers with at least a C-in-Ed for both categories of Head Teachers, and Assistant Teachers, both male and female - was disaggregated by GPS and NNPS. The above Figure 57 clearly shows that the proportion of teachers with at least a C-in-Ed declined in 2019 compared to the PEDP4 baseline 2016. In 2019, over 72.5% of male Head Teachers had the required qualification compared to their female counterparts with 65.3% in GPS; and about 90.8% of male HTs had the required qualification compared to 86.3% of their female counterparts in NNPS. 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, in 2019 about 91.3% of male ATs had the required qualification compared to 81.6% of their female counterparts in GPS; and 71.2% of male ATs had the required qualification compared to 85.1% of their female counterparts in NNPS. In 2016, about 91.3% of male ATs had the required qualification compared to 85.8% of their female counterparts in GPS; and 75.2% of male ATs had the required qualification compared to 88.1% of their female counterparts in NNPS. About training, male teachers were ahead of female teachers in both school categories; there was only one exception (female ATs were ahead in NNPS) in 2019, there were more male Head teachers in NNPS (90.8% vs. 72.5%). Up to 2019, on an average, 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)

Educational qualification of teachers

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 up to graduate level. Currently, more Bachelor and Masters' degree holders are joining in this teaching profession, but the required educational qualification was flexible for female teachers during the PEDP3 period. According to the 2019 recruitment policy, required educational qualification is a Bachelors' Degree for both females and males, earlier educational qualification for female was Higher Secondary Certificate level. The APSC 2019 collected reliable data about teachers' educational qualifications though few schools not responded. The highest level of education attained by primary school teachers varied substantially year to year and level of education; in 2019, overall SSC passed 6.5% teachers compare to 7% in 2018, similarly HSC passed 24.8% in 2019 compare to 26% in 2018, graduate/honors graduate 37.9% in 2019 compare to 38% in 2018 and Masters' degree holders 30.5% in 2019 compare to 29% in 2018. The PEDP4 baseline 2016 were SSC level 13.1%, HSC level 29.3%, graduate level 32.7%, and Masters' degree 24.9%. It is noted that, gradually reducing the SSC and HSC level teachers and increasing the graduate and post graduate level teachers in the GPS teaching force. The following Figure 58 shows the educational qualifications of teachers in 2019.

Figure 58: Educational qualification of teachers (GPS and NNPS) 2019



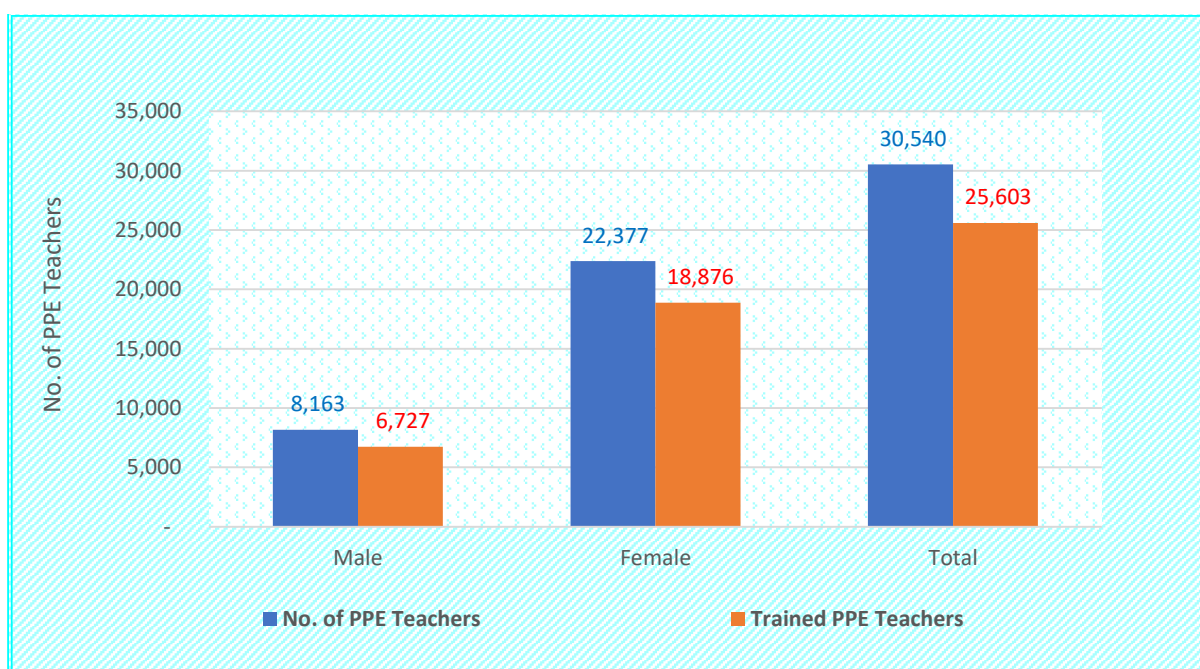
Source: APSC 2010 and 2019

PPE Teachers:

As of December 2019, Total 30,540 designated PPE teachers recruited and deployed in the Government primary schools (GPS) only during the PEDP3 period and has a plan to recruit additional 26,125 PPE teachers to be recruited during the PEDP4 period to cover all the Newly Nationalized Primary Schools (NNPS). Total 25,603 PPE teachers provided induction training out of 30,540 teachers deployed. The following Figure 59 presents the gender wise PPE trained teachers compare to total.

Note: as of December 2019, there are only 22,603 designated PPE classrooms (17,834 GPS out of 37,672 and 4,769 NNPS out of 26,125). It is required to construct more designated PPE classroom to reach the PEDP4 target to cover all GPS and NNPS

Figure 59: No. of trained Teachers 2019



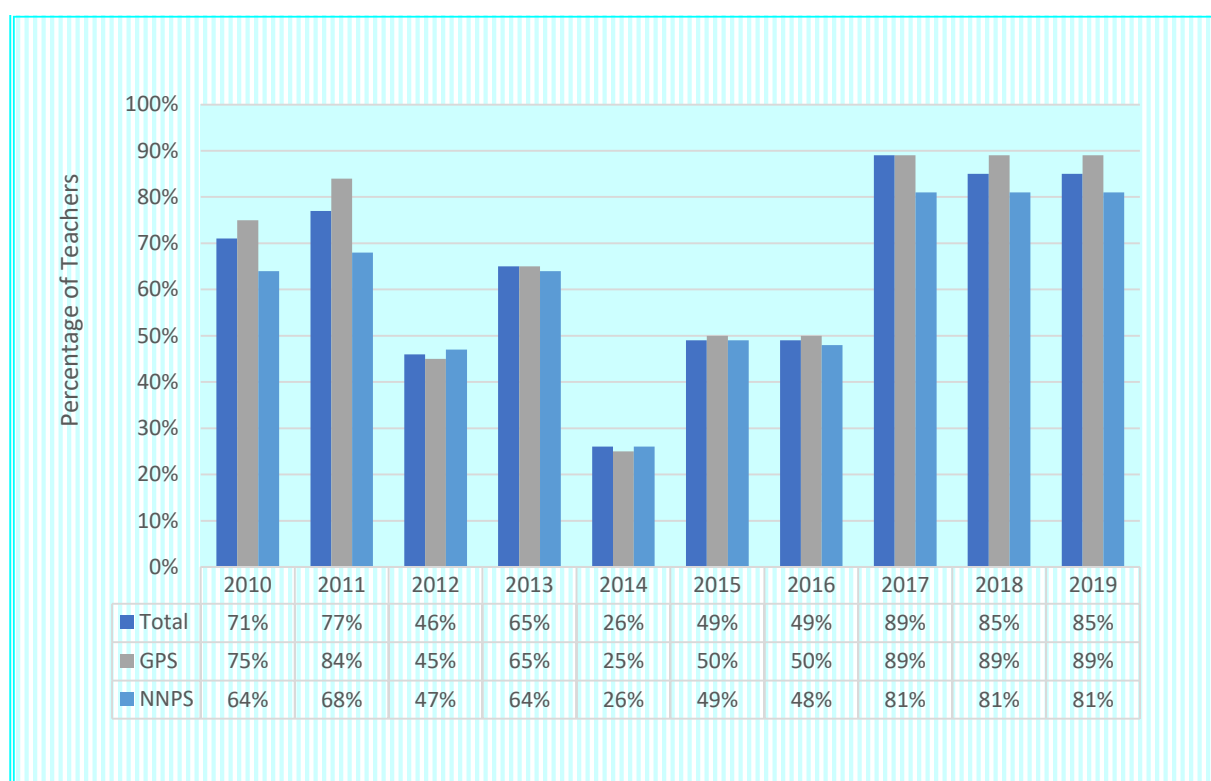
Source: APSC 2019

4.1.7 PSQL 7: Percentage of Headteachers who have participated in Leadership training

The standard of this PSQL under the PEDP4 is stated as '**Percentage of Head Teachers who have participated in Leadership training**' though in the PEDP3 it was '**Percentage of head teachers who received training on school management and leadership training**'. All Headteachers are expected to be given leadership training as per the programme standard.

Among those schools with a Headteacher, the Figure 60 below shows the proportion of Headteachers who received training on leadership (in addition to the other training outlined below in the sub-section 4.1.8 and 4.1.9). It appears that leadership training for Headteachers has increased a lot since 2012. About 85% headteachers (83% female and 86% male) received leadership training up to 2019. It was 49% Headteachers received this training in 2016, by 26% in 2014 and 71% 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 60: Percentage of Headteachers (GPS & NNPS) received training on Leadership 2010–2019



Source: APSC 2010-19 and DPE Training Division Administrative records

Note; It is mentioned that, there were no information in the field of this indicator in APSC 2019 database as progress of this indicator reported as cumulative progress i.e. same as reported in 2018 prior discuss with relevant division of DPE including M&E division

4.1.8 PSQL 8: Percentage of teachers recruited since 2010 who receive continuous professional development (subject based) training, SDG 4c (d)

The standard of this PSQL under the PEDP4 is stated as **‘Percentage of teachers recruited since 2010 who receive continuous professional development (subject based) training, SDG 4c (d)’** and 98% Headteachers to be expected to provide subject based training as per the PEDP4 standard. During the PEDP3, a six-day training was designed to acquaint primary teachers with subject and pedagogical knowledge including preparing and using lesson plans and using 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 to improve teacher professional knowledge and skills, understanding, delivery, evaluation and assessment of learning achievement during the classroom teaching and learning.

It is strongly recommended to provides subject based training for all the teachers of all 5 subjects as each teacher taught all most all the subjects as no provision for recruit and deploy subject based teachers in primary education sub-sector

The following Figure 61 displays participation in ‘subject-based training’ of all type of teachers in GPS and NNPS from 2005, 2010 - 2018. There has been an improving trend in the annual provision of the subject-based training since 2010. In 2018, around 92.7% (male 92.4% and female 92%) Head and Assistant Teachers received the subject-based training compared to about 92.7% (male 92.4% and female 92%) in the PEDP4 baseline 2016. 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 achieving learning outcomes students among all other teacher qualification and training factors as per World Bank report [WB ESR 2014] as well as NSA reports 2013, 2015 and 2017.

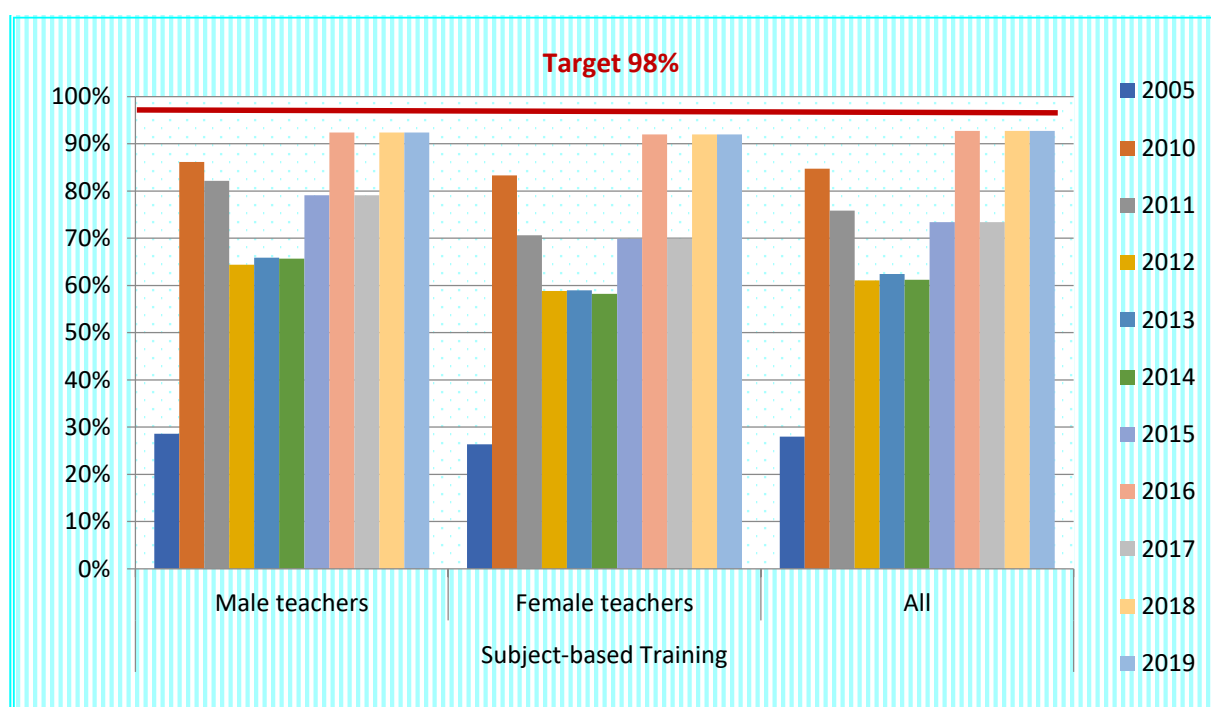
The proportion of teachers receiving subject-based training has been declining from the start of the PEDP3. This is because of the amount of preparatory work required for this training, such as the development of training manuals, TOT for subject-based training, and the deployment of 45,000 teachers in 2010-11 and 2011-12 as they had not received training.

School Management Committee members training: The PEDPII target was that minimum 3 members of every SMC to be trained, but the PEDP3 and the PEDP4 not considered the SMC training. As primary education focused and encourage decentralize and creates ownership of the community, it is essential to train the SMC members especially SMC chair and female member on their roles and responsibilities on school operation

It is also noted that SMC committee formation reforms to include additional 1 member from talented students guardians’

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 in each year. In addition, as per DPP of the PEDP4, in this year only approval of the CFD framework and training will be started on 3rd year of the PEDP4

Figure 61: Percentage of teachers (GPS & NNPS) received subject based training 2005, 2010–19



Source: Administrative report received from IMD

Note; It is mentioned that, there were no information in the field of this indicator in APSC 2019 database as progress of this indicator reported as cumulative progress i.e. same as reported in 2018 prior discuss with relevant division of DPE including M&E division

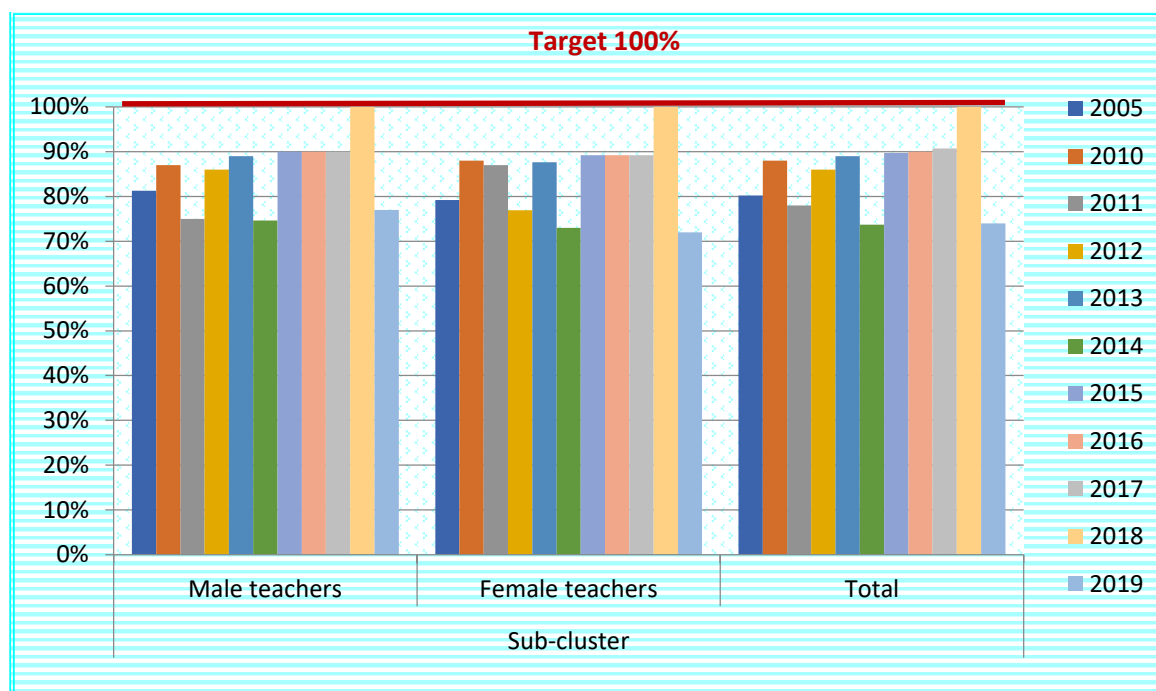
4.1.9 PSQ 9: Percentage of assistant teachers recruited since 2010 who receive continuous professional development (need based cluster training), SDG 4c (h)

Under the PEDP4, standard of this PSQ is that 100% teachers receive cluster training (under the PEDP3 it was sub-cluster training and target was 95%): All the teachers, fortnightly, receive 4 days of sub-cluster trainings in each year to strengthen their academic supervision, mentoring, and other teachers' support systems for effective classroom teaching and learning. The PEDP3 placed an increased focus on this PSQ and increased the training budget allocation (@ TK. 9,820/- in each cluster). Hence, the training is planned and designed locally through collaboration between the Upazila Resource Centre (URC), Upazila Education Officers (UEO), Assistant Upazila Education Officers (AUEOs) and selected Head teachers.

A total of 11,498 cluster training was planned to be conducted fortnightly (total 45,992 courses in each year). But from 2017-18 FY, DPE planned 4 rounds (11,498 X 4) of training. About 22,996 training courses were completed during the data collection period in 2019. Similarly, 45,990 training courses (100%) were completed in 2018. The relevant Upazilas' AUEOs and one selected teacher jointly facilitated the training based on the specified topic. The training is organized for a whole day and 30-35 teachers from 5-6 nearby schools together jointly participated in each course. 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 cluster training program.

There are 2 sources of information to know the status of achievement. One is APSC and another is DPE administrative reports prepared by training division. The below Figure 62 displays the level of teacher participated in cluster training of GPS and NNPS. About 74% of teachers (Head and Assistant) (male 77% and female 72%) received cluster training in 2019 during the data collection time (Achievement will be 100% after completion of FY 2019-20) as per administrative report of training division compared to 100% in 2018 and 90% of teachers (Head and Assistant), male 90% and female 89% in 2016 of the PEDP4 baseline.

Figure 62: Status of cluster training by gender (GPS and NNPS) 2005, 2010–2019



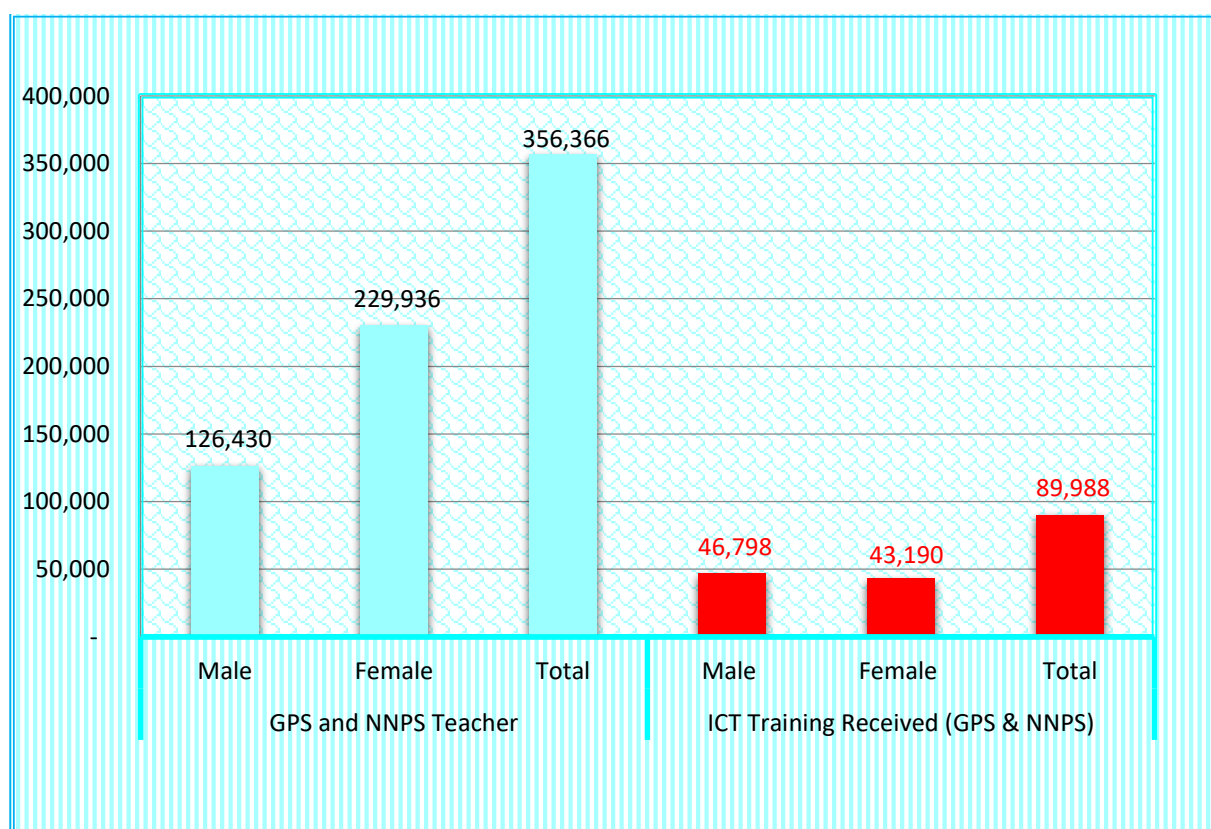
Source: Administrative report received from Training Division of DPE

Note; It is mentioned that, there were no information in the field of this indicator in APSC 2019 database as progress of this indicator reported based on DPE administrative report received from IMD prior discuss with relevant division of DPE including M&E division

4.1.10 PSQL 10: Number of teachers receiving training on use of ICT materials

Under the PEDP4, standard of this PSQL is that, 215,000 teachers to be trained on uses of ICT materials. Bangladesh government has been rapidly moving forward on digitalization, including the primary education sub-sector. A multi-media classroom is currently provided in all the Model government primary schools (1 Model school in each Upazila). Laptops are provided to all most all the GPS. An ICT strategy has been developed and endorsed by the MoPME. Teacher training on ICT includes developing e-learning contents, materials for operating the multimedia classrooms. The following Figure 63 shows both the total number of teachers responded on this question and the ICT trained teachers. As of March 2019, a total of 89,988 (Male 46,798 and Female 43,190) (25.3%) teachers from both the GPS and NNPS have received the training on ICT compare to 47,470 (Male 22,867 and Female 24,603) (13.5%) teachers from both the GPS and NNPS have received the training on ICT in 2018

Figure 63: Proportion of Teacher who received Training on ICT by Gender 2019



Source: Administrative report received from IMD

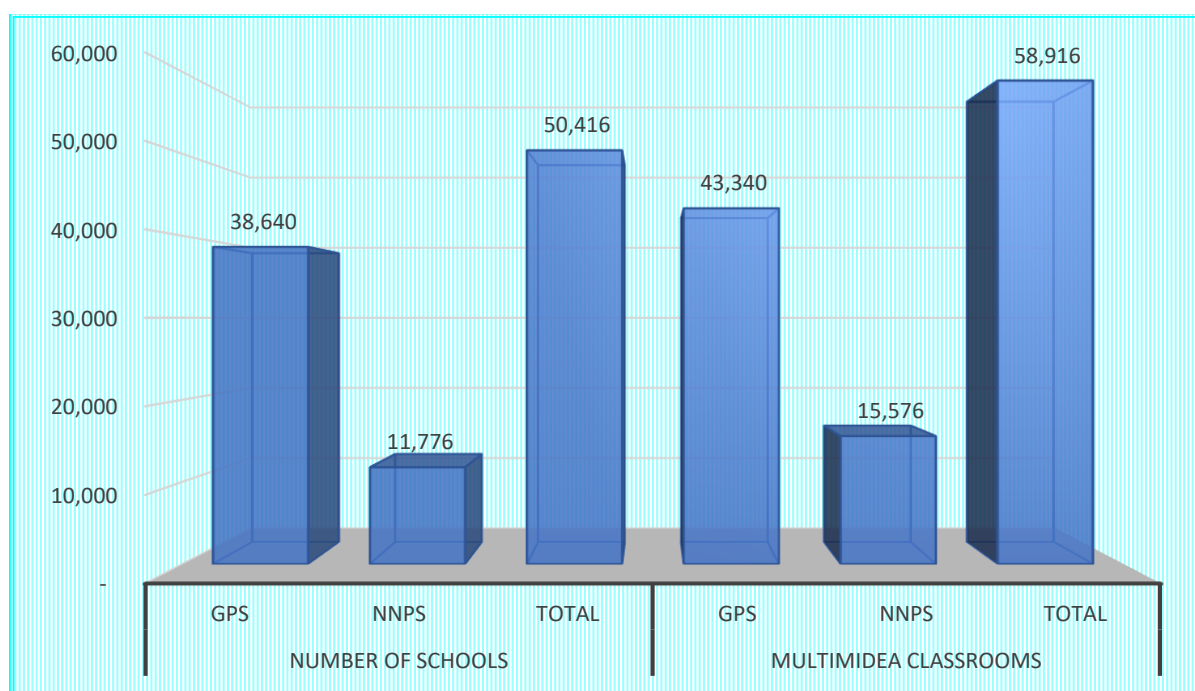
Note; It is mentioned that, there were no information in the field of this indicator in APSC 2019 database as progress of this indicator reported based on DPE administrative report received from IMD prior discuss with relevant division of DPE and M&E division

4.1.11 PSQL 11: Percentage of schools having Multimedia based classrooms, SDG 4a(I)

Under the PEDP4, the standard of this PSQL is 90% schools has the multimedia classrooms. In 2019, DPE administrative report received from IMD reveals that total 50,416 government primary schools have the 58,916 multimedia classrooms.

In 2018, out of 65,540 (39,225 GPS and 26,315 NNPS), total 64,360 schools (38,846 GPS and 25,514 NNPS) were responded this question. Based on APSC 2018 data 9,362 (14.5%) schools, GPS 7,111 (18.8%) and 2,251 (8.8%) NNPS having multimedia classrooms. Although, 48,824 schools received multimedia, laptops and sound systems for multimedia classrooms. Multimedia, laptop and sound system distribution started at the end of PEDPII and continuing the phaseout of the PEDP3. As per DPE administrative records, 504 Model GPS has at least 1 multimedia classroom. The following Figure 64 presents the total number of government primary schools (GPS and NNPS) having multimedia and accessories for transforming the multimedia classrooms in 2019

Figure 64: Percentage of schools having Multimedia based classrooms and received laptops



Source: Administrative report received from IMD

Note; It is mentioned that, there were no information in the field of this indicator in APSC 2019 database as progress of this indicator reported based on DPE administrative report received from IMD prior discuss with relevant division of DPE and M&E division

Water and Sanitation:

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

- ✓ *PSQL-12* Percentage of schools with separate functioning WASH blocks for boys and girls, SDG 4a (b)
- ✓ *PSQL-13* Percentage of schools that have access to safe water sources: functioning tube wells and other sources, SDG 4a (a)

4.1.12 PSQL 12: Percentage of schools with separate functioning WASH blocks for boys and girls, SDG 4a (b)

Under the PEDP4, standard of this PSQL is that, all the school have separated functioning WASH blocks for boys and girls. According to the APSC 2019, total 76.3% (77.4% GPS and 71.3% NNPS) schools have the functioning WASH blocks compare to 76% (77% GPS and 70% NNPS) schools have the functioning WASH blocks in 2018. It is noted that, APSC questionnaire only ask for having WASH block or not, It will be needed to paraphrase this question into the APSC questionnaire for correct information in line with the PEDP4 result framework including hand wash facilities. Regarding the WASH block, the following 4 components need to be considered: The following Table 69 presents the trend of achievement.

Table 69: Construction of WASH Block 2010-2019

	Type	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Remark
WASH Block (%)	GPS	n/a	n/a	n/a	n/a	n/a	n/a	22	35.7	77.2	77.4	
	NNPS	n/a	n/a	n/a	n/a	n/a	n/a	22	32.9	70.1	71.3	
	Total	n/a	n/a	n/a	n/a	n/a	n/a	22	34.06	76.1	76.3	
Toilets for girls and boys (%)	GPS	97	98	88	85	85.8	90.6	85	86	43.7	88.9	
	NNPS	94	95	81	80	79.2	82.7	80	83	34.2	91.7	
	Total	96	97	85	83	83.2	87.5	83	85.2	39.8	90.0	

Source: APSC 2010-2019

Hygiene: The component of this PSQL standard is hygiene practices in all schools to be ensured. It should be required to maintain WASH block considering health and hygiene, as this factor has an impact on attendance and dropout especially among girls. SMC members, teachers, and students aware of good hygiene practices. However, the definition of a ‘proper hygienic WASH block’ is needed to spell out clearly with guideline for maintenance. Moreover, need to fund allocation each year for maintaining the WASH block with materials (harpic, soap, sandal etc.). Education officials need to aware of the “Three Star Approach” and need orient the teachers during routine school visit.

Accessibility to children with physical disabilities: The component of this PSQL standard is all the government schools have gender segregated and disability friendly WASH blocks meeting national standards. The APSC has not been consistent and it is unclear from year to year whether headteachers need to identify which of the existing WASH block or toilets can also be accessed by disabled students or which toilets are only for the use of disabled students. This information cannot collect through APSC as related question does not included into the APSC questionnaire.

Hand Wash facility: Another component of this PSQI indicator is Schools have group hand washing facilities. As school census does not collect this information so progress cannot be reported in this ASPR, if collect this information in future may be able to report in ASPR.

Uses of WASH block for male teachers and boys and female teachers and girls: If confirm that all male teacher uses the WASH block along with boys and female teachers uses along with girls than WASH block will properly maintenance.

4.1.13 PSQI 13: Percentage of schools that have access to safe water sources: functioning tube wells and other sources, SDG 4a (a)

Under the PEDP4, standard of this PSQI is that 100% school have access to safe water: functioning tube well and other sources. The school census questionnaire collects information on water supply to assess whether the standards are met or not, namely: The phrasing of the respective questions in the school census questionnaire has not been consistent over the years and it is difficult to establish a clear-cut trend. The following sequence of questions is posed to schools:

- In 2019 questionnaire ask (Q-9) does the school have a source of safe and potable drinking water (tap/supply, tube well, filter, others)?
- Present condition of sources (good, average, bad, sinking going on, abandon)
 - Repairable (yes, no)
 - If tube well (arsenic free, arsenic contaminated, arsenic area but not tested)
 - Tested e-coli (yes, no)
 - Water source constructed by which project

However, many responses are not consistent with this sequence of questions. For example:

- About 17.1% of schools which claimed not to have water identified a source; conversely, about 2.9% of schools which claimed to have water did not identify a source.
- About 3.5% of schools which claimed that their water was safe then went on to report that their source of water was not free of arsenic.

A set of rules have been used to improve the consistency of the responses. For example, a school is considered to have water, even if it gave a negative response to the first question, if it identified a source. Similarly, a school is considered to have water, even if it did not identify a source of water, as long as it responded to the question whether the source was working. Moreover, it is important to simplify the question and variable into the database.

The following Table 70 and Figure 65 summarises the key findings from the analysis.

- In 2019, about 100% of GPS and NNPS have water. The water is safe to drink in 84.9% of these schools. This means that overall the percentage of school with safe water is 85%
- Among schools which reported in 2019 that their source of water was a tube well, the tube well was functional in 84.2% of cases. The proportion of schools where the tube well was working has increased from 49% in 2005 to 84.2% as Figure 65 shows.

Among schools which reported that they had a functioning tube well, the tube well was free of arsenic in 84.9% of cases and had not been tested in 1.2% of cases. As shown in Figure 65, the percentage of schools where the water was free from arsenic increased from 56% in 2005 to 84.9% in 2019. The percentage of schools where the water has arsenic is 13.9% in 2019. It is noted that there were no information in the APSC database 2019 on e-coli test

As Bangladesh is arsenic prone area, DPE can take initiatives to test every tube well in the arsenic prone areas whether tube well is arsenic contaminated or not. DPHE can conduct the test each year as specialized organization. The PEDP4 can allocate the fund for this activity in the AOP each year during the PEDP4 period

Figure 65: Schools with working and arsenic free tube wells, 2005-2019

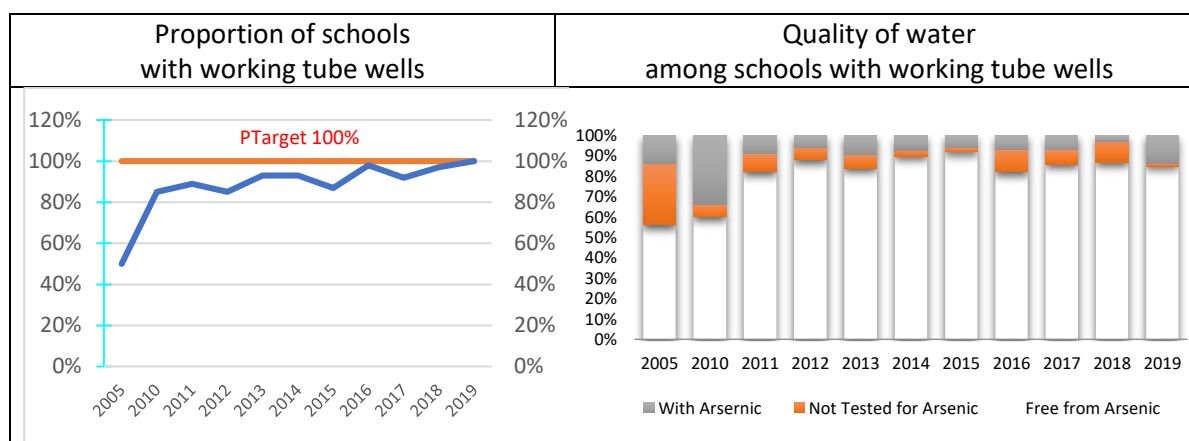


Table 70: Water supply 2019

Percentage of schools (%):		GPS	NNPS	Total
(1) With water		96.5	93.5	95.5
(2) With safe water if school	Any source of water	100	100	100
	Tap water (8.4% of schools with water)	11.4	6.2	9.5
	Tube well (86.1% of schools with water)	81.2	87.4	83.5
	Pond/river/filter (5.5% of schools with water)	7.4	6.4	7
(3) With safe water [= (1) x (2)]		100	100	100
(4) If source is tap water:	Free of arsenic	83	83.1	83
	Not tested	1.8	1.4	1.8
	With arsenic	15.2	15.5	15.3
(5) If source is tube well:	Functional tube well	85.5	83.2	85.1
(6) If source is functional tube	Free of arsenic	85.4	84.0	84.9
	Not tested	1.3	1.2	1.2
	With arsenic	13.3	14.9	13.9
(7) e-coli test	Functional tube well	85.5	83.2	85.1
	Free of e-coli	n/a	n/a	n/a
	Not tested e-coli	n/a	n/a	n/a
	With arsenic e-coli	n/a	n/a	n/a

Source: APSC 2019, e-coli data is not available in the APSC 2019

4.1.14 PSQL 14: Number of Learning Centres operational (OOSC)

The standard of this PSQL is to establish 33,334 LCs to accommodate 1 million out of school children. Under the PEDP4, BNFE was identified to implement this OoSC education programme through Implementation Support Agencies (ISAs) who implement OoSC Education program as second chance education in a flexible learning system and will support in back-to-school initiatives for a significant number of OoSC following minimum service standards as per contract. This initiative has been taken during the PEDP3 and created separate division under DPE namely 'Second Chance Division'. As new division faced many challenges as progress was not up to the expectation level. As BNFE is mandated to implement the non-formal education, under the PEDP4 responsibilities shifted to BNFE for implement this sub-component. BNFE has started their operation including 3,332 LCs with 100,000 (one lac) OoSC and continuing their education from 1st September 2018, although those initiative is continuation of the PEDP3. Program intervention covered 19 Upazilas and 4 urban areas in Dhaka, Sylhet, Kishorgonj, Sunamgonj, Chattogram and Gaibandha districts.

Under the PEDP4, all the preparatory works has been almost completed. A Specialized Agency (SA) provides overall technical support in implanting OoSC education program. SA will recruit DPCs and UPCs and deploy at each district and each Upazila under direct supervision and administrative including functional control of BNFE. BNFE hoping that the classes will be resumed from 1st January 2019 for additional 900,000 out of school children.

It is noted that many organizations (NGO and iNGO) with support of donor agencies has been implementing the adolescent education programme (8-15 years old never enrolled, dropped out children and adolescents) who are out of school children. The following **Table 71** presents the progress

Table 71: No. of OoSC enrolled and functioning LCs as of 2019

	The PEDP3 period		The PEDP4 period			
	No. of LCs established	No. of OoSC enrolled	Target for PEDP4		Achievement	
			No. of LCs	No. of children	No. of LCs established	Children enrolled
(1) Continuation from the PEDP3	3,332	100,000				
(2) PEDP4 (will enrol from 1 st January 2019)			33,334	1,000,000		
Total PEDP4 to be covered [= (1) + (2)]	3,332	100,000	33,334	1,000,000		

Source: BNFE administrative data

4.1.15 PSQL 16: Number of enrolled children with mild and moderate disabilities in mainstream primary schools), SDG 4.5.1

The standard of this PSQL is to enroll 80% disable children in mainstream primary education. This indicator supports the National Education Policy, the PEDP4 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 needs in formal schools of tribal children, ethnic minorities and children with disabilities. Block

funds were allocated through the Upazila Primary Education Plans (UPEPs) to assist schools to mainstream gender sensitive inclusive education for mild to moderately disabled children. Accordingly, the PSQL 16 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 percent of the total population. The proportion of children with disabilities in Bangladesh varies, ranging from less than 1.4 percent to 17.5 percent; 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 not authentic information, the PEDP3 and the PEDP4 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 was one of the sub-components of the PEDP4, and to measure the success of this goal through the PSQL indicator ‘the number of children with special needs enrolled in schools’.

The following Table 72 shows the number of children with special needs by gender and types of disability enrolled in GPS and NNPS in 2019.

Table 72: By type enrolment of special needs children in GPS and NNPS 2019

Type of disabilities	GPS			NNPS			Total GPS & NNPS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Physically Handicap	8,077	5,895	13,972	2,579	1,764	4,343	10,656	7,659	18,315
2. Poor Eyesight	3,098	2,550	5,648	837	641	1,478	3,935	3,191	7,126
3. Short of Hearing	661	589	1,250	236	233	469	897	822	1,719
4. Problem in Speech	3,894	3,431	7,325	1,608	1,414	3,022	5,502	4,845	10,347
5. Intellectual/ Mental	6,349	5,421	11,770	1,666	1,511	3,177	8,015	6,932	14,947
6. Autistics	659	487	1,146	197	163	360	856	650	1,506
7. Others	1138	1030	2168	349	317	666	1487	1347	2,834
Total	23,876	19,403	43,279	7,472	6,043	13,515	31,348	25,446	56,794

Source: 2019 APSC

The following Table 73 shows that the number of children with special needs (physically challenged) enrolled in DPE managed schools has grown faster for all types of schools, particularly for children with physically handicap and eyesight problems. There was a striking increased in the number of special needs children in school between 2005 and 2011 (just double). The enrolment trend gradually declined from 2012 to 2017 and again increased from 2018 and 2019. 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 consider 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 Centre's.

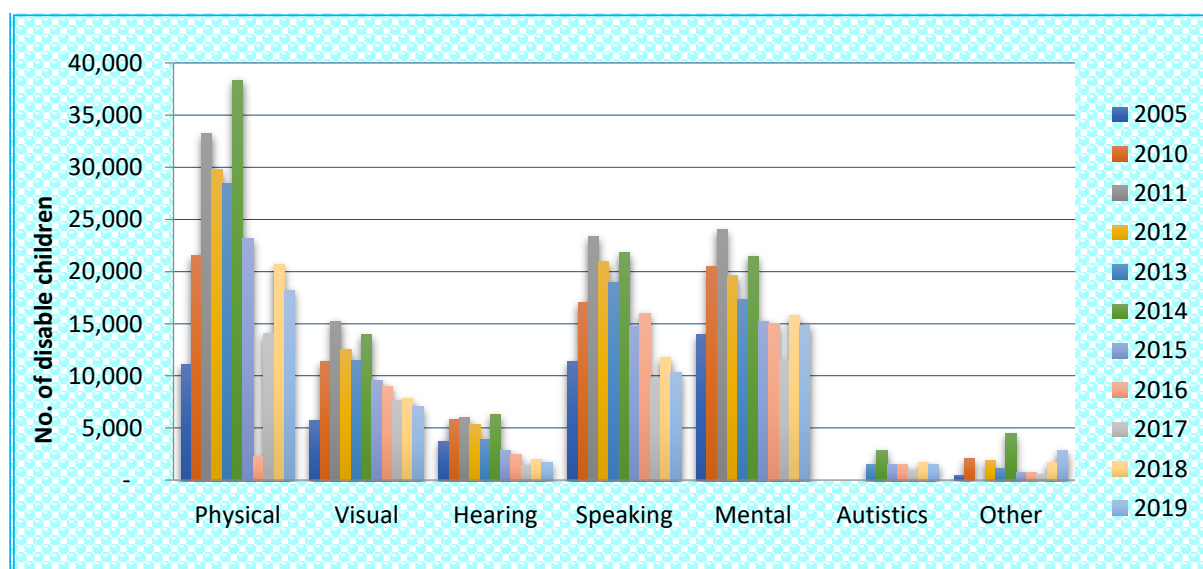
Table 73: Year wise enrolment of special need children by gender all type of schools 2005- 2019

Year	Boys	Girls	Total	Total
2005	25,833	19,847	45,680	Enrolment of special need children increasing from 2005 to
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	Again, improving since 2018
2016	37,260	29,762	67,022	
2017	40820	34201	75,021	
2018	52,884	43,501	96,385	
2019	54,442	43,869	98,311	

Source: APSC 2005-2019

The following Figure 66 shows that the number of children with special needs (physically challenged) enrolled in DPE managed (GPS and NNPS) has been declining since 2012. It is recommended that DPE to be worked 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 PEDP4 period.

