Government of the People's Republic of Bangladesh
Ministry of Primary and Mass Education

Main Document

Third Primary Education Development Programme (PEDP3)

Directorate of Primary Education

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MAP OF BANGLADESH

ACRONYMS

ADPEO	Assistant District Primary Education Officer
ASC	Annual School Census
AUEO	Assistant Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BDT	Bangladesh Taka
BNFE	Bureau of Non Formal Education
C-in-Ed	Certificate in Education
CPEMIU	Compulsory Primary Education Implementation and Monitoring Unit
Dip.Ed.	Diploma in Education
DLI	Disbursement Linked Indicators
DP	Development Partner
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
DSHE	Directorate of Secondary and Higher Education
EEPs	Eligible Expenditure Programs
EFA	Education for All
EMIS	Educational Management of Information System
FAPAD	Foreign Aid Project Audit Directorate
FY	Financial Year
GDP	Gross Domestic Product
GER	Gross Enrolment Ration
GIR	Gross Intake Rates
GNP	Gross National Product
GoB	Government of Bangladesh
GPS	Government Primary School
HIES	Household Income and Expenditure Survey
HQ	Headquarters
HRDM	Human Resources Development and Management
HRM	Human Resource Management
HSC	Higher Secondary School Certificate
HSCE	Higher Secondary School Certificate Examination
ICT	Information and Communication Technology
IE	Inclusive Education
KPI	Key Performance Indicators
LGED	Local Government Engineering Department
LOC	Learning outcome competencies
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoE	Ministry of Education
MoF	Ministry of Finance
MoLM	Ministry of Labour and Manpower
MoPME	Ministry of Primary and Mass Education
MTMF	Medium-Term Macroeconomic Framework
NAPE	National Academy for Primary Education
NCLS	National Child Labour Survey
NCTB	National Curriculum and Textbook Board
NEP	National Education Policy
NER	Net Enrolment Ratio

NFE	Non Formal Education
NGO	Non Government Organization
PEDP I	First Primary Education Development Programme
PEDP II	Second Primary Education Development Programme
PEDP3	Third Primary Education Development Programme
PPMS	Programme Performance Monitoring System
PSC	PEDP3 Steering Committee
PSQL	Primary School Quality Level indicators
PTI	Primary Training Institute
RDPP	Revised Development Project Pro Forma
RMG	Ready Made Garment
RMS	Risk Mitigation Strategy
RPM	Results and Programme Matrix
NGPS	Non-Government Primary Schools
RNGPS	Registered Non-Government Primary School
ROSC	Reaching Out-of-School Children Project
SLIP	School Level Improvement Plan
SMC	School Management Committees
SME	Small and Medium Enterprises
SSC	Secondary School Certificate
SWA	Sector-wide Approach
TA	Technical Assistance
TOT	Training of Trainers
TVE	Technical-Vocational Education
TVET	Technical-Vocational Education and Training
UEO	Upazila Education Office
UN	United Nation
UPEP	Upazila Primary Education Plan
USD	United States Dollar

EXECUTIVE SUMMARY

INTRODUCTION

The Third Primary Education Development Programme (PEDP3) is a five year, sectorwide program covering Grades I through V and one year of pre-primary education. The objective is to establish an efficient, inclusive, and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh's children from pre-primary through Grade V primary.

PEDP3 has six results areas: learning outcomes, participation, reducing disparities, decentralization, effective use of budget allocations, and programme planning and management. Results in these areas are achieved through activities in twenty-nine sub-components. Most activities affect all primary schools in Bangladesh. Some activities reach out to all primary school age children whether they participate in formal or non-formal education.

The programme's total cost is USD 8.3 billion for both the revenue (USD 4.18 billion) and development budgets (USD 3.17 billion) as well as discrete projects (USD 0.979 billion). Development Partners will contribute about USD 1.055 billion to PEDP3 and will finance both the revenue and development budgets.[1] External financing is about 14 percent of the total cost. Around 15 percent of external financing supports the revenue budget, and around 13 percent the development budget.

Nearly all external financing flows through the Government's financial management systems[2] and the program is led and administered by Government line agencies. The Government and Development Partners will enter into a Joint Financing Arrangement covering the obligations of all parties, including Government's reporting requirements and Development Partners' disbursement arrangements.

BACKGROUND

PEDP3 is the third in a series of large investments in education over the past thirteen years, supported by significant contributions from Development Partners. PEDP3's scope is the entire primary education sector, as reflected in results and financing frameworks which encompass all interventions and public funding for development and maintenance of the pre- and primary education systems.

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

[1] Discrete projects are not included in PEDP3's external financing

[2] Between 3 and 4 percent of PEDP3 will be parallel financed.

The Second Primary Education Development Programme (PEDP II: 2004-2011) was a coordinated and integrated sub-sector programme within the DPE, with a focus on quality improvement, institutional capacity building, and systemic reform. PEDP II was the first education sector programme to include many SWAp[3] 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.

This Third Primary Education Development Programme incorporates additional features of a sector-wide approach in matters of financial management, donor harmonization, and programme scope. PEDP3 continues many of the quality improvement, institutional, and systemic reforms introduced under PEDP II with an increased focus on how inputs are used at the school level to improve learning outcomes in the classroom and raise primary school completion rates.

POLICY BASIS

Since independence, efforts have been continuous to achieve universal primary education. This aspiration was explicitly reflected in Article 17 of the Constitution which states that this goal should be achieved through establishing:

a uniform mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law.

The Constitution also explicitly states that Bangladesh will provide primary education that is relevant to learners' and society's needs. The aspirations contained in this foundational document are embedded in subsequent legislation, policies, strategies, and programmes.

PEDP3 embodies four policy directions for primary education described in Bangladesh's 2010 National Education Policy. (1) Establishing an integrated school system under a framework that unifies public, NGO and private providers; (2) Improving quality through reduced class size, improved teaching practices, and a focus on ICT literacy; (3) Decentralizing primary education administration and management; (4) Engaging in partnerships with NGOs and the private sector.

One policy direction not directly addressed in PEDP3 is the gradual expansion of primary school through Grade VIII. The success of the expansion programme depends upon the strength of its foundation; namely, pre-primary and Grades I-V. PEDP3's contribution to that policy reform will be to focus intensively on challenges through Grade V, while keeping in mind the gradual expansion of basic education to Grade VIII.

PEDP3 KEY FEATURES

Scope, goals and objectives: The scope of PEDP3 is the whole primary education sector plus gradual inclusion of one pre-primary year. PEDP3's goal is to provide: *"quality education for all our children."* The overall objective will be approached through this specific objective: to establish *"an efficient, inclusive and equitable primary education system delivering*

[3] Sector-wide approach

effective and relevant child-friendly learning to all Bangladesh's children from pre-primary through Grade V primary."

Results based management: Programme implementation will be carried out through a results-based-management (RBM) model. There are six results areas where outcomes will be monitored through fifteen Key Performance Indicators. These areas are (i) Improved Learning Outcomes (ii) Universal Participation and Completion, (iii) Reducing Disparities, (iv) Decentralization, (v) Increased Effectiveness of Budget Allocation, and (vi) Programme Planning and Management. Results in these areas will be achieved through activities and outputs in twenty-nine sub-components. RBM is a flexible model; plans can be adjusted to improve performance.

Performance based financing: In PEDP3, performance is directly linked to external financing. More than 70 percent of Development Partner finance is triggered by achieving outputs in nine sub-components. These sub-components are monitored through Disbursement Linked Indicators (DLIs). Progress is assessed annually, and the majority of Development Partner funds are disbursed based on the number of DLIs fully achieved that year.