Figure 66: Enrolment of physically challenged children (GPS and NNPS) 2005, 2010-2019



Source: different years APSC

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 years old) 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.

Note: Such a large increase in enrolment over the period, 2005-2012, and the decreasing trends from 2013 to 2019, together with their participation in classes along with regular children, is worthy of further investigation. This would help to understand the underlying factors for these increases and decreases as well as 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.)

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%).⁷

4.1.16 School-level improvement plan (SLIP)

The main dimension of the PEDP4 was to expand decentralized planning process, management, implementation and monitoring at division district, Upazila and school levels for quality learning. 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 regional disparities between areas within Upazilas leading, eventually, to a reduction of disparities.

SLIP/UPEP: A key element of the policy of decentralization in primary education is the promotion of SLIPs and UPEPs. Under the PEDP4, this initiative was supported by the provision of school-level improvement planning formula-based grants and this has been continued and scaled up during the PEDP4 period. The PEDP4 target is for all GPS and NNPS to receive SLIP grants.

A total of 64,780 government primary schools (GPS and NNPS) received SLIP grants at TK. 50,000/- per school in 2019/20 financial year from DPE and UNICEF supported 698 government primary schools for similar activities as School Effectiveness grant. This year formula-based grant provided (more student and poverty prone areas schools received more grant). The DPE disbursed total TK. 3,766,555,000/- for 64,113 schools. UNICEF also provided BDT 51,103,500 for 1,225 schools including full coverage of Cox's Bazar district in 2019-20 FY. On an average each school received more than BDT 50,000 (minimum BDT 50,000 and maximum BDT 150,000) in 2019-20 FY which is up from 2018-19 FY (TK 40,000 per schools). This FY allocation was formula-based considering the no. of enrolled children and school location in poverty prone areas i.e. more enrolled student more fund. The SLIP coverage

⁷There 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 existed.

increased to 100% since 2015/16 F/Y, it was 74% in 2015⁸. The following Table 74 presents the coverage of SLIP and UPEP under the PEDP3 and the PEDP4 period.

Under the PEDP4, UNICEF piloted the Upazila primary Education Plan (UPEPs) in 5 Upazilas of the country in 2018-19 FY. In 2019-20 FY based on lesson learnt, scale up another 50 Upazilas and DPE disbursed BDT 39,600,000 in 50 Upazilas and gradually to be covered all the Upazilas of the country

Table 74: Trend of SLIP coverage of GPS and NNPS 2012 – 2019

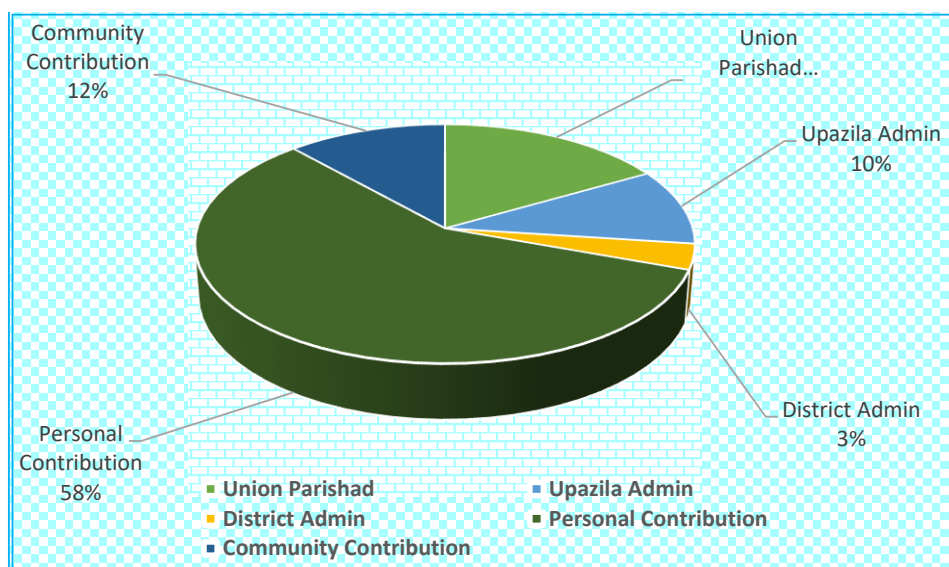
	Financial Year							Remarks
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	
Physical	39,293	47,247	63,691	63,750	65,775	65,413	64,113 DPE 1,225 UNICEF	100% GPS and NNPS covered
Financial	11,787.60	14,174.10	25,476.40	25,500.00	2,559,240,000	3,319,990,000	3,766,555,000 (Govt.) 51103,500 (UNICEF)	

Community Contribution: Community involvement and ownership increased to some extent for the preparation and implementation of SLIP by the government support and School Effectiveness Model (SEM) by the UNICEF support. Community awareness increased, and stakeholders felt honored to be a part of the SLIP/SEM 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 minimum Tk. 50,000 per school in this FY 2019-20. It is noted that, under the PEDP4, SLIP grant allocation is formula based considering the no. of enrolled students as well as the location of schools in poverty prone areas, i.e. school will get more fund if the school located in poverty prone areas and proportionately more children enrolled. As increased the fund allocation for SLIP, need to greater attention 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.

The 2019 APSC not collected information about local contributions but in 2018-19 FY collected local community contribution. Total contribution as - Personal donation (BDT. 134,351,320), Community contribution (27,121,659), Union Parishad (BDT. 38,896,362), Upazila Parishad (BDT 23,975,638) as well as District (BDT 7,998,683). All most all the schools (GPS and NNPS) received community contribution within the range of Taka 100 to 150,000. It is worthwhile to investigate whether the local contributions were properly utilized or not. The following Figure 66 presents the local contribution

⁸SLIP 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. Currently SLIP grant is formula-based i.e. if more children and poverty prone areas schools, proportionately get more SLIP block fund

Figure 67: GPS and NNPS received contribution for implementing SLIP 2018-19



Source: APSC 2019 and SLIP Cell of P&D division, government block grant not included

A qualitative evaluation of SLIP conducted by UNICEF in 2010 and found that the local and national SLIP grants have enabled schools to plan and implement limited improvements to their physical facilities for 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 monitors SLIP implementation during their routine school visits. The findings of the SLIP qualitative evaluation conducted by UNICEF and M&E shown clearly in their reports that, in some cases, perceptions regarding SLIPs are not clear to SMC members, PTA, teachers and other stakeholders; more emphasis 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 Upazila and schools through SLIP as a priority to enable them to catch up with the high performing Upazila. In addition, the SLIP preparation process and utilization of allocated funds needs to be closely monitoring for achieving the expected results. A common monitoring matrix for SLIP needs to be developed for tracking progress monitoring as well as regular reporting.

4.2 Other outputs (Discrete projects)

As part of the effort to transform the ASPR into a comprehensive report on the primary education sub-sector, ASPR integrated on discrete projects of the primary education sub-sector as other output. In the formal education sector of 2018-19, there were eleven discrete projects; in the formal and non-formal education sector one discrete project has been implementing by the BNFE, and one by the NGO Alliances.

Discrete projects play an important role in improving the access, participation, completion and overall quality of primary education sub-sector. In 2011, discrete projects represented 70% 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. Under the PEDP4, in FY 2018-19, the total budget of all discrete projects (Taka 1,881,878 lac) including project aids.

The Government is the main source for funding of these projects except for ROSC project, 2 projects co-shared both government and donors. In FY 2011-12, by 87% of the total discrete projects budget was sourced of the Government at 83% in FY 2012-13, by 73% in FY 2013-14, by 80% in FY 2015-16 and 94.7% in FY 2017-18. The number of discrete projects dropped in 2016-17 due to the phased out of 3 projects, but the budget was increased compared to FY 2015-16. There is also a provision in the national budget for new projects as a block grant allocation (Tk.20,000 lac) in FY 2017-18. Total discrete project budget was Taka 1,881,878 lac (the Government share was 94.7% and external share was 5.3%) (See below Table 75)

Table 75: Discrete projects with funding sources 2019

SL.	Project	Budget envelope (taka Lakh)				Total (Lakh TK.)	Expenditure as of Dec 2019
		GoB	Share %	External Sources	Share %		
	1	2	3	4	5	6	7
1	School feeding program in the poorest areas (GoB/WFP), 3 rd revised, 01.07.2010 - 31.12.2020	373,707	74.9%	125,490	25.14%	499,197	413,314 (82.8%)
2	ROSC project, 2nd phase, 2 nd revised, 01.01.2013 - 31.12.2020	5,809	4.5%	123,227	95.5%	129,036	101,838
3	Primary Education Stipend program (PESP), 3rd phase, 2 nd revised, 1.7.2015 -31.12.2019	692,306	100%	--	--	692,306	610,705
4	Need based government primary school development project (1st phase), 01.07.2016 - 31.12.2022	912,385	100%	--	--	912,385	186,144
5	Need based newly nationalized government primary school development project (1st	574,059	100%	--	--	574,059	138,356

SL.	Project	Budget envelope (taka Lakh)				Total (Lakh TK.)	Expenditure as of Dec 2019
		GoB	Share %	External Sources	Share %		
	1	2	3	4	5	6	7
	phase), 01.07.2016 - 31.12.2022						
6	Digital Primary Education, 01.07.2017 - 31.12.2019	4,15	100%	--	--	4,195	78
7	The PEDP4, 01.07.2018 - 30.06.2023	2,595,616	67.6%	1,244,100	32.4%	3,839,716	190,880
8	Math Olympiad, 01.04.2018 – 31.12.2019	538	100%	--	--	538	502
9	Establish Solar system for off-grid schools and water supply provision at Thanchi and Alikadam Upazilas under Bandarban, 01.11.2018 - 30.10.2019	500	100%	--	--	100%	--
10	Establish computer and language lab in 509 GPS, 01.01.2019 – 31.12.2020	243	8.86%	2,499	91.14%	2,742	--
11	Expansion of Cub-scouting in primary schools, 4 th phase, 01.07.2019 – 30.06.2023	35,541	100%	--	--	35,541	--
12	Preparation of primary level students' profile, 01.03.2019 – 31.12.2021	16,405	100%	--	--	16,405	--
13	Establish and beautification of schools in Dhaka metropolitan areas, 01.01.2020 – 31.12.2024	115,921	100%	--	--	115,921	--
14	Basic literacy program for 11-45 years age group in 64 districts, 01.02.2014 – 30.06.2020	45,259	100%	--	--	45,259	19,162
15	To establish 5025 Community Learning Center (CLC) for creating opportunity for Lifelong Education						
16	To provide life skill training through establishing earning and life skill Training Institute in 64 districts						
	Establishment of 12 PTIs in 12 districts	279,800	100%		0.0%	279,800	Phaseout

SL.	Project	Budget envelope (taka Lakh)				Total (Lakh TK.)	Expenditure as of Dec 2019
		GoB	Share %	External Sources	Share %		
	1	2	3	4	5	6	7
	Establishment of 1500 primary school in the un-schooled areas, 1st revised, 01.07.2010 - 30.06.2017	522,700	100%		0.0%	522,700	Phaseout
	Primary education development project IDB, 01.01.2012 – 31.12.2017	17,300	100%		0.0%	17,300	Phaseout
	Total	188,187,800	94.7%	9,952,000	5.3%	188,187,800	

Source: Budget Documents, MOF

Thematically, the discrete projects could be categorized according to the PEDP4 result areas and presents in the below Table 76 and discrete project budget in the 77:

Table 76: Discrete Projects by the PEDP4 Result Areas:

PEDP3 Results Area	Discrete Projects (Formal Education Sector)
Learning Outcomes	1. Math Olympiad, 01.04.2018 – 31.12.2019
	2. Establish computer and language lab in 509 GPS, 01.01.2019 – 31.12.2020
	3. Basic literacy program for 11-45 years age group in 64 districts, 01.02.2014 – 30.06.2020
	4. To establish 5025 Community Learning Center (CLC) for creating opportunity for Lifelong Education
	5. To provide life skill training through establishing earning and life skill Training Institute in 64 districts
Access and Participation	6. ROSC project, 2nd phase, 2 nd revised, 01.01.2013 - 31.12.2020
	7. Establish and beautification of schools in Dhaka metropolitan areas, 01.01.2020 – 31.12.2024
	8. Preparation of primary level students' profile, 01.03.2019 – 31.12.2021
	9. Expansion of Cub-scouting in primary schools, 4 th phase, 01.07.2019 – 30.06.2023
Disparity	10. School feeding program in the poorest areas (GoB/WFP), 3 rd revised, 01.07.2010 - 31.12.2020
	11. Primary Education Stipend program (PESP), 3rd phase, 2 nd revised, 1.7.2015 -31.12.2019
	12. Need based government primary school development project (1st phase), 01.07.2016 - 31.12.2022
	13. Need based newly nationalized government primary school development project (1st phase), 01.07.2016 - 31.12.2022
	14. Establish Solar system for off-grid schools and water supply provision at Thanchi and Alikadam Upazilas under Bandarban, 01.11.2018 - 30.10.2019
	15. Primary education development project IDB, 01.01.2012 – 31.12.2017
	16. The PEDP4, 01.07.2018 – 30-06-2023

Source: Discrete Project Document and ASPR assessment.

Table 77: Discrete projects budget and expenditure 2019/20

SL.	Project	FY 2019-20 (<i>taka Lakh</i>) (<i>revised</i>)				Total (<i>taka Lakh</i>)	Expenditure as of Nov 2019
		GoB	Share %	External Sources	Share %		
1	School feeding program in the poorest areas (GoB/WFP), 3 rd revised, 01.07.2010 - 31.12.2020	373,707	74.9%	125,490	25.14%	499,197	413,314 (82.8%)
2	ROSC project, 2nd phase, 2 nd revised, 01.01.2013 - 31.12.2020					15,626	6,578
3	Primary Education Stipend program (PESP), 3rd phase, 2 nd revised, 1.7.2015 -31.12.2019	72,236	100%	--	--	72,236	34,930
4	Need based government primary school development project (1st phase), 01.07.2016 - 31.12.2022	95,178	100%	--	--	95,178	44,814
5	Need based newly nationalized government primary school development project (1st phase), 01.07.2016 - 31.12.2022	95,178	100%	--	--	95,178	34,842
6	Digital Primary Education, 01.07.2017 - 31.12.2019	3,000	100%	--	--	3,000	21
7	The PEDP4, 01.07.2018 - 30.06.2023	326,662				573,206	633,106
8	Math Olympiad, 01.04.2018 – 31.12.2019	146	100%	--	--	146	156
9	Establish Solar system for off-grid schools and water supply provision at Thanchi and Alikadam Upazilas under Bandarban, 01.11.2018 - 30.10.2019	500	100%	--	--	500	389
10	Establish computer and language lab in 509 GPS, 01.01.2019 – 31.12.2020	2,742	100%	--	--	2,742	117
11	Expansion of Cub-scouting in primary schools, 4 th phase, 01.07.2019 – 30.06.2023	3,541	100%	--	--	35,541	--
12	Preparation of primary level students' profile, 01.03.2019 – 31.12.2021	16,405	100%	--	--	16,405	--
13	Establish and beautification of schools in Dhaka metropolitan areas, 01.01.2020 – 31.12.2024	115,921	100%	--	--	115,921	--
14	Basic literacy program for 11-45 years age group in 64 districts, 01.02.2014 – 30.06.2020	9,461	100%	--	--	9,461	618

SL.	Project	FY 2019-20 (<i>taka Lakh</i>) (<i>revised</i>)				Total (<i>taka Lakh</i>)	Expenditure as of Nov 2019
		GoB	Share %	External Sources	Share %		
15	To establish 5025 Community Learning Center (CLC) for creating opportunity for Lifelong Education						
16	To provide life skill training through establishing earning and life skill Training Institute in 64 districts						
Total		197,721,800	94.9%	10,134,100	5.1%	197,721,800	

4.2.1 Primary education stipend programme

The Primary Education Stipend Project (PESP) was launched in FY 2002-03 and targets 40% of the poorest children in each recipient school in rural areas to ensure that all children can attend and complete primary level. Each month, an eligible student receives TK. 100 provided an attendance rate of at least 85% is maintained and a score of at least 40% is achieved in the end-of-year examination. Approximately 11.1 million students are regular stipend recipients and the cost per beneficiary has been about TK. 960, of which almost TK. 850 is received by the beneficiaries themselves [see Al Samarrai (2007)]. This is continuing till today i.e. all beneficiaries not received their full amount.

Internal evaluations commissioned so far have focused on issues of administration and have not addressed the success of the project in reaching poor students. Poor households are defined in the project pro-forma as those that are headed by women, day labourers and insolvent professionals or those that own less than 0.5 acres of land. In practice, schools develop their own criteria to distinguish between students. The difficulty in applying these criteria means that each school may interpret them in different ways as currently all the children from rural areas are eligible to get the stipends as policy reforms.

4.2.2 School feeding programme

World Food Programme (WFP) has taken initiative under their emergency programme started in small scale namely 'School Feeding Programme' (SFP) in Jessore district in the year 2001. The project began with the distribution of high energy biscuits (HEB) among primary students. Based on lesson learnt and positive impact in Jessore district, WFP included this initiative in their routine country programme as well as gradually scale-up the coverage. With the technical assistance of the WFP, Bangladesh government has started the 'School Feeding Program in the Poverty-prone Areas'. The project began with the distribution of high energy biscuits among 56,635 primary students in Tungipara and Kotalipara Upazilas of Gopalganj district in FY 2010-2011. 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 fund. As well, the school feeding program was already ongoing among 0.9 million students in 21 Upazilas with WFP technical assistance and gradually increasing the coverage.

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 increase the enrollment of all the eligible children from the poorest families
- To increase attendance of the primary school students in the food- insecure areas (SDG-2)
- To prevention the dropout of enrolled children in the primary schools
- To increase the primary cycle completion rate
- To improve health and learning ability of the primary school children through reducing of micro-nutrient deficiencies
- Overall to improve the quality primary education

Location of the Project: All the government primary schools, newly nationalized primary schools, government primary schools established by 1500 school establishment project, Shishu Kalyan Schools and Ebtedayee madrasahs of 104 Upazilas in the country

Budget:

Particulars	Total	GoB	DPA
Original DPP in TK.:	114,279.91	59,770.57	54,509.34
1 st Revised DPP in BDT (TK.)	157,793.11	87,574.50	70,218.61
2 nd Revised DPP in BDT (TK.)	314,552.20	214,599.65	99,952.55
3 rd Revised DPP in BDT (TK.)	499,197.29	373,706.82	125,490.47

At present, coverage is around 3 million primary students from 15,349 schools (13,564 schools manage by GOB and 1,785 by WFP) under the 104 Upazilas of the country. Out of these 104 Upazila, 83 Upazilas with more than 2.7 million students, are financed by the government of Bangladesh and the remaining 21 Upazilas, with nearly 0.3 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 (vanilla and scammed milk flavor). Since October 2019, WFP has also been providing on a mid-day meal with cooked food (hotchpotch) about 0.41 million children in all primary schools under the 16 Upazilas of the country based on lesson learnt from piloting initiative of Bamna Upazila in Barguna district, and all the schools of 2 Unions of Islampur Upazila of Jamalpur district.

The programme is not limited to the distribution of fortified biscuits and midday meal. The programme 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. 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 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 programme. Students from poverty-prone areas are bringing honor for the country through participating in the competition. One student, from one of the schools supported by the programme, won a prize from

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 programme, government approved the 3rd phase. The project areas school achieved 100% enrolment and the attendance rate has also increased by 5% to 13%. 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 programme areas. To ensure the successful implementation of the programme, 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 following Table 78 summarizes the financial year-wise allocation and expenditure of both GoB and DPA:

Table 78: year-wise allocation and expenditure of both GoB and DPA 2010-11/2019-20

FY	Allocation in Lac Taka			Expenditure in Lac Taka			Expenditure
	GOB	DPA	Total	GOB	DPA	Total	%
2010-11	2010-11	50.00	9,040.00	9,090.00	6.86	8,890.00	8,896.86
2011-12	2011-12	10,400.00	13,550.00	23,950.00	9,876.55	13,550.00	23,426.55
2012-13	2012-13	22,900.00	20,100.00	43,000.00	22,873.86	20,099.17	42,973.03
2013-14	2013-14	28,000.00	18,300.00	46,300.00	27,965.64	18,299.27	46,264.91
2014-15	2014-15	27,000.00	14,880.00	41,880.00	26,901.60	14,878.32	41,779.92
2015-16	2015-16	36,166.00	12,000.00	48,166.00	36,072.65	11,998.57	48,071.22
2016-17	2016-17	41,830.00	12,180.00	54,010.00	36,296.16	12,170.63	48,466.97
2017-18	2017-18	39,000.00	9,418.00	48,418.00	37,140.51	9,416.11	46,556.62
2018-19	2018-19	45,600.00	6,210.00	51,810.00	42,067.84	6,208.27	48,276.11
2019-20	2019-20	39,500.00	6,500.00	46,000.00	38,945.70	6,500.00	45,445.70

The positive impact of the project has resulted in the government approved 'The National School Feeding Policy'. Under this policy, about 0.41 million students are providing midday meal since October 2019. The successful implementation of the programme requires the engagement of locally motivated and rich people. It is expected that, soon, 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 benefited from the programme, will be able to achieve a quality primary education. It is a firm belief that if developed a generation well, they will be able to lead us to the establishment of a prosperous and Digital Bangladesh.

4.2.3 ROSC project

The 1st phase Reaching Out of School Children (ROSC) project was launched in FY 2012-13 aiming to reach out-of-school children by improving access, participation and completion of primary education. 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 learning centres, namely 'Ananda 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 phaseout of Phase 1 of ROSC project, the government and World Bank agreed to start the second phase of the project as phased out of phase1.

The Second phase Reaching Out of School Children (ROSCII) project is continuation of phase 1 since 2013 to provide a second chance education for the disadvantaged children aged 8-14 years who never had the chance to enroll in the any types of primary schools or who had to drop out for reasons of other necessities. The aim is to reduce the number of dropouts by creating scopes for (i) equitable access to primary education (ii) retention and (iii) completion of quality primary education.

Through ROSCII, all the learners provided with free textbooks, education materials, exam fees, uniform and education allowance. Grants are provided for establishing learning centers known as Ananda Schools in the communities with their active participation. Teachers are appointed from the respective catchment areas. The project has many programs covering 148 Upazilas and slums of the 11 City Corporation areas. The project also has taken up Pre-vocational training program for 25,000 ROSC graduates, Shishu Kalyan Trust students and of Government Primary schools age 15+ with employment opportunities. The purpose of the project is to:

- Supporting students and learning centers with an education allowance and grants to ensure access participation and completion of Primary Education.
- Support ROSC Graduates for participation in basic life skills education and trade training for earning a livelihood.
- Build Private-Public partnership for enhanced management of effective LCs to deliver quality primary education.
- Enhance women's empowerment to participate in the decision-making process as regards LCs' establishment and management.
- 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.
- Introduce intensive teacher training for professional development of teachers for improved teaching and learning.
- Strengthen academic supervision and support systems

The Local Government Engineering Department (LGED), Institute of Education Research (IER) of the Dhaka University and the Sonali Bank are the Partner Agencies of this project. Save the Children International (SCI) in Bangladesh is the specialized agency providing technical support while several well-established NGOs are assigned for community mobilization and program implementation. It is hoped that the project will contribute noticeably towards the broader aim of building a literate nation. Currently, SCI implementing the project interventions for the Bangladeshi children and ROSCII provided funding for informal education of the Forcibly Displaced Myanmar Nationals (FDMNs) 5-14 years old children through partnership between Bangladesh government and UNICEF.

The ROSC II Project has been implementing included 100 additional Upazilas of the country and the Upazilas selected based on poverty, education deprivation and other relevant criteria. It will also be extended to selected urban slums on a pilot basis. The following criteria set for the selection of the ROSCII children of the country for SCI:

- Children from day-labor and landless families
- Children from traditional fisherman, blacksmith, potter and other disadvantaged families
- Children from special occupational groups including sweepers and tea garden laborer, gipsy, cobbler, snake charmer, other floating communities
- Children from very poor and women headed families
- Children from tribal families and other small ethnic groups
- Working children and child laborer's
- Children from refugee communities
- Children from disaster prone, remote river/island/char, haor and coastal areas
- Children living in urban slums and street children
- Children with HIV/AIDS and those affected by trafficking and
- Orphaned children

FDMNs children through UNICEF:

According to the Social inclusion and Management Framework (SIMF) of the ROSCII project, respective Upazila Education Officers (UEOs) acts as the local PD at the Upazila level, processes applications to establish LCs, facilitate disbursements of education allowances and grants, and coordinate monitoring teacher and student attendance at LCs. The UEO presents the application of setting up Ananda School to the Upazila Education Committee (UEC) for their recommendations for approval by the PD. The UEO will report directly to the ROSC Unit PD on Project related matters and will share Project related information with the District Primary Education Officer (DPEO) and DPE. ROSC Unit will employ one Upazila level Training Coordinator (UTC) through partner agencies for implementation support to the LCs and a Monitoring Officer (MO) for periodic monitoring and evaluation of the LC operations

Note: Need to increase the involvement of the UEOs and DPEOs for programme implementation specially to identify the eligible children, overall monitoring and supervision of the programme

4.2.4 Establishing 12 Primary Teachers Training Institutes (PTI)

The aim of the project was to improve the quality of primary education by enhancing teacher training facilities. There are 64 districts in Bangladesh. Out of 64 districts, 12 districts do not have the 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 was 26,944.75) to construct 12 PTIs. The implementation period covers January 2011 to June 2017. The work has been 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). As of today, completed the works and phased out the project.

4.2.5 Establishment of 1,500 government primary schools in unschooled Area

The purpose of the project was to ensure children access to education in unschooled areas (both rural and urban) through the construction of 1,500 new Government primary schools in un-schooled area to fulfil the commitment that each village have at least one school'. The following design considered to construct the schools:

- a. Type A: 1,325 schools in no-flood zones (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.

Off these 1,500 schools, as of December 2017, 1,495 completed the construction works and handover to the respective authorities for functioning all the schools, accordingly all 1,495 schools are functioning as per DPE administrative records

4.2.6 Shishu Kalyan trust for Shishu Kalyan school

By the order of the honourable President of the Peoples Republic of Bangladesh, established 'Pathakoli Trust' on 2 July 1989. Later, Pathakoli Trust renamed as '**Shishu Kalyan Trust**' in 1992. Shishu Kalyan Trust operating Shishu Kalyan school and vocational training for ultra-poor, working children. Under the trust, total 205 formal Shishu Kalyan schools are functioning all over the country and enrolled 31,052 (15,887 girls and 15,165 boys) students. Apart from the formal school, total 557 children are attending vocational training in 9 vocational institutes.

Under the MoPME, there are 8 members trusty board managing the trust. The following are the members:

1. Honourable Minister, MoPME is the chair
2. Honourable State Minister is Vice Chair
3. Secretary of MoPME is a designated member
4. DG-DPE is a designated member
5. 4 members selected by the government

It is noted that if require, government shall co-opt additional members in the trusty board.

4.2.7 JICA parallel support in the PEDP4

JICA is the long-term partner of the DPE. JICA has been supporting for improving the primary education especially the development of curriculum, Textbooks, TLM and teacher's education of Bangladesh. Under the PEDP4, JICA Planned to provide support in the following areas;

Budget Support: Grant Agreement (G/A) for the PEDP4 was signed on 10th December 2018. For Year 1 of the PEDP4, total allocation is 250 million Japanese Yen as fixed tranche and 250 million Japanese Yen as variable tranche on the achievement of the Disbursed Linked Indicators (DLIs) 1, 3, 7, and 9.

Year 2 Grant Aid agreement was signed on 27th August 2020 for 500 million Japanese Yen.

Technical Support: Providing Technical Support to (i) curriculum (ii) textbook and (iii) TLM

The following technical assistance has been provided to NCTB.

- a. Support to NCTB Study - NCTB finalized and approved the Study report. (Effectiveness, Situation Analysis and Needs Assessment of Pre-primary and Primary Curriculum of Bangladesh) JICA Support Program 3 (hereafter JSP3) experts have provided technical supports to its process
- b. Support to curriculum development - JSP3 experts have continually provided technical supports to NCTB and curriculum developers in finalizing the curriculum for math and science.
 - JSP3 compiled the analysis report for mathematics and science curriculum revision based on the analysis of the math and science curriculum of primary education
 - JSP3 has developed the "Manual for mathematics and science curriculum revision" for curriculum developers in preparation for revising primary mathematics and science curriculum
 - JSP3 has developed the general guidelines for Detailed Curriculum revision for curriculum developers which will be used in next workshop
 - JSP3 has developed the guideline for workshop facilitators that will help NCTB staffs coordinate the discussion during the next workshop
 - JSP3 collected the information necessary for the curriculum/textbook revision at government primary schools through the lesson observation and the interviews with teachers and students
 - JSP3 joined the workshop on Grade-wise Attainable Competencies Revision at LGED from 24 through 27 Nov and supported in designing the grade-wise attainable competencies for math and science
 - JSP3 experts joined the workshops on Detailed Curriculum Revision at NCTB regularly and provided technical supports to NCTB and curriculum developers in designing the components of the curriculum such as grade-wise attainable competencies, learning outcomes, planned activities, and assessment for math and science
 - JICA experts have been holding the regular meetings at NCTB in order to strengthen NCTB staffs' abilities regarding curriculum revision
 - The seminar on Mathematics Teaching Learning in Primary Education in Bangladesh held on 23 October 2019 in the Multipurpose hall at DPE. The seminar was organized by DPE and supported by JICA. Mr Akram Al Hossain, Secretary, MoPME was the Chief Guest and

Dr AFM Manzur Kadir DG, DPE was the chair in the seminar. The Representatives from MoPME, DPE, NCTB, NAPE and IER were attended the seminar. Two Keynote presentations were made by the renowned professors from Japan

The presentations are:

- 'A Way forward in 21st century Bangladesh' by Professor Takuya Baba
- 'How can we assess students' by Professor Hiroyuki Ninomiya

- c. Support to textbook development - JSP3 experts have continually provided technical support to NCTB and subject specific writers in revising Textbook and Teacher's Guide in Grade 1&2 through regular online meetings.
- JSP3 experts have developed the guidelines for developing textbooks on mathematics and Teacher's guide on social studies and science (integrated) and shared them with NCTB and textbook writers
 - JSP3 experts have provided necessary inputs to NCTB and Textbook Writers in revising textbook and Teacher's Guide through remote guidance in consideration of COVID-19 pandemic

Support to (iii) teacher education (DPEd) and (ii) CPD

The following technical assistance has been provided to NCTB

(iii) Teacher education (DPEd)

- The DPEd Consultant presented the draft Inception Report regarding the DPEd Effectiveness Study in a meeting Chaired by ADG, PEDP4 on 13 January 2020. JICA Team attended in the meeting and shared the comments with the stakeholders
- DPE Training Division has formed Task Force for developing the DPEd Effectiveness Study. JSP3 is a member of the Team. JSP3 experts are preparing to support this study technically when needs arise particularly in math and science. JSP3 Team is in touch with NAPE, the Study Team and DPE through online communications.

(ii) Continuous Professional Development (CPD)

- Training Division formed a CPD Task Team consisting of NCTB, DPE, NAPE Officials and representatives from JICA and UNICEF. The objective of this task force is to develop CPD Implementation Plan based on the CPD Framework. The 1st meeting of Task Team was held on 13 January 2020 chaired by Director (Training)
- Four officials (one participant from DPE, one from PTI and two from NAPE) have joined the CPD Training program on 'Training Course for Planning and Conducting Efficient Continuous Professional Development (CPD) for Teachers' in Hiroshima and Miyazaki in Japan from 27 October to 24 November 2019
- CPD Action Plan Report (Recommendation for improving CPD Program from the Training in Japan) is finalized by JSP3. It has been shared with Training Division shortly for formulating CPD Implementation Plan

4.3 Inclusive Cell of DPE

DPE created a separated wing namely 'Inclusive cell' for main streaming the special need and disable children in the primary education system as government is committed to ensure 100% enrolment and quality primary education for all our children as well as to achieve the SDGs targets. Under these activities it is noted that to ensure the enrolment, achieve quality primary education and mainstreaming of children with special needs is a big challenge. Under the PEDP3 and the PEDP4. The following are the recent progresses and activities have been taken regarding this issue.

- To mainstream the children with special education needs including children with ASD and NDDs, a separate sub-component named Special Education Need and Disabilities (SEND) has been introduced in the main Document of Fourth Primary Education Development Program (PEDP4) based on Sustainable Development Goals (SDGs)
- Under this sub-component, different activities like teachers' training on Inclusive Education and SEND, social awareness programs, review of the curriculum, implementation of Multilingual Education (MLE) is ongoing
- Under the PEDP4 in the FY 2018-19, to sensitize the stakeholders, five social awareness programs regarding IE and ASD have been completed with more than 300 participants at Keranigonj Upazila under Dhaka District
- Total 150 teachers have been trained on IE and ASD at Keranigonj Upazila under a pilot project
- To implement the "National Strategic Action Plan for Neurodevelopmental Disorder 2016-21", 64 GPS have been selected to make it inclusive model school. The teachers training activities is ongoing
- The training manual on IE including Autism is being reviewed. The activity is ongoing to develop the framework on IE
- The inclusive education issue has been separately incorporated and has been addressed in the primary education development programs
- To grow positive attitudes among all the stakeholders towards children with special education needs including Autism Spectrum Disorder (ASD) and Neurodevelopmental Disorder (NDDs), a Meena cartoon named 'Meena's friend Apu', interactive popular theatre script named 'Apu'r kotha', a TV spot on autism and song on autism has been developed from DPE by the instruction of the Honorable Secretary of MoPME. All the materials mentioned above has been approved by the MoPME
- The developed TV Spot, Meena Cartoon on Autism and Song on Autism had been telecasted through all TV Channel and Radio of Bangladesh at 2012
- Interactive Popular Theatre has been staged on Autism (Apu's story). 158 IPT shows has been organized at Upazila level
- To build up awareness and disseminate actual knowledge regarding autism among all the Officials of DPE, an orientation program had been launched on 16 October 2012.

The Activities on Autism:

- The existing training manual of Inclusive Education has been partially revised to incorporate the issue 'autism' separately. The incorporated part is related to very initial conception regarding autism. To incorporate the educational pedagogy for understanding the learning-teaching system of children with ASD, it is need to more elaborate extension of the existing manual
- In the year 2013, a five days TOT training on Inclusive Education including Autism had been received 64 Officers by the technical support of GAP Bangladesh
- The autism issue has been incorporated in the reviewed DPED curriculum. The relevant committee has completed their task and DPE has sent the report to NAPE to add the issue in the different training course arranged by NAPE (FY: 2015-16)
- Already 200 field level DPE officers have been received five days TOT on the revised Inclusive Education training manual including Autism from the FY 2013-14 to 2016-17
- From 2013-14 to 2017-18, 66985 Head Teachers/Assistant Teachers have been received five days training on the revised Inclusive Education Training Manual including Autism which have been mentioned
- According to the decisions of the meeting held in the MOPME a circular has been disseminated to the field level officers to make awareness among the mass people and stakeholders about children with ASD
- According to the five-year plan of 'National Strategy Action Plan for Neuro-Developmental Disorder (NDDs) 2016-21' a piloting program in the Keranigonj Upazila, Dhaka has been introduced. Under this piloting program, Development of Training Manual on NDDs and ASD, training of teachers/Officers, orientation program, awareness workshop and meeting for building up mass awareness among the stakeholders have been implemented. Moreover, under this piloting again 64 GPS have been selected from 64 districts to implement this issue as an extension of this program
- As some social communication activities to raise awareness among the stakeholders' poster and sticker on Autism have been printed (FY: 2014-15) and that have been distributed among the institutions under DPE
- A workshop has been held on 8-9 March 2016 to get opinion about the IE conceptual framework and strategy for mainstreaming the urban slum children and to review of the IE Training Manual Including Autism
- One day orientation program has been organized for all primary education concerned personals all over the country (SMC, PTI, field officials)
- One information brochure on inclusive education with four action plans have been developed
- Disabled and Autistic friendly infrastructural development is going on all over the country

To mainstreaming the children with ASD and NDDs including all other special education need and disable children, a separate sub-component named Special Education Need and Disabilities (SEND) has been introduced in the main Document of upcoming Fourth Primary Education Development Program (PEDP4) based on Sustainable Development Goals (SDGs).

Teachers at school level and ADPEO for the district have been identified as focal persons on Inclusive Education and Pre-Primary Education for the PEDP4.

5 Activities

5.1 Activities do not cover by the KPIs, Non-KPIs and PSQLs in the PEDP4

Apart from outcome (KPIs and Non-KPIs) and output (PSQLs) indicators, the PEDP4 Programme Framework, includes several activity indicators. The results chain analysis considers activities that will produce expected outputs leading to outcomes. This short chapter summarises in table form progress with respect to the PEDP4 activities not covered in previous chapters (see Table 79 below).

Table 79: Activities do not cover by the KPIs, Non-KPIs and PSQLs

Component 1: Quality

No.	Planned activity	Target date	Progress summary and target
1.1 and 1.2	Competency-based curriculum is strengthened and based on strengthened competency-based curriculum and an effective, efficient and child-friendly pedagogy developed textbooks, teachers guide and edition, ERM MLE and PPE packages	Up to 2019-20	<ul style="list-style-type: none"> An action plan for curriculum revision, textbooks and TLMs development approved (Yr-1) Effectiveness Analysis, Need Assessment and Situation Analysis completed, and findings used during Curriculum Revision (Yr-1) Aims, Objectives and Terminal Competencies determined (Yr-1) Subject wise and Class wise detailed Primary Curriculum for grade 1-5 Developed and Rationally Evaluated (Yr-2) National Curriculum Framework for K-12 Develop (Yr-2) <p>National Curriculum Framework for K-12 is in the Process of Approval by NCCC. Subject wise and Class wise detailed Curriculum for grade 1-5 aligning with National Curriculum framework will be assured. Curriculum from grade 1 to 5 revision is ongoing, after that new textbooks and TLMs to be developed based on a strengthened curriculum, textbook development procedure and evaluation criteria.</p> <p>In the meantime, developed MLE language textbooks (5 indigenous language e.g. Chakma, Marma, Garo, Tripura and Sadri) and distributed total 69,244 textbooks and exercise books of PPE and 207,540 grade 1 and 2 in 25 districts for 2020 academic year.</p> <p>NCTB to be procured Essential or Supplementary Reading Materials (ERM or SRM) from government sources:</p> <ul style="list-style-type: none"> Essential/ Supplementary Reading Materials (E/SRM) selection criteria developed and sent to MoPME for approval Supplementary Reading Materials (SRM) development criteria developed

No.	Planned activity	Target date	Progress summary and target
			<ul style="list-style-type: none"> Textbooks in Chakma, Marma, Garo, Tripura, Sadri – five ethnic languages have been developed. As per bridging plan MLE teaching learning materials and textbooks introduced -for PPE in 2017; for grade-1 students in 2018 (Language and Mathematics); for grade-2 students in 2019 (Language and Mathematics) and for grade-3 students in 2020 (Language). <p>After pre-primary curriculum revision completed, PPE package to be developed (8 types distribute among children)</p>
1.3	Recruitment and deployment of assistant teachers	Phase by phase	<p>Recruitment plan of assistant teachers prepared and approved by MoPME and vacancy notice published on 18 October 2020</p> <ul style="list-style-type: none"> To be recruited 56,000 AT and 26,000 PPE teachers <p>Below proposal for creation of posts of Physical and Music Teachers sent to the MoPA (Ministry of Public Administration)</p> <ul style="list-style-type: none"> To be recruited 2,583 music teachers and vacancy bulletin published To be recruited 2,583 physical education teachers and vacancy bulletin published
1.3	Every class has a trained teacher from the beginning of the year	Up to 2019-20	<ul style="list-style-type: none"> Not yet fully operationalized as recruitment and deployment process delayed
1.3	Schools in remote and disadvantaged areas have teachers for each class	Up to 2019-20	<ul style="list-style-type: none"> Schools in remote and disadvantaged areas facing shortage of teachers for each class and not yet implement school specific plan
1.3	Teacher MIS integrates recruitment, training, deployment, transfer, assessment results and CPD trainings	Up to 2019-20	<ul style="list-style-type: none"> Teacher MIS integrates recruitment, training, deployment, transfer, assessment results and CPD trainings under development process
1.4	All GPS Teachers acquire professional trainings at the outset of their teaching career and are able to apply quality teaching-learning practices	Up to 2019-20	<ul style="list-style-type: none"> DPEd training plan prepared and approved by MoPME DPEd effectiveness study not yet conducted Update DPEd framework and revise DPEd curriculum (7 subjects) not yet started To be provided DPEd training to 139,174 teachers
1.5	Teachers education and Continuous Professional Development (CPD)	Up to 2019-20	<p>CPD Framework and plan prepared and approved by MoPME. The following 3 Training Manuals Revised</p> <ul style="list-style-type: none"> Induction training for Newly Recruited Teacher Academic Supervision and Leadership training <ul style="list-style-type: none"> Revised and developed professional standard for as follows: <ul style="list-style-type: none"> Teachers Teacher Supervisors and Teacher Educators Provided DPEd training for teachers as below:

No.	Planned activity	Target date	Progress summary and target
			<ul style="list-style-type: none"> - Enrolled 14,575 out of 15,000 in 2018 in single shift PTI - Enrolled 14,575 out of 15,000 in 2019 in 59 single shift PTIs and 8 double shift PTIs - Enrolled 19,973 out of 25,000 in 2020 in 45 PTIs ■ Provided 14,000 newly recruited teachers on induction training out of 43,000 teachers planned ■ Provided 13,000 sub-cluster training ■ Provided 89,988 teachers on ICT training ■ To be provided 65,000 headteachers on leadership training ■ To be provided 130,000 teachers on English Language training ■ To be provided 2,590 AUEOs on academic supervision training ■ To be provided 200 persons on overseas masters' degree (here, recommended to identify the discipline as education planning and management, curriculum, etc.
1.6	All schools have an expanded ICT platform for use of digital materials and digital materials for teacher professional development incorporated in CPD framework	Up to 2019-20	<ul style="list-style-type: none"> ■ To be provided 65,000 schools multimedia, laptop and sound system – as of today distributed about 51,104 schools
1.7	Primary Education Board for assessment and examinations established with capacity and resources to implement assessment processes nationwide	Up to 2019-20	<ul style="list-style-type: none"> ■ Primary Education Board for assessment and examinations not yet established with capacity and resources to implement assessment processes nationwide
1.7	Competency-based PECE conducted annually and results disseminated in actionable form	Each year	<ul style="list-style-type: none"> ■ Under the PEDP3 partially competency based PECE conducted and results disseminated but not in actionable form. It is required to inclusion of harder competencies in the PECE and EECE test items
1.7	School and Classroom based Assessment (SCBA)	Up to 2019-20	<p>The progress of SCBA as follows:</p> <ul style="list-style-type: none"> ■ ToT completed on December 2019 ■ Piloting of School and Classroom based Assessment (SCBA) Method and tools in selected 100 schools throughout the country has been completed ■ Data analysis is going on and report will be produced by 31st December 2020 ■ Upon the findings of the report, the SCBA manuals / guidelines of class 1-3 and Class 4-5 will be revised
1.8	PPE fund for all the schools	Each year	<ul style="list-style-type: none"> ■ To be provided 12,000 newly recruited PPE teachers on induction training ■ Provide fund to 65,000 schools every year @ 10,000 for play and stationary materials

Component 2: Equitable Access and participation

No.	Planned activity	Target date	Progress summary and target
2.1	Need based infrastructure development	During PEDP4	<p>Infrastructure plan and planning guideline updated and approved.</p> <ul style="list-style-type: none"> Total 335 classrooms construction completed and 8,588 going on, out of targeted 50,500 additional classrooms To be constructed 10,500 HTs rooms Total 155 construction completed and 1,524 going on, out of targeted 5,000 boundary walls Primary school mapping through GIS not yet started
2.3	Need based maintenance	Each year	<p>Schools and other educational infrastructure to be properly maintained as per approved guideline each year:</p> <ul style="list-style-type: none"> Routine maintenance 42,000 schools Minor maintenance 20,000 schools Total 1,364 Major repair completed and 1,198 on going, out of 15,000 schools Major repair WASH block 10,000 schools Minor repair WASH block 28,500 schools Total 163 PTI/DPEO/UEO/URC expansion and repair completed and 160 on going
2.4	Water and Sanitary Hygiene (WASH)	Up to 2019-20	<p>WASH facilities to be properly maintained and accessible for special need children and education officers to be aware about 3-star approach</p> <ul style="list-style-type: none"> Total 672 construction completed and 6,386 on going, out of targeted 58,500 WASH block for 29,000 schools (1 for girls and female teachers and 1 for boy and male teachers) Total 2,385 installation completed and 2,227 on going, out of targeted Installation of 15,00 safe water sources (deep, shallow and other sources) Total 3,889 Major Maintenance of Wash Block completed and 1,071 on going
2.5	Education opportunities for OoSC	Up to 2019-20	<p>Enrolled OoSC under the PEDP3 are back to schools or LCs</p> <ul style="list-style-type: none"> Provides stipend for 1,000,000 learners
2.7	Primary education sector has strengthened institutional capacity and enhanced coordination mechanisms to ensure continuity of education and disaster risk reduction	Each year	<p>Not yet updated the EiE guideline</p> <ul style="list-style-type: none"> Provides protective device for 65,000 schools

Component 3: Governance, Financing and Management

No.	Planned activity	Target date	Progress summary
3.1	Valid and reliable quantitative and qualitative information is available on time, easily accessible, and used for evidence-based decision-making	Each year	<p>Road map for comprehensive MIS not yet developed and approved.</p> <ul style="list-style-type: none"> Primary school mapping through GIS not yet started

			<ul style="list-style-type: none"> ▪ e-Monitoring system in place and data to be available to decision-makers ▪ Data from academic supervisions of teachers to be available to decision-makers ▪ Evaluation Unit in M&E and IMD Division to be strengthened to monitor and manage studies and evaluations
3.2	Institutional Strengthening-SLIP and UPEP	Each year	<ul style="list-style-type: none"> ▪ SLIP and UPEP guidelines developed and approved and implement SLIPs at 64,780 schools across the country and UPEP piloting in 5 Upazilas has been completed in FY 2018-19 and for FY 2019-20 total 50 Upazilas to be prepared and implement UPEP ▪ In FY 2019/20 SLIPs grants were provided to 64,780 government schools (100%). The DPE disbursed total TK. 3,766,555,000/- for 64,780 schools. UNICEF also provided BDT 51,103,500 for 658 schools in Cox's Bazar district in 2019-20 FY. On an average each school received more than BDT 50,000 (minimum BDT 50,000 and maximum BDT 150,000) in 2019-20 FY which is up from 2018-19 FY (TK 40,000 per schools).
	Institutional Strengthening-NCTB primary wing	Up to 2019-20	<ul style="list-style-type: none"> ▪ MoU among MoE, MoPME, NCTB and DPE for strengthened NCTB Primary Wing not yet approved
	Complete Human Resource Development Management action plan and institutional analysis as basis for short- and long-term training	Phase by phase	<p>Based on 'Organizational Development and Capacity Building' (ODCB) Guideline to be developed the HR plan. It covers the below 6 major strategies:</p> <ol style="list-style-type: none"> a. recruitment qualification and selection b. deployment and equipment c. performance appraisal, evaluation and ranking d. maintenance, compensation, rewards/incentive e. professional development and upgrade and f. career path & promotion <p>MOPME committee formed (chaired by Additional Secretary) to approve the Guide</p>
	Complete Devolution Plan and institutional analysis as basis for organisational reform	Phase by phase	<ul style="list-style-type: none"> ▪ Plan to be prepared. Draft to be shared. Partially approved and implemented: flexible school timing; recruitment and transfer of some employees; financial benefits; leave approval; and transfer of teachers. However, Management Manual (including Devolution Plan) yet to be approved by MOPME

Source: DPP of the PEDP4

5.2 Other activities of the PEDP4 as per requirement of DPs

Table 80: Other activities of the PEDP4 as per requirement of the DPs

SL	Planned Activities	Target date	Progress summary as per target	Data sources
	Training guidelines, modules, curricula and assessment tools			
1	Developing gender and special-education-need and all types of disability sensitive training modules, teaching learning materials and tools	Up to 2019-20	Development of CPD operational plan has started that will provide a step by step pathway for implementing the CPD framework. As part of the CPD framework implementation process, current teacher training modules will be reviewed to identify gaps in content, delivery, coordination and strengthen quality and inclusiveness.	Inception Report for developing CPD Framework operationalization plan.
2	Developing gender sensitive teachers training modules	Up to 2019-20	Yet to be started gender sensitive teachers training modules. While review and revision of teacher training manuals will be done, attention will be provided to gender sensitivity.	
3	Information about PPE to Grade 5 curricula whether they reflect the followings: respect for human worth (regardless of sex and gender identities, age, abilities and disabilities, religion, etc.) and gender equality in participation in decision-making, resource access, and division of labour in households, communities, organizations, and other levels of society	Up to 2019-20	Curriculum revision process is ongoing. The Curriculum Framework will be finalized by August 2020 that includes core learning competencies expected of children and corresponding learning areas. Issues around equality, dignity, respect for diversity, citizenship skills have been prioritized. The two preparatory studies undertaken by NCTB to inform the revision process: the curriculum effectiveness study and the needs assessment and situation analysis study highlighted the need for gender-sensitive and inclusive content, pedagogy as well as setting learning competencies for children to have skills and knowledge on sustainable development, human right, gender parity, peace and non-violence, global citizenship	Effectiveness, Situation Analysis and Needs Assessment of Current Pre-primary and Primary Curriculum of Bangladesh: A Compilation of Key Findings The revised curriculum framework and detailed subject curricula (to be developed)

SL	Planned Activities	Target date	Progress summary as per target	Data sources
			and respect for cultural diversity.	
4	Information about the formulation of guidelines for developers of 'textbooks and teacher-learning materials' to develop contents, including characters, stories and illustrations or images, of textbooks and TLMs send messages of gender equality and respect for human worth regardless of abilities and disabilities and other personal traits or social groups	Up to 2019-20	Revision of Curriculum is still ongoing, delayed for the COVID-19 pandemic and government's decision for coming up with a unified curriculum framework for pre-primary to grade 12. Once curriculum is revised, development of textbooks and teaching-learning materials will be initiated. Guidelines for textbook and TLM developers will be developed which will include messages for gender equality and respect for human worth regardless of abilities and disabilities and other personal traits or social groups.	Guideline for Textbook and TLM developers (to be developed)
5	Developing curricula dissemination training modules includes gender, inclusive education and SEND related issues	Up to 2019-20	Yet to be started for developing curricula dissemination training modules includes gender, inclusive education and SEND related issues.	
6	Developing gender sensitive and inclusive education materials and tools	Up to 2019-20	Yet to be started for developing gender sensitive and inclusive education materials and tools.	
7	Information about DPED curriculum, DPED training plan, and CPD framework and plan explicitly contain gender equality and inclusive education related issues	Up to 2019-20	<p>Gender equality and inclusive education related issues are explicitly focused in the DPED curriculum in the Professional Studies module 1. One among the 23 Teacher Standards set out in the teacher education curriculum focus explicitly on gender equality and inclusive education.</p> <p>However, the DPED training plan, CPD framework and plan do not have such explicit focus.</p> <p>One of the weaknesses identified in the Result Verification Report (RVR) verifying the Year 1 DLI target for DLI 3.2 CPD Framework and Plan that the CPD framework could include</p>	<ul style="list-style-type: none"> • DPED curriculum, • Teacher Standards in the DPED curriculum • DPED training plan, • CPD framework and plan, • Result Verification Report on DLI 3.2 CPD Framework and Plan • DPED Effectiveness

SL	Planned Activities	Target date	Progress summary as per target	Data sources
			inclusion and gender in the proposed training packages for different stakeholders.	Study Report (Yet to be written, data collection is going on)
8	Information on gender sensitive induction training modules and materials for PPE teachers	Up to 2019-20	The induction training module (10 days) does not have specific information on gender sensitive pedagogy and materials. The 15 days PPE training for teachers include a session on inclusion but does not have an explicit focus on gender related issues.	<ul style="list-style-type: none"> • Induction training manual • PPE training manual
9	Information on '1,200 teacher educators report increased knowledge and skills in the gender equality and inclusive education aspects of the updated DPED program' (aligned with DMF Output 1c)	Up to 2019-20	Orientation for teacher educators on the DPED curriculum and course design does not explicitly incorporate knowledge and skills in the gender equality and inclusive education aspects. But DPE provided 4 days Inclusive Education training to 134 PTI instructors (2 from each of the 67 PTIs). The rest educators need to be trained on the same.	<ul style="list-style-type: none"> • 26 days DPED orientation module • Training report of DPE on Inclusive Education
10	Information about assessment and examination frameworks and tools those are capable of assessing or measuring the level of abilities and academic achievements of differently abled students	Up to 2019-20	Nothing specific exist for assessing or measuring the level of abilities and academic achievements of differently abled students.	
11	Information on equal attention in education opportunities for boys, girls and differently able children to prevent dropouts	Up to 2019-20	Gender parity has been achieved in enrolment rates and there is gender differential in the learning achievement rates based on gender.	For differently abled children, need to check with Inclusive Cell of DPE
12	Information on developing detailed 'communication action plan' emphasizing on gender and IE/SEND issues	Up to 2019-20	No work has started.	
13	Information on communication plan implementation and community engagement through awareness raising on SEND/gender equality and IE	Up to 2019-20	No work has started.	
14	Information on flexible assessment system considering differently able children	Up to 2019-20	Flexible assessment system for differently able children does not currently exist. However, the needs assessment study undertaken to inform the curriculum	Effectiveness, Situation Analysis and Needs Assessment of

SL	Planned Activities	Target date	Progress summary as per target	Data sources
			revision process highlighted the need for gender-sensitive, inclusive and flexible assessment strategies and teaching-learning methodologies.	Current Pre-primary and Primary Curriculum of Bangladesh: A Compilation of Key Findings
15	Information about maintaining all database in a sex-disaggregated manner including disabled and all other categories where applicable	Up to 2019-20	No work has started.	

5.3 Activities covered in the AOP/RAOP 2019-20 of the PEDP4

This short chapter summarises in table form the progress with respect to the PEDP4 activities based on original and revised AOP 2019-20. In the RAOP 2019-20 there were total 199 activities, in this year fund allocated against 160 activities. The following table summarizes the key activities, RAOP 2019-20 budget allocations, including the budget disbursed to implement these activities in FY 2019/20 (see below Table 81) under the PEDP4 (2nd year Original and revised AOP).

Table 81: Planned activities under the PEDP4 in 2019/20 AOP

SC #	Activity	Responsible Division	Lac Taka				Lac Taka	
			DPP Total (Cost)1\$= TK.82.94	DPP 2019/20 allocation	AOP (O) 2019/20	AOP (R) 2019/20	Exp. as of Dec 2019	% of Exp. (O)
	Component 1: Quality							
1.1	001 Effectiveness analysis of Existing Pre-primary & Primary curriculum	Training	200.00		0.00	0.00	0.00	-
1.1	002 Need assessment & situation analysis	Training	100.00		0.00	0.00	0.00	-
1.1	003 Revision of Pre-primary curricula	Training, NCTB	50.00	50.00	50.00	0.11	0.10	0.20%
1.1	004 Revision of primary curriculum: subject & grade wise	Training, NCTB	400.00	300.00	300.00	125.13	112.72	37.57%
1.1	005 Revision of school and classroom-based assessment method and tools	Training, NCTB	96.00		30.00	0.00	0.00	-
1.1.	006 Printing of SBA & CBA method and tools	Training	500.00		0.00	0.00	0.00	-
1.1	007 Printing of preprimary & primary curriculum (Bangla & English version)	Training	600.00		0.00	0.00	0.00	-

SC #	Activity	Responsible Division	Lac Taka				Lac Taka	
			DPP Total (Cost)1\$= TK.82.94	DPP 2019/20 allocation	AOP (O) 2019/20	AOP (R) 2019/20	Exp. as of Dec 2019	% of Exp. (O)
1.1	008 Development & printing of curriculum dissemination training materials including SBA & CBA & master trainer key trainer	Training	350.00		0.00	0.00	0.00	-
1.1	009 Training of master trainers and co-trainers	Training	330.00		0.00	0.00	0.00	-
1.1	010 Technical support by UNICEF to be approved by DPE and endorsed by MoPME	Training, NCTB	1660.00	415.00	190.00	100.20	90.26	47.50%
1.1	011 NCTB Studies (technical inputs for math and science)	Training, NCTB	145.00		145.00	145.00	130.62	90.08%
1.1	012 Curriculum revision (math and science)	Training, NCTB	579.00	579.00	579.00	579.00	521.56	90.08%
1.1	013 Technical support by JICA to be approved by DPE and endorsed by MoPME	Training	217.00		0.00	0.00	0.00	-
Sub-total 1.1 Curriculum			5,227	1,344	1294.00	949.44	855.25	66.09%
1.2	014 Textbook development and evaluation criteria	Training	20.00	-	0.00	0.00	0.00	-
1.2	015 SRM manuscript development and selection criteria	Training	20.00	-	20.00	5.49	4.95	24.75%
1.2	016 SRM printing, procurement & distribution (DRR included)	Training, NCTB	30,000.00	15,000.00	15000.00	2878.12	2592.61	17.28%
1.2	017 Development of primary textbooks (TB), teachers guide (TG) and other TLM (DRR included)		1,000.00	200.00	200.00	0.00	0.00	0.00%
1.2	018 Development of MLE TLM in 6 languages (Chakma, Marma, Tripura, Sedre, Garo, Santal)	Training, Policy and NCTB	500.00	-	80.00	64.14	57.78	72.22%
1.2	019 Development of pre-primary teaching learning materials	Training	100.00	65.00	0.00	0.00	0.00	-
1.2	020 Piloting of pre-primary & primary textbooks and other TLM	Training	300.00	-	0.00	0.00	0.00	-
- 1.2	021 Technical support by UNICEF	Training, NCTB	830.00	166.00	150.00	0.00	0.00	-

SC #	Activity	Responsible Division	Lac Taka				Lac Taka	
			DPP Total (Cost)1\$= TK.82.94	DPP 2019/20 allocation	AOP (O) 2019/20	AOP (R) 2019/20	Exp. as of Dec 2019	% of Exp. (O)
	to be approved by DPE and endorsed by MoPME							
1.2	022 Textbook revision (math and science)	Training, NCTB	579.00	-	180.00	180.00	162.14	90.08%
1.2	023 Technical Assist by JICA	Training	579.00	-	0.00	0.00	0.00	-
Sub-total 1.2 Textbooks and Teaching-Learning Materials			33,928.00	15,431.00	15,630.00	3,127.76	2,817.48	18.03%
1.3	024 Salary for 10000 - 6 months	Admin	122221.78	13,580.09	00	00	00	-
1.3	025 Salary for 5,000 PPE teachers - 6 months	Admin	139874.87	27,160.17	00	00	00	-
1.3	026 2583 Assistant Teacher (Music)-6 months' Salary	Admin	14030.95	3,507.74	00	00	00	-
1.3	027 2583 Assistant Teacher (Physical Education)-6 months' Salary	Admin	14030.97	3,507.74	00	00	00	-
Sub-total 1.3 Teacher's Recruitment and Deployment			29,0158.57	47,755.74	00	00	00	-
1.4	028 DPED effectiveness evaluation by 1 individual consultant	Training, NAPE	50.00	0.00	21.00	4.20	3.78	18.02%
1.4	029 DPED strengthen according to be feasible recommendations of the evaluation	Training, NAPE	400.00	200.00	0.00	0.00	0.00	#DIV/0!
1.4	030 Training of PTI Supers, Assistant Supers, Instructors and other officials (200 person)	Training, NAPE	180.00	30.00	30.00	0.00	0.00	0.00%
1.4	031 Printing of revised DPED materials	Training, NAPE	8,718.00	1,745.00	640.00	144.72	130.36	20.37%
1.4	032 57 Superintendents, 114 Assist Superintendents, 969 Instructors and 603 Staffs	Training, NAPE	12,500.00	2,500.00	1150.00	571.38	514.70	44.76%
1.4	033 Stipend and kit allowances for DPED trainees	Training, NAPE	77,937.44	17,752.00	10277.00	9257.33	8339.00	81.14%
1.4	034 Monitoring and reporting by NAPE	Training, NAPE	150.00	30.00	30.00	4.78	4.31	14.36%
1.4	035 Support to Teaching Learning materials (67 PTIs and 1,340 Training Schools)	Training, NAPE	335.00	67.00	67.00	67.00	60.35	90.08%

SC #	Activity	Responsible Division	Lac Taka				Lac Taka	
			DPP Total (Cost)1\$= TK.82.94	DPP 2019/20 allocation	AOP (O) 2019/20	AOP (R) 2019/20	Exp. as of Dec 2019	% of Exp. (O)
1.4	036 DPED awarding body	Training, NAPE	2,500.00	500.00	150.00	18.25	16.44	10.96%
1.4	037 Technical Support by UNICEF to be approved by DPE and MoPME	Training, NAPE	1,660.00	415.00	240.00	31.62	28.48	11.87%
1.4	038 Technical support in revising DPED curriculum on math and sciences	Training, NAPE	324.00	0.00	150.00	150.00	135.12	90.08%
1.4	039 Technical support in developing DPED course materials on math and science	Training, NAPE	110.00	0.00	50.00	50.00	45.04	90.08%
Sub-total 1.4 Teacher Education			104,864.44	23,239.00	12805.00	10299.27	9277.58	72.45%
1.5	040 CPD framework development study (1 independent study)		50.00	0.00	0.00	0.00	0.00	-
1.5	041 Cost of CPD implementation (core and non-core subject, induction, sub-cluster, SEND, GIEAP, ICT, DRR, AIS etc. trainings)	Training	168730.00	42182.50	41700.00	31709.66	28564.06	68.50%
1.5	042 Induction training for newly recruited Asst. Teachers for 10 days (1 Year)	Training, Policy	4300.00	0.00	2204.00	0.00	0.00	0.00%
1.5	043 Induction training for newly recruited pre-primary teachers for 15 days (1 Year, subject to recruitment done)	Training, Policy	1920.00	0.00	0.00	0.00	0.00	-
1.5	044 Need based sub-cluster training and related cost (1 Year)	Training	6800.00	0.00	5104.00	3414.06	3075.38	60.25%
1.5	045 ICT Training (1 Year)	Training, IMD	4000.00	0.00	4100.00	3895.50	3509.07	85.59%
1.5	046 Leadership training for Head Teachers (14 days)	Training	13000.00	2600.00	2600.00	0.00	0.00	-
1.5	047 Systematic English teaching: MT - 1,200 from URC & MT - 140 from PTI and training of 27,000 teachers	Training	23000.00	4735.00	5500.00	0.00	0.00	-
1.5	048 Numeracy skills development by The World Math Olympiad (Students of all schools)	P&D	4500.00	0.00	1500.00	160.00	144.13	9.61%

SC #	Activity	Responsible Division	Lac Taka				Lac Taka	
			DPP Total (Cost)1\$= TK.82.94	DPP 2019/20 allocation	AOP (O) 2019/20	AOP (R) 2019/20	Exp. as of Dec 2019	% of Exp. (O)
1.5	049 Overseas trainings/visits	Training	53000.00	11925.00	8310.00	0.00	0.00	-
1.5	050 Academic supervision training for ATEOs/AUEOs (10 days)	Training	518.00	103.60	112.00	0.00	0.00	-
1.5	051 Overseas one-year master's Degree	Training	5000.00	1000.00	750.00	0.00	0.00	-
1.5	052 Technical support by UNICEF to be approved by DPE and endorsed by MoPME	Training, UNICEF	1909.00	498.00	150.00	9.25	8.33	5.55%
1.5	053 Technical Assistance support by JICA to be approved by DPE and endorsed by MoPME	Training, JICA	217.00	0.00	217.00	217.00	195.47	90.08%
1.5	054 Technical Assistance support by JICA to be approved by DPE and endorsed by MoPME	Training, JICA	579.00	0.00	398.00	398.00	358.52	90.08%
1.5	055 Technical Assistance support by JICA to be approved by DPE and MoPME	Training, JICA	362.00	362.00	0.00	0.00	0.00	-
Sub-total 1.5 Continuous Professional Development			287,885.00	63,406.10	7,2645.00	39,803.47	35,854.97	49.36%
1.6	056 (carry over 26000 packages from Year1)	IMD, PrD	84500.00	16900.00	30713.00	0.00	0.00	-
1.6	057 Laptop for DPEd PTI - 38 PTIs (532 Laptop)	IMD, PrD	372.40	372.40	372.00	0.00	0.00	-
1.6	058 Multimedia Projector 99	IMD, PrD	69.30	69.30	65.00	40.34	36.34	55.91%
1.6	059 Dhaka PTI ICT lab established (desktop-20, laptop-1, IWB-1, short through MMP-1	IMD, PrD	17.00	0.00	17.00	16.36	14.73	86.68%
1.6	060 UPS-20, Power Work, LAN, AC-2, Raised Floor for Dhaka PTI ICT Lab	IMD, PrD	8.50	8.50	9.00	0.00	0.00	-
1.6	061 Almira-1, Computer Table-20, Computer Chair-20, Executive Table-1, Executive Chair-1 for Dhaka PTI ICT Lab	IMD, PrD	3.00	3.00	3.00	2.13	1.92	63.96%
1.6	062 Computer and Accessories for NAPE	Training, Prd, NAPE	3.00	0.00	3.00	0.00	0.00	-

SC #	Activity	Responsible Division	Lac Taka				Lac Taka	
			DPP Total (Cost)1\$= TK.82.94	DPP 2019/20 allocation	AOP (O) 2019/20	AOP (R) 2019/20	Exp. as of Dec 2019	% of Exp. (O)
1.6	063 Photocopiers for DPE	Admin, PrD	4.00	0.00	4.00	3.91	3.52	88.07%
1.6	064 Air Conditioner (AC)-3	Admin, PrD	10.00	6.00	6.00	0.00	0.00	-
1.6	065 Photocopier for NAPE	Admin, PrD	2.00	2.00	2.00	1.96	1.76	88.07%
1.6	066 Desktop Computer for DD, DPEO, UEO/TEO		406.70	0.00	0.00	0.00	0.00	-
1.6	067 Printer for DD, DPEO, UEO/TEO	Admin, PrD	58.10	0.00	58.00	0.00	0.00	0.00%
1.6	068 Color printer for DPE		0.50	0.00	0.00	0.00	0.00	-
1.6	069 Network scanners for DPE	Admin, PrD	12.00	0.00	12.00	0.00	0.00	-
1.6	070 UPS for DD, DPEO, UEO/ TEO, PTI	Admin, PrD	58.10	0.00	58.00	31.72	28.58	49.27%
1.6	071 Need-based ICT Maintenance	IMD, PrD	100.00	20.00	30.00	26.80	24.14	80.47%
1.6	072 Need-based replacement of 67 ICT Lab (PC, IWB, MMP, UPS, Printer-)	IMD, PrD	100.00	20.00	20.00	19.96	17.98	89.90%
1.6	073 Need-based digital content development		50.00	50.00	0.00	0.00	0.00	-
1.6	074 Need-based technical support from a2i of PMO	IMD, PrD	100.00	20.00	5.00	0.00	0.00	-
Sub-total 1.6 ICT in Education			85,874.60	17,471.20	31377.00	143.18	128.98	0.41%
1.7	075 PECE conducted: Test item development, reviews and piloting	Admin, NAPE	750.00	150.00	125.00	26.75	24.09	19.28%
1.7	076 Marker training	Training, Admin	10000.00	2000.00	2050.00	2049.65	1846.32	90.06%
1.7	077 International consultants' engagement for NSA	M&E	100.00	0.00	0.00	0.00	0.00	-
1.7	078 Test Item development for NSA:	M&E	6.00	0.00	0.00	0.00	0.00	-
1.7	079 Printing and distribution of test items	M&E	25.00	0.00	0.00	0.00	0.00	-
1.7	080 NSA operations	M&E	200.00	0.00	0.00	0.00	0.00	-
1.7	081 NSA report disseminations online and via printing	M&E, PrD	10.00	0.00	4.00	3.05	2.74	68.58%
1.7	082 Technical Support by UNICEF to be approved by DPE and MoPME	M&E, UNICEF	1308.00	332.00	212.00	174.25	156.96	74.04%
Sub-total 1.7 Assessment and Examinations			12,399.00	2,482.00	2,391.00	2,253.69	2,075.02	84.91%

SC #	Activity	Responsible Division	Lac Taka				Lac Taka	
			DPP Total (Cost)1\$= TK.82.94	DPP 2019/20 allocation	AOP (O) 2019/20	AOP (R) 2019/20	Exp. as of Dec 2019	% of Exp. (O)
1.7	083 Play and stationery materials for PPE classrooms	P&O	32500.00	6500.00	6563.00	6562.50	5911.50	90.07%
1.7	084 Technical Support by UNICEF duly approved by DPE and MoPME	P&O	3320.00	830.00	595.00	9.05	8.15	1.37%
Sub-total 1.7 Assessment and Examinations			12,399.00	2,482.00	2391.00	2253.69	2030.12	84.91%
1.8	083 Play and stationery materials for PPE classrooms	P&O	32500.00	6500.00	6563.00	6562.50	5911.50	90.07%
1.8	084 Technical Support by UNICEF duly approved by DPE and MoPME	P&O	3320.00	830.00	595.00	9.05	8.15	1.37%
Sub-total 1.8 Pre-Primary Education			35,820.00	7,330	7,158.00	6,571.55	5,919.65	82.70%
2.1	085 Need based additional class and teachers' room (PEDP-2 size: 26'-0" x 19'-6") -5000 classrooms	P&D, LGED	522000.00	104400.00	25000.00	6154.80	5544.24	22.18%
2.1	086 Need based additional Class and teachers' room (PEDP-3 size: 17'-4" x 19'-6") - 5000	P&D, LGED	348000.00	69600.00	23086.00	4103.20	3696.16	16.01%
2.1	087 Need based Head Teacher room - 1000	P&D, LGED	182700.00	36540.00	0.00	0.00	0.00	-
2.1	088 Need based playing accessories	P&D	15000.00	3000.00	4500.00	2152.50	1938.97	43.09%
2.1	089 DPE HQ expansion including construction of mosque	P&D, PrD	17000.00	3400.00	1000.00	909.40	819.19	81.92%
2.1	090 Vertical extension of DPE central warehouse	P&D, PrD	500.00	100.00	0.00	0.00	0.00	-
2.1	091 Leadership Training Center at Cox's Bazar expansion	P&D, PrD	8000.00	1600.00	1000.00	500.00	450.40	45.04%
2.1	092 DD office- New-1	P&D, LGED	850.00	170.00	300.00	200.00	180.16	60.05%
2.1	093 - 6 DD office expansion and Renovation - need based	P&D, LGED	600.00	120.00	0.00	0.00	0.00	-
2.1	094 DPEO Office expansion and construction	P&D, LGED	6450.00	1290.00	600.00	150.00	135.12	22.52%
2.1	095 UEO/TEO office Expansion and Construction	P&D, LGED	23000.00	4600.00	2000.00	500.00	450.40	22.52%

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			DPP Total (Cost)1\$= TK.82.94	DPP 2019/20 allocation	AOP (O) 2019/20	AOP (R) 2019/20	Exp. as of Dec 2019	% of Exp. (O)
2.1	096 URCs Expansion works of 57 URCs (UITRCE)	P&D, LGED	42750.00	8550.00	1500.00	200.00	180.16	12.01%
2.1	097 PTI expansion	P&D, LGED	46400.00	9280.00	2000.00	1150.00	1035.92	51.80%
2.1	098 Generator room for NAPE	P&D	150.00	150.00	0.00	0.00	0.00	-
2.1	099 Deep tube well and water supply lines for NAPE	P&D	150.00	150.00	0.00	0.00	0.00	-
2.1	100 Trainees' dormitory buildings for NAPE-1	P&D, LGED	3000.00	1000.00	100.00	0.00	0.00	-
2.1	101 Need based boundary wall and gate for primary schools - 1000 schools	P&D, LGED	50000.00	10000.00	10000.00	1721.00	1550.28	15.50%
2.1	102 Guesthouse for NAPE	P&D, LGED	2500.00	1000.00	0.00	0.00	0.00	-
2.1	103 Internal roads, walkways and circular jogging tracks for NAPE - need based	P&D, LGED	1000.00	100.00	0.00	0.00	0.00	-
2.1	104 Drainage system for NAPE - need based	P&D, LGED	600.00	100.00	0.00	0.00	0.00	-
2.1	105 Primary school mapping through GIS and remote sensing - block fund (LS)	P&D	2646.80	529.36	300.00	0.00	0.00	0.00%
2.1	106 PEPMIS module upgradation	P&D	500.00	150.00	0.00	0.00	0.00	-
2.1	107 Implementation Cost for LGED	P&D, LGED	26713.00	5342.60	2000.00	592.00	533.27	26.66%
Sub-total 2.1 Need based Infrastructure			1300,509.8	261171.96	73386.00	18332.90	16514.27	22.50%
2.2	109 Furniture for schools - need based	P&D, PrD	20000.00	4000.00	7000.00	0.00	0.00	0.00%
2.2	110 Furniture for DPE HQ, its field offices, URCs and PTIs	Admin, P&D, PrD	1000.00	200.00	35.00	34.65	31.21	89.18%
2.2	111 Furniture for NAPE	Admin, PrD	101.41	46.48	35.00	4.85	4.37	12.49%
Sub-total 2.2 Need based Furniture			21,101.41	4246.48	7070.00	39.50	35.58	0.50%
2.3	112 Routine maintenance (schools)	P&D	84000.00	16800.00	17000.00	16800.00	15133.44	89.02%
2.3	113 Minor repair (schools)	P&D	200000.00	40000.00	39800.00	19705.00	17750.26	44.60%
2.3	114 Major repair (schools)	P&D, LGED	105000.00	21000.00	12500.00	5000.00	4504.00	36.03%
2.3	115 Major repairs (WASH block) by DPHE	P&D, DPHE	10000.00	2500.00	2500.00	700.00	630.56	25.22%

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			DPP Total (Cost)1\$= TK.82.94	DPP 2019/20 allocation	AOP (O) 2019/20	AOP (R) 2019/20	Exp. as of Dec 2019	% of Exp. (O)
2.3	116 Routine maintenance of WASH Blocks	P&D	14250.00	2850.00	2600.00	2549.50	2296.59	88.33%
2.3	117 Routine maintenance PTIs	P&D	335.00	67.00	67.00	67.00	60.35	90.08%
2.3	118 Routine maintenance DPEO and DD's offices	P&D	180.00	36.00	36.00	36.00	32.43	90.08%
2.3	119 Routine maintenance UEO & TEO's offices	P&D	1020.00	204.00	204.00	204.00	183.76	90.08%
2.3	120 Routine maintenance URCs	P&D	1020.00	204.00	158.00	151.50	136.47	86.37%
2.3	121 Routine maintenance DPE HQ	Admin, LGED	1000.00	200.00	102.00	101.22	91.18	89.39%
Sub-total 2.3 Maintenance			416,805.00	83,861.00	74967.00	45314.22	40819.05	54.45%
2.4	122 WASH Block (2 for each school) - 8,000	P&D, DPHE	522000.00	104400.00	16628.00	2000.00	1801.60	10.83%
2.4	123 Water Sources	P&D, DPHE	33000.00	6600.00	4000.00	1004.50	904.85	22.62%
2.4	124 Water Quality Test - 15000 schools	P&D, DPHE	650.00	130.00	100.00	0.00	0.00	-
2.4	125 Water and sanitation in DD, DPEO, URC and PTI	P&D, DPHE	2000.00	400.00	300.00	100.00	90.08	30.03%
2.4	126 Technical Support by UNICEF to be approved by DPE and endorsed by MoPME	P&D, UNICEF	830.00	166.00	50.00	0.00	0.00	-
2.4	127 Implementation Cost for DPHE	P&D, DPHE	11353.00	2270.60	458.00	76.00	68.46	14.95%
Sub-total 2.4 Water and Sanitary Hygiene (WASH)			569,833.00	113,966.6	21,536.00	3,180.50	2,864.99	13.30%
2.5	128 Printing and Publication of Manuals and Interactive Education & Communication materials	BNFE	50.00	20.00	20.00	10.00	9.01	45.04%
2.5	129 Stationery materials	BNFE	25.00	6.00	6.00	3.00	2.70	45.04%
2.5	130 Advertising and publicity	BNFE	20.00	5.00	5.00	2.50	2.25	45.04%
2.5	131 Manpower (driver 1)	BNFE	33.50	6.70	4.00	0.00	0.00	-
2.5	132 Honorarium/ Fees / Remuneration	BNFE	5.00	1.00	1.00	0.50	0.45	45.04%
2.5	133 Cost of ISA (Implementation Support Agency)	BNFE	240000.00	40000.00	20093.00	4989.03	4494.12	22.37%
2.5	134 Stipends for 10,00,000 learners through mobile banking	BNFE	56160.00	9360.00	9360.00	0.00	0.00	-

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2.5	135 Service Charge for banks (for stipend distribution)	BNFE	1404.00	234.00	50.00	0.00	0.00	-
2.5	136 Cost of IVA (Third Party Validation) and MIS database	BNFE	4700.00	1000.00	100.00	0.00	0.00	-
2.5	137 Recruitment of SA staffs	BNFE	15300.00	3300.00	2300.00	715.00	644.07	28.00%
2.5	138 Other Expenditure	BNFE	5.00	1.00	1.00	0.00	0.00	-
2.5	139 Motor vehicles maintenance	BNFE	5.00	1.00	1.00	1.00	0.90	90.08%
2.5	140 Computers, Printer and Accessories-BNFE	BNFE	5.00	3.00	2.00	1.00	0.90	45.04%
2.5	141 Photocopier for BNFE	BNFE	2.50	0.00	0.00	0.00	0.00	-
2.5	142 Server with IPS	BNFE	10.00	0.00	0.00	0.00	0.00	-
2.5	143 Computers, Printer and Office Equipment-maintenance-BNFE	BNFE	3.00	0.75	1.00	1.00	0.90	90.08%
2.5	144 Revise implementation strategy and plan for education of OOSC, support to operationalize the plan	BNFE	8300.00	2075.00	2070.00	947.22	853.26	41.22%
Sub-total 2.5 Out-of-School Children (OoSC)			326,028.00	56,013.45	34014.00	6670.25	6008.57	17.66%
2.6	145 Need based allocation for assistive devices for SEND	P&O	1000.00	200.00	200.00	199.99	180.15	90.07%
2.6	146 Workshops on NDD & ASD (1 national and 8 Divisions)	P&O	34.00	24.00	24.00	20.63	18.59	77.44%
2.6	147 Framework developed for SEND, NDD and ASD by an organization with proven expertise in SEND	P&O	6.00	0.00	4.00	0.00	0.00	-
2.6	148 Implementation arrangements of the recommendations to be made under the framework	P&O	2000.00	800.00	400.00	329.13	296.48	74.12%
2.6	149 Technical Support by UNICEF to be approved by DPE and MoPME	P&O	541.00	125.00	100.00	1.95	1.76	1.76%
Sub-total 2.6 Special Education Needs and Disability			3581.00	1149.00	728.00	551.70	496.97	68.27%

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2.7	150 Development of a guideline basing on BNBC and EA - 1 Guideline	P&D	5.00	0.00	5.00	0.00	0.00	-
2.7	151 Protective equipment	P&D	3250.00	925.00	750.00	750.00	675.60	90.08%
2.7	152 Development of SOP and printing - 6,000 copies	P&D	66.00	20.00	50.00	0.00	0.00	-
2.7	153 1 Workshop on EiE	P&D	3.00	3.00	3.00	0.00	0.00	-
2.7	154 Rehabilitation Program	P&D	10000.00	2000.00	1300.00	1200.00	1080.96	83.15%
2.7	155 Technical Support by UNICEF to be approved by DPE and MoPME	P&D	6225.00	1245.00	1000.00	194.10	174.85	17.48%
Sub-total 2.7 Education in Emergency (EiE)			19549.00	4193.00	3108.00	2144.10	1931.41	62.14%
2.8	156 Films and video production	P&O	125.00	25.00	37.00	0.00	0.00	-
2.8	157 Broadcasting of films and videos	P&O	100.00	25.00	5.00	0.00	0.00	-
2.8	158 Leaflets & posters development, printing and circulation	P&O	510.00	102.00	100.00	0.00	0.00	-
2.8	159 Special social awareness programs	P&O	300.00	70.00	173.00	153.74	138.49	80.05%
2.8	160 Meena Day	P&O	575.00	115.00	115.00	114.32	102.98	89.55%
2.8	161 Inter-school sports & cultural Competitions	P&O	8500.00	1700.00	1700.00	1619.68	1459.00	85.82%
2.8	162 Bangabandhu Gold Cup Football Tournament	Admin	2500.00	500.00	700.00	205.10	184.75	26.39%
2.8	163 Bangamata Begum Fazilatunnesa Gold Cup Football Tournament	Admin	2500.00	500.00	680.00	180.19	162.32	23.87%
2.8	164 Inter PTI Cultural Competitions	Admin	250.00	50.00	50.00	39.11	35.23	70.46%
2.8	165 International Mother Language Day, Jatio Shishu Dibos, National Independence Day, National Mourning Day and National Victory Day	Admin	150.00	30.00	30.00	21.91	19.74	65.79%
2.8	166 Education Week and Education Fair	Admin, P&O	1150.00	230.00	320.00	317.28	285.81	89.32%
2.8	167 Yearly ICT Fair	Admin, IMD	50.00	10.00	10.00	0.00	0.00	-
2.8	168 Book Distribution Festival	Admin	225.00	45.00	50.00	43.90	39.54	79.09%
2.8	169 UNICEF technical support to be	P&O, UNICEF	831.00	166.00	100.00	3.81	3.43	3.43%

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	approved by DPE and MoPME.							
Sub-total 2.8 Communications and Social Mobilization			17766.00	3568.00	4070.00	2699.04	2431.30	59.74%
3.1	170 Consultant for integration and strengthening of existing information systems and dashboard functioning	IMD, PRD	96.00	48.00	48.00	0.00	0.00	0.00%
3.1	171 Strengthening/developing of existing software for DPE (LS)	IMD, PRD	100.00	50.00	20.00	4.95	4.46	22.29%
3.1	172 LS	IMD, Training	1000.00	100.00	5.00	0.00	0.00	-
3.1	173 Server strengthening and storage	IMD, PRD	2400.00	0.00	200.00	0.50	0.45	0.23%
3.1	174 Back-up of data storage at BCC, Jessore-DPE	IMD	500.00	500.00	170.00	0.00	0.00	-
3.1	175 Licensed Oracle software-DPE	IMD, PRD	300.00	0.00	290.00	226.58	204.11	70.38%
3.1	176 Takeover of CRVS student profiles	IMD	1200.00	0.00	0.00	0.00	0.00	-
3.1	177 ASPR-2019 Printing & Distribution (4,000 copies);	M&E	62.50	12.50	14.00	2.10	1.89	13.49%
3.1	178 Technical Support by UNICEF to be approved by DPE and endorsed by MoPME	IMD, UNICEF	374.00	83.00	100.00	42.83	38.58	38.58%
Sub-total 3.1 Data Systems for Decision-Making			6032.50	793.50	847.00	276.96	249.49	29.46%
3.2	179 PST consultants: 1 Programme Coordination Specialist and 5 Program Support Specialists (against deliverables)	ADG the PEDP4	1593.00	324.00	190.00	126.94	114.35	60.18%
3.2	180 Need-based TA (study/individual consultant) and Independent Verification Agency for DLI assessment; evaluation by IMED & BIDS	ADG the PEDP4	1650.00	330.00	170.00	164.32	148.02	87.07%
3.2	181 Manpower DPE & Field Level	Admin, FnD	4405.46	627.33	350.00	245.58	221.22	63.21%
3.2	182 Jeep 1 for MoPME, 15 for DPE	Admin, FnD	1800.00	600.00	783.00	180.71	162.79	20.79%

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	(DG, newly created ADG-PEDP4, Directors, DDs & DPEOs), 1 for NAPE and 1 for BNFE)							
3.2	183 Microbus for DPE & PST - 5, NAPE - 1 and PTI - 13	Admin, FnD	855.00	0.00	605.00	590.10	531.56	87.86%
3.2	184 Minibus for DPE	Admin, PrD	160.00	160.00	136.00	134.50	121.16	89.09%
3.2	185 Pick up	Admin, PrD	75.00	0.00	30.00	28.00	25.22	84.07%
3.2	186 Scotty	Admin, PrD	250.00	0.00	250.00	0.00	0.00	0.00%
3.2	187 Travel Expenses	FnD	305.00	55.00	20.00	8.63	7.77	38.87%
3.2	188 Transfer Expenses	FnD	35.00	7.00	2.00	0.18	0.16	8.11%
3.2	189 Overtime	FnD	37.00	7.00	2.00	0.00	0.00	0.00%
3.2	190 Postage	FnD	86.00	16.00	20.00	15.90	14.32	71.59%
3.2	191 Telephones/ Telegram / Tel	FnD	175.00	35.00	37.00	33.78	30.43	82.23%
3.2	192 Internet	FnD	8000.00	1600.00	980.00	907.15	817.16	83.38%
3.2	193 Registration Fee	FnD	500.00	100.00	50.00	32.93	29.66	59.33%
3.2	194 Electricity	FnD	500.00	100.00	102.00	97.71	88.02	86.29%
3.2	195 Fuel and Gas	FnD	1600.00	320.00	130.00	73.98	66.64	51.26%
3.2	196 Petrol, Oil and Lubricants	FnD	4800.00	920.00	850.00	795.36	716.46	84.29%
3.2	197 Printing and Publication	FnD	235.00	45.00	40.00	18.21	16.41	41.02%
3.2	198 Stationery, Seals and Stamps	FnD	1500.00	300.00	285.00	261.73	235.76	82.72%
3.2	199 Books and Periodicals	FnD	10.00	2.00	2.00	1.36	1.23	61.39%
3.2	200 Advertising	FnD	445.00	90.00	60.00	25.28	22.77	37.96%
3.2	201 Entertainment expenses	FnD	140.00	25.00	25.00	9.91	8.92	35.69%
3.2	202 Freight and Transport	FnD	50.00	10.00	35.00	18.26	16.45	47.00%
3.2	203 Casual Labour	FnD	4500.00	850.00	1200.00	1088.70	980.70	81.72%
3.2	204 Consumable Stores	FnD	395.00	75.00	70.00	59.65	53.73	76.75%
3.2	205 Cleaning and Washing	FnD	220.00	45.00	48.00	44.94	40.48	84.33%
3.2	206 RR Fund	FnD	78.00	15.00	15.00	14.00	12.61	84.07%
3.2	207 Hire of Security	FnD	454.00	83.00	55.00	44.32	39.93	72.59%
3.2	208 Legal Expenses	FnD	15.00	3.00	3.00	0.00	0.00	0.00%
3.2	209 Honorarium/ Fees/ Remuneration	FnD	34.00	6.00	6.00	0.00	0.00	0.00%
3.2	210 Copying charges	FnD	345.00	65.00	60.00	49.91	44.96	74.93%
3.2	211 Computer consumables	FnD	2000.00	400.00	337.00	284.02	255.84	75.92%
3.2	212 Functions/ Ceremonies	FnD	119.00	22.00	50.00	34.78	31.33	62.67%
3.2	213 Committee meetings	FnD	617.00	122.00	100.00	28.41	25.59	25.59%
3.2	214 Other Expenditure	FnD	600.00	110.00	2.00	0.80	0.72	35.91%
3.2	215 Motor vehicles	FnD	1415.00	275.00	300.00	246.91	222.42	74.14%
3.2	216 Furniture and Fixtures	FnD	165.00	30.00	42.00	32.99	29.72	70.76%

SC #	Activity	Responsible Division	Lac Taka				Lac Taka	
			DPP Total (Cost)1\$= TK.82.94	DPP 2019/20 allocation	AOP (O) 2019/20	AOP (R) 2019/20	Exp. as of Dec 2019	% of Exp. (O)
3.2	217 Computers and Office Equipment	FnD	725.00	110.00	110.00	99.37	89.51	81.37%
3.2	218 Machinery and Equipment	FnD	275.00	45.00	45.00	38.67	34.83	77.41%
3.2	219 Electric repairs	FnD	310.00	45.00	55.00	46.83	42.19	76.70%
3.2	220 Other Repairs and Maintenance	FnD	315.00	55.00	22.00	14.15	12.75	57.93%
Sub-total 3.2 Institutional Strengthening			41,788.46	8,029.33	7,674.00	5,898.94	5,313.77	69.24%
3.3	221 SLIP guidelines updating, printing and distribution	P&D	79.22	24.00	30.00	28.08	25.30	84.33%
3.3	222 UPEP Guidelines updating, printing and distribution	P&D	3.00	0.60	1.00	0.00	0.00	0.00%
3.3	223 Formula based SLIP funds (based on number of students)	P&D	191000.00	38200.00	38200.00	37665.55	33929.13	88.82%
3.3	224 Need-based UPEP allocation-50 Upazilas	P&D	500.00	100.00	500.00	399.30	359.69	71.94%
3.3	225 Technical Support by UNICEF to be approved by DPE and MOPME	P&D, UNICEF	4980.00	1245.00	1000.00	516.04	468.84	46.88%
Sub-total 3.3 Strengthen SLIPs/UPEPs			196,562.22	39,569.60	39,731.00	38,608.97	34,782.96	87.55%
3.4	226 Budget							-
3.4	227 Budget							-
Sub-total 3.4 Strengthen Budget								
3.5	228 Training on procurement including e-GP	FnD	3.00	1.50	1.00	0.00	0.00	-
3.5	229 CDVAT for PEDP4	FnD	14,000.00	3000.00	3000.00	0.00	0.00	-
Sub-total 3.5 Procurement & Financial Management			14,003.00	3001.50	3,001	00	00	-
	230 Physical Contingency	P&D		30,000	00	00	00	-
	231 Price Contingency	P&D		20,000	00	00	00	-
Total			3,839,716.00	758,022.46	413,432.00	186,865.44	168,332.39	40.72%

Note: expenditure based on original budget is 40.72% and revised budget 90.08%

5.4 Activities covered in the AOP 2018-19 of the PEDP4

This short chapter summarises in table form the progress with respect to the PEDP4 activities based on AOP 2018/19. In the AOP 2018/19, there were total 228 activities, in this year fund allocated against 146 activities. The following Table 82 summarizes the key activities, AOP 2018/19 budget allocations, including the budget disbursed to implement these activities in f/y 2018/19 under the PEDP4 (1st AOP).