Use of Government's financial management and monitoring systems: PEDP3 uses the Bangladesh Government's systems for financial management and monitoring. The programme follows an agreed combination of Government and Development Partner systems for procurement and reporting.

Under this financing model, Development Partners will place their contributions into a Consolidated Fund under the Ministry of Finance where it will mingle with funds from many sources. Nearly all financial procedures will follow the Government's regular procedures, and PEDP3 will be managed as any other Government funded program. Some Development Partners will provide parallel funding amounting to about three percent of the external funds.

Joint Financing Agreement: The Government and Development Partners will enter into a Financing Agreement. The Agreement will describe Development Partner contributions and disbursement schedules, joint consultation and decision making processes, Government reporting requirements, joint review and evaluation procedures as well as specifics regarding procurement, audits, financial reports and other matters.

PEDP3 COST ESTIMATES

The programme is estimated to cost USD 8.3 billon for five years, and includes USD 4.18 billion for revenue budget, USD 3.17 billion for development budget and USD 0.979 billion for discrete projects. Development partners have indicated their commitment to provide USD 1,055 million for four years, resulting in a Development Partners' 'yet to commit' of USD 182 million for year five. External financing will support both the revenue and development budgets with about 40 percent of DP funds supporting the development and about 60 percent supporting eligible revenue expenditures. Discrete projects are excluded from DP financing.

The Government greatly appreciates the generous financial support provided by the Development Partners. Beyond this, the Government is interested in accessing Development Partners' international experiences and welcomes their contributions to our "primary education debate."

CONCLUSION

PEDP3's objective is to establish an efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh's children from pre-primary through Grade V primary. The Ministry of Primary and Mass Education (MOPME) believes that the design for PEDP3 described in this document will achieve that objective. Building on the successes and lessons learned over the past twenty years, the Government is confident that PEDP3 will bring the infrastructure, training, curriculum, textbooks and materials, school based responsibility, classroom learning, programme management, and regulatory arrangements together to promote the achievement of the aims put forward in the National Education Policy.

CHAPTER I: PROGRMME DESCRIPTION

Introduction

As a direct consequence of actions taken by the Government to accelerate the provision of primary and mass education since 1990, Bangladesh has accomplished over a 20 year period what it has taken some countries many decades to achieve.[4] The education system now serves over twenty million students from preschool through higher education through both formal and non-formal channels. Education service providers include public and private institutions and NGOs. Primary education is provided in schools, madrasah, and community-based learning centres. With the support of our Development Partners, many new schools have been constructed, additional trained teachers are in place, and schools reach children marginalized by disability, language or extreme poverty. As a consequence, enrolment rates have risen, student-teacher ratio improved, student absenteeism declined, and the numbers of disadvantaged children in school increased.

Building on this progress, much remains to be done. The education system must now prepare all children with the knowledge, personal qualities, thinking and creative skills required to achieve the country's goals for economic and social development. Attention is turning to improving learning outcomes, increasing completion rates, and narrowing performance gaps between regions and socio-economic groups.

This chapter begins with lessons learned from PEDP2. The chapter then describes PEDP3 in terms of its goals, objectives and key results expected; lessons learned from PEDP II; PEDP3 components and sub components; and the key performance indicators.

Lessons Learned from PEDP II:

As a significant step towards a sub-sector wide approach, many of the lessons learned from PEDP II regarding programme management are included in PEDP3's design, such as the following.

Using Government procedures to implement development activities was a big achievement under PEDP II. Prior to PEDP II, primary education projects followed specific guidelines for each donor (e.g. in procurement, financial management, monitoring and evaluation). Different systems were used simultaneously creating a management burden, particularly when Government's own rules were not followed properly. In PEDP II, the Development Partners aligned more closely to Government rules and regulations and this approach improved discipline and governance in the sub-sector's development activities. Yet, the PEDP II financial management systems were overly complicated and had a perverse affect on ti**m**ely implementation of programme activities. Lessons regarding the advantages of using Government systems for management (including financial management) and implementation of activities are incorporated into PEDP3 design.

[4] According to the United Nations Development Programme's (UNDP) Human Development Report 2010, Bangladesh is ranked third among 95 countries in terms of improvements in education, health and inequality.

Donor and Government Harmonization under PEDP II enabled focused and coordinated interventions in the sector. Harmonized management, planning, accounting and reporting arrangements among donors reduced transaction costs; instances where Development Partners have been able to harmonize their procedures and give precedence to Government have been appreciated. PEDP3's design carries donor harmonization further and utilizes a Joint Financing Agreement to ensure alignment regarding reporting, funding modalities, and disbursement arrangements.

Institutional arrangements: PEDP II allocated responsibility to the Directorate for Primary Education (DPE) for activities that were, to some extent, beyond DPE's or MoPME's control. In PEDP3, responsibility for overseeing activities outside MOPME will be given to an Inter-ministerial Steering Committee, and overseeing activities outside DPE will be MOPME's responsibility carried out through a new Programme Surveillance Unit. At DPE, institutional arrangements include an Additional Director General and a new Programme Division within DPE to coordinate activities among divisions.

Focus on results: The PEDP II design was ambitious relative to DPE capacity, had many and diverse activities, and underestimated the impact of the primary education system's size and inherent geographic and communications challenges. PEDP3's design is focused on results areas rather than activities, provides inputs on the basis of needs rather than supply, and has an implementation schedule developed through consultations with implementing units.

Indicators and Assurances: PEDP II experience with indicators and assurances influenced the design of PEDP3. Under PEDP3, targets take into account both the baseline situation and institutional capacity. PEDP3 design is cautious around deliverables that require actions or decisions by other ministries or regulatory bodies. PEDP II developed the capacity of the Education Management of Information System (EMIS) and Monitoring and Evaluation (M&E) system. PEDP3 utilizes and further strengthens these capacities.

Communication and Public Perception: Building on the lessons learned from PEDP II, PEDP3 will develop a communications strategy to improve understanding of the programme at district, upazila, and school, and local community levels. A communications strategy, including social mobilization, is part of the PEDP3 design.

Technical Assistance (TA): Under PEDP II, TA was sometimes underutilized, unfocused, or ineffective. Often, DPE counterparts lacked capacity or time to utilize, manage, and monitor the assistance. These outcomes may have been due in part to an unrealistic assessment of the type and timing of TA support needed and a mobilization model driven by supply. Under PEDP3, TA support is coordinated by the Government, is demand based, and is linked to specific products and results. A thorough TA needs assessment is underway and will be inform the final decisions regarding the PEDP3 TA component.

PEDP3: Scope, Objectives, Outcomes, and Results

Scope: The Third Primary Education Development Programme (PEDP3) is a five year, sectorwide program covering Grades I through V and one year of pre-primary education. The objective is to establish an efficient, inclusive, and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh's children from pre-primary through Grade V primary. PEDP3 is organized into six results areas. Results are

achieved through activities in twenty-nine sub-components. Most activities affect all primary schools in Bangladesh. Some activities reach out to all primary school age children whether they participate in formal or non-formal education.

Objectives: PEDP3's goal is to provide: *"quality education for all our children."* This overall objective will be approached through the following specific objective: to establish *"an efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh's children from pre-primary through Grade V primary."*

Results Areas and Outcomes: PEDP3 has six results areas: learning outcomes, participation, reducing disparities, decentralization, effective use of budget allocations, and programme planning and management. The results areas are grouped into four components: teaching and learning; participation and disparities; decentralization and effectiveness; planning and management.