Table 82: Planned activities under the PEDP4 in 2018/19 AOP

			Lac Taka			Lac Taka	
SL #	Activity	Responsible Division	DPP Budget (allocation) 1\$=TK.82.9	AOP (O) 2018/19	AOP (R) 2018/19	Expenditure as of May 2019	% of spending 11 months
Component 1: Quality							
1.1	001 Effectiveness analysis of Existing Pre-primary & Primary curriculum	Training, NCTB	200	55.00	50.52	49.50	90%
1.1	002 Need assessment & situation analysis	Training, NCTB	100	20.00	7.95	7.79	39%
1.1	003 Revision of Pre-primary curricula	Training, NCTB, P&O	00	20.00	0.00	0.00	-
1.1	004 Revision of primary curriculum: subject & grade wise	Training, NCTB	100	25.00	2.56	2.50	10%
1.1	006 Printing of SBA & CBA method and tools	Training, NCTB	00	100.00	0.00	0.00	-
1.1	010 Technical support by UNICEF to be approved by DPE and endorsed by MoPME	Training, NCTB	249	300.00	166.00	162.65	54.2%
1.1	011 Technical support by JICA to be approved by DPE and endorsed by MoPME	Training, NCTB	145	145.00	145.00	142.07	98%
Sub-total 1.1 Curriculum		DPP 5,227 (794)		665.00	372.03	364.51	54.8%
1.2	014 Textbook development and evaluation criteria	Training, NCTB	20	20.00	0.00	0.00	-
1.2	015 SRM manuscript development and selection criteria	Training, NCTB	20	20.00	0.00	0.00	-
1.2	018 Development of MLE TLM in 6 languages (Chakma, Marma, Tripura, Sedre, Garo, Santal)	Training, NCTB	500	180.00	164.27	160.95	89.4%
1.2	021 Technical support by UNICEF to be approved by DPE and endorsed by MoPME	Training, NCTB	830	166.00	0.00	0.00	-
Sub-total 1.2 Textbooks and Teaching-Learning Materials		DPP 33,928 (206)		386.00	164.27	160.95	41.7%
1.3	025 Salary for 10,000 PPE teachers - 3 months	Admin, P&O	6,790.04	00	00	00	-
Sub-total 1.3		290,159		00	00	00	-
1.4	028 DPED effectiveness evaluation by 1 individual consultant	Training, NAPE	50	50.00	0.00	0.00	0.0%
1.4	031 Printing of revised DPED materials	Training, NAPE	8,718	200.00	0.00	0.00	0.0%
1.4	032 DPED 2nd Shift Allowances	Training, NAPE	12,500	298.50	104.18	102.07	34.2%
1.4	033 Stipend and kit allowances for DPED trainees	Training, NAPE	77,937	7221.00	7220.36	7074.51	98.0%
1.4	034 Monitoring and reporting by NAPE	Training, NAPE	150	27.35	27.36	26.80	98.0%

SL #	Activity	Responsible Division	Lac Taka			Lac Taka	
			DPP Budget (allocation) 1\$=TK.82.9	AOP (O) 2018/19	AOP (R) 2018/19	Expenditure as of May 2019	% of spending 11 months
1.4	035 Support to Teaching Learning materials (67 PTIs and 1,340 Training Schools)	Training, NAPE	335	67.00	67.00	65.65	98.0%
1.4	036 DPED awarding body	Training, NAPE	2,500	281.00	160.58	157.33	56.0%
1.4	037 Technical Support by UNICEF to be approved by DPE and MoPME	Training, NAPE	1,660	249.00	0.00	0.00	0.0%
Sub-total 1.4 Teacher Education			104,864 (11,967)	8393.85	7579.47	7426.36	88.5%
1.5	040 CPD framework development study (1 independent study)	Training	50	50.00	44.45	43.55	87.1%
1.5	042 Induction training for newly recruited Asstt Teachers for 10 days (1 Year)	Training	4,300	1400.00	1394.56	1366.39	97.6%
1.5	043 Induction training for newly recruited pre-primary teachers for 15 days (1 Year, subject to recruitment done)	Training, P&O	1,920	1000.00	998.44	978.27	97.8%
1.5	044 Need based sub-cluster training and related cost (1 Year)	Training	6,800	4950.00	3385.80	3317.41	67.0%
1.5	045 ICT Training (1 Year)	Training, IMD	4,000	4000.00	3999.46	3918.67	98.0%
1.5	046 Leadership training for Head Teachers (14 days)	Training	13,000	1300.00	1291.50	1265.41	97.3%
1.5	047 Systematic English teaching for primary teachers (Single source – British Council)	Training	23,000	0.00	0.00	0.00	#DIV/0!
1.5	049 Overseas trainings/visits	Training	53,000	2575.00	2257.94	2212.33	85.9%
1.5	050 Academic supervision training for ATEOs/AUEOs (10 days)	Training	518	103.60	101.49	99.44	96.0%
1.5	051 Overseas one-year master's Degree	Training	5,000	250.00	199.83	195.80	78.3%
1.5	052 Technical support by UNICEF to be approved by DPE and endorsed by MoPME	Training, UNICEF	1,909	166.00	15.12	14.81	8.9%
1.5	053 Technical Assistance support by JICA to be approved by DPE and endorsed by MoPME	Training, JICA	217	217.00	217.00	212.62	98.0%
1.5	054 Technical Assistance support by JICA to be approved by DPE and endorsed by MoPME	Training, JICA	579	100.00	100.00	97.98	98.0%
Sub-total 1.5 Continuous Professional Development			287,885 (31,096)	16,111.6	14,005.6	13,722.68	85.2%
1.6	056 Laptops, short through multi-media projectors and speakers for schools	IMD, PrD	16900.00	0.00	0.00	0.00	-
1.6	059 Dhaka PTI ICT lab established (desktop-20, laptop-1, IWB-1, short through MMP-1	IMD, PrD	17.00	17.00	0.00	0.00	-
1.6	060 UPS-20, Power Work, LAN, AC-2, Raised Floor for Dhaka PTI ICT Lab	IMD, PrD	0.00	8.40	0.00	0.00	-
1.6	061 Almira-1, Computer Table-20, Computer Chair-20,	IMD, PrD	0.00	3.00	0.00	0.00	-

SL #	Activity	Responsible Division	Lac Taka			Lac Taka	
			DPP Budget (allocation) 1\$=TK.82.9	AOP (O) 2018/19	AOP (R) 2018/19	Expenditure as of May 2019	% of spending 11 months
1.6	Executive Table-1, Executive Chair-1 for Dhaka PTI ICT Lab	Training, NAPE, PrD	3.00	3.00	0.00	0.00	-
1.6	062 Computer and Accessories for NAPE	Admin	4.00	0.00	0.00	0.00	-
1.6	063 Photocopiers for DPE	Admin, PrD	4.00	0.00	0.00	0.00	-
1.6	064 Air Conditioner (AC)	Admin	406.70	0.00	0.00	0.00	-
1.6	066 Desktop Computer for DD, DPEO, UEO/TEO	Admin	58.10	0.00	0.00	0.00	-
1.6	067 Printer for DD, DPEO, UEO/TEO	Admin	0.50	0.00	0.00	0.00	-
1.6	068 Color printer for DPE	Admin, PrD	12.00	2.00	0.00	0.00	-
1.6	069 Network scanners for DPE	Admin	58.10	0.00	0.00	0.00	-
1.6	070 UPS for DD, DPEO, UEO/TEO, PTI	IMD	20.00	20.00	6.10	5.98	29.9%
1.6	071 Need-based ICT Maintenance	IMD	20.00	69.60	69.60	68.19	98.0%
1.6	072 Need-based replacement of 67 ICT Lab (PC, IWB, MMP, UPS, Printer)	IMD	20.00	20.00	0.00	0.00	-
1.6	074 Need-based technical support from a2i of PMO						
Sub-total 1.6 ICT in Education			DPP 85,875 (17,523)	143.00	75.70	74.17	51.9%
1.7	075 PECE conducted: Test item development, reviews and piloting	Admin, NAPE	750	150.00	125.44	122.91	81.9%
1.7	076 Marker training	Training, Admin	10,000	2000.00	1992.36	1952.11	97.6%
1.7	081 NSA report disseminations online and via printing	M&E, PrD	10	10.00	0.00	0.00	-
1.7	082 Technical Support by UNICEF to be approved by DPE and MoPME	M&E, UNICEF	1,308	120.00	0.00	0.00	-
Sub-total 1.7 Assessment and Examinations			12,399 (2,326)	2,280	2,117.80	2,075.02	91%
1.8	083 Play and stationery materials for PPE classrooms	P&O	32,500	6500.00	6499.40	6368.11	98.0%
1.8	084 Technical Support by UNICEF duly approved by DPE and MoPME	P&O	3,320	581.00	222.20	217.71	37.5%
Sub-total 1.8 Pre-Primary Education (PPE)			35,820 (7,081)	7,081	6,721.6	6,585.82	93%
2.1	085 Need based additional class and teachers' room (PEDP-2 size: 26'-0" x 19'-6")	P&D, LGED	522,000	0.00	0.00	0.00	-
2.1	086 Need based additional Class and teachers' room (PEDP-3 size: 17'-4" x 19'-6")	P&D, LGED	348,000	0.00	0.00	0.00	-!
2.1	087 Need based Head Teacher room	P&D, LGED	182,700	0.00	0.00	0.00	-
2.1	088 Need based playing accessories	P&D, PrD	15,000	750.00	750.00	734.85	98.0%
2.1	089 DPE HQ expansion including construction of mosque (implemented by DPE)	P&D, PrD	17,000	0.00	0.00	0.00	-
2.1	090 Vertical extension of DPE central warehouse (implemented by DPE)	P&D, PrD	500	0.00	0.00	0.00	-

SL #	Activity	Responsible Division	Lac Taka			Lac Taka	
			DPP Budget (allocation) 1\$=TK.82.9	AOP (O) 2018/19	AOP (R) 2018/19	Expenditure as of May 2019	% of spending 11 months
2.1	091 Leadership Training Center at Cox's Bazar expansion (implemented by DPE)	P&D, PrD	8,000	0.00	0.00	0.00	-
2.1	092 DD office- New-2	P&D, LGED	850	0.00	0.00	0.00	-
2.1	093 Divisional DD Office Expansion -6	P&D, LGED	600	0.00	0.00	0.00	-
2.1	094 DPEO Office expansion and construction	P&D, LGED	6,450	0.00	0.00	0.00	-
2.1	095 UEO/TEO office expansion and construction	P&D, LGED	23,000	0.00	0.00	0.00	-
2.1	096 URC expansion works	P&D, LGED	42,750	0.00	0.00	0.00	-
2.1	097 PTI expansion	P&D, LGED	46,400	0.00	0.00	0.00	-
2.1	100 Trainees' dormitory buildings for NAPE	P&D, LGED	3,000	0.00	0.00	0.00	-
2.1	101 Need based Boundary wall and gate for Schools	P&D, LGED	50,000	0.00	0.00	0.00	-
2.1	102 Guesthouse for NAPE	NAPE	200	0.00	0.00	0.00	-
2.1	105 Primary school mapping through GIS and remote sensing	P&D, LGED	2,647	0.00	0.00	0.00	-
2.1	106 PEPMIS module upgradation & inclusion for all infrastructure construction including WASH block, supply of furniture, maintenance and water supply	P&D, PrD, IMD	500	0.00	0.00	0.00	-
2.1	107 Implementation Cost for LGED	P&D, LGED	26,713	9.00	0.00	0.00	-
Sub-total 2.1 Need based Infrastructure		DPP 1,300,510 (77,433)		759.00	750.00	734.85	96.8%
2.2	109 Furniture for schools	P&D, PrD	20,000	1,440	00	00	-
2.2	110 Furniture for DPE HQ, its field offices, URCs and PTIs	Admin, PrD, LGED	1,000	20	35	-	-
2.2	111 Furniture for NAPE	Admin, PrD	101.41	2	5	-	-
Sub-total 2.2 Need based Furniture		DPP 21,101 (2,202)		1,462	40	00	-
2.3	112 Routine maintenance (schools)	P&D	84,000	16800.00	16799.69	16460.34	98.0%
2.3	113 Minor repair (schools)	P&D	200,000	22900.00	22898.74	22436.19	98.0%
2.3	114 Major repair (schools)	P&D, LGED	105,000	325.00	323.51	316.98	97.5%
2.3	115 Major repairs (WASH block) by DPHE	P&D, DPHE	10,000	995.00	500.00	489.90	49.2%
2.3	116 Routine maintenance of WASH Blocks	P&D	14,250	2850.00	2850.00	2792.43	98.0%
2.3	117 Routine maintenance PTIs	P&D	335	67.00	66.00	64.67	96.5%
2.3	118 Routine maintenance DPEO and DD's offices	P&D	180	36.00	36.00	35.27	98.0%
2.3	119 Routine maintenance UEO & TEO's offices	P&D	1,020	204.00	202.80	198.70	97.4%
2.3	120 Routine maintenance URCs	P&D	1,020	204.00	151.50	148.44	72.8%
2.3	121 Routine maintenance DPE HQ	Admin	1,000	200.00	0.00	0.00	0.0%
Sub-total 2.3 Maintenance		416,805 (82,361)		44581.0	43828.2	42942.92	96.3%
2.4	122 WASH Block (2 for each sch.)	P&D, DPHE	522,000	0.00	0.00	0.00	-
2.4	123 Water Sources	P&D, DPHE	33,000	500.00	500.00	489.90	98.0%
2.4	124 Water Quality Test	P&D, DPHE	650	0.00	0.00	0.00	-

SL #	Activity	Responsible Division	Lac Taka			Lac Taka	
			DPP Budget (allocation) 1\$=TK.82.9	AOP (O) 2018/19	AOP (R) 2018/19	Expenditure as of May 2019	% of spending 11 months
2.4	125 Water and sanitation in DD, DPEO, URC and PTI	P&D, DPHE	2,000	50.00	37.00	36.25	72.5%
2.4	126 Technical Support by UNICEF to be approved by DPE and endorsed by MoPME	P&D, DPHE, UNICEF	830	83.00	4.00	3.92	4.7%
2.4	127 Implementation Cost for DPHE	P&D, DPHE	11,353	7.50	0.00	0.00	-
Sub-total 2.4 Water and Sanitary Hygiene (WASH)			DPP 569,833 (28,533)	640.5	541	530.07	82.8%
2.5	128 Printing and Publication of Manuals and Interactive Education & Communication materials	BNFE	50	10.00	5.00	4.90	49.0%
2.5	129 Stationery materials	BNFE	25	2.00	1.00	0.98	49.0%
2.5	130 Advertising and publicity	BNFE	20	3.00	1.50	1.47	49.0%
2.5	131 Manpower (driver 1)	BNFE	33.52	3.35	0.00	0.00	0.0%
2.5	132 Honorarium/ Fees / Remuneration	BNFE	5	1.00	0.50	0.49	49.0%
2.5	133 Cost of ISA (Implementation Support Agency)	BNFE	240,000	2800.00	2800.00	2743.44	98.0%
2.5	136 Cost of IVA (Third Party Validation) and MIS database	BNFE	4,700	50.00	50.00	48.99	98.0%
2.5	137 Cost of Specialized Agency (SA)	BNFE	15,300	50.00	50.00	48.99	98.0%
2.5	138 Other Expenditure	BNFE	5	1.00	0.00	0.00	0.0%
2.5	139 Motor vehicles maintenance	BNFE	5	1.00	0.00	0.00	0.0%
2.5	140 Computers, Printer and Accessories-BNFE	BNFE	5	2.00	0.00	0.00	0.0%
2.5	141 Photocopier for BNFE	BNFE	2.50	2.50	0.00	0.00	0.0%
2.5	142 Server with IPS and other accessories for MIS -BNFE	BNFE	10	10.00	0.00	0.00	0.0%
2.5	144 Technical Support by UNICEF to be approved by DPE and MoPME	BNFE	8,300	1133.00	1132.71	1109.83	98.0%
Sub-total 2.5 Out-of-School Children (OoSC)			DPP 326,028 (3,484)	4,068.85	4,040.71	3,959.09	97.3%
2.6	145 Need based allocation for assistive devices for SEND	P&O	1,000	300.00	300.00	293.94	98.0%
2.6	146 Workshops on NDD & ASD (1 national and 8 Divisions)	P&O	34	6.00	1.96	1.92	32.0%
2.6	147 Framework developed for SEND, NDD and ASD by an organization with proven expertise in SEND	P&O	6	6.00	4.31	4.22	70.3%
2.6	148 Implementation arrangements of the recommendations to be made under the framework	P&O	2,000	100.00	70.77	69.34	69.3%
2.6	149 Technical Support by UNICEF to be approved by DPE and MoPME	P&O, UNICEF	541	83.00	0.00	0.00	0.0%
Sub-total 2.6 Special Education Needs and Disability			3,581 (399)	495	377.03	369.42	74.6%
2.7	150 Development of a guideline basing on BNBC and EA - 1 Guideline	P&D	5	0.00	0.00	0.00	-
2.7	151 Protective equipment	P&D	3,250	500.00	500.00	489.90	98.0%

SL #	Activity	Responsible Division	Lac Taka			Lac Taka	
			DPP Budget (allocation) 1\$=TK.82.9	AOP (O) 2018/19	AOP (R) 2018/19	Expenditure as of May 2019	% of spending 11 months
2.7	152 Development of SOP and printing - 6,000 copies	P&D	66	0.00	0.00	0.00	-
2.7	154 Rehabilitation Program	P&D	10,000	1000.00	1000.00	979.80	98.0%
2.7	155 Technical Support by UNICEF to be approved by DPE and MoPME	P&D, UNICEF	6,225	1245.00	0.00	0.00	-
Sub-total 2.7 Education in Emergency (EiE)			19,549 (3,756)	2,745	1,500	1,469.7	53.5%
2.8	156 Films and video production	P&O	125	10.00	2.50	2.45	24.5%
2.8	157 Broadcasting of films and videos	P&O	100	10.00	0.00	0.00	-
2.8	158 Leaflets & posters development, printing and circulation	P&O	510	102.00	0.75	0.73	0.7%
2.8	159 Special social awareness programs	P&O	300	108.00	107.34	105.17	97.4%
2.8	160 Meena Day	P&O	575	115.00	114.54	112.23	97.6%
2.8	161 Inter-school sports & cultural Competitions	P&O	8,500	1700.00	1698.21	1663.91	97.9%
2.8	162 Bangabandhu Gold Cup Football Tournament	Admin	2,500	500.00	479.36	469.68	93.9%
2.8	163 Bangamata Begum Fazilatunnesa Gold Cup Football Tournament	Admin	2,500	500.00	428.22	419.57	83.9%
2.8	164 Inter PTI Cultural Competitions	Admin	250	50.00	46.93	45.98	92.0%
2.8	165 International Mother Language Day, Jatio Shishu Dibos, National Independence Day, National Mourning Day and National Victory Day observations	Admin	150	12.00	9.86	9.66	80.5%
2.8	166 Education Week and Education Fair	Admin, P&O	1,150	300.00	249.31	244.28	81.4%
2.8	167 ICT Fair	Admin, IMD	50	0.00	0.00	0.00	-
2.8	168 Book Distribution Festival	Admin	225	45.00	45.00	44.09	98.0%
2.8	169 UNICEF technical support to be approved by DPE and MoPME.	P&O, UNICEF	831	83.00	0.00	0.00	-
Sub-total 2.8 Communications and Social Mobilization			17,766 (3,440)	3,535	3,182.04	3,117.76	88.2%
3.1	170 Consultant for integration and strengthening of existing information systems and dashboard functioning	IMD, PrD	96	8.00	0.00	0.00	-
3.1	175 Licensed Oracle software-DPE	IMD	300	300.00	0.00	0.00	-
3.1	177 APSC and ASPR	M&E	62.5	0.00	0.00	0.00	-
3.1	178 Technical Support by UNICEF to be approved by DPE and endorsed by MOPME	IMD, UNICEF	374	83.00	6.72	6.58	7.9%
Sub-total 3.1 Data Systems for Decision-Making			DPP 6,033 (120)	391	6.72	6.58	1.7%
3.2	179 PST consultants: 1 Programme Coordination	ADG PEDP4, PrD	1,593	243.00	48.15	47.17	19.4%

SL #	Activity	Responsible Division	Lac Taka			Lac Taka	
			DPP Budget (allocation) 1\$=TK.82.9	AOP (O) 2018/19	AOP (R) 2018/19	Expenditure as of May 2019	% of spending 11 months
3.2	Specialist and 5 Program Support Specialists (against deliverables)	ADG PEDP4, PrD	1,650	330.00	103.37	101.28	30.7%
3.2	180 Need-based TA (study/individual consultant) and Independent Verification Agency for DLI assessment; evaluation by IMED & BIDS						
3.2	181 Manpower DPE & Field Level	Admin, FnD	4,405	216.00	101.89	99.83	46.2%
3.2	182 Jeep 1 for MoPME (for inspection & monitoring), 15 for DPE (DG, newly created ADG-PEDP4, Directors, DDs & DPEOs), 1 for NAPE and 1 for BNFE)	Admin, FnD	1800	725.00	341.19	334.30	46.1%
3.2	183 Microbus for DPE & PST - 5, NAPE - 1 and PTI - 13	Admin, FnD	855	630.00	0.00	0.00	-
3.2	184 Minibus for DPE	Admin, FnD	160	160.00	0.00	0.00	-
3.2	185 Pick up	Admin, FnD	75	40.00	0.00	0.00	-
3.2	186 Scotty	Admin, FnD	250	0.00	0.00	0.00	-
3.2	187 Travel Expenses	FnD	305	10.00	6.68	6.55	65.5%
3.2	188 Transfer Expenses	FnD	35	2.00	0.24	0.24	11.8%
3.2	189 Overtime	FnD	37	1.00	0.00	0.00	-
3.2	190 Postage	FnD	86	15.00	14.98	14.68	97.8%
3.2	191 Telephones/Telegram / Tel	FnD	175	30.00	29.45	28.85	96.2%
3.2	192 Internet	FnD	8,000	332.00	311.60	305.30	92.0%
3.2	193 Registration Fee	FnD	500	1.00	0.11	0.11	11.1%
3.2	194 Electricity	FnD	500	100.00	97.40	95.43	95.4%
3.2	195 Fuel and Gas	FnD	1,600	120.00	83.72	82.03	68.4%
3.2	196 Petrol, Oil and Lubricants	FnD	4,800	815.00	779.01	763.27	93.7%
3.2	197 Printing and Publication	FnD	235	12.00	10.96	10.73	89.5%
3.2	198 Stationery, Seals and Stamps	FnD	1,500	210.00	187.88	184.08	87.7%
3.2	199 Books and Periodicals	FnD	10	2.00	0.41	0.41	20.3%
3.2	200 Advertising	FnD	445	40.00	26.16	25.63	64.1%
3.2	201 Entertainment expenses	FnD	140	25.00	2.63	2.58	10.3%
3.2	202 Freight and Transport	FnD	50	30.00	10.56	10.35	34.5%
3.2	203 Casual Labour	FnD	4,500	447.00	446.98	437.95	98.0%
3.2	204 Consumable Stores	FnD	395	70.00	66.09	64.75	92.5%
3.2	205 Cleaning and Washing	FnD	220	46.50	45.06	44.15	94.9%
3.2	206 RR Fund	FnD	78	20.00	13.50	13.23	66.1%
3.2	207 Hire of Security	FnD	454	60.00	44.65	43.75	72.9%
3.2	208 Legal Expenses	FnD	15	0.00	0.00	0.00	-
3.2	209 Honorarium/ Fees/ Remuneration	FnD	34	7.00	0.00	0.00	-
3.2	210 Copying charges	FnD	345	60.00	57.98	56.80	94.7%
3.2	211 Computer consumables	FnD	2,000	310.00	296.72	290.73	93.8%
3.2	212 Functions/ Ceremonies	FnD	119	12.00	6.55	6.42	53.5%
3.2	213 Committee meetings	FnD	617	25.00	9.69	9.49	38.0%
3.2	214 Other Expenditure	FnD	600	8.00	0.24	0.23	2.9%
3.2	215 Motor vehicles	FnD	1,415	257.00	254.11	248.98	96.9%
3.2	216 Furniture and Fixtures	FnD	165	30.00	29.78	29.18	97.3%
3.2	217 Computers and Office Equipment	FnD	725	90.00	87.36	85.60	95.1%
3.2	218 Machinery and Equipment	FnD	275	40.00	39.68	38.88	97.2%
3.2	219 Electric repairs	FnD	310	50.00	49.66	48.66	97.3%

SL #	Activity	Responsible Division	Lac Taka			Lac Taka	
			DPP Budget (allocation) 1\$=TK.82.9	AOP (O) 2018/19	AOP (R) 2018/19	Expenditure as of May 2019	% of spending 11 months
3.2	220 Other Repairs and Maintenance	FnD	315	40.00	39.46	38.66	96.7%
Sub-total 3.2 Institutional Strengthening			DPP 41,789 (7,314)	5,661.50	3,643.89	3,570.29	63.1%
3.3	221 SLIP guidelines updating, printing and distribution	P&D	7.20	79.20	0.00	0.00	-
3.3	222 UPEP Guidelines updating, printing and distribution	P&D	0.60	3.00	0.00	0.00	-
3.3	223 Formula based SLIP funds (based on number of students)	P&D	38200.00	37700.00	37699.90	36935.00	98.0%
3.3	224 Need-based UPEP allocation		100.00	0.00	0.00	0.00	-
3.3	225 Technical Support by UNICEF to be approved by DPE and MOPME	P&D, UNICEF	830.00	1000.00	1000.00	979.80	98.0%
Sub-total 3.3 SLIPs/UPEPs			DPP 196,562 (39,137.8)	38,782.2	38,699.9	37,914.8	97.8%
3.5	228 Training on procurement including e-GP	FnD	1.5	1.5	0.19	0.00	-
3.5	229 CDVAT for PEDP4	FnD	00	2,350	00	0.0	-
Sub-total 3.5 Procurement & Financial Management			14003 (1.5)	2,351.5	0.19	00	-
	230 Physical Contingency	P&D	30,000	-	-	-	-
	231 Price Contingency	P&D	20,000	-	-	-	-
Total:			3,839,716.00 (325,965.15)	139,111	127,606	125,025	89.87%
JICA			3,691	941	462		
UNICEF			32,768	5,312	5,292		
Total PF			36,459	6,253	5,754		

Source: AOP 2018/19 (original and revised) and DPP of the PEDP4, based on original AOP expenditure is 89.87% and revised AOP is 97.98%

5.5 Other activities

5.5.1 Introduction of 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 about reconciliation and advance adjustment. This is a pioneer initiative for any Directorate of GoB that promotes sector wide bookkeeping 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 fingertips 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 sub-sector performance depends on the inputs (resources) spent for achieving the expected results. The primary education subsector performance, as presented in the previous two chapters (outcomes performance in Chapter 3 and outputs performance in Chapter 4) can only be assessed in relation to the inputs that have been utilized since the beginning of the PEDP4. This chapter provides a brief outline of the resource framework both in absolute terms and in relation to the original plans. There is an emphasis 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 and activities lead to achieve the expected results. Through the process to implement the planned activities, outputs are achieved and in turn the outputs lead to achievement of outcomes and impact of the PEDP4, finally to gain the ultimate result i.e. goals of primary education sector. This chapter shows the distribution of:

- National education budget and trend and Education Budget Overview - eight-years-trend
- MoPME Budget and MTBF 2010/11 – 2019/20
- The budget allocation in the original DPP of the PEDP4 (3,839,716.02 crore taka)
- Assistance of Development Partners (DPs) in the PEDP4;
- the actual spending expected by the end of the financial year June 2019-20
- The actual spending up to March 2019 and the spending anticipated to the end of the program in June 2023.
- Budget Trend of Primary Education Discrete Projects 2011/12 – 2019/20
- The budget allocation in the PEDP4 Development Project Proforma (DPP) (3,839,716.02 crore taka) as well as the AOP allocation of the PEDP4.

6.1 Overview of education budget and trend

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; Primary Education aims to construct classrooms, renovation of schools, construction of WASH block, sinking tube wells, decrease the teacher student ratio through recruitment of teachers. 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, free textbooks 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. In FY 2019-20, education gets the allocation with 11.68 percent of total budget compare to 11.42 percent of total budget in FY 2018-19, at 12.46 percent in FY 2017-18 and at 14.39 percent in FY 2016-17. In line with a 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 (Table 83 and Figure 67). The ratio of the education budget to GDP remains static at over 2%. 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 15.7 percent while the education budget increased over 14 percent per annum (except with 52.8 percent growth in FY 2016-17, slightly reduced to -0.63 percent in FY 2017-18, slightly increased to 2.01 percent in FY 2018-19 and at 7 percent in FY 2019-20. The following 280 and Figure 67 and 68 presents the total budget of the country, share of MoPME budget against national education budget and GDP including trend. The total MoPME budget increased but share reduced in FY 2019-20.

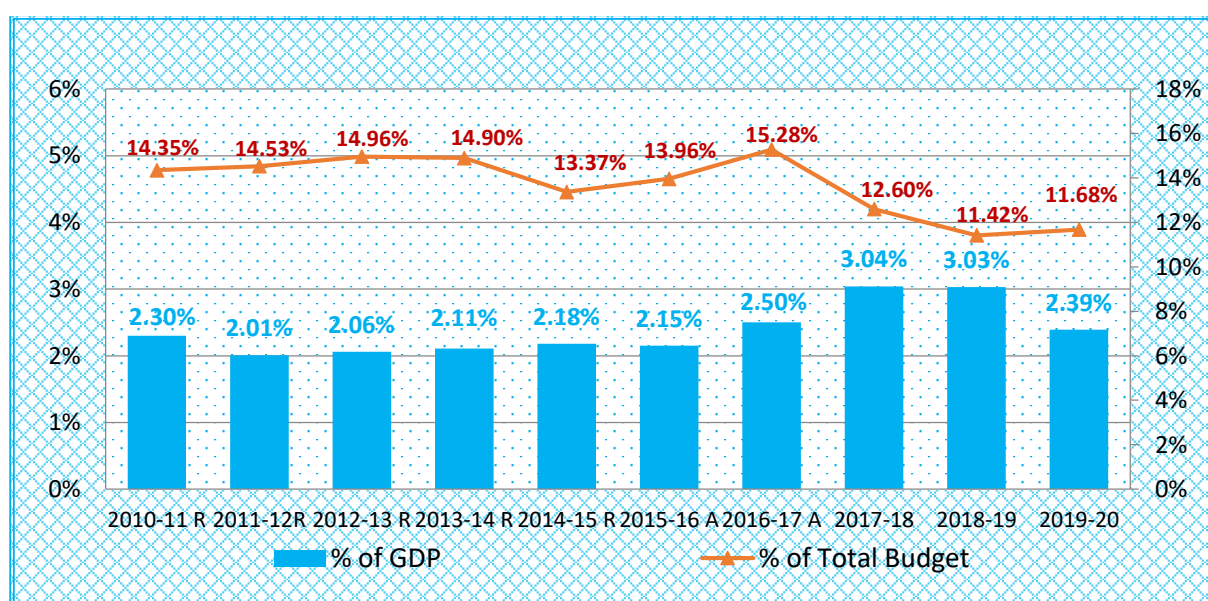
Education should not be a mere line item in a budget; rather it should be the most important area of collective, national investment. Sustained and incremental investment in education alone can ensure the nation's competitiveness

Table 83: The share of education budget in national budget, 2011-12 to 2019-20 (Tk. in Crore)

Year	National Budget	Education Sector Budget	Primary education budget	Share (%) of National Budget	Primary Edu. share (%) of MoPME Budget	Remarks
2011-12	163,589	19,806	8,956	5.47%	45.22%	
2012-13	191,738	21,408	9,825	5.12%	45.89%	
2013-14	222,491	25,093	11,930	5.36%	47.54%	
2014-15	250,506	29,223	13,673	5.46%	46.79%	
2015-16	295,100	31,618	16,224 (14,504 R)	4.91%	45.87%	
2016-17	340,604	49,019	22,162 (17,798 R)	6.51%	45.21%	
2017-18	400,266	50,440	22,022	5.50%	43.66%	
2018-19	464,573	53,549	22,466	4.84%	41.95%	
2019-20	523,190	61,118	24,041	4.60%	39.34%	

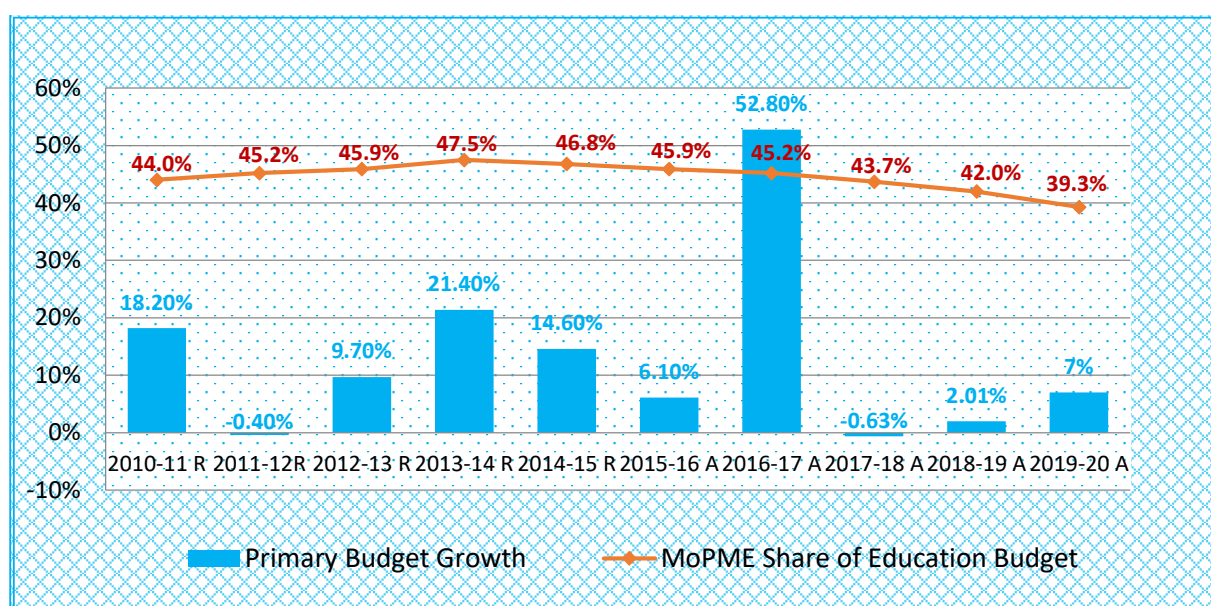
Source: MoF budget documents and MTBF

Figure 68: Trend of national education sector budget as percentage of GDP in Bangladesh



Source: MoF budget documents and MTBF

Figure 69: Primary education budget in Bangladesh (%)



Source: MoF budget documents and MTBF

6.2 Education financing trend

According to official data of the MoF, the Gross Domestic Product (GDP) in Bangladesh was worth 317.465 billion US and GDP growth is 7.9 percent dollars in 2019. The following Table 84 summarizes the education budget overview. The Government funding for education as a percentage of GDP is 2.0 percent in 2019 compare to 3.03 percent in FY 2017/18 as 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 from to 41.95 percent in 2018/19 to 39.34 percent in FY 2019-20.

Table 84: Education Budget Overview: Five Year Trend 2014-15 – 2019-20

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
The share of GDP in Education (%)	2.18	2.82	3.04	3.03	2.39	n/a
The share of national budget in Education (%)	14.01	10.71	14.39	12.6	11.42	11.68
Total Education Expenditure ('crore Tk.)	13,673	31,618	49,010	50,440	53,064	
Total National Budget ('crore' Tk.)		295,100	340,604	400,266	464,573	523,190
GDP at Current Market Price ('crore Tk.)	1,350,920	1,732,863	1,975,815	2,250,479	25,36,177	25,424,826
MoPME Budget as % of Education Sector	46.8	45.87	45.21	43.66	41.95	39.34

Source: MoF budget documents and MTBF

Volume-wise, the MoPME had a major budget increased in 2016-17 of around 52.8% compared to 2015/16. Similarly, the budget increased was up by 2% in 2018-19 compare to 2017-18 with exception between 2016-17 and 2017-18, in 2017-18 reduced 0.6%. (see below Table 85). In order to ensure an estimated budget for the PEDP4 implementation, one of the DLIs on 'Fiduciary system and budget' is

to ensure that primary education budgets and expenditures meet implementation targets which is require to the alignment of the education budget with the Medium-Term Budgetary Framework (MTBF). The following Table 85 shows 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. However, 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

Table 85: MoPME Budget and MTBF 2010/11 – 2019/20

	2010-11	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
MOPME Budget									
MTBF Projection (crore taka)	7,558	9,899	11,057	13,673	14,502	22,162	21,925	24,225	24,715
Actual Budget (crore taka)	8,074	9,825	11,935	13,676	14,504	22,162	22,023	22,466	24,041
% Variation	6.83%	-0.75%	7.94%	0.02%	0.01%	0%	0.44%	-7.26%	-2.73%
Non-Development									
MTBF Projection (crore taka)	3,823	5,525	5,809	6,040	8,960	14,452	13,171	14,598	15,288
Actual Budget (crore taka)	4,867	4,382	6,657	7,898	8,963	14,452	13,271	14,154	14,771
% Variation	27.31%	-20.69%	14.60%	30.76%	0.03%	0%	0.76%	-3.04%	-3.4%
Development Budget									
MTBF Projection (crore taka)	3,735	4,374	5,249	6,942	5,542	7,709	8,400	9,627	9,426
Actual Budget (crore taka)	3,207	5,443	5,278	5,778	5,541	7,709	8,751	8,312	9,270
% Variation	-14.14%	24.44%	0.55%	-16.77%	-0.02%	0%	4.18%	-13.66%	-1.65%

Source: MoF budget documents and MTBF

The following Table 86 shows the year wise estimated budget for the PEDP4 as mentioned in the DPP. The lack of predictability in the development budget presents a challenge for the PEDP4 in operational planning and in the achievement of annual targets and results if MTBF not match with this year wise estimated costs.

Table 86: Year wise estimated cost of the PEDP4

Financial Year	GOB (in Lakh Taka)	PA		Total (in Lakh Taka)
		RPA (Lakh Tk.)	DPA (Lakh Tk.)	
Year 1 (2018-19)	214,096.75	105,615.43	6,253.00	325,965.18
Year 2 (2019-20)	503,714.85	245,605.60	8,702.00	758,022.45
Year 3 (2020-21)	623,670.48	303,280.09	9,075.00	936,025.57
Year 4 (2021-22)	631,126.56	306,163.64	7,635.00	944,925.20
Year 5 (2022-23)	586,548.36	283,435.24	4,794.00	874,777.60
Total	2,559,157.00	1,244,100.00	36,459.00	3,839,716.00
DPS Assistance				
Loan from ADB and WB		953,810		
Grant from DFID, EU, GAC		326,749		
Grant from DFAT, UNICEF, JAICA		290,290		
Total		1570,849		

Source: The PEDP4 DPP

The following Table 87 shows the component and subcomponent and year wise estimated budget for the PEDP4.

Table 87: Cost Estimate by Subcomponent and Component

						In Lakh Taka	
No.	Component and subcomponent	Total Cost	2018-19 as Per Fin Plan	2019-20 as Per Fin Plan	2020-21 as Per Fin Plan	2021-22 as Per Fin Plan	2022-23 as Per Fin Plan
Component 1: Quality							
1.1	Curriculum	5,227	794	1,344	2,343	497	249
1.2	Textbooks and Teaching-Learning Materials	33,928	206	15,431	1,380	16,345	566
1.3	Teacher's Recruitment and Deployment	290,159	6,790	47,756	69,484	83,064	83,065
1.4	Teacher Education	104,864	11,967	23,239	23,688	23,069	22,901
1.5	Continuous Professional Development	287,885	31,096	63,406	64,544	64,544	64,295
1.6	ICT in Education	85,875	17,523	17,471	16,960	16,960	16,960
1.7	Assessment & Examinations	12,399	2,326	2,482	2,713	2,499	2,379
1.8	Pre-Primary Education	35,820	7,081	7,330	7,330	7,164	6,915
	Sub-total of Comp. 1	856,157	77,783	178,459	188,442	214,142	197,330
Component 2 - Access & participation							
2.1	Need-based Infrastructure	416,805	82,361	83,861	83,861	83,861	82,861
2.2	Need-based Furniture	569,833	28,533	113,967	142,500	142,417	142,417
2.3	Maintenance	326,028	3,484	56,013	105,804	105,784	54,941
2.4	Water, Sanitation and Hygiene	3,581	399	1,149	825	725	483
2.5	Out-of-School Children	19,549	3,756	4,193	4,190	4,165	3,245
2.6	Special Education Needs	17,766	3,440	3,568	3,610	3,595	3,553
2.7	Education-in-Emergencies	2,675,173	201,609	528,169	676,067	661,214	608,115
2.8	Communication & Social Mobilization	416,805	82,361	83,861	83,861	83,861	82,861
	Sub-total of Comp. 2	569,833	28,533	113,967	142,500	142,417	142,417
Component 3 - Management, Governance and Financing							
3.1	Data System for Decision Making	6,033	120	794	3,212	1,096	813
3.2	Institutional Strengthening	41,788	7,314	8,029	9,736	8,319	8,390
3.3	Strengthened UPEPs and SLIP	196,562	39,138	39,570	39,570	39,155	39,131
3.4	Strengthened Budgets	-	-	-	-	-	-
3.5	Procurement & Financial Management	14,003	2	3,002	3,000	4,000	4,000
	Sub-total of Comp. 3	258,386	46,573	51,394	55,517	52,569	52,333
	Total	3,789,716	325,965	758,022	920,026	927,925	857,778
	Physical Contingency	30,000	-	-	10,000	10,000	10,000
	Price Contingency	20,000	-	-	6,000	7,000	7,000
	Grand Total	3,839,716	325,965	758,022	936,026	944,925	874,778

Source: DPP of the PEDP4

6.3 The MoPME budget composition for the PEDP4 2018-23

The PEDP3 phased out on 30 June 2018 and the PEDP4 commencement on 1 July 2018. Financial year 2018-19 is the 1st year and 2019-20 is the 2nd year of the PEDP4. The composition of estimated MoPME budget for the period of 2018-23 was very similar to the PEDP3 budget composition. The non-development budget share is 56.8% (56% was the PEDP3) and PEDP4 development budget share is 25% (24% was the PEDP3). The share of discrete projects little bit low at over 18% (20% was the PEDP3). The DPP costs of the PEDP4 presents in Table 88 and Figure 70. The PEDP4 costs of DPP 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 textbook as well as nationalized more teachers including PPE teachers

Table 88: Estimated cost of the PEDP4 2018-23

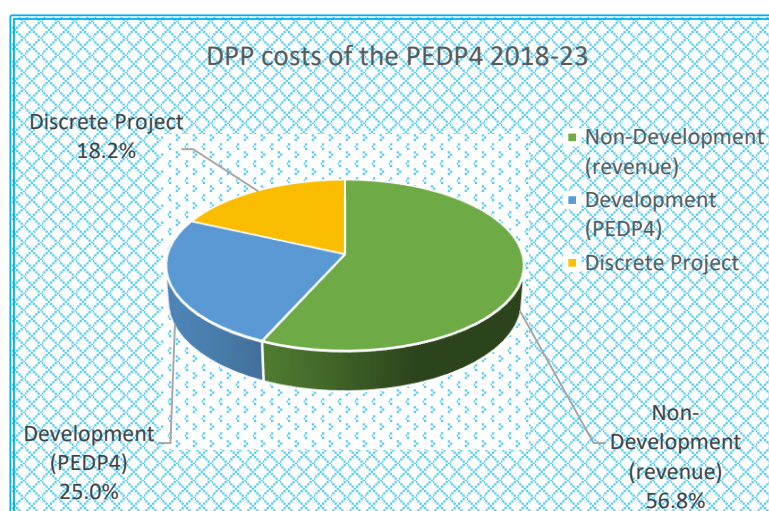
Budget Head	DPP of PEDP4 (July 2018-June 2023)			Remarks
	In Lakh Taka	US \$ in Million	Share (%)	
A. Non-Development (revenue)	8,715,447	10,508.1	56.76%	
B1. Development (PEDP4)	3,839,716	4,629.5	25%	
B2. Discrete Project	2,800,000	3,375.9	18.24%	
Sub-Total Development (B1+B2)	6,639,716	8,005.4	43.24%	
Total Cost:	15,355,163.5	18,513.6	100%	

Source: The PEDP4 DPP

The following Figure 70 displays a snapshot of the PEDP4 budget (2018-23)

Figure 70: The PEDP4 program Cost as per DPP and PD

The PEDP4 budget composition is like the PEDP3, based on the Figure 69, the pie chart reveals that the non-development budget (56.8%) and development budget (25%), development budget slightly shifted towards non-development in the DPP of the PEDP4. A change is evident in the composition of the discrete project budget. Discrete projects have fallen from 20% to 18.2%, mainly phased out of few foreign aided discrete projects (e.g. SHARE project, English in Action etc.)

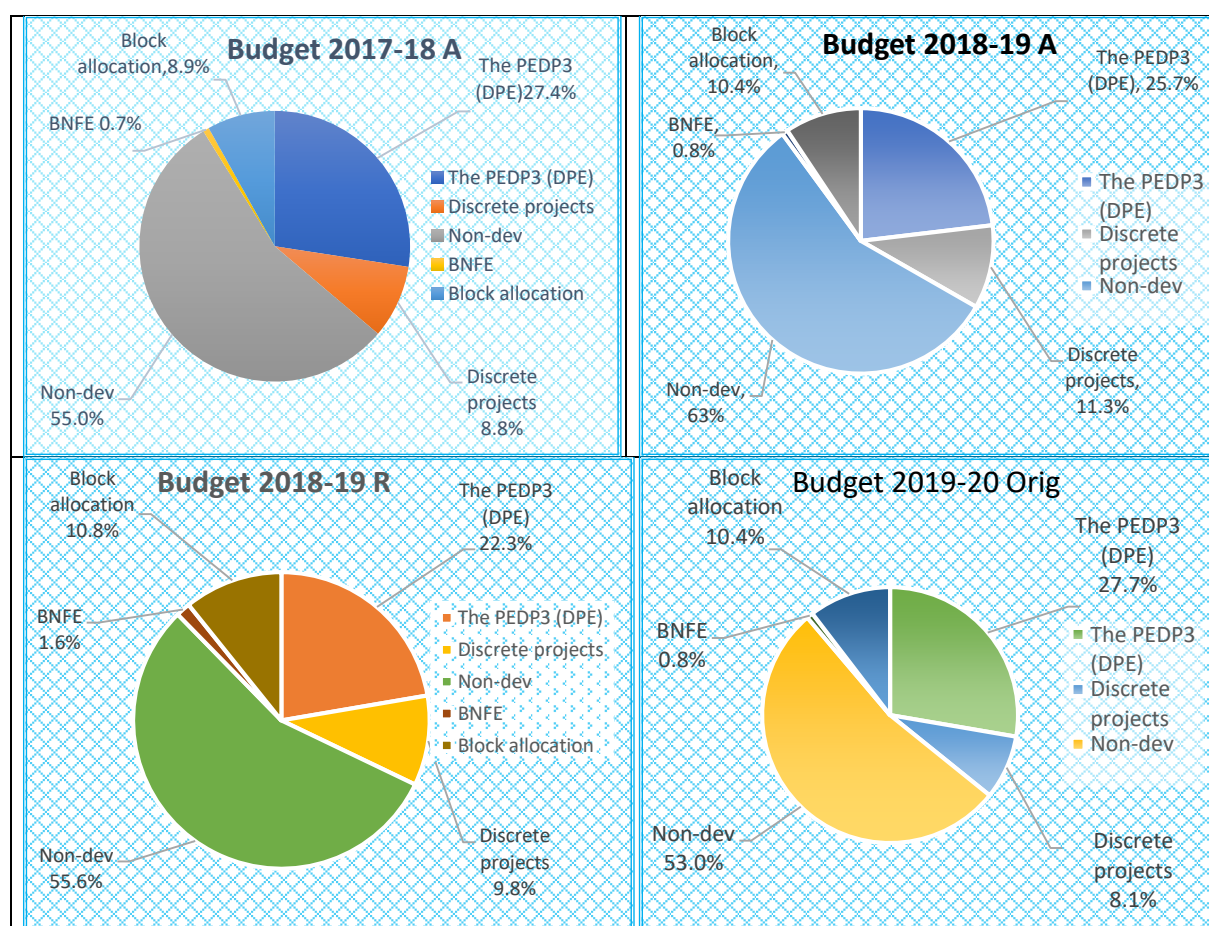


Source: The PEDP4 DPP and PD

6.4 Budget composition 2019-20 compare to 2017-18 and 2018-19

The school academic calendar year is January-December but financial year straddles 12 months from consecutive 2 years which start on 1 July and ends on 30 June of the next year. This chapter will therefore discuss the level and composition of the primary education budget for the previous financial year 2017/18 and the current financial year 2018-19. In the FY 2018/19, the development budget share is 37% (39.7% in 2017/18), which includes the PEDP's development component of 25.7% (30.1% in 2016/17) and the discrete projects at 11.3% (9.6% in 2017/18). The PEDP4 budget was increased including the discrete project. The unplanned block allocation of the development budget remains in 2018/19 (11.3%) compared to 2017/18 (9.6%). The following Figures 70 displays a snapshot of the MoPME budget in 2017/18 and 2018/19

Figure 71: MoPME budget by type of budget, 2017-18 - 2019-20



6.5 PEDP4 component planned & actual expenditure 2017-18 and 2018-19

The PEDP4 is the flagship programme of MoPME. In the context of the overall primary education budget in 2018-19, the allocation to the PEDP4 development components alone amounts to 25.7% of the overall MoPME budget and 69.4% of the development budget.

The following Table 89 presents the PEDP4 budget allocation and expenditures by the three components in FY 2018-19 compared to AOP 2017-18 of the PEDP3 (see Table 89). Overall, the composition of the PEDP4 budgets was nearly identical and consistent with the overall PEDP3 financing framework. The first two results areas (e.g. Quality and Access and participation of the PEDP4) altogether account for 66.1% of the planned costs compared to the PEDP3 89% (e.g. learning/teaching, participation/disparities). Component 2 Access and participation of the PEDP4 attract the largest share, at nearly 40.9% due to its large civil works component compared to the PEDP3 73% (e.g. Participation/Disparities).

Table 89: The PEDP4 component budget and expenditure 2019-20

(Crore Taka)	DPP of the PEDP4	2019/20			
		Original AOP	Revised AOP	Actual Expenditure	
1. Quality	856,156.61		35,060.46	31,036.45	88.5%
2. Access and Participation	2,675,173.23		56,864.35	54,219.03	95.3%
3. Management, Governance and Financing	258,386.18		47,186.20	42,450.61	90.0%
Unforeseen	50,000.00		0.01	-	0%
Total	3,839,716.02		139,111.02	127,706.09	91.8%

Sources: Original and Revised AOP of the PEDP4 (revised budget 2019/20)

The following Figure 71 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:

Budget Implementation: FY 2018-19 is the 1st year of the PEDP4. Based on the 1st AOP, it was reveal that budget execution at the sub-component level was very uneven. Out of 21 sub-components with fund allocation of the PEDP4, eight sub-components achieved a budget execution rate above 90% and 3 above 80%. On the other hand, 7 subcomponents spent less than half of its original budget, including 3 sub-components with no budget spent.

The 11 top performing subcomponents, in terms of budget execution more than 80%, were:

- Strengthened UPEPs and SLIP (100%)
- Out-of-School Children (99.3%)
- Need-based Infrastructure (98.8%)
- Maintenance (98.3%)
- Pre-Primary Education (94.9%)
- Assessment & Examinations (92.9%)
- Teacher Education (90.3%)
- Communication & Social Mobilization (90%)
- Continuous Professional Development (86.9%)
- Water, Sanitation and Hygiene (84.5%)
- Special Education Needs (76.2%)

There were three subcomponents with no expenditure:

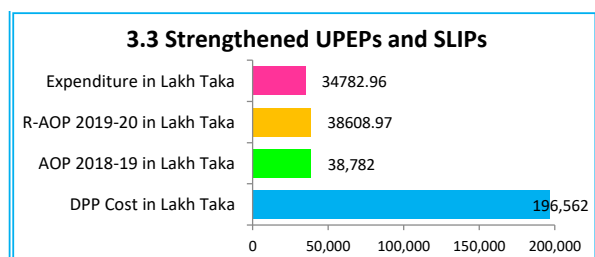
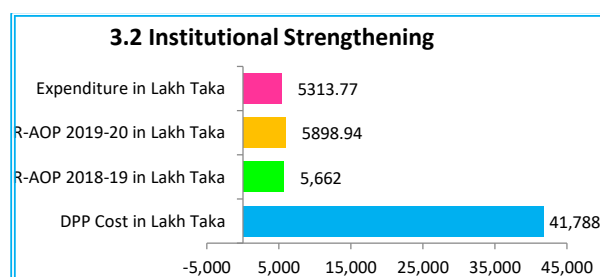
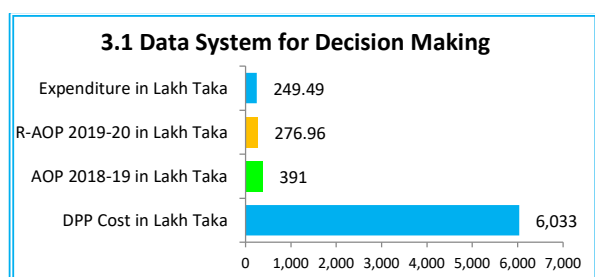
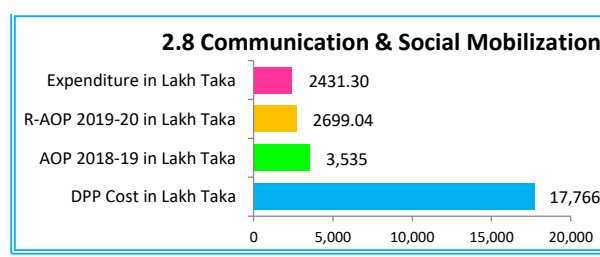
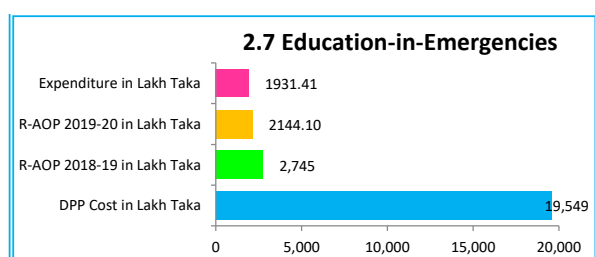
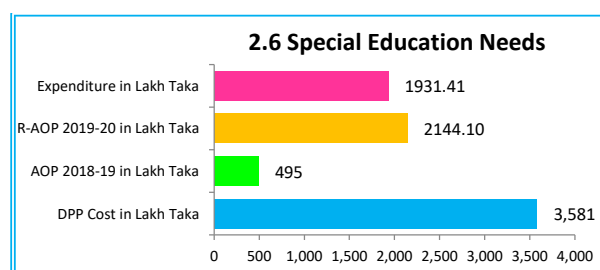
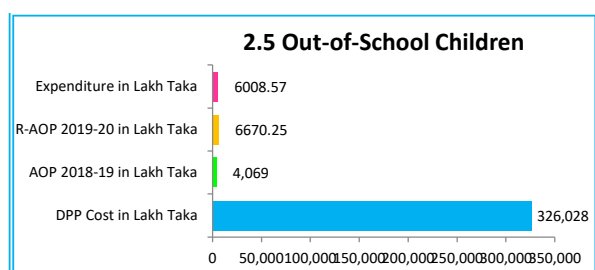
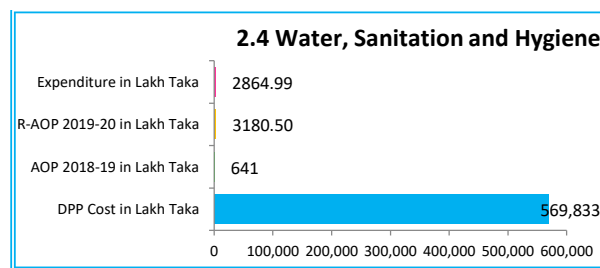
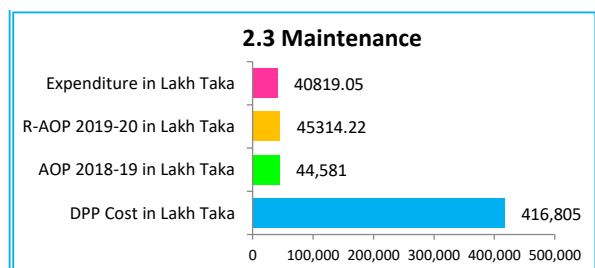
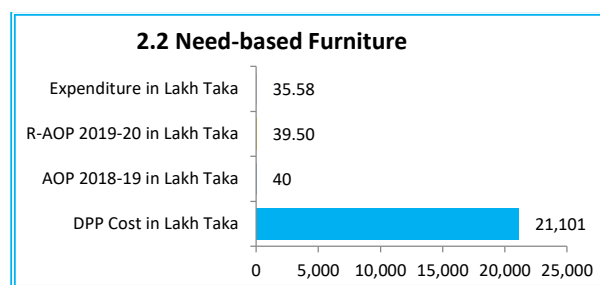
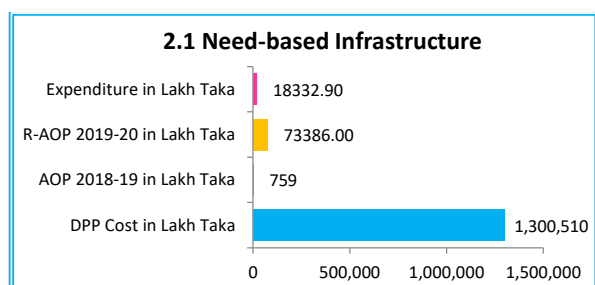
- Teacher's Recruitment and Deployment
- Need-based Furniture
- Procurement & Financial Management

Sub-section 5.2 summarizes the implementation of AOP 2018-19 by the PEDP4 subcomponents and activities. In addition, the section 5 also provides a short summary on the PEDP3 and JICA supported activities.

The following Figure 71 presents the information about the Sub-components (DPP cost, RAOP 2018-19 cost and expenditure in a graphic form

Figure 72: Total DPP and RAOP 2019-20 allocation and expenditure, by sub-components





Source: R- AOP 2019-20, DPE administrative records from Finance and Procurement division

The expenditures in health and education (as a percentage of GDP) are the lowest in South Asia, demonstrated in UNESCO Institute for Statistics' comparative picture of recent (2017-18) budget provisions in education in South Asia (as a percentage of GDP): Afghanistan at 4.1 percent; Bangladesh at 2.1, Bhutan at 6.6, India at 2.7, Maldives at 4.1, Nepal at 5.2 percent, Pakistan at 2.9 and Sri Lanka at 2.1 percent. It is true that in monetary terms, the size of this year's education budget is bigger than last year's, but considered as a percentage of GDP, the allocation seems to have remained the same as last years

The Centre for Policy Dialogue (CPD) in its assessment of the FY 2019-20 budget has shown how government expenditure on education has declined from 12 percent of the national budget in FY 2009 to 11.7 percent in FYa2019/20. The government's own 7th Five Year Plan envisaged spending 2.8 percent of GDP in education by the end of the plan period while UNESCO proposes the figure to be six percent which is globally accepted as a desirable benchmark

The following Table 90 compares the public expenditure on education by nature of spending in the south Asian countries.

Table 90: Public expenditure on education 2018

Country	As % of GDP		Government expenditure	As a % of education		Remarks
	Year	Value	As %	Year	Value	
Afghanistan	2018	1.0	15.66	2017	4.1	
Bangladesh	2018	7.9	11.42	2018	2	
Bhutan	2018	3.0	24.04	2018	6.6	
India	2018	6.8	14.05	2018	2.7	
Maldives	2018	6.9	11.12	2016	4.1	
Nepal	2018	6.7	15.90	2018	5.2	
Pakistan	2018	5.8	13.85	2017	2.9	
Sri Lanka	2018	3.2	14.50	2018	2.1	
South Asia	2018	5.4	15.89	2018	2.1	

Source: UNESCO Institute for Statistics, Web link

6.6 Inputs – sub-component of the PEDP4

The PEDP4 is organized around the achievement of 20 result areas under 21 subcomponents and 3 components. The three components are divided into 21 sub-components to track the progress of the primary education sub-sector. The following Table 91 summarizes the PEDP4 sub-components wise status of achievement as of 30 June 2019.

Table 91: DPP and Sub-component wise allocation and expenditure against 1st AOP (2018-19)

SL.	Sub-component of the PEDP4	DPP cost Lakh Taka	Revised AOP 2018-19 Lakh Taka	AOP 2019-20 Lakh Taka	Expenditure Lakh Taka As of June, 2019	
1	Component 1: Quality	856,157	35,061		31,037	88.5%
1.1	Curriculum	5,227	665		372	55.9%
1.2	Textbooks and Teaching-Learning Materials	33,928	386		164	42.6%
1.3	Teacher's Recruitment and Deployment	290,159	0		0	0.0%
1.4	Teacher Education	104,864	8,394		7,579	90.3%
1.5	Continuous Professional Development	287,885	16,112		14,006	86.9%
1.6	ICT in Education	85,875	143		76	52.9%
1.7	Assessment & Examinations	12,399	2,280		2,118	92.9%
1.8	Pre-Primary Education	35,820	7,081		6,722	94.9%
2	Component 2: Access and Participation	2,675,173	56,865		54,219	95.4%
2.1	Need-based Infrastructure	1,300,510	759		750	98.8%
2.2	Need-based Furniture	21,101	40		0	0.0%
2.3	Maintenance	416,805	44,581		43,828	98.3%
2.4	Water, Sanitation and Hygiene	569,833	641		541	84.5%
2.5	Out-of-School Children	326,028	4,069		4,041	99.3%
2.6	Special Education Needs	3,581	495		377	76.2%
2.7	Education-in-Emergencies	19,549	2,745		1,500	54.6%
2.8	Communication & Social Mobilization	17,766	3,535		3,182	90.0%
3	Component 3: Management, Governance and Financing	308,386	47,187		42,451	90%
3.1	Data System for Decision Making	6,033	391		7	1.7%
3.2	Institutional Strengthening	41,788	5,662		3,744	66.1%
3.3	Strengthened UPEPs and SLIPs	196,562	38,782		38,700	99.8%
3.4	Strengthen budgets	-	-		-	-
3.5	Procurement & Financial Management	14,003	2,352		0	0.0%
	Unforeseen	50,000	0		0	0.0%
	Total	3,839,716	139,111		127,706	91.8%

6.7 Inputs – By sub-component expenditure against DPP of the PEDP4

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 91 summarizes the sub-component wise DPP, RDPP, R_RDPP costs and expenditure status as of June 2019.

Table 92: Total allocation (DPP, RDPP, R-RDPP and Cumulative Expenditure, by Type (%))

SL.	Sub-component of the PEDP4	DPP Cost of the PEDP4	Expenditure against 2018-19	Expenditure against 2018-19	Cumulative Expenditure	Percentage of expenditure
1	Component 1: Quality	856,157	35,061		31,037	88.5%
1.1	Curriculum	5,227	665		372	55.9%
1.2	Textbooks and Teaching-Learning Materials	33,928	386		164	42.6%
1.3	Teacher's Recruitment and Deployment	290,159	0		0	0.0%
1.4	Teacher Education	104,864	8,394		7,579	90.3%
1.5	Continuous Professional Development	287,885	16,112		14,006	86.9%
1.6	ICT in Education	85,875	143		76	52.9%
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2.1	Need-based Infrastructure	1,300,510	759		750	98.8%
2.2	Need-based Furniture	21,101	40		0	0.0%
2.3	Maintenance	416,805	44,581		43,828	98.3%
2.4	Water, Sanitation and Hygiene	569,833	641		541	84.5%
2.5	Out-of-School Children	326,028	4,069		4,041	99.3%
2.6	Special Education Needs	3,581	495		377	76.2%
2.7	Education-in-Emergencies	19,549	2,745		1,500	54.6%
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3.1	Data System for Decision Making	6,033	391		7	1.7%
3.2	Institutional Strengthening	41,788	5,662		3,744	66.1%
3.3	Strengthened UPEPs and SLIPs	196,562	38,782		38,700	99.8%
3.4	Strengthen budgets	-	-		-	-
3.5	Procurement & Financial Management	14,003	2,352		0	0.0%
	Unforeseen	50,000	0		0	0.0%
	Total	3,839,716	139,111		127,706	91.8%

6.8 Key features of the PEDP4

The PEDP4 will address the following result areas:

1. Pre-primary to grade 5 curriculum revisions and developed the textbooks, teachers' packages, teaching learning materials, ERM based on developed curriculum
2. All children will acquire grade-wise and subject-wise expected learning outcomes or competencies in the classroom and measuring the performance through new tools SCBA
3. All children will participate in pre-primary and primary education in all types of schools (formal, non-formal, madrasah).
4. Regional and other disparities in access and participation, completion and learning outcomes will be achieved standard.
5. Need based infrastructure development including separate WASH block for boys and girls
6. Contact hour to be increased
7. Establish primary education board
8. NCTB wing in DPE will be functioning
9. Upazila and school level planning functions will be decentralised.
10. There will be increased effectiveness of budget allocation in the primary education sector
11. Audit cell of DPE to be strengthening.

The ASPR will be even more important during the PEDP4. The new Results Framework shows there will be a greater focus on management, including financial management, and greater emphasis on evidence for planning and the measurement of results at central (AOP based) and local levels (SLIP and UPEP). As DPP of the PEDP4 not included the fund provision for ASPR preparation, it is required to allocate fund for each year to produce ASPR in timely manner.

As PEDP4 implementation using government systems for financial management, procurement and monitoring. Reporting will be more important in the PEDP4 because external financing will be linked to achievement of annual targets as defined by 9 Disbursement Linked Indicators (DLIs). It is noted that 11 sub-components included for 9 DLIs. There will be a greater focus required on how inputs are used to improve learning outcomes in the classroom.

Learning

Student learning achievement is the core goal of all types of education. Chapter 2 of this report explained how to measure learning achievement in Bangladesh. The PECE and EECE, which takes place annually, is complemented by the National Student Assessment, which takes place every two years.

The percentage of students who pass these exams appears broadly similar. The pass rate for the PECE and EECE (which means a score of 33% or above) was 92% in 2010. In the National Student Assessment to achieve band level a student has to score 50% or more. In grade 5, about 12% of students in Bangla and 17% in Maths achieved that in 2017.

However, the tests themselves are different. The National Student Assessment aims to test more of the critical thinking skills and competencies students need. The PECE and EECE is more traditional. An

important task for the PEDP4 will be to improve the national curriculum and the grade 5 Exam so that students learn and are tested on the skills needed for life.

As pointed out in section 3.1, there is no systematic information on learning outcomes that can be used for trend analysis. However, the evidence over the last ten years suggests there is limited progress. The analysis of the various years National Student Assessment shows that the factors most closely associated with student achievement are teacher qualifications, class size and number of working days in school. All of these improved steadily during PEDP3 and will continue to be a focus of PEDP4. Ways of measuring them will also be improved. Many things influence learning. So, it is difficult to identify exactly what will be most effective when try to improve learning outcomes.

PECE and EECE Exams that only test rote-learning and ability to recall facts have a strongly negative influence on creativity and teacher innovation. Teachers need encouragement to try a new teaching idea. An exam that tests thinking skills can help to support more creative teaching. The new curriculum and exams will also give teachers and students a better understanding of the skills they must learn.

Support for the institutions that develop the new curriculum, materials and exams will be a major sub-component of the PEDP4. The work of the National Assessment Cell in the M&E Division, NCTB and NAPE may have an immediate effect on learning outcomes. Teacher training, both C-in-Ed/DPED and CPD through the PTIs and URCs will also play an important related role. But it is necessary to carefully monitor outputs and outcomes (student achievement) from these activities to be able to compare and identify the determining factors.

Access and Participation

The target is that all children of primary school age will go to school. In the PEDP4 more emphasis will be put on and OoSC education and pre-primary schooling too: children who go to pre-primary schools learn better and stay longer when they enter primary school and second chance for out of school children education.

Although almost all girls go to school, an improved situation compared with the start of PEDP3, it now seems that boys in some Upazilas may be leaving school early. Enrolments have improved considerably since 2005 but areas with out-of-school children persist. This is because bringing all children to school means enabling those families that traditionally found it harder to send their children to school (poorer, disadvantaged and ethnic families). It will be harder in future to bring these children in school without new approaches.

During the PEDP period the quality of information on education in Bangladesh got much better but also require further improvement. During the PEDP3, struggling to get the by district reliable primary school age population projections and by Upazila not yet managed which is essential to calculate enrolment and completion rates. It will require to strengthen cooperation between institutions that gather school information and ensure the timely collection of accurate data from all types of schools. This will enable to compare the performance of each Upazila to focus support where it is most needed and then measure the effect of that support in improving performance.

Equity

Despite the progress during the PEDP whole period, there are still many ways in which Bangladeshi society is unequal. Extreme Ultra Poorer families and those from ethnic minorities are more at risk of dropping out of school before completing grade 5. In the chapter 3 and 4 discussed the distribution of the areas of the country where students are more at risk of failing to complete school or pass the grade 5 exam. Education indicators in particular areas with challenging geographic, climatic and economic characteristics, such as the coastal belt, haor and char areas, are worse than in the rest of the country. It is a priority for the PEDP4 to reduce these inequalities.

Stipends (to 11.4 m children) encourage poor families to keep children in school. The government continued stipend in the PEDP3 and will give funds to all students in rural areas through the extended stipend programme. During the PEDP4, this intervention is continuing to maintain these levels of provision and coverage raised up to 16.3 million in 2019. DPE will also monitor more closely to ensure proper utilization of the fund through online fund disbursement especially deposit the fund in their mothers' or parents' bank account.

In Bangladesh, there are around two million people from ethnic minorities, who speak thirty different languages. Most live in tribal areas and are very poor. Minority children have less access to school. During the PEDP4 the government will continue efforts begun in PEDP3 to educate these people in their mother tongues and finally produced textbooks of PPE, grade 1 and II in 5 languages (see description of PSQL 1, Table 61 and 62, page 160).

The government will also give priority to construction, teacher training and materials for schools in areas that need more support. This will help reduce disparities between regions. The strategies to target the poorest children in the poorest areas will include the Reaching Out-of-School Children Project ROSC) II and second chance education for OoSC education programme implementing by BNFE for never enrolled children and those who have dropped out from primary school.

With better information and greater capacity at Upazila level it will be possible in the PEDP4 to monitor the low performing Upazilas and the areas where performance is poorest based on PSQL based composite indicators (KPI 20 in the Table of KPIs of the PEDP4 of Section 2 in page 50, and see Bottom and Top 10% Upazilas as attached below in this report as Annex 4, page 261). It will ensure through PSQL indicators that a minimum standard of infrastructure and professional support is in place in each school. It will also be able to target assistance where it is needed to reduce disparity between the poorest and the richest areas.

Decentralisation

Better management, especially in schools and Upazilas will make programmes to reduce disparities more effective. The UPEPs and the SLIPs programme will receive greater support during the PEDP4 in this regard.

In the PEDP3 field staff will have greater responsibility for management decisions about the use of resources and accountability for results. Training and help in data collection will be important for them. The work of AUEOs will also become more essential in the PEDP4 and this will be better connected to programme targets. Accordingly, introduced e-monitoring and inspection system and online data management system through APSC for evidence-based decision making

Effectiveness

Better information and stronger local management will help make sure that the planned support in the PEDP4 goes to those that need it. It will also show whether the programme are effective. With further support for planning and monitoring, such as that provided for field staff through RBM, IE, SLIP and UEPP related training during the PEDP4, management in schools and Upazilas will have a better understanding of targets, local performance and priorities. Plans to increase local decision-making on budget disbursement needs to be with greater accountability for results by UEOs and head teachers.

7 Conclusion

This conclusion chapter contains six sections. The first section summarizes the main findings from the ASPR 2019. 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 2019. 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 of the PEDP4

The key achievement of the PEDP4 basically continuation of the PEDP3 and successful in achieving its overall expected results. It has been improving trend to meeting many of its expected outcomes and outputs targets, as shown in chapter 2, Table 5 (KPIs, page 47), Table 6 (Non-KPIs, page 51) and Table 7 (PSQLs, page 52) including Table 8 SCIs, page 54 for example:

- Newly constructed 1,495 government primary schools in un-school villages of the country
- Recruited 64,698 additional teachers to reach the PEDP4 target
- Constructed 23,229 additional classrooms (constructed 39,003 additional classrooms, 39,300 tube wells and 28,500 Wash blocks under the PEDP3)
- 16.3 million learners have been receiving the stipend
- 3 million learners receiving the school feeding (fortified biscuits and piloting cook food)
- Provides 2,369 motorcycles among field level officials
- Established 67 computer labs in 67 PTIs (20 computers in each lab)
- Increased PPE Enrolment and stands 3.79 million in 2019 compare to 3.58 million in 2018 and 3.1 million in 2016
- GER and NER of PPE: GER of PPE is 130.6 percent in 2019 compare to 125.2 percent in 2018 and NER of PPE is 94.3 percent in 2019 compare to 94.2 percent in 2018 (KPI 16 and 17)
- Gross and Net Intake Rate: GIR 110.5 percent and NIR 96.5 percent in 2019 compared to GIR 112.32 percent and NIR 96.5 percent in 2018 and GIR 112.2 percent and NIR 97.9 percent in 2016 of the PEDP4 baseline (SCI 1 and 2)
- Gross and Net Enrolment Rate: GER 109.6 percent and NER is 97.8 percent in 2019 compare to 114.2 percent and NER 97.9 percent in 2018 and GER 112.1 percent and NER 97.9 percent in 2016 of the PEDP4 baseline (KPI 6 and 7)
- Total enrolment of Grade 1 to Grade 5 stands 16.3 million in 2019 compare to 17.3 million in 2018 and 18.6 million in 2016 of the PEDP4 baseline
- Primary cycle completion rate by 82.1 percent in 2019 compare to 81.4 percent in 2018 and 80.8 percent in 2016 of the PEDP4 baseline (KPI 8)
- Improving Survival rate to Grade 5 by 85.5 percent in 2019 compare to 83.5 percent in 2018 and 82.1 percent in 2016 of the PEDP4 baseline (non-KPI 2)
- Improving Coefficient of Efficiency by 82.6 percent in 2019 compare to 82.2 percent in 2018 and 80.9 percent in 2016 of the PEDP4 baseline (KPI 11)
- Improved year inputs per graduate by 6.05 years in 2019 compare to 6.08 years in 2018 and 6.18 years in 2016 of the PEDP4 baseline (KPI 11)

- Reducing the net enrolment gap between richest (93 percent) and poorest quintiles (88 percent) (KPI 13)
- Almost all (99.9 percent) children now get free textbooks in the first month of the school academic year, 92 percent schools before starting the academic year (PSQL1)
- Majority of Head and Assistant teachers have achieved the required training qualification standard (PSQLs 6-10)
- School infrastructure has significantly improved (additional classrooms, WASH block, water supply, and separate toilets for girls) (PSQLs 12 and 13)
- The appointment of new teachers achieved the STR target (PSQL3)
- Student absenteeism has been reducing gradually (Non-KPI 4)
- The enrolment of children with disabilities is also increasing in most types of schools, (PSQL15).

The above are the real achievements in the primary education sub-sector. A plausible interpretation is that absenteeism and dropouts (KPI 22) are dropping and the survival to Grade 5 is increasing (improved outcomes) as a result of interventions that have been made under the PEDP4 which was continuing from the PEDP3 interventions such as better infrastructures, multimedia classrooms with required equipment such as multimedia, laptop, sound system, e-content, teachers networking, teacher position creation, recruitment and deployment, allocation of formula-based SLIP grants, piloting the UPEP process, more widely disbursed stipends and school feeding programs, more trained teachers and more textbooks in schools (improved short-term outputs).

The SLIP program has also provided additional training including formula-based SLIP grants for planning and development in all schools through implementation of the plan. DPE has scaling up the SLIP program to cover all the GPS and NNPS and provided SLIP grant. The M&E Division has provided training for district and Upazila officers on APSC, results-based planning and has distributed Upazila education performance profiles (UEPP) to all Upazilas from 2010 to 2017 on which they can base their evidence-based SLIP and UPEP planning process.

Despite 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 most of the schools to be met basic quality standards in school infrastructure and teaching and learning conditions. The PEDP4 composite indicators KPI 14 and 20 measure the disparity between Upazilas (see the annex for the list of bottom 10 percent Upazilas), both the indicators help to monitor the overall condition on the quality of schooling.

Broadly, progress on PSQLs has been quite uneven compared to KPIs. The major achievements to-date under the PEDP3 and the PEDP4 were timely delivery of textbooks (PSQL 1 and 2) and expansion of pre-primary provision (KPI 1 and Non-KPI 5). In 2019, nearly all schools received their textbooks within 31 January 2020 of the school year and over 99.9 percent GPS now provide pre-primary education. However, there has been very modest improvement on PSQLs related to school infrastructure and water/sanitation as well teacher qualification and development.

The PEDP4 Sub-component 2.1-2.4 covers infrastructure development including routine maintenance. The intention is to use a transparent needs-based approach to plan new infrastructure and rehabilitation. Given the huge need and limited resources, it is essential that this prioritization process takes place using the available data under the PEDP4. Similarly, under the PEDP4 Sub-component 1.3

and 1.4 there is to be a shift towards needs-based recruitment and deployment of teachers, which should reduce the wide geographical disparities in STRs standard over time. Under the PEDP4, Sub-component 2.5 OoSC education and sub-component 2.7 EiE need special attention as the PEDP3 not able to meet the OoSC standard and as Bangladesh is disaster prone area attention require to continuing education immediate after any disaster.

7.2 Areas to be considered for further research

Several findings from this ASPR 2019 merit further research, to provide evidence which may mean that adjustments to existing interventions, or new interventions, are needed to ensure that the PEDP4 reaches its goals:

1. **Validate APSC data:** Based on lesson learnt, current third party APSC data validation exercise is not effective. 3rd Party validation exercise has been conducting since 2010, which are not 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 match 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.
2. **School age population:** Every ASPR shouting to includes this in to the PEDP4 document but not yet included as this is still valid and includes again here. Primary school age population is crucial for computing mainly the GER, NER, Gross intake, Net intake, GER and NER of PPE and Completion rate. After 2011 population census using the census data (school age population increased about 3 million from 2010 to 2011), DPEs' projected population perhaps underestimated as reduced number which is not consistent. It is required to iestimate by Upazila, and by age population (0-18 years) and need to publish during the MTR with agreement for computing the PEDP4 indicators.
3. **Out of School Children (OoSC):** There is no authentic information about the age specific out of school children (OoSC) in the country and their present status. It has merit to estimate the number of OoSC in the country through household survey including their current status i.e. off these how many mainstreams in primary education system, how many received the vocational training etc.
4. **Special need /differently able/ disable children:** There is no authentic information about the age specific disable children in the country with standard definitions of different type of disabilities including autism, and their present status. It has also merit to estimate the number of disable children in the country including their current status i.e. off these how many mainstreams in primary education system (inclusive education), how many enrolled in specialized institutes etc.
5. **Community, schools and local government relationships and responsibilities for promoting access, participation, reduce disparities and achievement of learning outcomes:** Based on composite indicators, performance varies and disparities exists in terms of access and participation, and achievement of learning outcomes which is the main barrier of the quality primary education. As government provides formula-based grants through SLIP and UPEP and orient SMC members, PTA members and strengthen community participation, it is suggested

to investigate the main factors attributing to this performance gaps and identify the factors for overcoming the challenges for achieving the quality education

6. **Learning achievement in NSA:** The NSA 2017 results show that there is wide gap in student learning outcomes in terms of significant over and under-achieving. For example, around 4 percent of grade 3 pupils achieved grade 5 level competency in Bangla, while 10 percent of grade 5 pupils achieved only grade 2 level, 34 percent in grade 3 level and 43 percent in grade 4 level or below in Bangla. It is suggested to investigate the main factors attributing to this performance gap, in terms of both high and low performers including explore the factors contributing to achieve the learning outcomes.
7. **PECE and EECE:** The pass rate of PECE and EECE is extremely high. But it is uncertain on what happens to students who failed in the exam, including those who are eligible but did not take the exam. Do these students consider drop out? Do they repeat grade 5 or can they re-take the exam without repeating the grade? Do transform 100 percent competency-based test item which need to be investigated to know real situation in this regard.
8. **Repetition rate in specific grades:** Continuous high repetition in grade 3 and 4 should have an in-depth study to find out the factors responsible for this. Wide variation in different geographical areas in dropout rate (ranges 49.5percent to 7.2 percent) should also be investigated to understand the situation and thus to plan in the PEDP4 to address it.
9. **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 for the teachers. A key question to answer is how different teacher training programs impact on teaching quality and the learning environment in the classrooms. Several alternative ways to investigate are available. A host of factors are at work in the relationships between teachers and the schools and students. In the PED43, factors discussed include teacher behavior, motivation, too theoretical training, weak school inspection including lack of academic supervision and mentoring the teachers, gaps in teachers understanding of students' needs etc. As proposed separate study to explore the real causes and remedial to revise the teachers training packages
10. **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.
11. **The impact of KG schools on enrolment and student performance:** Many KG schools are currently providing primary education over 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.
12. **Absenteeism and working days:** There are little or no recent evidence on the number of days on which schools are open (this report draws on information from 2006 and academic calendar 2019) and the number of hours of instruction different classes receive each day. Credible information is also absent relating to student and teacher absenteeism. A new study which

provides information on school opening, actual timetabling practices in double-shift and single-shift schools, and student and teacher absenteeism is needed

13. Impact of the climate changes: As Bangladesh faces challenges due to global climate changes, it is required to conduct a study to know the impact of the climate changes in the schools and students.