This section describes each results area in terms of expected outcomes, Key Performance Indicators (KPIs) that will measure progress towards achieving those outcomes, and reforms under PEDP3 that will lead to those achievements.

Component 1: Learning and Teaching

Results Area 1: Learning Outcomes

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

KPIs:

1. Level of achievement in Grade III: mean score (boys and girls): in Bangla and Mathematics
2. Level of achievement in Grade V: mean score (boys and girls): in Bangla and Mathematics.
3. Grade V terminal examination pass rate (boys and girls).

Reforms: Fresh pedagogies; teachers accountable for each child's learning; revised curriculum and textbooks; classroom and school-based assessment; teacher pre-induction training upgraded to Diploma in Education.

Component 2: Participation and Disparities

Results Area 2.1: Universal Access and Participation

Anticipated Outcome: Participation of all children in pre- and primary education in all types of schools

KPIs:

4. Number of children out of school (boys and girls) ; 6-10 years old AND 11-14 years old
5. Gross enrolment rate, primary education (boys and girls)
6. Net enrolment rate, primary education (boys and girls)

Reforms: One year pre-primary education through GPS; equivalency of formal and non-formal education; broadening the concept and mainstreaming inclusive education; providing education in emergencies and disasters; improving communications

Results Area 2.2: Reducing Disparities

Anticipated Outcome: Regional and other disparities reduced in terms of participation, completion and learning outcomes

KPIs:

7. [*Participation*] Gender parity index of gross enrolment rate
8. [*Participation*] Net enrolment rate – Range between top 20% and bottom 20% of households by consumption quintile
9. Upazila level composite performance indicator[5]: Annual improvement of 20 percent lowest performing upazilas, and, range between top 10% and bottom 10% of upazila

Reforms: Reducing overcrowded classrooms through needs based infrastructure development; providing sanitation and water to schools on a needs basis, providing school health and school feeding programmes; providing stipends to the poorest children

Component 3: Decentralization and Effectiveness

Results Area 3.1: Decentralization

Anticipated Outcome: Upazila and school level planning decentralised

KPIs:

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

Reforms: School level leadership development; field offices strengthened; increased decentralisation of school management; mainstreaming school and upazila grants initiative; strengthening capacity at central level institutions.

Results Area 3.2: Effectiveness

Outcome: Increased effectiveness of budget allocation

KPIs:

12. Completion rate, primary education (boys and girls)
13. Dropout rate by grade
14. Number of input years per graduate
15. Percentage of schools that meet composite school-level quality indicators

[5] The composite indicator combines variables on upazila performance in a standardized way to provide a statistical measure of overall or sector performance over time.

Reforms: Strengthening Grade V examination, the annual school census, and the national student assessment systems; strengthening systems for teacher recruitment, deployment and promotion.

Component 4: Planning and Management

Results Area 4: Programme Planning and Management

Outcomes: Improved sector planning and results based management

Reforms: Strengthening results based management; formalizing public-private partnerships; assuring adequate sector finance.

Table 1.1 is a list of Key Performance Indicators.

Table 1.1: Summary of Key Performance Indicators

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

Component and Sub-component Descriptions

The following pages summarize the PEDP3 components and associated sub-components. More complete descriptions of components and sub-component are in Implementation guide, Section 3.

Component 1 Learning and Teaching

Improving learning outcomes and cycle completion are two of the major objectives of PEDP3. Central to these objectives are revising learning content and revitalizing teaching practice. Contributing to improving learning and teaching is a curriculum revision to ensure that learning outcomes and competencies are relevant and build skills incrementally each year. For children, the competencies will guide other inputs to their education such as textbooks, supplementary reading materials, school based assessment, and the Grade V terminal examination. For teachers and head teachers, the learning competencies will shape teaching practice and teacher competencies, teacher education, and teaching performance standards. In brief, sub-components include:

Sub-Component 1.1 ***Shikhbe Protiti Shishu*** **[Each Child Learns]:** Ensuring that each child learns is the flagship initiative of PEDP3 and Shikhbe Protiti Shishu is aimed at making teachers accountable for producing significantly better classroom performance by all children commencing with a focus on Bangla and Mathematics in Grades I through III.

Sub-Component 1.2 School and Classroom Based Assessment: Tools and materials already prepared by NGOs and others will be reviewed and piloted in a sample of schools prior to mainstreaming under PEDP3.

Sub-Component 1.3 Curriculum and Textbooks Strengthened: In collaboration with DPE, the National Curriculum and Textbook Board will revise the primary school curriculum emphasizing both general and academic skills.

Sub-Component 1.4 Textbook Production and Distribution Textbooks are currently provided to students in about 75,000 schools free of charge. Under PEDP3, textbooks will be provided within one month of opening day. Children in NFE programmes that use the National Curriculum will be eligible to receive textbooks under PEDP3.

Sub-Component 1.5 ICT in Education A multi-media classroom will be provided to one model school in each upazilla, and GPS will be provided with laptops and access to e-learning materials.

Sub-Component 1.6 Teacher Education and Development. PEDP3 will introduce a Diploma in Education (Dip-in-Ed), demand-based in-service training, and teacher support networks.

Component 2 - Participation and Disparities

2.1 Participation

Although school intake and enrolment rates are over 90%, there are still over a million primary-age children who do not attend formal schools. These include children who have never enrolled in school and children who drop out of school. Recognizing that there may always be some children whose needs are best served outside the formal school system, the national education policy affirms that children can participate in education through formal or non-formal channels. The policy also includes gradual introduction of one year of pre-school for 5 – 6 year olds.

As enrolment figures rise in Grades I-V, more attention can be paid to assuring the completion and full participation of those who are ultra poor, with disabilities, developmentally delayed, or who belong to language minorities. Many children remain enrolled in school but have "dropped out" of learning. PEDP3 will address in-school and in-classroom participation of vulnerable children. The needs of children who live in areas of Bangladesh prone to cyclones and flooding to will be addressed to assure that school participation continues during emergencies. Sub-components include:

Sub-Component 2.1.1 Second Chance and Alternative Education: This sub-component addresses the needs of two types of primary school age children: those who never enrolled in school and those who have dropped out of school. Milestones for this sub-component include development of an equivalency framework aligned with the revised national curriculum, inclusion of Non-formal Education (NFE) activities in UPEPs, participation of NFE learners in the Grade V terminal examination, enrolment of NFE learners in Grade VI, and including data from the NFE database in the Development Partner's EMIS.

Sub-Component 2.1.2 Pre Primary: Recognizing the benefits of good quality pre-primary education, the Government pledged to provide one year of free pre-primary education to 5 and 6 year olds at GPS, gradually. PPE will incorporate good practices and lessons learned from public, NGO, and private providers.

Sub-Component 2.1.3 Mainstreaming Inclusive Education (IE): The sub-component addresses the particular needs in formal schools of tribal children, ethnic minorities, children with learning disabilities, and disabled children. The intention is to create an inclusive culture based on the principle that all learners have a right to education irrespective of their individual characteristics or differences

Sub-Component 2.1.4 Education in Emergencies: To prepare disaster prone areas for continuing schooling during emergencies, a block allocation per upazilas will be channelled through the UPEP in vulnerable areas.

Sub-Component 2.1.5 Communication and Social Mobilization: A communication strategy, framework, and action plan will be developed for PEDP 3. The strategy will include public relations, publications, special events, social mobilization and rapid communication of effective classroom practices.

2.2 Reducing Disparities

Overall, Bangladesh has been successful in steadily improving access to education at all levels while narrowing gender and social disparities in enrolment. However, an education divide persists in terms of primary cycle completion rates and learning outcomes between geographical locations (urban, urban slum, rural, and remote areas) as well as between children from well-off and less well-off families. In addition to improving the quality of education for all, PEDP3 will address the needs of disadvantaged groups through targeted stipends, school feeding and school health programmes. Regional disparities will be addressed through a progressive, needs based initiative to improve the school environments and develop infrastructure. Issues of gender and inclusive education will continue to be addressed. remain a priority.

Sub-Component 2.2.1 Targeted Stipends: The targeted stipend programme will continue under PEDP3.

Sub-Component 2.2.2 School health and school feeding: Under PEDP3, the current school feeding programme will contine. UPEP funding will include resources for a local health check-up through local health care providers.

Sub-Component 2.2.3 School Physical Environment: PEDP3 will improve school quality physical environments (e.g., safe drinking water, sufficient and separate toilets for girls and boys).

Sub-Component 2.2.4 Needs Based Infrastructure Development: To reduce overcrowding and disparities in terms of school buildings, PEDP3 will use a transparent, needs based approach to infrastructure development. Some additional classrooms will be built to reduce overcrowding in GPS.

Component 3 Decentralization and Effectiveness

3.1 Decentralization

A key dimension of PEDP3 is to expand decentralized planning management and monitoring at district, upazila and school levels. The School Level Improvement Plans (SLIPS) will address school and community-wide matters linked with learning outcomes and primary completion. Upazila Primary Education Plans (UPEPs) will help reduce disparities between areas within upazilas leading, eventually to a reduction of disparities between upazilas. A decentralization framework will be part a comprehensive devolution plan.

Sub-Component 3.1.1 Field-Level Offices Strengthened: Under PEDP3, initiatives started under PEDP II to strengthen field level offices will be continued. Vacancies will be filled at PTIs, UEOs and URCs and local capacity in planning and monitoring functions will be strengthened.

Sub-Component 3.1.2 Decentralized School Management and Governance: SMC functions and responsibilities will be reviewed and in some cases expanded to decentralize planning, management and monitoring of school development.

Sub-Component 3.1.3 School Level Leadership and Development: PEDP3 aims to strengthen leadership at the school level, particularly in instructional supervision of teachers.

Sub-Component 3.1.4 Organizational Review and Strengthening: Filling vacancies at central and field levels will be addressed under PEDP3. Also, career paths for teachers and officers will be reviewed under the programme.

3.2 Effectiveness

Ultimately, an education system's effectiveness is judged in terms of learning outcomes. Two sub-components provide information on learning outcomes at the sector level: the sample based National Student Assessment and the Grade V terminal examination. One sub-component aims to strengthen the annual school census, the basis for most of the data on primary schools. As teachers are the most valuable resource in the system, one sub-component focuses on optimizing teacher recruitment, deployment and promotion norms.

Sub-Component 3.2.1 Grade V Terminal Examination: The current terminal examination will be improved through better question writing, question pre-testing, and analysis. Questions introducing general and subject based competencies will be added gradually.

Sub-Component 3.2.2 Teacher Recruitment and Deployment: The major shift in PEDP3 is to a needs based recruitment and deployment of teachers. Clear criteria will be applied to determine the actual need for new teachers on a school-by-school basis. Recruitment norms introduced under PEDP II will be mainstreamed.

Sub-Component 3.2.3 Annual School Census: The ASC will be strengthened to include new items, and data will be collected from more types of schools.

Sub-Component 3.2.4 National Assessment of Students: The current national assessment of Grades III and V will be strengthened under PEDP3.

Component 4 Planning and Management

PEDP3 will use several elements of a Results Based Management model such as performance based planning and outcome level reporting. In addition, components in this sector address improved financial management and reporting systems planning and management issues, staff development training, sector finance and partnerships with NGOs and the private sector.

Sub-Component 4.1 PEDP3 Management and Governance: PEDP3 will be governed by an inter-ministerial steering committee. Day to day management of the programme will be undertaken by line divisions in DPE and other agencies such as BNFE, NAPE and NCTB as part of their routine tasks. Coordination of activities between ministries, agencies under MOPME, or divisions within DPE will be undertaken by new units at MOPME and a new division at DPE. Section 4 of the Implementation guide provides detailed information on implementation arrangements.

Sub-Component 4.2 PEDP3 Financial Management: PEDP3 will use the Government's routine systems for financial management will meet the requirements set out in the Procurement and Financial Management Action Plan.

Sub-Component 4.3 Sector Finance: MOF will assure adequate financing for the programme.

Sub-Component 4.4 Strengthening Monitoring Functions: The M&E division will be strengthened to improve the ASC and Annual Sector Performance Report. The new Information Management Division will host the EMIS and provide IT support.

Sub-Component 4.5 Human Resource Development: PEDP3 uses a model that justifies training in terms of performance objectives. The Organizational Development and Capacity Building Guidebook prepared under PEDP II will be revised.

Sub-Component 4.6 Public-Private Partnerships (PPP): PEDP3 will reach out to NGOs and the private sector for support with aspects of pre- and primary education.

Distribution of Sub-components among Implementing Units

Table 1.1 shows the distribution of sub-components amongst implementing units. The implementation arrangements for PEDP3 including organisational restructuring and mechanisms to assure cooperation between sub-components managed by different divisions, units or agencies, are presented briefly in Chapter II and in more detail in Annex 5.

Figure 1.2 illustrates the sub-components organized by components and results areas. Although a useful summary, the matrix does not capture PEDP3's dynamics. Sub-components influence each other and exhibit a web-like connectivity both within and across results areas

Chapter Summary

Building on the past successes, the Government is confident that PEDP3 will bring together the infrastructure, training, curriculum, textbooks and materials, school based responsibility, programme management and regulatory arrangements required to achieve improved classroom learning outcomes and primary cycle completion rates.

PEDP II focused on the availability of inputs, improving: (a) the quality of inputs through standards, (b) timely delivery of inputs through institution building, and (c) relationships with input suppliers both Government and non-government. PEDP II also strengthened the management functions at Development Partner and MOPME by building capacity for planning, financing, and monitoring the sector as well as coordinating simultaneous production and distribution of different types of inputs. The momentum achieved under PEDP II to provide inputs to schools (e.g. new classrooms, textbooks, examinations, grants, teacher training) on a nationwide basis will be sustained under PEDP3.

Building on the lessons learned from PEDP II, PEDP3 is a sector-wide approach encompassing all interventions and funding that support pre-primary and primary education with an increased focus on how inputs are used at the school level to improve learning outcomes in the classroom. The programme is organized around results, results based management and performance based financing.

The next Chapter discusses PEDP3 implementation arrangements including financing and management structures. Chapter III presents a fiscal analysis and Chapter IV is a summary of

programme cost estimates. Appendices I, II and III describe the macro economic and social context, the education system, and the primary education context respectively. Details are provided in the ten annexes attached to this document.