14. Accountability: Why lack of accountability in different layer? What are the operational and management challenges for accountability failure? What are financial and non-financial barriers (e.g. teacher supply and demand side, school infrastructure development, teacher management and efficiency, school inspection, involvement of SMC and PTA, etc.) implications of managing the schools need to investigate.

15. In the 2020 ASPR, there are discrepancy between the different sources data e.g. APSC and the MICS data like the discrepancy was found in the NIR, NER and dropout rates etc.. Research is needed to reconcile the two sets of estimates. To-date, there are no plans to conduct such research

7.3 Data Issues and Suggested Actions

The following are the main findings, some of which emerged from the previous ASPR to 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, etc. All these issues require major decisions with long-term impacts. However, the preparation of the ASPR also identified several 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, ensure field level officials accountability for school data.
- 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 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 the girls.
- 3. Single age population:** Single age population projection (0-18 years) need to be integrated into the PEDP4 Program Document agreed during the MTR
- 4. Other sources data:** ASPR integrate all sources credible and authentic sources data like BNFE, BANBEIS, MICS, HIES, Education Watch, including DPE line divisions data e.g. PECE data, Book distribution data, teacher recruitment and deployment data, etc. Need to develop the mechanism and coordination to manage those data easy way for integration into the ASPR
- 5. Training:** Relevant officials including HTs need to provide intensive training for fill-in the APSC questionnaire (HTs and AUEOs) M&E officials on statistical software to analysis the data and informed them the variable require for computing the PEDP4 indicators.

6. **Statistical software:** Need to purchase genuine statistical software like STATA, SPSS etc. etc. for M&E division to get the correct data analysis results

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 to understand these issues and assist in determining necessary actions. They include the following:

1. Revision of the result framework of the PEDP4 for maintaining the consistency in terms of the SL number of the KPIs, PSQLs and SCIs. Currently it is not consistent (e.g. missing KPI 2 and 23, similarly missing many PSQLs and sub-component indicators).
2. Some indicators need to merit further paraphrase or redefine and need to avoid duplication as well as adjustment of the targets (e.g. PSQL 1 and 2 including composite indicators)
3. Some important indicators need to include as a KPI, non-KPI or PSQL to cover all the sub-component of the PEDP4 to measure the performance (e.g. there is no KPI, Non-KPI or PSQLs under the component 3)
4. 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 minimize this issue
5. Some GPS and NNPS have less than 10 enrolled children even no student. Around 91 schools have less than 10 students, 410 schools have less than 30 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, 6,546 have only one classroom and 2,809 have two classrooms. This situation hampers teaching and learning.
6. Some GPS and NNPS schools face acute teacher shortages e.g. 749 schools are running with only one teacher; 1,124 schools with only 2 teachers; and 4,018 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.
7. 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.
8. Students, or their parents, must submit birth registration certificates during admission in the school. It is essential to resolve the overage and underage setback.
9. 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.
10. 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 madrasahs in the APSC e.g. KG schools, English Medium Schools, Quami madrasahs etc. needs to be further improved.

11. The fragmentation of the data-collection system for school education is problematic. The strategy of targeting complete institutional coverage of the APSC mitigates this to a large extent, but other institutions still collect vital data. For example, BANBEIS was unable to provide information on new entrants to secondary schools on an annual basis and so it was not possible to report transition rates between primary and secondary education in this year's ASPR.
12. 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 needs to be scaled up in all schools. Therefore, school level ICT facilities need to be improved.
13. Under qualified teachers especially in NNPS, need to re-deploy them with qualified teachers in other schools
14. Inadequate infrastructure especially not designated PPE classrooms in all the schools, need to construct PPE classrooms in all the schools and deployed designated PPE teachers in all the schools
15. Poor nutrition and food security affect to achieve learning outcomes. Many **schools** are overcrowded, and over 80 percent schools running double shifts as less contact hours. School inspection, Teacher supervision and mentoring, monitoring and accountability lack need to strengthen for overall quality primary education under the PEDP4

7.5 Summary Implication of data analysis and way forward

- The APSC questionnaire needs some adjustment considering the PEDP4 requirement, data entry software needs to revise with the support of programme staff, so that all the field/variable to be captured appropriately. In addition, it is difficult to interpret some data for computing some of the PEDP4 indicators including miss-coding of variables, so it is necessary to revise the variable fields along certain codes in the APSC database including the online form.
- HTs provided data for APSC is not consistent, even some time forged data provided, need to develop the mechanism for getting correct data, ensuring field level officials accountability for authentic school data. Current database has huge forged data which question marks the APSC data.
- Intensive training is need to capacity enhancement of HTs and AUEOs to fill-in the APSC questionnaire, field level data entry operator for correctly fill-in the software, training for M&E and IMD officials and deploy designated statistical background officials in M&E division for specific responsibilities for data analysing and report writing.
- 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 madrasahs for the first time in 2011 and Quami madrasahs in 2015 but coverage was low, although there was inconsistency between PECE and APSC coverage of schools.

7.6 Way Forward:

- School wise child centred action plan need to be prepared and implement to achieving the learning outcomes in the classroom teaching and learning. The use of Essential/Supplementary Reading Materials (ERM/SRM) needs to be ensured to enhance the reading skill of the students
- Need to develop the school wise mechanism for targeting the group of children who are working below their grade level in Bangla and Mathematics including establish sub-national education officials (UEOs, URC Instructors, Assistant Instructors, AUEOs and Headteachers) accountability for achieving the learning outcomes with the provision of incentive for good works or performance of the assistant teachers even head teachers
- Eliminate or specified rote memorization practices and introduce the modern child centred teaching and learning technique through teachers training program and ensure the accountability of teachers and HTs for achieving the learning outcomes.
- Functioning of a Primary Education Board to responsible for Primary/Ebtedayee Education Completion Examinations (PECE/EECE) and assessments of learning outcomes
- Strengthening NAPE to be the lead organization for teacher education and professional development
- Creation of NCTB wing in DPE with designated professional staff.
- Need to upgrade PPE for 2 years (ECD and PPE education) instead 1 year
- Need to be increased the number of AUEOs (Academic Supervisors) at the sub-national (School/cluster) level at least 50 percent as number of schools and teachers increased more than double
- Need to develop the monitoring and reporting mechanism of second-chance education to monitor out-of-school children programme implementing by the BNFE
- Consider the provision for playground and electricity connection in each primary school for ensuring the physical and sports facilities including multimedia classrooms
- Devolution of authorities including financial power at the sub-national levels
- Need to strengthen the school inspection including academic supervision including the e-monitoring system and establish feedback mechanism and follow up action
- Need to prepare web based AOP at central level with the provision of dashboard system for District, Upazila and Schools' specific information
- Need to develop the monitoring mechanism of SLIP grant and local contribution at school level implementation of the SLIP

- Increased Allocation/budget is required for Monitoring the Program intervention of the PEDP4 through DPE line divisions through M&E Division
- Need to Deploy Professional designated Staff in M&E Division for specific assigned works
- Need to introduce Unique ID (Government GEO code) at all level of DPE databases
- Need to introduce web-based School Grading system

Conclusion:

The ASPR 2020 continues its assessment of progress towards the PEDP4 indicators on primary education sub-sector and its KPIs, Non-KPIs, PSQLs and Sub-component indicators, as well as other related education targets including some of the SDGs targets. This ASPR covers the 2017-18 – 2018-19 financial years of the PEDP4. All most all the indicators have improving trend, some of the PEDP4 indicators meeting its expected outcomes and outputs targets.

The DPE has been producing the ASPR each year since 2008 except in 2018 with the assistance of RBM TA Team. In the PEDP4, there is no financial provision in the DPP for preparing ASPRs that requires minimum six- months Technical Assistance (TA) in every year to produce ASPR each year before conducting JARM. Despite this, ASPR 2020 identified many areas for further research, crosscutting issues and assume that the PEDP4 will address all for achieving the quality primary education for all Bangladeshi children

8 References and annexures

8.1 References

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8.2 Annexures

Annex 1: 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 48.5percent. Ideally, the ratio of girls in the total number of children enrolled should therefore also be in the range of 48.5percent. 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 2: Upazila composite performance indicator - Calculation of Upazila composite performance indicator 2019

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.
 - g. Maximum values were set at or near the actual observed maximum
 - h. 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:

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

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

- i. from zero, if the value of a component indicator is equal to the minimum value
 - j. 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:

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

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

Annex 3: Upazila performance on selected KPIs and Non-KPIs indicators in 2019

List of 10% of the highest and 10% lowest performing Upazilas based on composite performance index 2019

SL. #	District	Bottom 10% Upazilas as per ranked	SL. #	District	Top 10% Upazilas as per ranked
1	Chattogram	Patenga	1	Tangail	Dhanbari
2	Chattogram	Bayejid Bostami	2	Jossore	Manirampur
3	Chattogram	Khulshi	3	Bandarban	Rowangchhari
4	Chattogram	Halishahar	4	Natore	Naldanga
5	Chattogram	Bakalia	5	Gazipur	Kapasias
6	Sunamganj	Dakshin Sunamganj	6	Narayanganj	Rupganj
7	Kurigram	Nageshwari	7	Tangail	Gopalpur
8	Sunamganj	Bishwambarpur	8	Jossore	Keshabpur
9	Sherpur	Nalitabari	9	Tangail	Bhuapur
10	Narail	Narail Sadar	10	Munshigonj	Lohajang
11	Sherpur	Jhenaigati	11	Jossore	Abhaynagar
12	Shariatpur	Naria	12	Chattogram	Patiya
13	Lalmonirhat	Hatibandha	13	Meherpur	Meherpur Sadar
14	Hobigonj	Lakhai	14	Cumilla	Barura
15	Kurigram	Chilmari	15	Chandpur	Chandpur Sadar
16	Madaripur	Rajoir	16	Naogaon	Dhamoirhat
17	Faridpur	Char Bhadrason	17	Chattogram	Raozan
18	Sunamgonj	Dowarabazar	18	Naogaon	Badalgachhi
19	Barguna	Bamna	19	Rajshahi	Durgapur
20	Gaibandha	Gobindaganj	20	Chattogram	Anowara
21	Narail	Kalia	21	Chattogram	Pahartali
22	Madaripur	Shib Char	22	Cumilla	Nangalkot
23	Narail	Lohagara	23	Cumilla	Chauddagran
24	Kurigram	Phulbari	24	Cumilla	Comilla Sadar Dakshin
25	Mymensingh	Dhobaura	25	Naogaon	Naogaon Sadar
26	Sylhet	Companiganj	26	Meherpur	Gangni
27	Mymensingh	Haluaghat	27	Cumilla	Manoharganj
28	Shariatpur	Shariatpur Sadar	28	Jossore	Bagher Para
29	Sunamganj	Derai	29	Dhaka	Cantonment
30	Sherpur	Sreebardi	30	Dhaka	Turag
31	Kurigram	Raumari	31	Dhaka	Uttara
32	Sunamgonj	Chhatak	32	Dhaka	Biman Bandar
33	Sirajgonj	Tarash	33	Chattogram	Rangunia
34	Madaripur	Madaripur Sadar	34	Naogaon	Raninagar
35	Kurigram	Char Rajibpur	35	Jhalokathi	Kanthalia
36	Laxmipur	Ramganj	36	Natore	Bagati Para
37	Shariatpur	Gosairhat	37	Jhalokathi	Rajapur
38	Shariatpur	Zanjira	38	Dhaka	Tejgaon
39	Kurigram	Kurigram Sadar	39	Dhaka	Tejgaon Ind. Area

SL. #	District	Bottom 10% Upazilas as per ranked	SL. #	District	Top 10% Upazilas as per ranked
40	Kurigram	Bhurungamari	40	Naogaon	Sapahar
41	Gaibandha	Fulchhari	41	Chattogram	Lohagara
42	Bogura	Nandigram	42	Gazipur	Tongi
43	Gaibandha	Gaibandha Sadar	43	Chattogram	Sandwip
44	Gaibandha	Sundarganj	44	Natore	Lalpur
45	Sylhet	Gowainghat	45	Naogaon	Porsha
46	Kurigram	Ulipur	46	Jhalokathi	Jhalokati Sadar
47	Bogura	Sonatola	47	Natore	Gurudaspur
48	Manikgonj	Saturia	48	Chattogram	Banshkhali
49	Sunamgonj	Sulla	49	Chattogram	Kotwali
50	Faridpur	Madhukhali	50	Dhaka	Lalbagh
51	Shariatpur	Damudya	51	Dhaka	Bangshal
52	Gaibandha	Sadullapur	52	Dhaka	Chak Bazar
53	Kurigram	Rajarhat	53	Jhalokathi	Nalchity
54	Sylhet	Sylhet Sadar	54	Dhaka	Ramna
55	Gaibandha	Saghatta	55	Dhaka	Shahbagh

Source: APSC 2019

Annex 4: Upazila performance on selected PSQL indicators in 2019

The following Table lists the 10% highest and 10% lowest performing Upazilas based on average percentage of schools meeting 3 out of 4 PSQL Indicator

SL. #	District	Bottom 10% Upazilas	SL. #	District	Top 10% Upazilas
1	Rajshahi	Charghat	1	Thakurgaon	Baliadangi
2	Khulna	Dumuria	2	Thakurgaon	Ranishonkoil
3	Khulna	Dighulia	3	Gopalganj	Kotalipara
4	Khulna	Paikgacha	4	Gopalganj	Kashiani
5	Khulna	Rupsha	5	Natore	Baraigram
6	Barisal	Muladi	6	Naogaon	Badalgachhi
7	Sunamgonj	Dhakhin Sunamgonj	7	Sherpur	Sherpur Sadar
8	Sylhet	Sylhet Sadar	8	Jamalpur	Melandah
9	Sylhet	Kanaighat	9	Sherpur	Jhenaigati
10	Sylhet	Balaganj	10	Thakurgaon	Pirgonj
11	Sylhet	Bishwanath	11	Rangamati	Naniarchar
12	Sylhet	Fenchugonj	12	Sherpur	Nakla
13	Sylhet	Jaintapur	13	Sherpur	Sreebordi
14	Sylhet	Goaighat	14	Thakurgaon	Thakurgaon Sadar
15	Sylhet	Companigonj	15	Naogaon	Dhamurhat
16	Sylhet	Jakigonj	16	Lalmonirhat	Lalmonirhat Sadar
17	Sylhet	Dakhin Surma	17	Jamalpur	Madargonj
18	Sylhet	Osmaninagar	18	Natore	Bagatipara
19	Hobigonj	Azmirigonj	19	Gopalganj	Tongipara
20	Barisal	Mehendigonj	20	Madaripur	Kalkini
21	Barisal	Uzirpur	21	Thakurgaon	Horipur
22	Sylhet	Golapgonj	22	Lalmonirhat	Aditmari
23	Rangpur	Gangachhara	23	Natore	Gurudashpur
24	Rangpur	Badargonj	24	Gopalganj	Gopalganj Sadar
25	Hobigonj	Banichang	25	Munshigonj	Gazaria
26	Sunamgonj	Jagannathpur	26	Naogaon	Manda
27	Sylhet	Bianibazar	27	Naogaon	Atrai
28	Sunamgonj	Tahirpur	28	Panchagarh	Atwari
29	Rajshahi	Tanore	29	Madaripur	Shibchar
30	Khulna	Dakope	30	Dinajpur	Birjol
31	Sunamgonj	Dowarabazar	31	Bogra	Shajahanpur
32	Barisal	Agailjhara	32	Jamalpur	Sharishabari
33	Barisal	Hizla	33	Panchagarh	Boda
34	Rajshahi	Godagari	34	Faridpur	Nagarkanda
35	Rangpur	Taragonj	35	Jamalpur	Islampur
36	Rajshahi	Bagha	36	Naogaon	Niamatpur
37	Hobigonj	Lakhai	37	Natore	Lalpur

SL. #	District	Bottom 10% Upazilas	SL. #	District	Top 10% Upazilas
38	Barisal	Babugonj	38	Munshigonj	Munshigonj Sadar
39	Barisal	Gournadi	39	Lalmonirhat	Kaligonj
40	Sunamgonj	Jamalganj	40	Naogaon	Raninagar
41	Barisal	Banoripara	41	Comilla	Barura
42	Sunamgonj	Dera	42	Bogra	Shonatala
43	Khulna	Terakhada	43	Naogaon	Mohadebpur
44	Hobigonj	Bahubal	44	Madaripur	Razoir
46	Khulna	Kayra	46	Lalmonirhat	Hatibandha
47	Rajshahi	Puthia	47	Naogaon	Patnitala
48	Hobigonj	Nabigonj	48	Bogra	Dhunut
49	Rajshahi	Durgapur	49	Dinajpur	Kaharole
50	Rajshahi	Mohanpur	50	Comilla	Chowddagram
51	Khulna	Batiaghata	51	Gaibandha	Palashbari
52	Rajshahi	Baghmara	52	Dinajpur	Ghoraghat

Note: (i). This composite indicator is KPI 20. The 2 PSQL indicators and 1 KPI and 1 SCI are: (i) girl's toilet and WASH block (PSQL 12); (ii) potable water (PSQL 13); (iii) SCR (KPI 18); and (iv) STR (SCI 12).

Annex 5: 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 school 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 analysing 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 school year. The cumulative dropout rate of primary education is calculated by subtracting the survival rate from 100 at a given grade (see survival rate).

$$\text{Formula} = \frac{\text{No. of students dropping out from grade } g \text{ in year } t}{\text{Total number of students in grade } g \text{ in year } t} \times 100$$

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 Madrasah

Definition: This is the level of the madrasah 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, colour, 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 enrol students of a particular age group. It can also be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment.

Calculation method: Divide the number of 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.

$$\text{Formula} = \frac{\text{No. of all students enrolled in the primary cycle regardless of age}}{\text{Population of related school age (6-10 years in Bangladesh)}} \times 100$$

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.

$$\text{Formula} = \frac{\text{No. of students in Grade 1 regardless of age}}{\text{Population of legal admission age (6years in Bangladesh)}} \times 100$$

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. Various 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, school 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 expecting 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 analysing 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 are allowed to attend a specific school. Every GPS and NNPS (former NNPS) has a school Catchment area. It was 1st introduced 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 analysing 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).

$$\text{Formula} = \frac{\text{No. of students repeated in grade } g \text{ in year } t + 1}{\text{Total number of students in grade } g \text{ in year } t} \times 100$$

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 considered as an output indicator. Viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements.

Calculation method: Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of 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.

Source: As per “UNESCO Institute of Statistics, Education Indicators, Technical Guidelines, November 2009

Annex 6: Result framework of the PEDP4

Introduction

- 1 This attachment has two sections, the Results Framework and the Monitoring Matrix. The Results Framework is structured according to four levels, as follows:
 - Impact (PDO-level)
 - Result Area (high-level outcomes, of which there are three – one for each component)
 - Sub-result area (intermediate outcomes, of which there is one for each sub-component)
 - Component results (outputs, of which there may be several for each sub-component)
- 2 The annual results are provided in a table in Chapter Two. This attachment provides the full framework including also the component outputs.
- 3 The Monitoring Matrix includes tables of indicators – with baseline, annual and final target values – for monitoring the Results Framework. It is structured as follows:
 - Indicators for the PDO
 - Indicators for the high-level outcome of the component
 - Indicators for the intermediate outcomes for the sub-component
 - Indicators for the outputs of the sub-component
 - Each level of indicators presents, first, the indicators themselves with baseline and target values; immediately followed by information about the indicators (e.g. formal definition, periodicity, source, etc.)
 - The indicators are of six different types, and are classified accordingly in the tables:
 1. KPI=Key Performance Indicators, measuring impact and high-level outcomes
 2. Non-KPI = indicators requested by various parties to be included as a measurement of high-level outcome
 3. PSQ= Primary School Quality level indicator; a school-level indicator of quality, usually of intermediate or high-level outcome and sometimes being a composite of other indicators
 4. SCI = Sub-component Indicators, to measure outputs
 5. DLI = Disbursement Linked Indicators
- 4 The Monitoring Matrix section starts with a list of all the tables of indicators. For those interested particularly in the KPIs, the bulk of them (pertaining to impact at the PDO level) can be found in Table 4; as well as in Tables 6, 38 and 62 (corresponding to the high-level outcome of each of components one, two and three, respectively). All tables with a KPI **are indicated in bold** in the list.

Results Framework

Program Development Objective:

To provide quality education to all children of Bangladesh from pre-primary up to Grade 5 through an efficient, inclusive and equitable education system

1. Result Area 1: Quality

Teaching-learning practices in all schools enable children to acquire the essential grade-level competencies stipulated in the curriculum.

Result Area 1.1: Curriculum

- Competency-based curriculum is strengthened

Result Area 1.2: Textbooks and Teaching-Learning Materials

- All schools receive quality textbooks and TLMs on a timely basis, developed based on a strengthened competency-based curriculum and an effective, efficient and child-friendly pedagogy.

Component Results:

- New textbooks and TLMs developed based on a strengthened curriculum, textbook development procedure and evaluation criteria

- Textbooks and TLMs printed based on best practice guidelines
- Supplementary Reading Materials in schools procured from government sources by NCTB
- A strengthened NCTB Primary Wing working under a MoU among MoE, MoPME, NCTB and DPE.
- Effective implementation of MLE language textbooks supports a seamless transition to Bangla medium in grade 4.

Result Area 1.3: Teacher Recruitment and Deployment

- Teachers with required qualifications are competitively, efficiently and transparently recruited in adequate, rationally deployed, and have a motivating opportunity for career and professional development that are targeted on improving the quality of their teaching-learning practices.

Component Results:

- Every class has a trained teacher from the beginning of the year
- Teacher transfers are processed efficiently and within the regulations to ensure a rational deployment of the workforce
- Schools in remote and disadvantaged areas have teachers for each class
- Teacher MIS integrates recruitment, training, deployment, transfer, assessment results and CPD trainings.

Result Area 1.4: Teacher Education

- All GPS Teachers acquire professional trainings at the outset of their teaching career and are able to apply quality teaching-learning practices.

Component Results:

- Eligible teachers receive DPED through strengthened PTIs
- DPED curriculum and delivery strengthened
- Number of schools to accommodate DPED practice teaching increased

Result Area 1.5: Continuous Professional Development

- Teachers engage in continuous professional development training based on identification of training needs to improve the quality of teaching-learning practices

Component Results:

- CPD Framework defined and approved
- CPD training imparted
- Teacher educators with capacity to deliver CPD training
- Norms-based CPD training calendar in place rationally spaced and executed/resourced on a timely basis
- CPD trainings are locally monitored for logistics, quality and effectiveness and findings are used to improve delivery, planning and design
- CPD trainings are delivered continuously after operationalizing CPD Framework

Result Area 1.6: ICT in Education

- ICT tools used in schools and professional development to enhance the quality of teaching-learning practices

Component Results:

- Digital materials for teacher professional development incorporated in CPD framework
- Digital materials for student learning available in schools
- All schools have an expanded ICT platform for use of digital materials
- Improved evidence base available for cost-effective use of ICT in teaching-learning

Result Area 1.7: Assessments and Examinations

- Improved educational assessments and examinations with results used to strengthen policy, pedagogy and learning, and to rigorously certify the acquisition of the primary competencies

Component Results:

- A Primary Education Board for assessment and examinations established with capacity and resources to implement assessment processes nationwide
- Competency-based PECE conducted annually and results disseminated in actionable form
- Grade Level tests/exams constructed using approved competency-based item bank questions
- NSA implemented with expanded coverage for each domain area and directed at providing evidence

Result Area 1.8: Pre-Primary Education

- All children enter Grade One with the knowledge, social and learning skills, and confidence and independence that will enable them to acquire the early grade competencies

Component Results:

- Schools have a well decorated classroom for Pre-Primary
- Schools have a dedicated PPE classroom
- Schools have a dedicated teacher for Pre-Primary class
- PPE teachers have received induction training on PPE as per standard training manual
- PPE Classroom and premises are safe and secure as per guideline
- Classroom is organized & decorated as per classroom organization and decoration guideline developed by DPE
- All teaching learning materials including play & stationary materials as per the approved list are available in classrooms
- Mapping of Pre-Primary age children and service providers in school catchment area is available STR is 30:1
- Teachers follow class routine, annual work plan and teaching learning process stipulated in the teacher's guide
- PPE class following continuous assessment guideline with updated record and no exam throughout the year
- Maintaining daily attendance rate 90% or more
- Each PPE class organizes at least 6 structured parents' meeting a year following the guidelines
- Each PPE class receives a structured supervisory visit and support from Head teacher twice in a month
- Each PPE class receives a structured monitoring visit and support from AUEO/UEO/ URCI once in every quarter following a guideline
- Dropout rate at a minimum

2. Result Area 2: Equitable Access and participation

- Learning environments support participation of all children, ensure continuity of education, and enable quality

Result Area 2.1: Needs-Based Infrastructure

- The physical environment for teaching and learning, educational administration, and teacher education is improved to meet needs and national standards

Result Area 2.2: Needs-Based furniture

- All schools furnished according to needs-based list.

Result Area 2.3: Maintenance

- Schools and other educational infrastructure are properly maintained

Result Area 2.4: Water and Sanitary Hygiene (WASH)

- Schools, teachers and students have the facilities and capacities to drink potable water and practice sanitary hygiene.

Component Results:

Schools have gender segregated and disability friendly WASH blocks meeting national standards

Schools with access to disability friendly WASH blocks meeting national standards.

- Schools have group hand washing facilities

- Schools kept clean and clear of solid waste
- SMC, teachers, and students aware of good hygiene practices
- Teachers and SMC capable of maintaining school WASH facilities
- Hygiene practices in all schools ensured
- Education officers aware of the Three Star Approach.

Result Area 2.5: Out-of-School Children

- Out-of-school children return to/enroll in schools/learning centres and complete primary education.

Component Results:

- Implementation Support Agencies (ISAs) implement Out of School Children Education program as second chance education in a flexible learning system and will support in back-to-school initiatives for a significant number of Out of School Children following minimum service standards as per contract
- Number of Learning Centre's operationalize
- A Specialized Agency (SA) provide overall Technical Support in implanting Out of School Children Education program. SA will recruit DPCs and UPCs and deploy at each district and each Upazila under direct supervision and administrative & functional control of BNFE
- Independent Verification Agencies (IVAs) systematically verify standards are maintained at Learning Centre's
- Children enrolled at government schools who stop attending regularly are provided support for re-integration.

Result Area 2.6: Special Education Needs and Disability

- Children with special education needs and disability receive primary education at mainstream primary schools.

Component Results

- All GPS teachers understand how, and have the pedagogical materials, to teach children with special education needs and disability
- Children with special education needs and disability are identified early and provided with the necessary resources to participate at school in the context of an individualized education program
- Children with special education needs and disability are combatively examined on a flexible basis.

Result Area 2.7: Education in Emergencies

- Primary education sector has strengthened institutional capacity and enhanced coordination mechanisms to ensure continuity of education and disaster risk reduction.

Component Results:

- Safe school sites are selected and inclusive disaster—resilient designs are implemented to make every new school a safe school
- Routine maintenance and non-structural mitigation measures are promoted for increased safety of children and protection of investments in primary schools
- Schools have at least minimum set of protective equipment
- School level disaster management plans are developed and includes all hazards of schools and local community as well as risk reduction and preparedness activities
- Schools are undertaking disaster drills on a regular basis
- Primary students and teachers have knowledge about natural and man-made disasters and possess life-saving skills
- Arrangements in place to ensure continuity of education in the event of a disaster
- Risk reduction and resilience competencies integrated into the primary curriculum
- EiE and DRR in Education incorporated into teacher pre-service and in-service curriculum
- TLM on DRR in Education (reading corners) available in schools.

Result Area 2.8 Communications and Social Mobilization

- Key stakeholders are empowered and informed to promote, support and advance the provision of quality primary education to all age-appropriate children, with special focus on poor, special education needs and disability, marginalized and/or hard-to-reach/disadvantaged communities.

Result Area 3: Governance, Financing and Management

- Strong governance, adequate and equitable financing, and good management enable the provision of quality education that is efficient, inclusive and equitable.

Result Area 3.1: Data Systems for Decision-Making

- Valid and reliable quantitative and qualitative information is available on time, easily accessible, and used for evidence-based decision-making.

Component Results:

- e-Monitoring system in place and data available to decision-makers
- Data from academic supervisions of teachers available to decision-makers
- Evaluation Unit in M&E and IMD Division strengthened to monitor and manage studies and evaluations.

Result Area 3.2: Institutional Strengthening

- The functions and powers of DPE are streamlined and decentralized and field offices have the capacity to implement them.

Component Results

- Decentralization of functions to field offices
- Delegation of administrative and financial functions to District and Upazila offices
- Field office staff with the skills to implement the devolved administrative and financial functions
- NAPE Strategic Development Plan implemented.

Result Area 3.3: SLIPs/UPEPs

- Improved school quality, management and accountability

Component Results:

- Community involvement in school management enhanced
- Needs based funds disbursed

Result Area 3.4: Strengthened Budgets

- Primary education budgets and expenditures reach policy targets and are used more strategically and effectively

Result Area 3.5: Procurement and financial management for PEDP4

- PFM capacity enhanced.

Component Results:

- Annual Operational Plan implemented (by components and sub-components)

Annex 7: By Upazila efficiency indicators 2019

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Barguna	Amtali	0.3	84.9	5.6	89.0	16.9	83.1	95.29	51.17
Barguna	Bamna	0.5	85.6	5.6	88.5	16.3	83.7	84.52	52.70
Barguna	Barguna Sadar	0.0	84.7	5.6	89.3	16.9	83.1	94.08	50.89
Barguna	Betagi	0.2	85.3	5.6	88.6	16.8	83.2	99.12	51.04
Barguna	Patharghata	0.1	85.4	5.6	89.1	16.8	83.2	99.05	52.23
Barguna	Taltuli	0.7	84.6	5.6	88.6	17.3	82.7	90.38	51.40
Barisal	Agailjhara	4.8	86.7	5.9	85.3	15.3	84.7	96.70	49.39
Barisal	Babuganj	2.0	87.7	5.6	88.9	14.3	85.7	94.78	48.71
Barisal	Bakerganj	1.7	88.2	5.6	89.4	13.8	86.2	98.87	48.90
Barisal	Banari Para	8.0	88.3	6.0	83.9	13.8	86.2	94.08	48.83
Barisal	Barisal Sadar (Kotwali)	5.8	88.0	5.9	85.1	14.2	85.8	95.67	49.14
Barisal	Gaurnadi	2.9	87.6	5.7	88.0	14.3	85.7	99.03	49.04
Barisal	Hizla	4.1	88.2	5.7	87.1	13.8	86.2	98.63	48.55
Barisal	Mehendiganj	3.5	87.4	5.7	87.8	14.2	85.8	99.13	49.12
Barisal	Muladi	3.1	88.2	5.6	88.5	13.6	86.4	94.15	48.82
Barisal	Wazirpur	1.5	87.4	5.7	88.5	14.9	85.1	98.01	49.07
Bhola	Bhola Sadar	2.6	78.3	6.1	82.5	23.7	76.3	97.97	49.24
Bhola	Burhanuddin	2.1	78.9	6.0	83.8	23.1	76.9	99.29	48.83
Bhola	Char Fasson	1.0	76.1	6.1	82.4	25.4	74.6	99.51	48.46
Bhola	Daulatkhan	0.5	77.5	6.0	83.9	24.3	75.7	100.00	47.80
Bhola	Lalmohan	1.9	84.6	6.0	83.8	21.6	78.4	97.81	48.71
Bhola	Manpura	4.3	78.0	6.2	80.7	24.2	75.8	99.84	46.07
Bhola	Tazumuddin	0.1	77.5	5.9	84.5	24.4	75.6	97.64	47.81
Jhalokati	Jhalokati Sadar	4.1	87.6	5.7	87.2	14.5	85.5	98.56	46.55
Jhalokati	Kanthalia	2.6	88.1	5.6	88.7	13.9	86.1	93.22	45.71
Jhalokati	Nalchity	1.7	87.6	5.6	89.1	14.3	85.7	97.58	44.22
Jhalokati	Rajapur	0.8	87.6	5.5	90.2	14.2	85.8	92.58	45.68
Patuakhali	Bauphal	2.5	85.1	5.7	87.2	16.5	83.5	97.67	50.25
Patuakhali	Dashmina	0.8	85.3	5.6	88.7	16.7	83.3	86.30	49.52
Patuakhali	Dumki	1.4	84.7	5.7	87.5	17.3	82.7	99.25	49.00
Patuakhali	Galachipa	1.5	85.1	5.7	88.1	16.8	83.2	95.47	50.62
Patuakhali	Kala Para	2.4	84.8	5.7	87.2	16.7	83.3	98.32	51.14
Patuakhali	Mirzaganj	2.2	85.7	5.8	86.8	16.6	83.4	93.46	50.02
Patuakhali	Patuakhali Sadar	1.9	85.4	5.7	87.9	16.6	83.4	95.77	49.92
Patuakhali	Rangabali	1.0	85.3	5.7	88.0	16.6	83.4	99.72	49.93
Pirojpur	Bhandaria	1.4	86.8	5.6	89.1	14.9	85.1	96.82	49.45
Pirojpur	Kawkhali	6.0	87.3	5.8	86.1	15.3	84.7	99.79	50.46
Pirojpur	Mathbaria	2.1	86.1	5.6	88.7	15.3	84.7	97.30	50.30
Pirojpur	Nazirpur	6.0	86.6	5.6	88.7	15.0	85.0	99.54	49.11
Pirojpur	Pirojpur Sadar	2.3	86.5	5.6	88.5	15.3	84.7	94.78	47.56

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Pirojpur	Nesarabad (Swarupkati)	4.5	86.6	5.8	86.3	15.2	84.8	95.99	50.05
Pirojpur	Zianagar	0.0	87.0	5.5	90.4	14.6	85.4	99.66	49.49
Bandarban	Alikadam	6.0	81.4	6.0	82.7	19.9	80.1	96.13	48.65
Bandarban	Bandarban Sadar	6.0	81.6	6.1	81.4	20.2	79.8	98.88	49.77
Bandarban	Lama	6.8	80.7	6.2	80.8	20.6	79.4	97.70	47.46
Bandarban	Naikhongchhari	6.8	80.6	6.1	81.4	20.9	79.1	94.77	47.55
Bandarban	Rowangchhari	1.0	80.4	5.8	86.2	21.0	79.0	99.12	46.69
Bandarban	Ruma	3.7	81.5	5.9	84.8	19.9	80.1	97.52	46.78
Bandarban	Thanchi	5.5	81.8	6.1	82.4	20.1	79.9	97.09	48.54
Brahmonbaria	Akhaura	7.8	81.0	6.4	78.5	21.1	78.9	98.20	49.16
Brahmonbaria	Ashuganj	8.7	80.3	6.5	77.5	21.8	78.2	99.79	49.44
Brahmonbaria	Banchharampur	7.4	81.0	6.3	79.9	20.9	79.1	98.73	48.31
Brahmonbaria	Bijoynagar	6.2	80.7	6.2	80.9	21.3	78.7	96.64	48.62
Brahmonbaria	Brahmanbaria Sadar	6.5	81.3	6.2	80.4	20.6	79.4	99.23	48.47
Brahmonbaria	Kasba	4.5	80.7	6.1	82.3	21.1	78.9	97.37	48.82
Brahmonbaria	Nabinagar	3.2	80.8	6.0	83.7	20.9	79.1	97.62	48.27
Brahmonbaria	Nasirnagar	8.3	81.2	6.4	78.5	20.9	79.1	97.82	46.71
Brahmonbaria	Sarail	7.3	81.3	6.3	79.5	20.7	79.3	97.68	48.17
Chandpur	Chandpur Sadar	5.5	87.0	5.9	85.4	14.6	85.4	98.83	47.59
Chandpur	Faridganj	1.9	87.3	5.6	88.8	14.4	85.6	98.15	48.45
Chandpur	Haim Char	4.1	87.1	5.8	86.6	14.6	85.4	98.68	47.76
Chandpur	Hajiganj	1.9	86.7	5.7	88.5	15.1	84.9	92.98	49.04
Chandpur	Kachua	2.3	86.6	5.7	88.1	15.0	85.0	97.15	48.15
Chandpur	Matlab Dakshin	5.0	86.9	5.8	85.8	15.0	85.0	97.78	48.89
Chandpur	Matlab Uttar	3.8	86.7	5.8	86.1	15.3	84.7	99.16	50.92
Chandpur	Shahrasti	4.7	86.9	5.8	86.1	14.8	85.2	99.37	48.88
Chottagram	Anowara	9.5	91.4	6.0	83.2	10.7	89.3	96.71	48.20
Chottagram	Chattogram Port	5.2	89.5	5.8	86.1	11.9	88.1	94.49	49.21
Chottagram	Patenga	6.5	90.1	5.9	85.4	11.9	88.1	96.79	48.37
Chottagram	Banshkhali	5.4	90.0	5.8	86.7	11.7	88.3	99.67	46.92
Chottagram	Boalkhali	9.7	89.7	6.0	82.8	12.1	87.9	96.23	49.49
Chottagram	Chandanaish	8.0	88.7	6.0	83.4	13.3	86.7	96.63	48.13
Chottagram	Chandgaon	5.5	89.1	5.9	84.3	12.8	87.2	96.74	47.93
Chottagram	Double Mooring	5.8	89.0	5.9	84.1	13.4	86.6	97.46	48.42
Chottagram	Fatikchhari	4.5	90.0	5.7	87.8	11.7	88.3	94.86	48.64
Chottagram	Hathazari	5.5	89.3	5.8	85.9	13.0	87.0	96.61	49.00
Chottagram	Kotwali	6.2	91.1	5.8	86.3	11.1	88.9	97.20	45.49
Chottagram	Halishahar	6.5	90.1	5.9	85.4	11.9	88.1	96.79	48.37
Chottagram	Bakalia	6.5	90.1	5.9	85.4	11.9	88.1	96.79	48.37

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Chottagram	Lohagara	7.8	90.2	5.9	84.1	11.7	88.3	98.20	47.43
Chottagram	Mirsharai	8.1	90.2	5.9	85.1	11.4	88.6	96.80	48.88
Chottagram	Panchlaish	4.4	89.0	5.8	86.3	12.8	87.2	96.96	49.37
Chattogram	Bayejid Bostami	6.5	90.1	5.9	85.4	11.9	88.1	96.79	48.37
Chattogram	Khulshi	6.5	90.1	5.9	85.4	11.9	88.1	96.79	48.37
Chattogram	Pahartali	4.7	91.6	5.8	86.5	11.0	89.0	96.55	47.50
Chattogram	Patiya	7.4	91.2	5.9	85.2	11.0	89.0	98.42	49.05
Chattogram	Rangunia	7.7	90.2	5.9	85.3	11.7	88.3	97.62	47.89
Chattogram	Raozan	3.1	90.6	5.6	89.7	11.4	88.6	98.92	48.85
Chattogram	Sandwip	6.4	90.8	5.8	86.8	11.0	89.0	97.60	47.35
Chattogram	Satkania	8.5	89.3	6.0	83.4	12.5	87.5	95.27	48.74
Chattogram	Sitakunda	5.8	90.5	5.8	85.5	11.8	88.2	92.92	50.96
Cumilla	Barura	2.3	89.1	5.6	89.5	12.5	87.5	99.61	48.72
Cumilla	Brahman Para	4.6	89.3	5.7	87.2	12.7	87.3	94.76	49.36
Cumilla	Burichang	3.7	89.2	5.6	88.6	12.5	87.5	98.10	48.70
Cumilla	Chandina	4.3	89.2	5.7	87.9	12.5	87.5	95.84	48.89
Cumilla	Chauddagaram	1.7	89.4	5.6	89.8	12.3	87.7	99.11	48.30
Cumilla	Comilla Adarsha Sadar	5.3	89.0	5.8	86.5	12.2	87.8	99.05	49.30
Cumilla	Daudkandi	4.3	89.8	5.7	87.8	12.2	87.8	97.51	49.37
Cumilla	Debidwar	3.2	88.8	5.6	88.7	12.8	87.2	94.93	49.02
Cumilla	Homna	5.2	89.1	5.7	87.2	12.3	87.7	89.27	49.97
Cumilla	Laksam	7.8	89.7	6.0	83.4	12.1	87.9	97.16	49.29
Cumilla	Manoharganj	7.4	89.3	5.9	84.7	12.5	87.5	98.13	47.49
Cumilla	Meghna	8.9	89.9	6.0	82.8	12.2	87.8	93.42	51.31
Cumilla	Muradnagar	0.4	89.1	5.4	91.8	12.5	87.5	97.71	49.64
Cumilla	Nangalkot	5.2	89.5	5.8	86.7	12.2	87.8	98.92	48.03
Cumilla	Comilla Sadar Dakshin	8.9	89.7	6.0	83.3	12.7	87.3	97.77	47.84
Cumilla	Titas	5.3	89.2	5.8	86.9	12.5	87.5	94.33	49.99
Cox's Bazar	Chakaria	6.2	78.7	6.3	79.0	23.5	76.5	97.63	47.59
Cox's Bazar	Cox's Bazar Sadar	5.8	79.0	6.2	80.0	22.9	77.1	96.11	48.36
Cox's Bazar	Kutubdia	2.8	78.2	6.0	82.9	23.6	76.4	88.56	47.01
Cox's Bazar	Maheshkhali	4.1	77.8	6.2	80.7	24.1	75.9	97.35	47.39
Cox's Bazar	Pekua	3.2	78.6	6.1	82.2	22.9	77.1	97.21	48.00
Cox's Bazar	Ramu	6.4	79.8	6.3	79.3	22.4	77.6	93.84	46.96
Cox's Bazar	Teknaf	6.5	79.3	6.3	78.8	22.9	77.1	98.61	46.80
Cox's Bazar	Ukhia	3.0	77.9	6.2	81.2	24.0	76.0	97.12	47.68
Feni	Chhagalnaiya	3.7	89.9	5.6	89.6	11.6	88.4	97.79	53.98
Feni	Daganbhuiyan	6.5	89.8	5.8	85.9	11.7	88.3	98.97	54.08
Feni	Feni Sadar	7.1	90.3	5.8	85.9	11.5	88.5	96.65	54.39
Feni	Fulgazi	4.9	89.9	5.7	87.6	11.8	88.2	95.45	53.31
Feni	Parshuram	6.0	90.3	5.8	86.2	11.7	88.3	98.52	53.78
Feni	Sonagazi	6.5	90.2	5.8	85.9	11.7	88.3	99.17	53.16