Table 1.2: Distribution of Sub-Components among Implementing Units

1. LEARNING AND TEACHING		2. PARTICIPATON AND DISPARITIES		3. DECENTRALIZATION AND EFFECTIVENESS		4. PLANNING AND MANAGE-MENT
	1.1 Learning Outcomes	**2.1 Participation**	**2.2 Disparities**	**3.1 Decentralization**	**3.2 Effectiveness**	**4. Programme planning and Management**
Admin	1.4 Textbook production and distribution			3.1.1 Field offices strengthened 3.1.4 Org. review and strengthening	3.2.2 Teacher recruitment, promotion and deployment	4.5 HRD
M&E					3.2.3 Annual School Census (analytical part) 3.2.4 National Student Assessment	4.4 Strengthening monitoring functions
Training	1.6 Teacher education and development 1.2 School and classroom assessment			3.1.3 School level leadership development		
Policy and Operations		2.1.2 Pre-Primary 2.1.3 Inclusive Education 2.1.5 Communications and social mobilization				
Finance						4.2 PEDP3 financial management
Planning		2.1.4 Education in Emergencies	2.2.1 Stipends 2.2.2 School health and feeding 2.2.3 Needs based environment Improvement 2.2.4 needs based infrastructure	3.1.2 decentralized school management		

1. LEARNING AND TEACHING		2. PARTICIPATON AND DISPARITIES		3. DECENTRALIZATION AND EFFECTIVENESS		4. PLANNING AND MANAGE-MENT
	1.1 Learning Outcomes	**2.1 Participation**	**2.2 Disparities**	**3.1 Decentralization**	**3.2 Effectiveness**	**4. Programme planning and Management**
Programme	1.1 Each Child Learns					4.1 PEDP3 management and governance (management part) 4.6 PPP
Information	1.5 ICT in Education				3.2.3 annual school census (database part)	
BNFE		2.1.1 Alternative and 2nd chance				
NAPE					3.2.1 Grade V terminal exam strengthened	
NCTB	1.3 Curriculum Development 1.4 Textbook production and distribution					
MOPME						4.1 PEDP3 management and governance(governance part 4.3 Sector Finance

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

CHAPTER II: IMPLEMENTATION ARRANGEMENTS

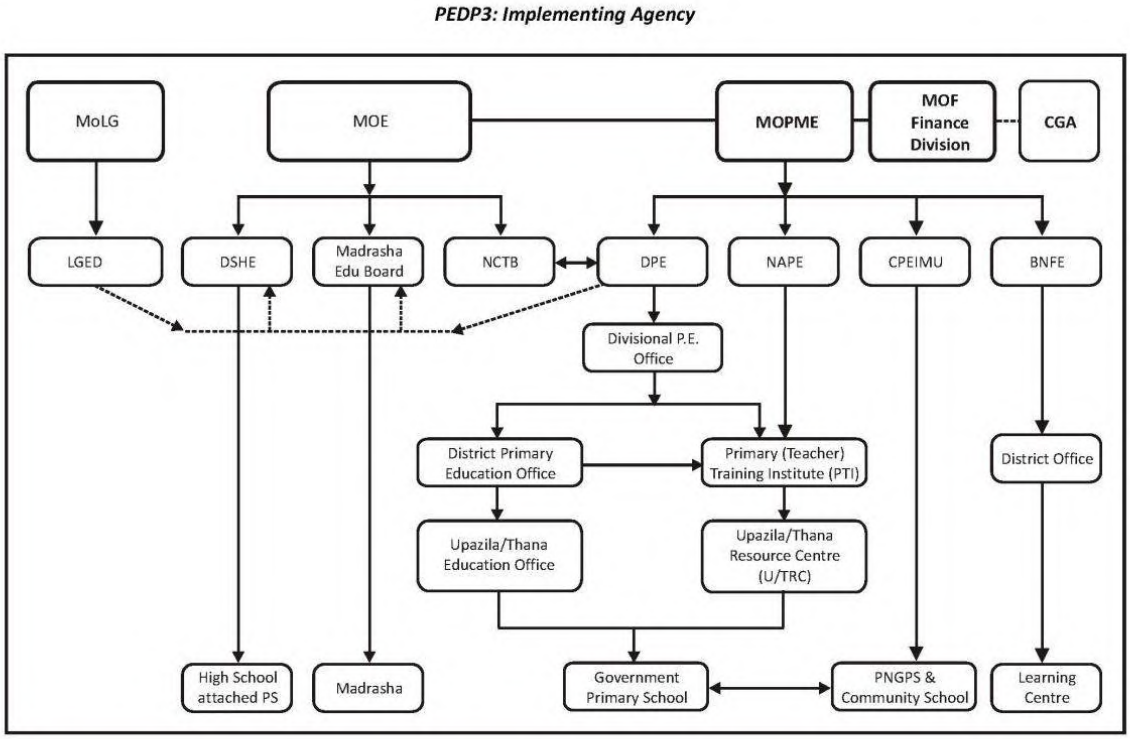
PEDP II provided many lessons on implementing sectorwide programmes. These include: to use Government procedures; to coordinate activities outside MoPME through an Inter-ministerial Steering Committee; to coordinate activities between MOPME units through a structure at MOPME; to assure sufficient staff at DPE to plan, manage and oversee activities; to modify institutional arrangements at DPE as required.

This chapter begins with an overview of core functions of PEDP3's strategic, implementing and supporting units. It then summarizes institutional arrangements and staffing requirements. The chapter then provides an overview of financial management, reporting, and disbursement arrangements. Finally, a summary of risks and mitigation measures is included. Details on functions, staffing, and structure of all units and supporting agencies can be found in Section 4 of the Implementation Guide. Sections 5 and 7 provide additional information regarding financing and costing respectively. An indicative table of TA requirements can be found in Section 6.

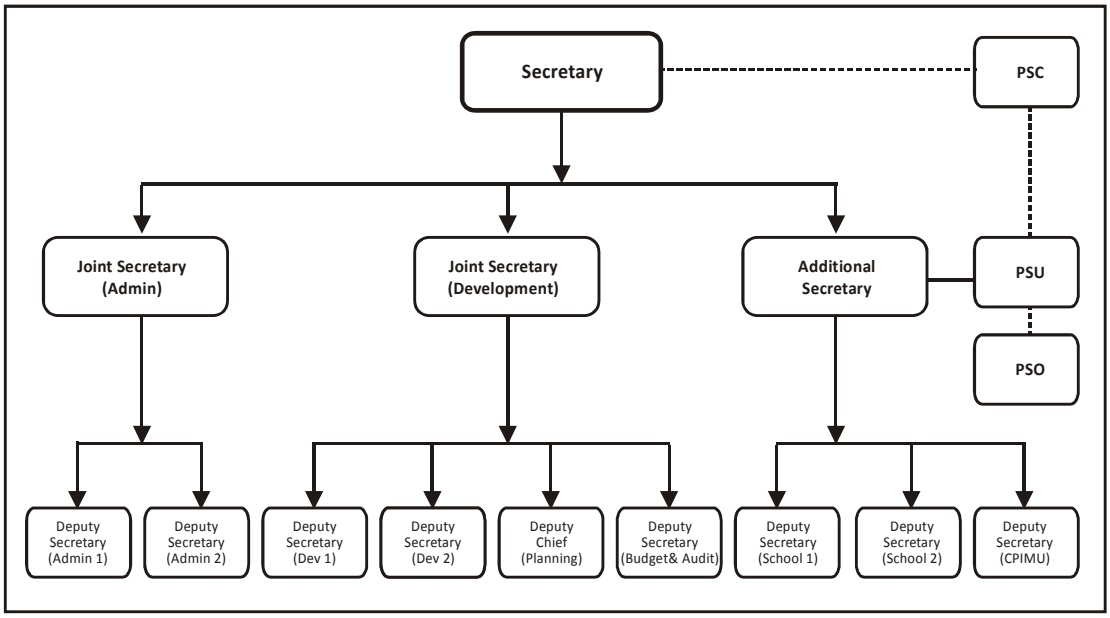
Strategic and Implementing Units

Overview of Agencies: PEDP3 covers the entire primary sub-sector. The figure below depicts the ministries and units involved in PEDP3. Non-government organizations will also play a significant role and will be represented on steering committees and working groups.

Figure 2.1: PEDP3 Implementing Agencies



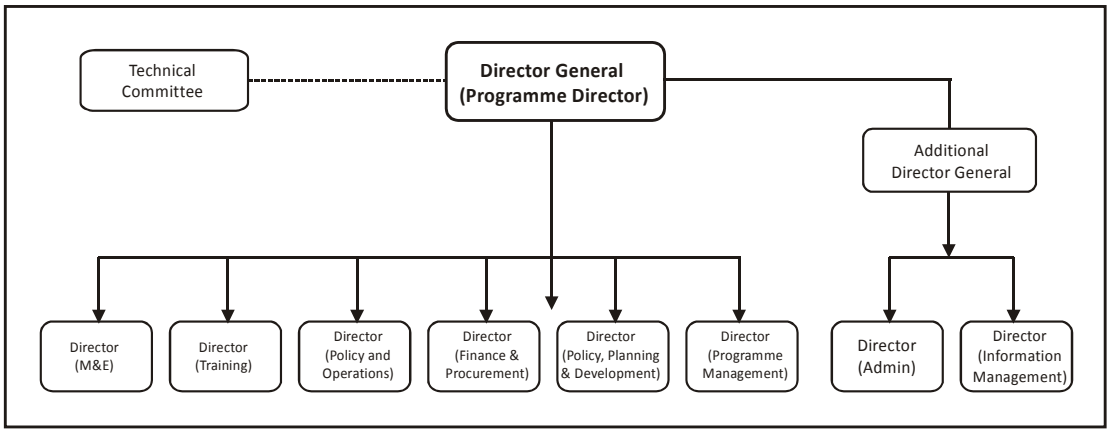
PEDP3 Implementation at Ministry of Primary and Mass Education



Strategic Directions: Ministry of Primary and Mass Education (MOPME): Overall oversight, policy guidance and coordination of PEDP3 will be provided by the Ministry of Primary and Mass Education (MOPME) through an Inter-Ministerial Steering Committee (PSC) chaired by the Secretary, MOPME, and comprising representatives of key ministries and agencies. NGOs will be represented on the PSC. A Program Surveillance Unit (PSU), which will have within it a Program Support Office (PSO), headed by the Additional Secretary, MOPME, will be responsible for overall coordination and liaison with the implementing agencies. General tasks of the committees and units at MOPME are described in Annex 5.

Implementation Management: Directorate of Primary Education (DPE): DPE will be the main implementing agency with guidance provided by a Technical Committee, which will be chaired by the Programme Director (DG) and comprised of all the DPE Directors and representatives of all agencies involved in the implementation of PEDP3. DPE line directors, including a new Programme Division and new Information Management Division will be given responsibility for implementation of key areas of PEDP3. An organizational chart of DPE under PEDP3 is below. General tasks of the committees and units at DPE are described in Section 4 of the Implementation Guide.

Proposed Organogram of DPE



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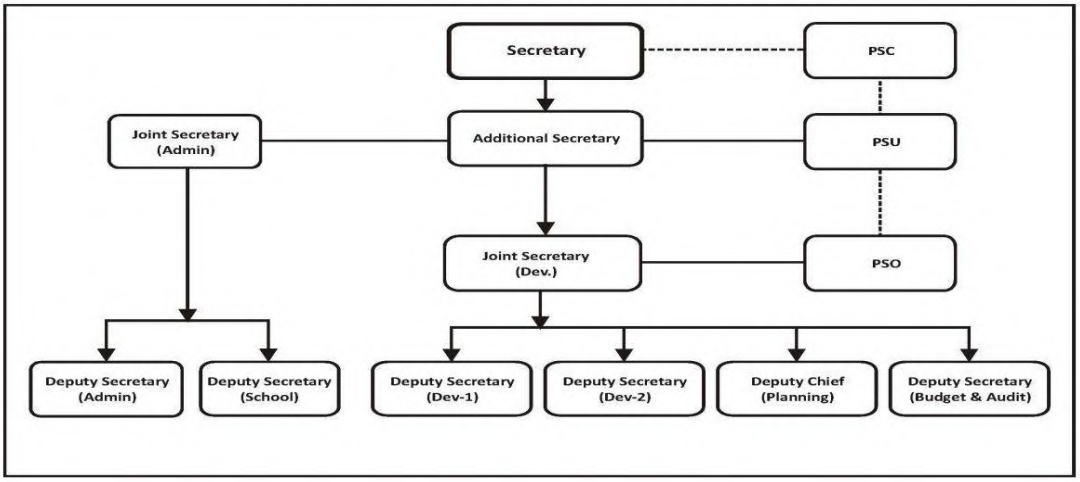

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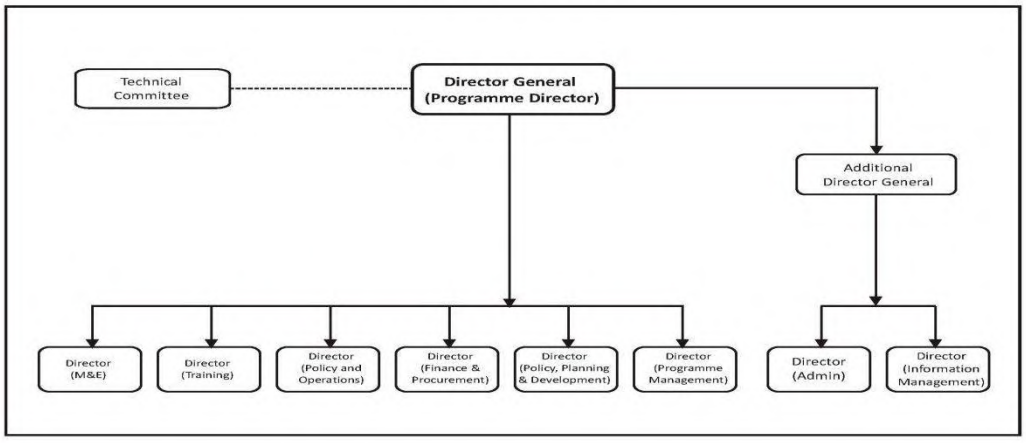


Support Agencies: As in PEDP II, the program will be implemented with the assistance of the National Curriculum and Textbook Board (NCTB), the National Academy for Primary Education (NAPE), the Local Government and Engineering Department (LGED) and the Compulsory Primary Education Implementation and Monitoring Unit (CPEIMU).

Staffing Requirements

To fill the functions described above and undertake the activities described in the previous chapter additional manpower will be required. Table 2.1 provides a summary of PEDP3 manpower requirements. Staffing requirements will be filled through three mechanisms: deputation, duration of PEDP3 (development budget) and permanent (revenue budget). Details and the full staffing plan are in Section 4 of the Implementation.

Table 2.1: Summary of PEDP3 Staffing Requirements

TOTALS	Existing	Proposed			Total
		Deputation	Development	Dev. to Rev. budget	
TOTAL CENTRAL MOPME/DPE/NAPE	429	43	41	184	697
TOTAL DPE FIELD	10,061	1	0	1,644	11,706
TOTAL SCHOOLS	225,790	0	0	47,760	273,550
TOTAL SUPPORT	192	10	184	65	451
TOTALS	**236,472**	**54**	**225**	**49,653**	**286,404**

Financial Management, Disbursement, and Reporting Arrangements

For PEDP3, the Government and Development Partners (DPs) will use a unified system and procedures for financial management including disbursement, procurement, and reporting. DPs will align with the Government's own financial management systems, with some special provisions to maintain a reasonable level of fiduciary and other risks.