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		All	All	All	All	All	All	All	Ratio
Khagrachhari	Dighinala	1.5	82.7	5.8	86.6	18.9	81.1	98.09	47.45
Khagrachhari	Khagrachhari Sadar	7.2	82.6	6.1	81.8	19.1	80.9	98.99	48.44
Khagrachhari	Lakshmichhari	9.4	82.3	6.3	78.9	19.6	80.4	93.59	47.85
Khagrachhari	Mahalchhari	3.5	83.1	5.9	85.0	18.7	81.3	95.92	47.10
Khagrachhari	Manikchhari	8.3	83.1	6.2	80.9	18.6	81.4	88.14	47.04
Khagrachhari	Matiranga	7.9	83.6	6.2	81.1	18.4	81.6	99.25	48.00
Khagrachhari	Panchhari	5.8	82.8	6.0	83.1	18.9	81.1	96.15	46.76
Khagrachhari	Ramgarh	9.3	83.3	6.3	79.2	18.6	81.4	99.25	47.91
Lakshmipur	Kamalnagar	6.4	78.6	6.3	79.0	22.9	77.1	91.55	47.97
Lakshmipur	Lakshmipur Sadar	4.3	79.5	6.1	81.9	22.2	77.8	97.23	48.49
Lakshmipur	Ramganj	0.5	78.9	5.9	84.2	22.8	77.2	98.36	47.40
Lakshmipur	Ramgati	5.9	79.2	6.3	79.1	22.7	77.3	84.72	48.98
Lakshmipur	Roypur	3.3	78.7	6.1	81.6	22.9	77.1	95.12	49.42
Noakhali	Begumganj	5.1	85.4	6.0	84.0	16.4	83.6	98.45	48.51
Noakhali	Chatkhil	4.9	85.6	5.9	85.0	16.3	83.7	97.51	47.76
Noakhali	Companiganj	7.5	84.0	6.2	81.1	17.6	82.4	95.32	47.79
Noakhali	Hatiya	4.2	85.4	5.9	85.0	16.5	83.5	96.02	46.79
Noakhali	Kabirhat	6.0	85.3	6.1	82.6	16.9	83.1	99.33	48.80
Noakhali	Noakhali Sadar (Sudharam)	0.9	85.0	5.7	88.4	16.5	83.5	93.90	47.57
Noakhali	Senbagh	6.2	85.1	6.0	83.2	16.5	83.5	96.55	48.15
Noakhali	Sonaimuri	3.2	84.0	5.9	85.4	17.6	82.4	98.85	47.54
Noakhali	Subarnachar	3.1	84.9	5.8	86.1	16.9	83.1	91.58	46.40
Rangamati	Baghai Chhari	1.3	85.6	5.7	87.4	16.5	83.5	98.31	50.77
Rangamati	Barkal	3.6	86.8	5.8	86.9	15.0	85.0	96.85	49.55
Rangamati	Belai Chhari	1.6	85.3	5.7	87.8	16.4	83.6	99.38	51.40
Rangamati	Jurai Chhari	3.2	86.2	5.7	87.3	15.3	84.7	99.75	50.42
Rangamati	Kaptai	6.0	86.3	5.9	85.0	15.7	84.3	99.09	51.37
Rangamati	Kawkhali (Betbunia)	7.3	86.9	6.0	84.0	15.1	84.9	98.53	52.57
Rangamati	Langadu	3.4	86.5	5.7	87.1	15.3	84.7	96.13	50.10
Rangamati	Naniarchar	1.1	86.1	5.6	89.3	15.2	84.8	94.36	48.47
Rangamati	Rajasthali	3.8	85.3	5.8	85.5	17.0	83.0	90.63	50.21
Rangamati	Rangamati Sadar	4.7	84.6	5.9	84.4	17.4	82.6	99.17	51.46
Dhaka	Cantonment	5.4	89.2	5.9	85.3	12.8	87.2	98.31	47.03
Dhaka	Turag	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Uttara	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Biman Bandar	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Demra	2.5	88.8	5.6	89.0	12.8	87.2	96.92	49.36
Dhaka	Jatrabari	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Shyampur	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Dhamrai	5.5	88.6	5.8	86.2	13.1	86.9	96.93	51.25
Dhaka	Dhanmondi	2.8	88.9	5.7	88.4	13.1	86.9	98.41	51.68

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Dhaka	Kalabagan	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Hazaribagh	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	New Market	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Dohar	7.5	89.4	5.9	84.2	12.8	87.2	97.51	51.38
Dhaka	Gulshan	2.3	89.1	5.6	89.4	12.9	87.1	97.12	51.15
Dhaka	Uttar Khan	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Dakshinkhan	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Khilkhet	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Badda	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Keraniganj	4.3	87.2	5.8	86.0	14.4	85.6	90.09	50.73
Dhaka	Kamrangir Char	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Kotwali	2.7	88.6	5.6	89.0	13.2	86.8	99.24	50.31
Dhaka	Gendaria	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Lalbagh	1.3	89.1	5.5	90.6	12.6	87.4	99.42	44.79
Dhaka	Bangshal	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Chak Bazar	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Mirpur	1.2	88.1	5.5	90.4	13.2	86.8	96.91	48.69
Dhaka	Darus Salam	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Sher-e-bangla Nagar	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Kafrul	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Pallabi	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Shah Ali	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Mohammadpur	2.3	88.6	5.6	89.3	12.7	87.3	92.99	50.48
Dhaka	Adabor	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Motijheel	3.7	88.8	5.7	87.1	13.3	86.7	98.23	51.93
Dhaka	Paltan	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Khilgaon	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Kadamtali	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Rampura	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Sabujbagh	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Nawabganj	8.1	88.7	6.0	83.3	13.4	86.6	96.25	51.86
Dhaka	Ramna	0.9	88.2	5.5	90.4	13.6	86.4	99.37	32.74
Dhaka	Shahbagh	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Dhaka	Savar	5.1	88.3	5.8	86.1	13.4	86.6	97.89	51.43
Dhaka	Sutrapur	2.7	88.7	5.6	89.4	13.0	87.0	98.85	49.38
Dhaka	Tejgaon	5.6	89.6	5.9	84.9	12.5	87.5	95.30	46.21
Dhaka	Tejgaon Ind. Area	3.8	89.9	5.7	87.6	13.1	86.9	97.04	48.84
Faridpur	Alfadanga	7.4	82.1	6.2	80.5	20.1	79.9	88.42	46.79
Faridpur	Bhanga	8.3	81.3	6.3	78.8	20.7	79.3	86.38	47.24
Faridpur	Boalmari	5.2	81.1	6.1	81.6	20.5	79.5	74.90	46.31
Faridpur	Char Bhadrasan	5.3	82.0	6.1	81.9	19.8	80.2	73.56	47.38
Faridpur	Faridpur Sadar	3.6	81.0	6.0	83.5	20.7	79.3	93.56	46.98

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Faridpur	Madhukhali	9.3	81.0	6.5	77.4	21.3	78.7	81.22	48.95
Faridpur	Nagarkanda	5.5	81.3	6.2	80.9	20.6	79.4	94.15	47.22
Faridpur	Sadarpur	3.3	82.0	5.9	84.3	19.9	80.1	87.60	47.62
Faridpur	Saltha	5.3	82.1	6.1	81.9	19.8	80.2	75.81	46.85
Gazipur	Gazipur Sadar	2.6	84.8	5.8	86.2	16.9	83.1	99.32	48.84
Gazipur	Kaliakair	4.7	84.6	5.9	84.3	16.9	83.1	99.66	48.46
Gazipur	Kaliganj	3.8	85.3	5.8	85.8	16.4	83.6	99.80	48.80
Gazipur	Kapasias	6.8	85.4	6.0	83.5	16.4	83.6	99.56	47.97
Gazipur	Sreepur	5.1	85.1	6.0	83.9	16.8	83.2	99.52	48.26
Gazipur	TONGI	1.5	85.3	5.7	88.0	16.4	83.6	96.61	44.76
Gazipur	Gopalganj Sadar	6.7	87.5	6.0	84.0	14.3	85.7	96.03	48.55
Gopalganj	Kashiani	5.6	87.1	5.9	85.4	14.7	85.3	97.63	48.28
Gopalganj	Kotali Para	3.8	87.4	5.7	87.3	14.3	85.7	97.18	48.67
Gopalganj	Muksudpur	4.1	87.0	5.8	86.3	14.9	85.1	91.60	48.07
Gopalganj	Tungi Para	2.3	87.8	5.6	88.7	14.0	86.0	93.75	49.36
Gopalganj	Bakshiganj	5.3	82.7	6.0	83.3	19.4	80.6	92.44	50.32
Jamalpur	Dewanganj	8.1	82.6	6.3	80.0	19.5	80.5	92.72	50.84
Jamalpur	Islampur	2.7	82.5	5.9	85.2	19.6	80.4	94.52	50.28
Jamalpur	Jamalpur Sadar	5.6	82.3	6.1	82.5	19.6	80.4	96.12	49.82
Jamalpur	Madarganj	4.7	82.5	6.0	83.2	19.6	80.4	98.08	48.11
Jamalpur	Melandaha	2.7	82.4	5.9	85.0	19.6	80.4	88.33	49.32
Jamalpur	Sarishabari	3.0	82.8	5.9	84.5	19.4	80.6	96.50	49.93
Jamalpur	Austagram	8.9	80.6	6.4	78.3	21.0	79.0	97.05	48.04
Kishoregonj	Bajitpur	9.4	80.5	6.5	77.1	21.5	78.5	99.12	48.51
Kishoregonj	Bhairab	8.6	82.0	6.5	76.8	20.7	79.3	98.18	50.90
Kishoregonj	Hossainpur	6.0	81.8	6.1	82.0	20.0	80.0	96.72	47.69
Kishoregonj	Itna	12.1	81.5	6.6	75.4	21.1	78.9	95.31	47.58
Kishoregonj	Karimganj	6.7	81.3	6.2	80.5	20.4	79.6	95.56	49.21
Kishoregonj	Katiadi	1.9	80.8	5.9	85.0	20.6	79.4	95.52	48.52
Kishoregonj	Kishoreganj Sadar	10.1	81.8	6.5	76.8	20.6	79.4	93.70	48.21
Kishoregonj	Kuliar Char	7.8	82.2	6.3	79.1	20.0	80.0	98.06	48.47
Kishoregonj	Mithamain	10.7	82.1	6.5	77.3	19.7	80.3	98.22	46.35
Kishoregonj	Nikli	9.3	81.8	6.4	77.7	20.2	79.8	98.48	48.01
Kishoregonj	Pakundia	2.5	80.8	5.9	84.5	20.9	79.1	97.53	47.41
Kishoregonj	Tarail	4.0	81.6	6.0	83.8	20.0	80.0	99.43	47.96
Kishoregonj	Kalkini	2.3	83.4	5.8	86.4	18.2	81.8	98.17	52.84
Madaripur	Madaripur Sadar	0.6	82.4	5.8	86.9	19.0	81.0	98.86	54.16
Madaripur	Rajoir	2.5	83.5	5.9	84.9	18.5	81.5	93.65	53.81
Madaripur	Shib Char	1.8	82.8	5.8	86.1	18.7	81.3	94.83	53.26
Madaripur	Daulatpur	1.0	86.9	5.6	89.3	14.7	85.3	95.52	51.41
Manikgonj	Ghior	7.1	86.1	6.0	83.6	15.0	85.0	98.14	52.07
Manikgonj	Harirampur	4.0	86.6	5.7	87.1	15.1	84.9	96.68	52.46

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Manikgonj	Manikganj Sadar	4.9	86.8	5.8	85.9	14.9	85.1	96.35	51.79
Manikgonj	Saturia	5.2	86.7	5.9	85.2	15.0	85.0	91.02	52.88
Manikgonj	Shibalaya	5.8	86.5	5.9	84.7	15.1	84.9	99.50	53.61
Manikgonj	Singair	5.8	85.6	5.9	85.0	15.6	84.4	96.61	51.89
Manikgonj	Gazaria	4.9	87.7	5.8	86.9	13.7	86.3	99.14	49.06
Munshigonj	Lohajang	9.3	88.9	6.1	82.6	13.2	86.8	99.88	48.87
Munshigonj	Munshiganj Sadar	6.6	87.7	5.9	84.4	14.1	85.9	99.26	50.20
Munshigonj	Serajdikhan	7.3	88.6	5.9	84.4	13.4	86.6	99.91	49.84
Munshigonj	Sreenagar	8.5	88.0	6.0	82.8	14.0	86.0	98.85	49.83
Munshigonj	Tongibari	8.9	88.1	6.1	82.4	13.9	86.1	91.88	48.49
Munshigonj	Bhaluka	5.2	84.8	5.9	84.8	16.9	83.1	97.53	49.43
Mymensingh	Dhobaura	11.5	86.4	6.3	79.2	16.1	83.9	70.75	48.13
Mymensingh	Fulbaria	5.6	84.5	6.0	84.0	17.2	82.8	92.40	49.60
Mymensingh	Phulpur	7.2	84.6	6.1	82.3	17.3	82.7	86.43	48.66
Mymensingh	Gaffargaon	3.3	84.1	5.8	86.1	17.5	82.5	95.73	48.44
Mymensingh	Gauripur	8.6	84.7	6.2	81.3	17.0	83.0	92.84	49.05
Mymensingh	Haluaghat	10.6	85.0	6.3	79.0	17.1	82.9	79.04	49.78
Mymensingh	Ishwarganj	8.6	84.4	6.2	80.2	17.4	82.6	90.17	47.01
Mymensingh	Muktagachha	6.9	85.7	6.0	82.8	16.6	83.4	90.47	49.90
Mymensingh	Mymensingh Sadar	5.6	85.0	6.0	83.9	16.7	83.3	94.30	49.42
Mymensingh	Nandail	7.8	85.0	6.1	81.8	17.1	82.9	89.50	48.36
Mymensingh	TARAKANDA	8.4	84.6	6.1	81.9	16.8	83.2	82.74	49.02
Mymensingh	Trishal	4.4	84.3	5.8	85.6	17.2	82.8	94.47	48.67
MYMENSINGH	Araihazar	5.3	86.1	5.9	84.3	15.6	84.4	95.31	49.36
Narayangonj	Bandar	6.5	86.4	6.0	83.8	15.5	84.5	96.92	49.02
Narayangonj	Narayanganj Sadar	1.7	86.6	5.7	88.0	15.3	84.7	95.09	48.29
Narayangonj	Rupganj	7.0	86.4	6.0	82.8	15.2	84.8	99.44	47.91
Narayangonj	Sonargaon	5.7	86.2	5.9	85.0	15.4	84.6	96.25	49.30
Narayangonj	Belabo	7.5	84.0	6.1	81.6	17.4	82.6	99.12	49.34
Narsingdi	Manohardi	5.2	84.8	5.9	84.1	17.0	83.0	99.88	50.15
Narsingdi	Narsingdi Sadar	6.0	85.1	6.0	83.1	16.7	83.3	94.20	50.73
NARSINGDI	Palash	9.4	84.2	6.2	80.5	17.5	82.5	99.30	50.57
NARSINGDI	Roypura	8.1	85.1	6.2	80.8	17.0	83.0	95.77	51.05
NARSINGDI	Shibpur	4.7	84.0	6.0	83.9	17.8	82.2	99.31	50.42
NARSINGDI	Atpara	6.3	85.3	6.0	83.8	16.6	83.4	84.92	48.77
Netrokuna	Barhatta	7.8	84.6	6.1	82.5	16.9	83.1	91.34	50.31
Netrokuna	Durgapur	8.6	84.9	6.1	81.6	16.6	83.4	89.40	48.33
Netrokuna	Kalmakanda	7.2	85.1	6.0	83.2	16.5	83.5	97.22	49.47
Netrokuna	Kendua	2.8	84.8	5.8	86.5	16.9	83.1	92.38	50.49
Netrokuna	Khaliajuri	6.8	84.8	6.0	82.6	16.9	83.1	95.61	48.89
Netrokuna	Madan	5.3	84.4	5.9	84.5	17.0	83.0	89.36	49.69

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Netrokuna	Mohanganj	9.4	84.8	6.2	80.9	17.1	82.9	92.26	49.18
Netrokuna	Netrokona Sadar	7.6	84.9	6.1	82.3	16.8	83.2	97.27	49.78
Netrokuna	Purbadhala	7.0	85.1	6.1	82.6	16.6	83.4	90.75	50.12
Netrokuna	Balia Kandi	3.5	85.4	5.8	86.6	16.0	84.0	95.37	48.38
Rajbari	Goalandaghat	7.9	85.2	6.1	81.7	16.6	83.4	90.42	49.19
Rajbari	Kalukhali	4.2	85.6	5.8	86.0	15.9	84.1	95.28	49.75
Rajbari	Pangsha	3.2	85.4	5.8	86.4	16.1	83.9	94.90	48.34
Rajbari	Rajbari Sadar	4.2	85.8	5.8	85.9	15.8	84.2	93.79	49.46
Rajbari	Bhedarganj	5.5	82.5	6.1	82.5	19.3	80.7	94.63	52.12
Shariatpur	Damudya	4.9	82.1	6.0	82.7	19.6	80.4	92.37	52.10
Shariatpur	Gosairhat	8.2	83.1	6.2	80.1	18.9	81.1	93.75	52.33
Shariatpur	Zanjira	3.9	82.8	5.9	84.4	19.0	81.0	91.31	52.02
Shariatpur	Naria	7.0	83.1	6.1	81.4	18.8	81.2	83.76	51.96
Shariatpur	Shariatpur Sadar	5.6	82.6	6.1	82.2	19.3	80.7	87.15	51.95
Shariatpur	Jhenaigati	3.5	79.9	6.0	82.8	21.8	78.2	88.89	51.53
Sherpur	Nakla	3.3	80.6	6.0	83.5	21.3	78.7	97.04	52.09
Sherpur	Nalitabari	7.0	80.5	6.3	79.4	21.8	78.2	90.37	52.73
Sherpur	Sherpur Sadar	3.6	80.3	6.0	83.3	21.6	78.4	97.66	51.56
Sherpur	Sreebardi	4.5	80.0	6.0	82.7	21.7	78.3	86.67	50.47
Sherpur	Dhanbari	5.7	85.5	5.9	84.7	15.8	84.2	98.84	47.93
Tangail	Basail	4.9	86.6	5.9	84.7	15.4	84.6	97.93	49.09
Tangail	Bhuapur	4.9	85.6	5.9	84.6	16.2	83.8	98.23	47.51
Tangail	Delduar	2.3	85.1	5.7	87.1	16.0	84.0	96.25	48.41
Tangail	Ghatail	6.1	85.8	5.9	84.3	15.8	84.2	98.71	48.66
Tangail	Gopalpur	1.0	86.2	5.7	88.4	15.6	84.4	98.95	47.85
Tangail	Kalihat	4.9	86.0	5.9	85.0	15.9	84.1	97.90	48.13
Tangail	Mirzapur	7.0	84.7	6.1	82.1	16.9	83.1	99.22	48.66
Tangail	Madhupur	8.3	85.2	6.1	81.7	16.2	83.8	98.10	49.13
Tangail	Nagarpur	8.2	86.1	6.1	81.6	15.9	84.1	94.02	47.74
Tangail	Sakhipur	7.3	85.6	6.0	83.0	16.3	83.7	96.19	49.06
Tangail	Tangail Sadar	5.2	86.2	5.9	84.4	15.2	84.8	98.64	48.00
Tangail	Bagerhat Sadar	4.0	84.4	5.8	85.5	17.0	83.0	99.22	49.11
Bagerhat	Chitalmari	1.4	84.1	5.7	87.8	17.3	82.7	95.35	47.61
Bagerhat	Fakirhat	8.2	84.2	6.2	81.0	17.4	82.6	98.35	51.58
Bagerhat	Kachua	5.4	83.3	6.0	83.2	18.6	81.4	98.34	48.93
Bagerhat	Mollahat	4.6	84.2	5.9	84.4	17.4	82.6	94.85	48.49
Bagerhat	Mongla	4.8	83.6	6.0	83.6	18.4	81.6	96.89	50.42
Bagerhat	Morrelganj	1.6	84.5	5.7	87.6	17.2	82.8	94.72	48.27
Bagerhat	Rampal	2.6	84.5	5.8	86.1	17.4	82.6	98.98	49.38
Bagerhat	Sarankhola	2.2	84.1	5.7	87.1	17.5	82.5	96.83	47.16
Bagerhat	Alamdanga	6.4	84.5	6.0	83.3	17.0	83.0	92.85	51.64
Chuadanga	Chuadanga Sadar	8.8	83.2	6.3	79.9	19.0	81.0	93.23	49.96

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Chuadanga	Damurhuda	0.8	82.7	5.8	86.9	19.0	81.0	96.06	50.91
Chuadanga	Jiban Nagar	7.3	84.7	6.1	81.7	16.8	83.2	93.62	51.16
Chuadanga	Abhaynagar	8.8	85.3	6.1	81.6	16.1	83.9	99.05	47.82
Jessore	Bagher Para	10.8	86.3	6.3	79.5	15.8	84.2	97.18	47.27
Jessore	Chaugachha	10.9	85.9	6.3	80.0	15.9	84.1	97.17	48.55
Jessore	Kotwali	9.2	85.8	6.2	80.7	16.1	83.9	96.65	47.64
Jessore	Jhikargachha	9.8	85.6	6.2	81.0	15.6	84.4	94.73	48.61
Jessore	Keshabpur	7.3	86.1	6.0	83.3	16.0	84.0	93.87	46.92
Jessore	Manirampur	4.2	85.3	5.8	86.2	15.9	84.1	93.99	47.00
Jessore	Sharsha	6.7	85.7	6.1	82.6	16.4	83.6	97.39	48.92
Jessore	Kotchandpur	3.4	83.6	5.9	85.3	18.1	81.9	95.69	52.09
Jhenaidah	Harinakunda	3.1	82.9	5.9	84.6	19.0	81.0	95.53	51.97
Jhenaidah	Jhenaidah Sadar	7.1	84.0	6.1	82.5	18.0	82.0	96.38	52.01
Jhenaidah	Kaliganj	6.0	83.8	6.0	83.0	18.1	81.9	96.34	51.42
Jhenaidah	Maheshpur	4.2	83.7	5.9	84.6	18.3	81.7	99.00	53.18
Jhenaidah	Shailkupa	4.2	83.2	5.9	84.2	18.4	81.6	94.40	51.70
Jhenaidah	Batiaghata	5.7	83.3	6.0	82.9	18.3	81.7	98.08	48.10
Khulna	Dacope	5.5	82.6	6.1	81.9	19.4	80.6	99.37	47.87
Khulna	Dighalia	4.1	81.6	6.0	83.7	19.7	80.3	91.93	49.26
Khulna	Dumuria	8.2	82.7	6.3	80.0	19.5	80.5	99.47	48.03
Khulna	Phultala	8.5	82.1	6.3	78.8	20.0	80.0	99.32	48.50
Khulna	Koyra	6.2	81.6	6.1	82.0	19.8	80.2	96.06	48.30
Khulna	Khulna Sadar	4.1	84.1	5.9	85.0	17.5	82.5	92.60	49.34
Khulna	Daulatpur	6.1	82.5	6.1	82	19.1	80.9	96.87	48.37
Khulna	Khalishpur	6.1	82.5	6.1	82	19.1	80.9	96.87	48.37
Khulna	Khan Jahan Ali	6.1	82.5	6.1	82	19.1	80.9	96.87	48.37
Khulna	Sonadanga	6.1	82.5	6.1	82	19.1	80.9	96.87	48.37
Khulna	Paikgachha	8.5	83.0	6.2	80.3	18.5	81.5	97.60	48.03
Khulna	Rupsa	7.9	82.6	6.3	79.4	19.1	80.9	97.93	48.50
Khulna	Terokhada	2.2	82.6	5.8	85.7	19.0	81.0	94.39	47.77
Khulna	Bheramara	7.4	86.3	6.1	82.4	15.7	84.3	96.01	49.61
Kushtia	Daulatpur	1.1	86.3	5.6	88.7	15.7	84.3	97.88	49.89
Kushtia	Khoksa	7.3	85.4	6.0	83.3	16.2	83.8	99.76	49.64
Kushtia	Kumarkhali	3.3	85.4	5.8	86.6	16.1	83.9	90.03	49.30
Kushtia	Kushtia Sadar	7.1	85.7	6.0	83.1	15.7	84.3	92.45	49.91
Kushtia	Mirpur	5.4	85.4	5.9	85.0	16.1	83.9	97.61	49.86
Kushtia	Magura Sadar	7.1	83.5	6.1	82.2	18.2	81.8	95.87	50.49
Magura	Mohammadpur	9.6	83.8	6.3	79.6	18.1	81.9	97.33	50.44
Magura	Shalikhha	7.0	82.6	6.1	81.9	19.3	80.7	96.36	50.09
Magura	Sreepur	9.3	83.6	6.3	79.2	18.8	81.2	95.76	51.59
Magura	Gangni	5.3	85.1	5.9	84.6	16.1	83.9	96.64	46.66
Meherpur	Meherpur Sadar	5.0	85.6	5.9	85.3	15.7	84.3	96.33	47.06

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Meherpur	Mujib Nagar	6.8	86.0	6.0	83.1	16.1	83.9	94.60	47.51
Meherpur	Kalia	5.9	84.8	5.9	84.3	16.5	83.5	95.22	54.42
Narail	Lohagara	7.4	85.2	6.0	82.8	16.5	83.5	96.30	54.44
Narail	Narail Sadar	9.8	84.9	6.2	80.1	17.0	83.0	96.17	55.75
Narail	Assasuni	6.4	84.9	6.0	83.0	17.1	82.9	96.64	48.85
Satkhira	Debhata	7.6	84.9	6.1	81.6	17.1	82.9	98.58	49.64
Satkhira	Kalaroa	5.9	85.7	6.1	81.4	18.6	81.4	96.60	49.04
Satkhira	Kaliganj	4.2	86.2	5.8	85.9	15.7	84.3	92.84	50.86
Satkhira	Satkhira Sadar	8.1	84.1	6.2	81.2	17.4	82.6	98.10	50.83
Satkhira	Shyamnagar	7.2	84.6	6.1	81.9	17.4	82.6	96.27	49.26
Satkhira	Tala	6.4	83.9	6.0	83.7	17.3	82.7	89.81	48.55
Satkhira	Adamdighi	5.6	86.8	5.9	85.0	14.8	85.2	91.67	51.21
Bogura	Bogura Sadar	6.9	83.0	6.2	80.9	18.5	81.5	96.12	49.96
Bogura	Dhunat	2.9	82.7	5.9	85.2	18.8	81.2	86.25	49.55
Bogura	Dhupchanchia	3.8	82.4	5.9	84.2	18.8	81.2	92.71	51.20
Bogura	Gabatali	3.7	85.8	5.8	86.2	15.6	84.4	97.15	50.66
Bogura	Kahaloo	3.7	85.8	5.8	86.2	15.6	84.4	99.31	50.78
Bogura	Nandigram	2.4	82.5	5.8	85.6	18.5	81.5	83.65	50.05
Bogura	Shajahanpur	4.0	82.4	6.0	83.4	19.4	80.6	98.30	50.83
Bogura	Sariakandi	5.6	83.1	6.1	81.6	19.5	80.5	95.10	49.10
Bogura	Sherpur	3.5	82.1	5.9	84.2	19.3	80.7	99.31	50.12
Bogura	Shibganj	4.3	82.6	6.0	83.9	19.4	80.6	99.64	50.84
Bogura	Sonatala	2.3	82.3	5.8	86.0	19.0	81.0	89.25	51.04
Bogura	Akkelpur	3.5	83.8	5.8	85.5	17.0	83.0	99.37	49.92
Jaipurhat	Joypurhat Sadar	3.8	85.4	5.8	85.6	16.7	83.3	97.76	50.04
Jaipurhat	Kalai	3.4	84.4	5.9	84.7	17.6	82.4	99.39	50.74
Jaipurhat	Khetlal	5.6	83.4	6.0	82.6	17.5	82.5	99.41	49.97
Jaipurhat	Panchbibi	7.6	84.8	6.1	81.6	16.4	83.6	98.99	51.19
Jaipurhat	Atrai	1.9	83.1	5.8	85.7	18.7	81.3	97.79	48.30
Naogaon	Badalgachhi	3.4	83.6	5.8	86.0	17.8	82.2	99.77	47.37
Naogaon	Dhamoirhat	1.5	81.6	5.8	85.7	19.9	80.1	99.46	46.81
Naogaon	Manda	1.8	85.3	5.8	86.7	17.0	83.0	99.09	48.10
Naogaon	Mahadebpur	2.6	85.3	5.8	86.5	17.2	82.8	98.17	47.94
Naogaon	Naogaon Sadar	4.4	81.8	6.0	83.1	19.1	80.9	99.76	46.27
Naogaon	Niamatpur	4.0	82.2	6.0	83.6	19.3	80.7	97.83	48.89
Naogaon	Patnitala	2.6	81.8	6.0	83.9	20.8	79.2	99.15	47.14
Naogaon	Porsha	1.8	84.4	5.7	87.2	17.3	82.7	97.88	44.44
Naogaon	Raninagar	4.7	84.9	5.9	84.5	17.1	82.9	98.34	46.55
Naogaon	Sapahar	2.9	82.9	5.8	86.1	18.1	81.9	99.39	45.97
Naogaon	Bagati Para	5.1	86.8	5.8	86.2	14.8	85.2	99.13	47.10
Natore	Baraigram	6.0	86.3	5.9	85.1	14.8	85.2	97.68	48.04
Natore	Gurudaspur	5.4	87.6	5.8	85.8	14.5	85.5	94.44	45.45

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Natore	Lalpur	6.1	86.8	5.9	85.0	14.6	85.4	98.96	46.77
Natore	Natore Sadar	8.1	87.5	6.0	82.7	15.0	85.0	98.93	49.71
Natore	NOLDANGA	5.8	86.3	5.8	85.7	15.0	85.0	90.12	46.14
Natore	Singra	4.4	86.9	5.8	86.8	14.8	85.2	77.35	46.70
Natore	Bholahat	4.1	82.4	6.0	82.8	19.9	80.1	99.10	50.72
Nawabgonj	Gomastapur	4.9	80.4	6.3	79.6	22.6	77.4	96.97	50.54
Nawabgonj	Nachole	3.3	81.0	6.0	83.4	21.2	78.8	97.99	49.19
Nawabgonj	Nawabganj Sadar	2.4	78.9	6.0	83.0	22.6	77.4	99.03	48.97
Nawabgonj	Shibganj	1.9	78.9	6.0	84.0	22.4	77.6	89.55	49.35
Nawabgonj	Atgharia	1.3	82.5	5.8	86.8	18.6	81.4	92.43	50.83
Pabna	Bera	4.6	83.4	5.9	84.3	18.3	81.7	89.64	50.82
Pabna	Bhangura	0.5	83.1	5.7	88.1	18.2	81.8	97.11	50.22
Pabna	Chatmohar	6.1	83.2	6.0	83.1	18.1	81.9	96.82	49.69
Pabna	Faridpur	1.7	83.8	5.8	86.8	18.3	81.7	97.17	50.80
Pabna	Ishwardi	6.8	84.7	6.1	81.7	17.6	82.4	97.80	51.27
Pabna	Pabna Sadar	3.9	83.6	5.8	85.9	17.4	82.6	94.39	50.97
Pabna	Santhia	2.0	83.1	5.8	86.3	18.5	81.5	90.76	50.87
Pabna	Sujanagar	1.9	82.9	5.8	86.6	18.6	81.4	95.15	50.60
Pabna	Bagha	7.0	85.8	6.0	83.8	15.8	84.2	93.62	48.62
Rajshahi	Baghmara	1.9	85.6	5.6	88.8	15.4	84.6	90.26	47.30
Rajshahi	Boalia	7.4	87.0	6.0	83.5	15.2	84.8	85.17	48.12
Rajshahi	Matihar	5.5	86.2	5.9	85.1	15.5	84.5	92.59	48.08
Rajshahi	Rajpara	5.5	86.2	5.9	85.1	15.5	84.5	92.59	48.08
Rajshahi	Shah Makhdum	5.5	86.2	5.9	85.1	15.5	84.5	92.59	48.08
Rajshahi	Charghat	5.2	86.8	5.8	85.5	15.4	84.6	95.33	48.33
Rajshahi	Durgapur	2.2	86.3	5.7	87.7	15.5	84.5	98.64	47.65
Rajshahi	Godagari	2.1	84.8	5.6	88.6	16.0	84.0	87.06	48.19
Rajshahi	Mohanpur	6.8	86.4	6.1	82.5	15.8	84.2	96.72	48.74
Rajshahi	Paba	7.4	86.7	6.0	83.6	15.0	85.0	94.37	48.04
Rajshahi	Puthia	8.6	85.9	6.1	81.8	15.6	84.4	95.33	48.29
Rajshahi	Tanore	6.5	86.4	5.9	85.0	15.2	84.8	89.42	47.61
Rajshahi	Belkuchi	2.5	82.5	5.8	85.8	18.8	81.2	98.32	50.02
Sirajgonj	Chauhali	0.6	83.1	5.7	87.0	18.8	81.2	96.05	48.38
Sirajgonj	Kamarkhanda	1.0	83.5	5.7	87.1	18.2	81.8	98.85	51.01
Sirajgonj	Kazipur	1.2	83.4	5.8	86.5	18.7	81.3	98.57	49.41
Sirajgonj	Royganj	4.1	83.3	5.9	84.7	18.4	81.6	97.64	49.85
Sirajgonj	Shahjadpur	4.4	82.9	5.9	84.1	18.8	81.2	97.00	50.46
Sirajgonj	Sirajganj Sadar	4.2	82.6	6.0	84.0	18.9	81.1	95.33	50.91
Sirajgonj	Tarash	2.6	82.5	5.8	85.7	19.1	80.9	90.76	51.08
Sirajgonj	Ullah Para	1.4	82.3	5.8	86.9	18.9	81.1	96.12	50.61
Sirajgonj	Birampur	1.1	82.8	5.8	86.8	19.1	80.9	98.33	51.14
Dinajpur	Birganj	3.3	82.4	5.9	84.3	19.5	80.5	99.05	50.70

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Dinajpur	Biral	5.9	83.0	6.1	81.8	19.1	80.9	98.44	51.63
Dinajpur	Bochaganj	2.1	82.8	5.8	85.7	19.2	80.8	91.02	50.65
Dinajpur	Chirirbandar	1.9	83.0	5.8	86.5	18.8	81.2	99.21	50.67
Dinajpur	Dinajpur Sadar	4.7	82.6	5.9	84.1	19.1	80.9	99.56	50.75
Dinajpur	Fulbari	1.6	83.1	5.8	85.8	19.1	80.9	97.50	51.76
Dinajpur	Ghoraghat	3.6	82.8	5.9	84.4	18.9	81.1	97.02	50.57
Dinajpur	Hakimpur	5.0	81.5	6.0	83.0	20.5	79.5	98.65	52.19
Dinajpur	Kaharole	1.5	82.4	5.8	86.2	19.6	80.4	93.50	51.63
Dinajpur	Khansama	1.2	83.0	5.7	87.7	18.6	81.4	98.26	51.15
Dinajpur	Nawabganj	2.2	82.8	5.8	86.2	19.0	81.0	98.18	49.92
Dinajpur	Parbatipur	1.7	82.4	5.8	86.4	19.4	80.6	93.95	51.88
Dinajpur	Fulchhari	1.9	74.0	6.3	79.6	27.6	72.4	99.57	50.81
Gaibandha	Gaibandha Sadar	3.9	75.4	6.3	79.4	26.7	73.3	95.33	50.39
Gaibandha	Gobindaganj	1.6	74.9	6.1	81.9	26.6	73.4	95.68	51.86
Gaibandha	Palashbari	1.9	74.4	6.2	80.6	27.5	72.5	97.74	48.62
Gaibandha	Sadullapur	1.9	74.3	6.2	80.7	27.6	72.4	96.12	49.81
Gaibandha	Saghatta	1.7	74.6	6.2	81.0	27.1	72.9	98.39	50.43
Gaibandha	Sundarganj	1.5	74.1	6.1	81.5	27.5	72.5	94.76	49.99
Gaibandha	Bhurungamari	2.6	78.2	6.1	82.1	23.8	76.2	90.55	50.20
Kurigram	Chilmari	2.0	77.3	6.1	82.6	24.5	75.5	89.39	51.04
Kurigram	Phulbari	3.0	77.4	6.1	81.9	24.6	75.4	91.36	51.15
Kurigram	Kurigram Sadar	3.3	77.4	6.2	80.9	24.7	75.3	90.99	50.26
Kurigram	Nageshwari	1.4	77.4	6.0	82.7	24.5	75.5	81.32	50.87
Kurigram	Rajarhat	5.5	78.5	6.2	80.5	23.2	76.8	95.11	51.08
Kurigram	Char Rajibpur	2.3	78.1	6.0	83.4	23.6	76.4	91.80	50.56
Kurigram	Raumari	0.8	77.7	6.0	83.6	24.0	76.0	96.73	51.64
Kurigram	Ulipur	2.1	78.0	6.1	82.3	24.1	75.9	97.82	51.16
Kurigram	Aditmari	2.7	78.3	6.1	82.3	23.5	76.5	92.85	49.45
Lalmonirhat	Hatibandha	3.2	78.1	6.1	81.8	23.8	76.2	86.76	50.93
Lalmonirhat	Kaliganj	2.3	77.7	6.1	82.5	24.2	75.8	94.95	49.97
Lalmonirhat	Lalmonirhat Sadar	4.7	78.7	6.2	80.6	23.7	76.3	97.29	50.32
Lalmonirhat	Patgram	3.4	78.3	6.1	81.5	23.8	76.2	96.03	50.84
Lalmonirhat	Dimla	1.7	83.0	5.8	86.7	18.8	81.2	95.90	48.78
Nilphamari	Domar	5.8	82.3	6.1	82.2	19.9	80.1	93.51	50.07
Nilphamari	Jaldhaka	1.5	82.5	5.8	86.2	19.6	80.4	97.25	50.04
Nilphamari	Kishoreganj	2.2	82.2	5.9	85.2	19.8	80.2	91.72	49.81
Nilphamari	Nilphamari Sadar	2.9	82.6	5.9	84.7	19.4	80.6	97.52	48.75
Nilphamari	Saidpur	2.5	82.5	5.9	85.0	19.5	80.5	95.89	50.36
Nilphamari	Atwari	1.9	83.4	5.8	86.3	18.6	81.4	97.96	48.51
Panchagarh	Boda	2.8	83.0	5.8	85.9	18.9	81.1	92.23	48.26
Panchagarh	Debiganj	4.7	83.5	6.0	83.7	18.7	81.3	98.85	50.23
Panchagarh	Panchagarh Sadar	5.0	83.6	5.9	84.1	18.2	81.8	97.52	48.25

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Panchagarh	Tentulia	7.0	84.5	6.1	81.7	17.9	82.1	98.41	49.91
Panchagarh	Badarganj	3.3	84.6	5.8	86.2	17.1	82.9	96.45	49.03
Rangpur	Gangachara	11.5	85.6	6.4	78.4	17.3	82.7	97.49	49.25
Rangpur	Kaunia	2.2	85.1	5.8	86.8	17.1	82.9	97.89	49.11
Rangpur	Mitha Pukur	2.8	84.4	5.8	86.5	17.4	82.6	94.95	49.03
Rangpur	Pirgachha	1.1	85.3	5.7	88.3	16.5	83.5	98.79	48.91
Rangpur	Pirganj	2.7	85.5	5.8	86.9	16.5	83.5	93.55	49.20
Rangpur	Rangpur Sadar	4.8	85.1	5.9	84.7	16.9	83.1	97.73	49.19
Rangpur	Taraganj	6.0	85.3	6.0	83.8	16.9	83.1	96.06	49.06
Rangpur	Baliadangi	2.7	83.9	5.8	86.6	17.8	82.2	93.69	47.24
Thakurgaon	Haripur	0.8	83.3	5.7	87.3	18.5	81.5	90.17	48.24
Thakurgaon	Pirganj	2.1	83.0	5.8	85.5	19.1	80.9	93.20	47.34
Thakurgaon	Ranisankail	1.9	83.3	5.8	86.2	18.6	81.4	83.34	48.08
Thakurgaon	Thakurgaon Sadar	3.5	83.8	5.9	85.4	18.1	81.9	96.85	47.78
Thakurgaon	Ajmiriganj	10.1	86.4	6.3	79.9	16.1	83.9	90.68	49.53
Hobigonj	Bahubal	8.6	85.4	6.1	81.6	16.4	83.6	91.60	50.21
Hobigonj	Baniachong	9.4	83.9	6.3	79.6	18.3	81.7	94.66	50.13
Hobigonj	Chunarughat	8.2	85.4	6.1	81.7	17.0	83.0	94.34	50.55
Hobigonj	Habiganj Sadar	4.5	85.4	5.8	85.5	16.5	83.5	94.25	50.81
Hobigonj	Lakhai	5.8	84.5	6.0	83.0	17.5	82.5	77.13	49.89
Hobigonj	Madhabpur	9.6	85.9	6.2	80.8	16.3	83.7	92.44	50.65
Hobigonj	Nabiganj	11.2	84.6	6.4	78.4	17.7	82.3	91.77	50.64
Hobigonj	Barlekha	9.9	86.5	6.1	81.7	15.2	84.8	97.36	48.88
Moulavi Bazar	Juri	7.6	87.2	6.0	83.2	15.3	84.7	96.70	49.01
Moulavi Bazar	Kamalganj	9.4	86.7	6.1	81.9	15.6	84.4	94.16	49.06
Moulavi Bazar	Kulaura	8.2	86.8	6.0	83.5	15.1	84.9	93.53	48.89
Moulavi Bazar	Maulvi Bazar Sadar	11.4	87.5	6.2	80.3	14.7	85.3	94.56	49.61
Moulavi Bazar	Rajnagar	10.3	87.1	6.2	80.2	15.2	84.8	98.76	49.60
Moulavi Bazar	Sreemangal	11.2	87.5	6.3	79.6	15.1	84.9	96.93	49.29
Moulavi Bazar	Bishwambarpur	10.0	82.5	6.6	75.8	22.2	77.8	71.82	49.05
Sunamgonj	Chhatak	11.5	81.1	6.8	73.9	23.7	76.3	88.58	50.86
Sunamgonj	Dera	8.2	79.3	6.4	77.8	23.8	76.2	90.71	50.02
Sunamgonj	Dakshin Sunamganj	8.6	79.7	6.5	77.1	22.4	77.6	61.87	48.94
Sunamgonj	Dharampasha	11.7	79.0	6.6	75.4	24.2	75.8	96.84	49.34
Sunamgonj	Dowarabazar	8.8	80.2	6.5	76.4	22.9	77.1	84.39	50.04
Sunamgonj	Jagannathpur	8.9	83.0	6.4	77.6	22.0	78.0	93.53	49.80
Sunamgonj	Jamalganj	9.0	83.0	6.5	76.5	22.8	77.2	92.90	49.15
Sunamgonj	Sulla	2.1	79.3	6.0	83.1	23.4	76.6	91.33	49.32
Sunamgonj	Sunamganj Sadar	6.2	78.0	6.3	78.8	24.6	75.4	95.61	49.94