PEDP3 expenditure will be fully funded by regular Government budget execution system and all transactions recorded with their full amount in the Integrated Budget and Accounting System's (IBAS). By prior agreement, some "parallel" funds directly disbursed by Development Partners to PEDP3 outside the Bangladesh's financial management system will be allowed.

PEDP3 financial reporting requirements will consist primarily of the regular reports that are produced by MOPME/DPE and MOF for internal monitoring purposes. The specifics of the financial management and procurement arrangements will be detailed in a Joint Financing Arrangement (JFA) signed by both the Government and DPs.

Disbursement: All Development Partners signing the JFA will disburse their funds through the Government's system for fund management following an agreed disbursement schedule. Development Partners' disbursements will be linked to the *level* of expenditure for PEDP3, but will not fund any particular transaction directly, since all funds are disbursed to the Government.

Development Partner disbursements will be based in part on evidence of PEDP3 expenditure as reported through IBAS financial statements. The IBAS statements will show spending

under PEDP3 budget heads as defined in IBAS under: (i) legal codes for non-development and development expenditure, and (ii) functional, operational unit and economic codes under MOPME that are identified as eligible PEDP3 expenditures. Disbursement arrangements are further described in Section 5 of the Implementation Guide.

Performance Based Financing: Some Development Partners will partly or in full disburse their contributions contingent on achieving particular results. Those Development Partners will use a subset of sub-components described in the Programme and Results Framework (Annex 1) as Disbursement Linked Indicators (DLIs). Disbursement of their contributions, partly or in full, will be contingent on achievement of the DLIs. DLIs will be evenly priced. Each DLI is considered separately and disbursement is contingent upon meeting all the outputs for that indicator for a particular year. Section 2 of the Implementation Guide (Monitoring and Evaluation) Attachment 1 contains the DLI matrix. These arrangements are further described in Section 5 of the Implementation Guide.

Reporting Requirements: Government and Development Partner monitoring of PEDP3 will be based on information that is the same both in format and content. Development Partners are expected to align their support to Government systems, to the extent possible. Specifics regarding reporting requirements and schedules, reviews and evaluations, consultations and decision making will be specified in the JFA.

Reporting requirements include regular reports that are produced by MOPME/DPE and MOF for internal monitoring purposes; that is, MOPME and MOF will share relevant programme and financial monitoring reports with the Development Partners. It is understood that Development Partners are obliged to report back to their parliaments and governing bodies on progress in terms of agreed indicators and compliance with conditions specified in bi-lateral agreements. The special reports to be produced by Government that serve Development Partner monitoring purposes will be kept to a minimum and are described in the JFA.

Table 2.2 summarizes the reports Development Partners requested be prepared or made available to them on an annual or semi-annual basis. However, disbursement of their funds is not linked to all sixteen reports included in the Table 2.2. The DLI and IFR reports are directly linked to disbursements while a procurement plan and approved budget are needed to predict annual funding requirements. Other requested reports are to provide information on general sector progress, but other than the DLI and IFR reports, findings are not linked to annual disbursement.

2.2: Summary of Information to be Made Available

SL	Report	Timing	Unit Responsible
1	**Interim Financial Reports** showing expenditures by the budget heads for PEDP3.	Quarterly	Finance Division, DPE
2.	**Progress and achievement of DLIs**	Semi-annual\l	Programme Division, DPE
3	**EU DLI report (year 3)** –	Annual (starting Year 3)	M&E Division, DPE
4	**Annual Audit Report** –	Annual	CGA, MoF
5	**Approved Budget** using Government Economic Codes	Annual	Finance Division, DPE
6	**Procurement Plan** -	Annual	Finance Division, DPE
7	**Annual Sector Performance Report** on the Key Performance Indicators supplemented	Annual	M&E Division, DPE

SL	Report	Timing	Unit Responsible
	by other indicators		
8	**School Census Report** –	Annual	M&E Division
9	**Annual Fiduciary Review Report**	Annual	Joint Report DP and Finance Division, DPE
10	**PFM Action Plan** status update	Annual	Finance Division, DPE
11	**Environmental Safeguards Status Update**	Annual	Planning Division, DPE
12	**Social Safeguards Status Update**	Annual	Planning Division, DPE
13	**Inclusive Education and Gender Action Plan Status Update**	Annual	Policy and Operations Division, DPE
14	**Sub-Component Progress Report**	Annual	Programme Division, DPE
15	**AOP and budget proposal** for following year.	First year only	Planning Division and Finance Division, DPE
16	**Policy Matrix** Status update	Annual	PSU, MoPME

Critical Risks and Mitigation Measures

The Government has prepared the following matrix of critical risks and mitigation measures at the behest of our Development Partners. Ten risks are organized in terms of outcomes, outputs, and financial risks. Mitigating measures have been included in PEDP3 design to the extent possible.

Table 2.3: Summary of Risks and Mitigating Measures

Risks	Mitigating Measures
Outcomes	
1. Support for policy issues critical for PEDP3 implementation	Many PEDP3 policy reforms reflect the priorities included in National Education Policy 2010
2. Coordination of PEDP3 components between DPE divisions and between organizations under MOPME and MOE	PEDP3 implementation arrangements include mechanisms for coordinating functions within MOPME, within DPE, between MOPME and autonomous bodies, between MOPME and NGOs, and between MOPME and other ministries.
3. Institutional and personnel capacity to mange, implement and monitor PEDP3's agenda and planned activities	PEDP3 combines institutional strengthening, decentralization, and human resource development to increase Government institution's capacity. Partnership arrangements with other Government agencies, NGOs and private sector will increase institutional capacity
Outputs	
4. Slippage in meeting DLIs	Technical assistance will be requested for DLI areas needing support
5. Timely generation of reliable information for monitoring of results	PEDP3 will strengthen monitoring and evaluation functions including an annual school census that gradually increases coverage of schools and institutions
6. Flexibility in program implementation to incorporate lessons learned annually	PEDP3 will use appropriate budget approval instrument such as annual strategic and work plans supported by AOP

Risks	Mitigating Measures
Fiduciary/Financial	
7. Financial viability and sustainability	The JFA includes a fiscal framework which ensures that required financial resources are appropriately committed and made available by Government and Development Partners.
8. Slow progress on PFM action plan.	An annual fiduciary risk assessment with follow-up actions is included in PEDP3.
9. Ensuring needs-based funding of schools and institutions	Annual planning process ensures allocation of funds based on needs of schools
10. Slow disbursement and implementation due novelty of using Bangladesh's financial management system to implement development programs	Orientation of MOF, MOPME and DPE financial management systems to PEDP3 implementation procedures including a detailed operations manual.

Chapter summary

Although PEDP3 is much bigger than PEDP II, implementation should be smoother due to lessons learned from the earlier effort. Development Partners' involvement will be harmonized through a Joint Financing Arrangement and PEDP3 implementation will rely on Government's own management systems. Structures for coordinating inter- and intra-ministerial activities have been designed and will put into place. Staffing and institutional structures at DPE have been modified to accommodate the increased workload at central and field levels.

Ultimately, PEDP3's success will be judged in terms of significantly improved learning by all children. The prime responsibility, therefore, rests with teachers in classrooms: they are accountable for the successful performance of every child in their classes.