District	Upazila	Repetition rates (%)	Survival rate (%)	Years input per graduate	Coefficient of efficiency (%)	Dropout rate (%)	Completion Rate 2019 (%)	Pass Rate on DR	Proportion of enrolled girls
		All	All	All	All	All	All	All	Ratio
Sunamgonj	Tahirpur	9.6	82.6	6.5	76.3	23.2	76.8	87.50	49.21
Sunamgonj	Balaganj	11.1	84.7	6.3	79.8	18.0	82.0	94.16	51.31
Sylhet	Beani Bazar	11.6	84.4	6.5	77.1	18.6	81.4	91.65	50.81
Sylhet	Bishwanath	3.1	84.1	5.8	86.0	17.6	82.4	94.98	51.27
Sylhet	Companiganj	7.1	83.5	6.2	81.1	18.6	81.4	87.40	50.56
Sylhet	Dakshin Surma	10.3	84.3	6.4	78.1	18.3	81.7	94.55	51.96
Sylhet	Fenchuganj	9.5	84.9	6.4	78.7	17.9	82.1	99.08	51.38
Sylhet	Gowainghat	9.1	83.8	6.3	79.8	18.2	81.8	89.05	50.56
Sylhet	Golabganj	10.6	84.3	6.4	78.5	18.4	81.6	97.17	51.43
Sylhet	Jaintiapur	10.8	84.4	6.4	78.2	18.1	81.9	97.41	51.33
Sylhet	Zakiganj	8.3	85.0	6.2	81.0	17.4	82.6	97.75	51.04
Sylhet	Kanaighat	8.7	84.0	6.3	79.6	18.6	81.4	90.16	50.71
Sylhet	Sylhet Sadar	8.3	84.1	6.3	79.8	18.9	81.1	90.09	51.26

Annex 8: Sustainable Development Goals (SDGs), 2017 - 2030

Target	Indicators	Source of Data	Action required	Timeline	Remarks
4.1 By 2030, all girls and boys complete a free, equitable and quality primary education leading to relevant and effective learning outcomes	<u>Learning</u> 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
	<u>Completion</u> 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	
	<u>Participation</u> 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	
	<u>Provision</u> 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 ready for primary education	<u>Readiness</u> 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
	<u>Participation</u> 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	APSC	APSC Questionnaire includes these	Annually	
	<u>Provision</u> Number of years of free and compulsory PPE guaranteed in legal framework	Policy documents Legislations Education Policy	1 year of PPE (for 5 years old children)		Offered in all schools

Target	Indicators	Source of Data	Action required	Timeline	Remarks
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 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	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 e. Needs to include in the APSC questionnaire f. Needs to include 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	Annually	

Target	Indicators	Source of Data	Action required	Timeline	Remarks
			APSC questionnaire.		
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 through international cooperation for teacher training in developing countries, especially in the least developed countries and small island developing States	Teachers a. Proportion of teachers qualified according to national standards by education level b. Student-qualified teacher ratio 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	APSC / Administrative records	Need to develop the Teachers' comprehensive database	Regular update	

Annex 9: The PEDP4 Result Matrix

Act NO.	INDICATOR	SN	Indic. Type/ No.	SDG No.	Sub-Indicator	Tareget (The PEDP4 Baseline 2016 and End 2023), %							Achievement, %		
						2016	2018	2019	2020	2021	2022	20203	2017	2018	2019
1.0.1	Percentage of children who completed one year of PPE	1	KPI 1		All	n/a	n/a	50%	60%	70%	80%	90%	75.4	73.2	70.6
1.0.2	Percentage of Grade 3 students achieving Band 3 competencies in Bangla (All; Boy; Girl)	2	KPI 3	SDG 4.1.1	All	65%	70%	n/a	n/a	83%	n/a	85%	74	n/a	n/a
		3			Male	62%	70%	n/a	n/a	83%	n/a	85%	73	n/a	n/a
		4			Female	66%	70%	n/a	n/a	83%	n/a	85%	76	n/a	n/a
1.0.3	Percentage of Grade 5 students achieving Band 5 competencies in Bangla (All; Boy; Girl)	5	KPI 4	SDG 4.1.2	All	23%	35%	n/a	n/a	50%	n/a	60%	12	n/a	n/a
		6			Male	22%	35%	n/a	n/a	50%	n/a	60%	11	n/a	n/a
		7			Female	24%	35%	n/a	n/a	50%	n/a	60%	12	n/a	n/a
1.0.3	Percentage of Grade 3 students achieving Band 3 competencies in Math (All; Boy; Girl)	8	KPI 4	SDG 4.1.2	All	10%	25%	n/a	n/a	40%	n/a	50%	41	n/a	n/a
		9			Male	10%	25%	n/a	n/a	40%	n/a	50%	42	n/a	n/a
		10			Female	11%	25%	n/a	n/a	40%	n/a	50%	41	n/a	n/a
1.0.3	Percentage of Grade 5 students achieving Band 5 competencies in Math (All; Boy; Girl)	11	KPI 4	SDG 4.1.1	All	41%	50%	n/a	n/a	65%	n/a	85%	17	n/a	n/a
		12			Male	37%	50%	n/a	n/a	65%	n/a	85%	16	n/a	n/a
		13			Female	40%	0%	n/a	n/a	65%	n/a	85%	17	n/a	n/a
1.0.4	Grade 5 Primary Education Completion examination (PECE) pass rate (%)	14	KPI 5	SDG 4.1.2	All	98.5%	98.7%	98.9%	99.0%	99.2%	99.5%	99.5%	95.2	95.5	95.5
		15			Male	98.4%	98.6%	98.6%	98.7%	98.9%	99.5%	99.5%	94.9	95.4	95.4
		16			Female	98.5%	98.7%	98.9%	99.0%	99.2%	99.5%	99.5%	95.4	95.6	95.6
1.0.5	Gross Enrolment Rate (GER)	17	KPI 6		All	112.10%	111%	110%	109%	108%	107%	106%	111.7	114.23	109.6
		18			Male	109.3%	110%	108%	109%	107%	106%	105%	108.1	110.32	104.5
		19			Female	115%	111%	111%	109%	109%	108%	108%	115.4	118.3	114.9
1.0.6	Net Enrolment Rate (NER)	20	KPI 7		All	97.9%	98.0%	98.1%	98.2%	98.3%	98.4%	98.5%	97.96	97.85	97.8
		21			Male	97.1%	97.2%	97.5%	97.6%	97.7%	97.7%	98.0%	97.1	97.55	97.7
		22			Female	98.8%	99.0%	99.1%	99.2%	99.3%	99.4%	99.5%	98.8	98.16	98.01
1.0.7	Primary cycle completion rate	23	KPI 8	SDG 4.1.4	All	80.85%	82%	84%	86%	88%	90%	90%	81.2	81.4	82.1
		24			Male	77.7%	80%	80%	84%	86%	88%	88%	78.28	78.56	80.8
		25			Female	83.9%	86%	88%	90%	92%	93%	93%	84.08	84.31	84.3
1.0.8	Contact hours - Single Shift (hours)	26	KPI 9		Gr I&II	900	n/a	n/a	n.a.	8%	n/a	1000	882	919	844
		27			Gr III-V	1200	n/a	n/a	n.a.	8%	n/a	1500	1,477	1,428	1,473
1.0.8	Contact hours - Double Shift (hours)	28	KPI 9		Gr I&II	600	n/a	n/a	n.a.	8%	n/a	800	714	600	602
		29			Gr III-V	780	n/a	n/a	n.a.	8%	n/a	1000	783	789	782
1.0.9	Percentage of OOSC aged 8- 14 years (To be cross checked with BNFE)	30	KPI 10		All	13.9%	n/a	n/a	n.a.	8%	n/a	6%	6.5	n/a	6.4
		31			Male	16.4%	n/a	n/a	n.a.	10%	n/a	8%	7.1	n/a	8
		32			Female	11.2%	n/a	n/a	n.a.	6%	n/a	4%	5.8	n/a	4
1.0.10	Coefficient of efficiency [EFA 14] Ideal as % of actual	33	KPI 11		All	80.9%	81%	82%	83%	84%	85%	86%	81.9	82.21	82.6
		34			Male	83.5%	79%	80%	81%	82%	83%	84%	80.2	80.81	81.9
		35			Female	83.5%	83%	84%	85%	86%	87%	88%	83.4	83.62	83.2
1.0.10	Year inputs per graduate	36	KPI 11		All	6.18	6.18	6.10	6.10	6.05	6.00	6.00	6.1	6.08	6.05
		37			Male	6.30	6.30	6.20	6.20	6.00	6.00	6.00	6.23	6.19	6.1
		38			Female	6.00	6.00	5.90	6.10	6.05	6.05	6.05	5.99	5.98	5.95
1.0.11	Gender parity index of GER	39	KPI 12			1.05	1.05	1.04	1.04	1.04	1.04	1.04	1.07	1.07	1.09
1.0.11	Gender parity index of NER	40	KPI 12			1.05	1.05	1.04	1.04	1.04	1.04	1.04	1.01	1.01	1.00
1.0.12	NER – range between top and bottom 20% of households by consumption quintile	41	KPI 13		All	8	n/a	n/a	n/a	n/a	5	4	93	n/a	n/a
		42			Male	3	n/a	n/a	n/a	n/a	2	1	88	n/a	n/a
		43			Female	2	n/a	n/a	n/a	n/a	6	5	5	n/a	n/a
1.0.13	Upazila composite performance index – top and bottom 10% of Upazilas	44	KPI 14		Top 10	1.14	n/a	n/a	n/a	n/a	1.04	0.8	2.45	2.77	2.5
		44	KPI 14		Bottom 10								1.79	2.21	1.85
1.0.14	PECE Participation rate based on Descriptive Roll (All, boys and girls)	45	Non-KPI		All	96.4%	97.0%	97.5%	98.0%	98.4%	99%	99.0%	95.4	95.5	96.05
		46			Male	95.9%	97.0%	97.5%	98.0%	98.0%	99.0%	99.0%	96.7	94.8	95.40
		47			Female	96.9%	97.0%	97.5%	98.0%	98.9%	99.0%	99.0%	96.1	96.2	96.61

Act NO.	INDICATOR	SN	Indic. Type/ No.	SDG No.	Sub-Indiciator	Tareget (The PEDP4 Baseline 2016 and End 2023), %								Achievement, %		
						2016	2018	2019	2020	2021	2022	20203	2017	2018	2019	
1.0.14	PECE Participation rate based on Appeared (All, boys and girls)	48	Non KPI			n/a	n/a	n/a	n/a	n/a	n/a	n/a				
1.0.15	Survival Rate (EFA-13) (All, boys and girls)	49	Non- K PI	SDG 4.1.3	All	82.1%	82.5%	82.5%	82.5%	83.0%	83.0%	83.5%	83.3	83.5	85.2	
		Male			78.6%	78.5%	78.6%	86.3%	78.8%	79.0%	80.4%	81.3	80.9	84.1		
		Female			85.4%	86.0%	86.3%	86.3%	86.8%	87.0%	87.5%	85.4	87.7	86.1		
PROGRAM LEVEL INDICAOTRES																
1.0.15	Repetition rate (EFA-12) (All, boys and girls)	52	Non-KPI		All	6.1%	6.1%	6.0%	6.0%	6.0%	5.8%	5.8%	5.6	5.4	5.1	
		Male			6.4%	6.3%	6.2%	6.3%	6.3%	6.0%	6.0%	6.2	5.8	5.1		
		Female			5.8%	5.8%	5.8%	5.7%	5.7%	5.6%	5.6%	5.1	5.0	4.9		
1.0.16	Student attendance rate (All, boys and girls)	55	Non-KPI		All	87.5%	88.0%	88.5%	89.0%	89.5%	90.0%	90.0%	88.0	88.6	88.60	
		Male			87.2%	88.0%	88.5%	89.0%	89.5%	90.0%	90.0%	87.8	88.3	87.00		
		Female			87.7%	88.0%	88.5%	89.0%	89.5%	90.0%	90.0%	88.1	89.0	89.10		
	Transition rate from Grade 5 to Grade 6 (All, boys and girls) (%)	58				n/a	n/a	n/a	n/a	n/a	n/a	n/a	96.16	96.32	94.6	
1.1.1	Number of grades where curriculum revision for all subjects has been approved, and which have been integrated into a revised curriculum dissemination training	59	SCI-1			0	n/a	PPE to Grade 5	n/a	n/a	n/a	All subjects including PPE	n/a	n/a	n/a	
1.2.1	Percentage of schools which received textbooks as per distribution and replenishment plan by January 31	60	PSQL 1			n/a	99%	99%	99%	99% (including revised Gr-1-3)	99% Gr- 1 to 5 (including rev Gr- 4-5)	99% Grade 1 to 5	99.5	99.5	99.9	
1.2.8/1.7.2*	Percentage of schools where digital materials for student learning is available	61	SCI-9			n/a	n/a	n/a	n/a	n/a	n/a	n/a				
1.3.2	Number of Divisions which maintain updated online records of recruitment, assignment to schools, and transfers which are accessible to teachers.	62	SCI-10			n/a	0	0	0	8	8	8	n/a	n/a	n/a	
1.3.3	Percentage of schools that meet the STR standard of 40:1	63	PSQL 3	SDG 4c (b)	All	35.4%	%	%	%	%	%	%	30	55.6	61.1	
		64			GPS	34.0%	34.0%	34.0%	34.0%	33.5%	33.5%	33.5%	36	53.0	58.4	
		65			NNPS	37.4%	37.0%	37.0%	37.0%	36.5%	36.5%	36.5%	37	56.1	65.1	
1.3.4	Percentage of double shift schools with capacity to operate one or more grades of 1-4 on a single shift basis	66	PSQL 4			TBD	TBD	Reduction by at least 5% from baseline	Reduction by at least 20% from baseline	Reduction by at least 30% from baseline	Reduction by at least 50% from baseline	Reduction by at least 50% from baseline	n/a	10.3	8.93% (4,950)	
1.36	Number of AT vacancies filled	67	PSQL 5	SDG 4c (g)		7% vacant posts	7,500	7,500	7,500	7,500	7,500	37,500	n/a	9,767	18,147	
1.36	Number of HT vacancies filled	68	PSQL 5	SDG 4c (g)		27% vacant post	2,500	2,500	2,500	2,500	2,500	12,500	898	325	n/a	
1.3.7	Percentage of schools where the number of teachers is greater than five and STR is below 25:1	69	SCI 13			n/a	TBD	Reduction by at least 10% from baseline	Reduction by at least 20% from baseline	Reduction by at least 30% from baseline	Reduction by at least 50% from baseline	Reduction of at least half from baseline	38	13.33	27.85	
1.3.8	Percentage of posts in disadvantaged areas (HT/AT) to which a person is posted with an incentive	70	SCI 15			n/a	0%	0%	5%	10%	15%	15%	n/a	n/a	n/a	
1.4.1	Percentage of GPS teachers recruited since 2010 who have DPED	71	SCI 17			11,312 (3%)	7%	16%	30%	45%	60%	60%	32,375	12,148	14,575	
1.4.2		72	PSQL 7	SDG	All	94.3%	94.3%	94.3%	94.3%	94.3%	94.3%	94.3%	51.3	84.5	84.5	

Act NO.	INDICATOR	SN	Indic. Type/ No.	SDG No.	Sub-Indicator	Tareget (The PEDP4 Baseline 2016 and End 2023), %							Achievement, %		
						2016	2018	2019	2020	2021	2022	20203	2017	2018	2019
	Percentage of (assistant and head) teachers with a professional Qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.)	73		4.1.8	Male	94.8%	94.8%	94.8%	94.8%	94.8%	94.8%	94.8%	53.8	81.1	81.1
		74			Female	94.1%	94.1%	94.1%	94.1%	94.1%	94.1%	94.1%	48.9	83.2	83.2
1.4.3	Number of teachers who have received a DPED through PTIs	75	SCI 18			11,312	15,000	30,000	30,000	30,000	30,000	135,000 (total)	11,304	12,148	14,575
1.4.4	Percentage of vacant posts in PTIs	76	SCI 19			28%	25%	20%	15%	10%	5%	5%	38%	40%	41%
1.4.5	Percentage of PTI Instructors who have participated in training about the strengthened DPED curriculum	77	SCI 20			25%	50%	85%	100%	100%	100%	100%	80%	0%	0%
1.5.2	Percentage of teachers recruited since 2010 who receive continuous professional development (subject based) training	78	PSQL 9	SDG 4c (d)	All	88.2%	90%	92%	94%	96%	98%	98%	89.2	85	85
		79			Male	89.8%	90%	92%	94%	96%	98%	98%	89	86	86
		80			Female	87.3%	90%	92%	94%	96%	98%	98%	81	84	84
1.5.3	Percentage of assistant teachers recruited since 2010 who receive continuous professional development (need based cluster training)	81	PSQL 10	SDG 4c (h)	All	88.0%	100%	100%	100%	100%	100%	100%	90.1	74	76
		82			Male	89.0%	100%	100%	100%	100%	100%	100%	n/a	77	80
		83			Female	87.3%	100%	100%	100%	100%	100%	100%	n/a	72	71
1.5.4	Percentage of AT/HT receiving other training	84	SCI 22			n/a	40%	50%	60%	70%	90%	90%	51.3	84.5	84.5
1.5.5	Percentage of observed CPD training events rated as 'Satisfactory' or above	85	SCI 23			n/a	70%	70%	70%	75%	75%	75%	n/a	n/a	n/a
1.5.6	Percentage of govt. schools and URCs that have received all materials related to integrated CPD framework	86	SCI 24			n/a	n/a	20%	40%	80%	100%	100%	n/a	n/a	n/a
1.5.7	Percentage of Upazila Resource Team members who have been trained in delivery of integrated CPD framework	87	SCI 25			n/a	n/a	20%	40%	80%	100%	100%	n/a	n/a	n/a
1.5.8 and 1.4.6	Percentage of Head Teachers who have participated in Leadership training	88	PSQL 8		All	49%	60%	70%	80%	90%	100%	100%	51.3	84.5	84.5
		89			Male	51%	60%	70%	80%	90%	100%	100%	53.8	81.1	81.1
		90			Female	48%	60%	70%	80%	90%	100%	100%	48.9	83.2	83.2
1.5.8 and 1.4.6	Percentage of Head Teachers who have participated in Subject-based training (*)	91	PSQL 8				65,000 (stand- alone)	48,750 (stand- alone); 16,250 (CPD Framework)	32,500 (stand- alone); 32,500 (CPD Framework)	16,250 (stand- alone); 48,750 (CPD Framework)	65,000 (CPD Framework)				
1.5.8 and 1.4.6	Percentage of Head Teachers who have participated in Induction training	92	PSQL 8				15,000 (primary)	20,000 (pre- primary)	14,000 (primary); 6,000 (pre- primary)	20,000 (primary)	20,000 (primary)				
1.5.8 and 1.4.6	HTs Leadership Training (*) (SEND training embedded in HTs leadership training)	93	PSQL 8				13,000 (stand- alone)	10,125 (stand- alone); 3,375 (CPD Framework)	6,750 (stand- alone); 6,750 (CPD Framework)	3,375 (stand- alone); 10,125 (CPD Framework)	13,000 (CPD Framework)		n/a	n/a	n/a
1.5.8 and 1.4.6	Percentage of Head Teachers who have participated in ICT	94	PSQL 8				43,000	43,000	43,000	43,000	43,000				
1.6.1	Number of teachers receiving training on use of ICT materials	95	PSQL 11			n/a	43,000	43,000	43,000	43,000	43,000	215,000 teachers	n/a	50,416 Schools (79%)	51,104 Schools (77.88%)
1.6.3	Percentage of GPS where digital materials for teacher professional development are available	96	SCI 30			n/a	0%	25%	50%	75%	100%	100%			
1.6.4	Percentage of GPS where digital materials for student learning are available	97	SCI 31			n/a		25%	50%	75%	100%	100%			

Act NO.	INDICATOR	SN	Indic. Type/ No.	SDG No.	Sub-Indicator	Tareget (The PEDP4 Baseline 2016 and End 2023), %							Achievement, %		
						2016	2018	2019	2020	2021	2022	2023	2017	2018	2019
1.6.4	Percentage of schools having Multimedia based classrooms	98	PSQL 1 2	SDG 4a (l)		508 schools (0.08%)			50%		80%	90%	n/a	50,416 Schools (79%)	51,104 Schools (77.9%)
1.6.5	Percentage of GPS with interactive multi-media classroom	99	SCI 32			21,677	34,664	34,664	34,664	34,664	34,664	100%			
1.6.5	Percentage of GPS with at least 3 functional Laptops	100	SCI 33	SDG 4a (f)		58,423	27,315	27,315	27,315	27,315	27,315	100%			
1.6.5	Percentage of GPS with at least 3 Sound system	101	SCI 34			58,434	11,686	11,686	11,686	11,686	11,686	100%			
1.6.5	Percentage of GPS with at least 3 internet modems	102	SCI 35	SDG4a (e)		4,900	12,020	12,020	12,020	12,020	12,020	100%			
1.6.6	Percentage of teachers who participate in the affordable purchase scheme	103	SCI 36			n/a	0%	0%	10%	15%	20%	20%			
1.7.1	Number of examinations/assessments led by a Primary Education Board for assessment and examinations (including PECE, NSA)	104	SCI 38			n/a				4: PECE; NSA	1: PECE	5			
1.7.2	Percentage of PECE test items which are competency-based	105	SCI 39			80%	80%	85%	90%	Review of PECE*	100%	100%			
1.7.3	Percentage of schools which receive PECE results analysis in actionable form	106	SCI 40			n/a				Basic Graded result in old format to all schools	100%	100%			
1.7.5	Number of policy briefs issued based on NSA,	107	SCI 42			n/a					At least 2 for each of NSA.	At least 2			
1.8.1	Percentage of Grade 1 new intakes who completed PPE	108	Non-KPI	SDG 4.2.2	All	96.6%	97.0%	97.5%	98.0%	98.5%	99.0%	99.0%	92.4	92.6	89.24
		109			GPS	96.1%	96.5%	97.0%	97.5%	98.0%	98.0%	98.5%	89.7	90.3	90.54
		110			NNPS	97.0%	97.5%	98.0%	98.5%	99.0%	99.5%	99.5%	96.1	98.3	86.53
1.8.3	Percentage of GPS schools that meet minimum standards (PPE composite index)	111	SCI 45			n/a	50%	55%	60%	65%	70%	70%			
1.8.4	Percentage of schools which received all new textbooks and PPE TLM Packages	112	PSQL 2			100% textbooks -	100% schools	100% schools	100% schools	100% schools	100% schools	100% schools	99.5	99.5	99.9
1.8.5	GER for PPE	113	KPI 16	SDG 4.2.3	All	145%	140%	135%	130%	125%	120%	115%	130.6	130.6	130.6
		114			Male	149%	141%	136%	131%	126%	121%	116%	126.9	126.9	126.9
		115			Female	147%	139%	134%	129%	124%	119%	114%	133.4	133.4	133.4
1.8.6	NER for PPE	116	KPI 17	SDG 4.2.4	All	86.3%	88%	90%	92%	94%	95%	95%	94.3	94.3	94.3
		117			Male	88.5%	89%	91%	93%	95%	97%	97%	93.6	93.6	93.6
		118			Female	87.4%	88%	89%	91%	93%	94%	94%	94.9	94.9	94.9
1.8.7	Percentage of schools* offering PPE	119	SCI 46			GPS: 99.6%; NNPS: 99%	100% schools	100% schools	100% schools	100% schools	100% schools	100% schools			
1.8.8	Percentage of schools with a dedicated well decorated classroom for Pre-Primary	120	SCI 47	SDG 4.2.5		22,392 (35%)	14,608 (23%)	n/a	n/a	n/a	28,000 (43%)	28,000 (43%)			
1.8.9	Percentage of schools with a dedicated PPE classroom size	121	SCI 48	SDG 4.2.6		22,392	14,608 (23%)	n/a	n/a	n/a	28,000 (43%)	28,000 (43%)			
1.8.10	Percentage of schools with a dedicated teacher for Pre-Primary class	122	SCI 49			37,000	n/a	n/a	n/a	n/a	28,000	28,000			
1.8.11	Percentage of PPE classrooms which are maintained in safe and secure condition as per Level 1 of the guideline	123	SCI 51			n/a	n/a	n/a	n/a	n/a	n/a	n/a			

Act No.	INDICATOR	SN	Indic. Type/ No.	SDG No.	Sub-Indicator	Tareget (The PEDP4 Baseline 2016 and End 2023), %							Achievement, %		
						2016	2018	2019	2020	2021	2022	2023	2017	2018	2019
1.8.12	Percentage of PPE classrooms which are organized & decorated as per Classroom Organization and Decoration guideline.	124	SCI 52			n/a	n/a	n/a	n/a	n/a	n/a	n/a			
1.8.13	Percentage of schools where all teaching learning materials including play & stationary materials as per the approved list are available in the classroom	125	SCI 53			n/a	n/a	n/a	n/a	n/a	n/a	n/a			
1.8.14	For each GPS: /(All types of schools) Number of children in catchment area, (estimated 5 years population)	126	SCI 54		All	2,130,240	n/a	n/a	n/a	n/a	n/a	n/a			
		127			Male	1,082,049	n/a	n/a	n/a	n/a	n/a	n/a			
		128			Female	1,048,191	n/a	n/a	n/a	n/a	n/a	n/a			
1.8.14	Number of children in PPE at different types of services, (all types of schools)	129	SCI 55		All	3,129,535	n/a	n/a	n/a	n/a	n/a	n/a			
		130			Male	1,569,937	n/a	n/a	n/a	n/a	n/a	n/a			
		131			Female	1,559,598	n/a	n/a	n/a	n/a	n/a	n/a			
1.8.14	Number of children not enrolled in PPE	132	SCI 56		All	291,843	n/a	n/a	n/a	n/a	n/a	n/a			
		133			Male	124,436	n/a	n/a	n/a	n/a	n/a	n/a			
		134			Female	132,072	n/a	n/a	n/a	n/a	n/a	n/a			
1.8.15	Percentage of schools where the PPE STR is equal to or less than 30:1	135	SCI 57			n/a	n/a	n/a	n/a	n/a	n/a	n/a			
1.8.16	Percentage of schools where the PPE class follows the class routine, annual work plan and teaching learning process mentioned in the teacher's guide	136	SCI 58			n/a	20%	40%	70%	90%	100%	100%			
1.8.17	Percentage of schools where the PPE class follows the continuous assessment guideline with updated record and there is no exam throughout the year	137	SCI 59			n/a	20%	40%	70%	90%	100%	100%			
1.8.18	PPE daily attendance rate	138	SCI 60			n/a	>30%	>50%	>60%	>80%	>90%	>90%			
1.8.19	Percentage of schools where each PPE class organized at least 6 structured parents' meeting in the reporting year following the guideline	139	SCI 61			n/a	100%	100%	100%	100%	100%	100%			
1.8.20	Percentage of schools where each PPE class received structured supervisory visit and support from the Head teacher twice in a month	140	SCI 62			n/a	100%	100%	100%	100%	100%	100%			
1.8.21	Percentage of schools where each PPE class received structured monitoring visit and support from AUEO/UEO/URCI once in every quarter following a guideline	141	SCI 63			n/a	100%	100%	100%	100%	100%	100%			
1.8.22	PPE Dropout rate	142	SCI 64			n/a	5%	3%	2%	1%	<1%	<1%			
2.0.1	Percentage of schools that meet the SCR standard of 40:1	143	KPI 18		All	35.4%	38%	39%	41%	43%	46%	46%	32.1	35	37
		144			GPS	34.0%	38%	39%	41%	43%	46%	46%	31.2	32.1	36

Act NO.	INDICATOR	SN	Indic. Type/ No.	SDG No.	Sub-Indicator	Target (The PEDP4 Baseline 2016 and End 2023), %							Achievement, %		
						2016	2018	2019	2020	2021	2022	2023	2017	2018	2019
		145			NNPS	37.4%	38%	39%	41%	43%	46%	46%	32.1	39.4	39
2.0.2	Percentage of schools that are single shift (disaggregated by schools providing 3 grades single- shift, and providing all 5 grades)	146	KPI 19		All 5 Grades	21.60%	21.60%	21.60%	21.60%	21.60%	21.60%	21.60%	22.5	23.7	14.38 (9,435)
		147			3 Grades	0%	0%	5%	10%	15%	20%	20%	n/a	n/a	n/a
2.0.3	Percentage of GPS that meet at least 3 of 4 school-level quality indicators	148	KPI 20			32.80%	35%	38%	44%	47%	50%	50%	32.5	34	30.0
2.0.4	Percentage of children out of school (age 8-10, age 11-14)	149	KPI 21	SDG 4.1.5	All	17.9%	15.0%	12.0%	9.0%	7.0%	5.0%	5.0%	6.5	n/a	n/a
		150			Male	18.9%	15.9%	12.9%	10.9%	8.9%	5.0%	5.0%	7.1	n/a	n/a
		151			Female	17.4%	14.4%	11.4%	8.4%	6.4%	5.0%	5.0%	5.8	n/a	n/a
2.0.4	Percentage of children out of school (age 8-10, age 11-14)	152	KPI 21	SDG 4.1.5	All	14.4%	12%	11%	10%	9%	8%	8%	6.5 EHS 2016	n/a	n/a
		153			Male	19.4%	17%	15%	13%	11%	9%	9%	7.1	n/a	n/a
		154			Female	9.0%	8%	8%	7%	6%	5%	5%	5.8	n/a	n/a
2.0.5	Primary cycle drop-out rate	155	KPI 22		All	19.2%	18%	16%	14%	12%	10%	10%	18.8	18.6	17.9
		156			Male	22.3%	20%	18%	16%	14%	12%	12%	21.7	21.44	19.2
		157			Female	16.1%	14%	12%	10%	8%	7%	6%	15.9	15.69	15.7
2.0.6	Number of enrolled children with mild and moderate disabilities in mainstream primary schools	158	PSQL	SDG 4.5.1	All	67,022	n/a	n/a	74%	n/a	n/a	80%	98,310	98,310	98,310
		159			Male	37,260	n/a	n/a	70%	n/a	n/a	84%	54,442	54,442	54,442
		160			Female	29,762	n/a	n/a	77%	n/a	n/a	76%	43,868	43,868	43,868
2.1.1	Percentage of target classrooms and teachers' rooms built	161	SCI 66			n/a	0%	30%	60%	90%	100%	100%			
2.2.1	Percentage of schools on need-based list that have received furniture listed	162	SCI 69			n/a	0	30%	55%	90%	100%	100%			
	Amount of funds dispersed for(Major, Minor, Routine) maintenance of schools XXX	163	SCI?			n/a	n/a	Need-based maintenance according to relevant guidelines	Need-based maintenance according to relevant guidelines	Need-based maintenance according to relevant guidelines	Need-based maintenance according to relevant guidelines	Maintenance done			
2.4.1	Percentage of schools with separate functioning WASH blocks for boys and girls	164	PSQL 19	SDG 4a (b)		22%	10%	30%	60%	90%	100%	n/a	34.06	76.1	76.28
2.4.2	Percentage of schools that have access to safe water sources: functioning tube wells and other sources	165	PSQL 20	SDG4a (a)		97.2%	10%	40%	80%	100%	n/a	n/a	92.9	97	100.0
2.5.1	Completion rate for targeted out-of-school children	166	SCI 80		Total (BNFE)	n/a				20%	50%	70%	n/a	n/a	219 (94%)
2.5.2	Number of out-of- school children who enrolled in Learning Centre's	167	SCI 81		Total (BNFE)	100,000	(cumulative)	(cumulative)	500,000 (cumulative)	1,000,000 (cumulative)	n/a	n/a	n/a	100,000	98,148
2.5.3	Number of out-of- school children mainstreamed in primary education XXX??? What is basis for this indicator and proposed values? XXX	168	SCI 82		Total (BNFE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	574
2.5.4	Percentage of children aged 8-10 years who never attended primary school	169	KPI 24			8.6% (EHS 2014)	n/a	n/a	n/a	<5%		<1%	6.5	n/a	n/a
2.5.5	Class-wise dropout rate	170	SCI		GR-1	0.7%	<1%	<1%	<1%	<1%	<1%	0.5%	1.6	2.2	1.4

Act NO.	INDICATOR	SN	Indic. Type/ No.	SDG No.	Sub-Indicator	Tareget (The PEDP4 Baseline 2016 and End 2023), %							Achievement, %		
						2016	2018	2019	2020	2021	2022	20203	2017	2018	2019
		171	84		GR-II	2.9%	<2%	<1%	<1%	<1%	<1%	0.5%	3.0	2.9	2.7
		172			GR-III	4.2%	<3%	<2%	<1%	<1%	<1%	1.0%	4.0	3.5	3.2
		173			GR-IV	9.8%	<8%	<6%	<4%	<3%	<2.5%	2.5%	7.8	7.6	7.4
		174			GR-V	1.5%	<1%,	<1%,	<1%,	<1%,	<1%,	1.0%	2.6	3.2	3.5
2.5.6	Average number of days in session per year	175	SCI 85		Total (BNFE)	235-239 Days	235-245 Days	235-245 Days	235-240 Days	235-245 Days	235-250 Days	240-260 Days	n/a	84 days	301 days
2.5.7	Number of Learning Centres operational (OOSC)	176	PSQL 22			APSC		16000	17000						
2.5.8	Percentage of verified Learning Centres operating according to minimum service standards	177	SCI 87			n/a	n/a	95%	95%	95%	95%				
2.6.1	Number of children with mild and moderate Special Education Needs and Disability enrolled in mainstream primary schools	178	SCI 89	SDG 5.1		Total: 67,022 (Boys: 37,260; Girls: 29,762)	75,000 (cumulative)	83,000 (cumulative)	91,000 (cumulative)	99,000 (cumulative)	107,000 (cumulative)	107,000 (increase of 60% on baseline)			
2.6.4	Percentage of teachers and HTs who have participated in a training with a focus on SEND	179	SCI 91			n/a	0%	25%	50%	75%	95%	95%			
2.6.6	Percentage of upazilas that include some form of accommodation for children with SEND sitting a summative examination, including the PECE	180	SCI 93			0%	0%	10%	30%	40	50%	50			
2.7.1	No of Schools and Upazila/Thana which have context specific education contingency plans and received fund to ensure preparedness and continuity of education	181	SCI 97			n/a	Need- based	Need- based	Need- based	Need- based	Need- based	Need- based			
2.7.1	Percentage of GPS schools having a minimum set of protective equipment.	182	SCI 101			N/A	n/a	n/a	n/a	n/a	n/a	100			
2.7.2	Percentage of schools practicing school-based disaster drills at least twice per year	183	SCI 103			N/A	n/a	30	60	80	100	100			
2.7.3	Learning outcomes and competencies on resilience and DRR are part of primary education curriculum and textbooks	184	SCI 104			No	n/a	n/a	n/a	n/a	n/a	Yes			
2.7.4	Percentage of disaster affected schools which receive emergency block funds within 2 weeks of making an approved request.	185	SCI 105			N/A	Need- based	Need- based	Need- based	Need- based	Need- based	Need- based			
2.7.5	Number of Upazila where low cost transitional schools have been constructed	186	SCI 106			N/A	Need- based	Need- based	Need- based	Need- based	Need- based	Need- based			
2.8.2	Trained Focal Person for Communication and Social Mobilization at the divisional, district and Upazila level	187	SCI?			n/a	5% (28)	10% (56)	15% (84)	20% (112)	20% (112)	75% (394 out of 572)			
2.8.3	Costed action plan on Communication and Social Mobilization developed and incorporated in the UPEP	188	SCI?			n/a	5% (24)	10% (50)	10% (50)	15% (73)	20% (98)	60% (295 out of 508 Upazila)			
2.8.4	Costed action plan on Communication and Social Mobilization developed and incorporated in the SLIP	189	SCI?			n/a		10%	10%	15%	20%	55%			
3.0.1	Percentage of Dashboard use by line Directors at DPE.	190	SCI?			0%	0%	20%	40%	60%	80%	80%			
3.1.1	Proportion of PEDP4 monitoring indicators for which designated data sources are operational in electronic format	191	SCI 116			38%	40%	50%	60%	70%	80%	80%			

Act NO.	INDICATOR	SN	Indic. Type/ No.	SDG No.	Sub-Indicator	Tareget (The PEDP4 Baseline 2016 and End 2023), %							Achievement, %		
						2016	2018	2019	2020	2021	2022	2023	2017	2018	2019
3.1.4	Number of Line Divisions and field offices for which dashboards are functional	192	SCI 119			n/a	7	15	79	300	500	500			
3.1.7	Percentage of schools (all school types) which display benchmarked school data in a public area of the school	193	SCI 122			n/a	0	0	30%	50%	70%	70%			
3.1.9	Percentage of schools from which Academic Supervision summary data has been received in the reporting year	194	SCI 124			0	0	0	15%	30%	75%	75%			
3.2.1	Number of offices with capacity building plan implemented: Division	195	SCI 126			n/a	n/a	3	5	8	8	8			
3.2.1	Number of offices with capacity building plan implemented: PTI	196	SCI 126			n/a	n/a	3	20	64	64	64			
3.2.1	Number of offices with capacity building plan implemented: District	197	SCI 126			n/a	n/a	20	40	64	64	64			
3.2.1	Number of offices with capacity building plan implemented: Upazila	198	SCI 126			n/a	n/a	100	300	508	508	508			
3.2.5	Percentage of vacant posts at field level (Division, District, Upazila)	199	SCI 130		DPE0	28%	25%	20%	15%	10%	≤ 5%	≤ 5%			
		200			ADPEO	32%	25%	20%	15%	10%	≤ 5%	≤ 5%			
		201			UEO	15%	25%	20%	15%	10%	≤ 5%	≤ 5%			
		202			AUEO	11%	10%	9%	8%	6%	≤ 5%	≤ 5%			
3.2.6	Percentage of field office staff who have participated in training about devolved administrative and financial functions	203	SCI 131			n/a	n/a	25%	50%	70%	80%	80%			
3.2.7	NAPE's functional autonomy with cost centre status given	204	SCI 132			n/a	Functional	Functional	Functional	Functional	Functional	Functional			
3.2.8	Percentage of yearly targets met for Nape's Strategic Development Plan (NSDP)	205	SCI 133			n/a	NSDP targets agreed	Implementation as per NSDP targets	Implementation as per NSDP targets	Implementation as per NSDP targets	Implementation as per NSDP targets	NSDP fully implemented			
3.3.1	Number of primary schools that have met accountability criteria and receive SLIP funds annually	206	SCI 134			64790	All GPS	All GPS	All GPS	All GPS	All GPS	All GPS			
3.3.2	Percentage of schools that utilized funds for intended purpose	207	SCI 135			n/a	n/a	80	90	95	98	98			
3.3.3	Percentage of schools that produce annual social audit report on time	208	SCI 136			n/a	n/a	90	95	98	100	100			
3.3.4	Percentage of schools that mobilized resources from the community (more than Tk. 10,000 a year)	209	SCI 137			n/a	10	10	20	20	25	30			
3.3.5		210	PSQL2 3			n/a	n/a	n/a	n/a	n/a	n/a	n/a			
3.3.6		211	PSQL 24			n/a	n/a	0.20	1.56	3	16	16			
3.4.3	Primary education expenditure as a proportion of education sector expenditure	212	SCI 140			n/a	45%	45.00%	45.00%	45.00%	45.00%	45.00%			
3.4.4	Execution rate of PEDP4 budget, by revenue and development budgets	213	SCI			86.8%	80%	80%	80%	80%	80%	80%			
3.5.1	Execution rate of PEDP4 total procurement based on annual procurement plan of AOP	214	SCI 142			n.a.	10%	50%	60%	70%	80%	80%			

Annex 10: UNESCO re-construction cohort 2019

Annex 10: Reconstructed Cohort analysis - 2019

Efficiency by student flow with graduate						
YEAR		Gr.I	Gr.II	Gr.III	Gr.IV	Gr.V
2018	E	2454838	2696553	3015865	3079997	2004305
2019	E	2329997	2394053	2633157	2966007	2706305
	R	161703	135013	145238	191251	46201
2019	P	92.00%	92.30%	92.00%	86.40%	91.10%
	R	6.60%	5.00%	4.80%	6.20%	5.10%
	D	1.40%	2.70%	3.20%	7.40%	3.80%

2.15			
Total output =	812	Average study time	Student-year wasted
Total student-year =	4957	Graduate 5.3	Repeaters 252
Total drop-outs =	188	Drop-out 3.6	Drop-outs 650
Total repeaters =	275	Cohort 5	Total 902
		Survival rates	85.1%
		Years input per graduate	6.1
		Coefficient of efficiency	82.6%
		Drop-out rates	17.9%

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

YEAR	Gr.I		Gr.II		Gr.III		Gr.IV		Gr.V		TOTAL
		15									15
2016	1000										1000
	68	1	917	27							68 28
2017	68		917								985
	5	0	62	49	3	841	33				53 37
2018	5			111		841					956
	0	0	4	6	0	102	47	6	761	61	53 67
2019	0		10		149		761				920
	0		0	1	0	9	8	1	134	54	15 646
2020			1		18		188		646	16	OUTPUT 63 32
			0		1	1	0	16	13	2	160 16 4.4
2021					2		29		176	167	207
					0		2	2	0	25	4 1
2022							4		29	28	33
							0	3	1	0	1 0
2023									4	4	4
									0		
Drop-outs		16		31		40		79		21	188
Survival by grade	1000		984		952		913		834	812	4957
Repeaters	73		55		56		69		21		275