CHAPTER III: FISCAL ANALYSIS FOR PEDP3

The Government of Bangladesh has a firm, long-term commitment to the sustained improvement of primary education. This is evidenced by budgetary allocations to the education sector in the Medium-Term Macroeconomic Framework (MTMF) that increase year by year both nominally and in percentage terms. Successful development and maintenance of high-quality primary education is one of the Government's highest priorities.

Resource Envelope

In estimating the resource envelope for PEDP3, three case scenarios are considered based on assumptions regarding GDP growth and sector budget share. For GDP growth in current prices, Scenario 1 assumes a 10 percent increase, Scenario 2 assumes 12 percent, and Scenario 3 assumes 14 percent (Table 3.1). For the share of budget allocated to education and its sub-sectors, assumptions are based on adjusted budget shares for fiscal year (2010/11). Under these scenarios, the resource envelope ranges between USD 7.8 billion (Scenario1) to USD 8.8 billion including BNFE budget (Scenario 3). This means that it will not be difficult for MOF to allocate USD 8.3 billion to MoPME for PEDP3, if the economy grows at the annual rate of 14 percent at current prices.

Table 3.1: Resource Envelope by Scenario (USD million)

Assumptions	Scenario 1	Scenario 2	Scenario 3
GDP growth at current price	10%	12%	14%
Education share in GDP	2.30%	2.30%	2.30%
MOPME share in GDP	1.01% to 1.06%	1.01% to 1.06%	1.01% to 1.06%
MOPME share in Ed Budget	45% to 46%	45% to 46%	45% to 46%
Amount (5 year)			
GDP	748,589	793,130	839,984
Education budget	17,218	18,242	19,320
MOPME budget	7,839	8,307	8,800

MOPME Budget Estimates

***Education's Share in National Budget and GDP*:** In 2010-11, the education sector continued to receive the largest proportion of the national budget. The combined allocation to the Ministry of Education and Ministry of Primary and Mass Education was raised by 13.5 percent over that of the previous year – from BDT 140,060 million in 2009-10 to BDT 179,590 million in 2010-11.[6].

[6] The National Education Policy 2010 gives high estimates of the public funding required for education development, 6 percent of GDP

***Primary and Mass Education Share in Education Budget and GDP**:* Primary education's share of the GDP was about 1 percent over the last decade. For the fiscal year 2010/11, this share was estimated at 1.03 percent and was projected to reach 1.06 percent in 2015/16.

In the recent past, the proportion of the total public education budget allocated to primary and mass education declined annually up to 2008-09 but then increased in 2009-10. Of the total education sector budget, primary and mass education sector received the largest share, about 45 percent on average. In 2006/07 the allocation to MOPME was BDT 499.9 billion, 46.7 percent of the education sector budget which remained almost constant over the next two years. In 2009/10 the share declined to 43.3 percent and reached 45 percent for the current fiscal year. The allocation to MOPME for the entire 5 years (2011-12 to 2015-16) was estimated to range between USD 7,899 million (Scenario 1) to USD 8,800 million (Scenario 3).

Public education expenditure as percent of GDP was 2.3 percent, against international average of 3.5 percent. The 2010 National Education Policy sets a target of 6 percent. a Public expenditure per primary education student as percent of GDP per capita is 7 percent, against international average of 10 percent. However, it is not only the amount of finance availablethat was taken into consideration when planning PEDP3. Consideration was also given to the absorptive capacity of the sector and its ability to spend resources effectively

For the PEDP3 period, at least the current level of funding for the primary education sector will be allocated. Sector absorptive capacity will be expanded under PEDP3 through decentralization, and programme effectiveness will be strengthened by focusing on the Government's highest priorities as reflected in the six key results areas.

PEDP3 Financing

The MOPME budget including BNFE expenditure is estimated at USD 8.8 billion for 5 years (2011/12 to 2015/16). Of this, the budget for the primary education sub-sector excluding BNFE will be USD 8.337 billion: USD 4.186 billion under the revenue, USD 3.171 billion for development and USD 0.979 billion for discrete projects[7]. PEDP3 will allow the Government to provide pre-primary education in GPS, improve curriculum and textbooks, reduce overcrowding in GPS, assure a safe and healthy school environment, and improve the capacity of the sector to provide good quality education to all children.

***PEDP3 by Costs Development and Revenue Classification**:* Of the total primary education costs for the 5 years, around 50 percent is revenue budget and 82 percent is recurrent budget (Table 3.2).

[7] The remainder is for physical and price contingencies and financing charges

Table 3.2: PEDP3 Cost by Functional and Economic Code (USD million)

	Dev	Rev	Discrete	Total	%	Capital	Recurrent	Total	%
MOPME	0.50	619.40		619.9	7.44%	9	610.90	619.90	7.44%
DPE	1,737.94	201.48		1,939.42	23.26%	1100.84	838.58	1939.42	23.26%
PTI	40.44	32.03		72.47	0.87%	6	66.47	72.47	0.87%
UEO	57.48	75.45		132.93	1.59%	28.16	104.77	132.93	1.59%
NAPE	32.70	2.37		35.07	0.42%	24	11.07	35.07	0.42%
GPS	1,302.02	2,388.55		3,690.57	44.27%		3690.57	3690.57	44.27%
RNGPS& community school		477.53		477.53	5.73%		477.53	477.53	5.73%
PEDP II Liability		390.12		390.12	4.68%		390.12	390.12	4.68%
Discrete Projects			979	979.00	11.74%	329	650	979.00	11.74%
Total	3,171.08	4,186.93	979.	8,337.01	100%	1497	6840.01	8337.01	100.00%
%	38%	50%	12%	100%		18%	82%	100%	

Note: USD 8.3 billion excludes BNFE budget (0.5 billion USD)

Table 3.3 below illustrates that DP financing will be for both the Revenue and Development budgets. About 40 percent of the external financing will support eligible expenditures under the Development Budget and about 60 percent will support eligible expenditures under the Revenue Budget. Using these rounded percentages, out of DPs contribution of USD 1055.5 million, DPs will contribute around USD 422.2 million (about 40 percent) to the Development Budget and around USD 633.3 million (about 60 percent) to the Revenue Budget.

Table 3.3: PEDP3 Budget Estimate (US$ million)

MOPME	Total	GOB Contributions	% of Total	DPs Contributions	% of Total
MoPME (Dev)	3,170.95	2,748.75	86.61%	422.2	13.31%
MoPME (Rev)	4,186.98	3,553.68	84.79%	633.3	15.13%
Total	7,357.93	6,302.43	85.57%	1,055.50	14.35%
Discrete Project	979.09				
Total MoPME Excluding BNFE	8,337.02				

Resources Benefitting Schools: It is estimated that more than 44 percent of the PEDP3 cost will benefit schools directly, particularly GPS. Within PEDP3, serious attention will be given to allocating resources to priority areas.

Share of Foreign Assistance under PEDP3*:* Assuming Development Partner support for 5 years will be around USD 1,237 million and Government contribution to the development budget will be around USD 1,934 million, it is estimated that Government will finance 61 percent of the PEDP3 Development Budget requirement and the donor share will average 39 percent. DPs have committed USD 1,055 million and the amount Development Partners' 'yet to commit' is USD 182 million.

Foreign Assistance

Recent Foreign Assistance Trends in Education*:* Foreign assistance has played a critical role in the development of Bangladesh, although the share of external financing in total development expenditure has been decreasing over time. Since independence, the country has received a total of USD 32,969.2 million in project aid comprised of grants and loans. Between 1971/72 and 2008/09 multilateral agencies contributed almost USD 19,000 million mostly in the form of loans. OECD countries, during the same period contributed about USD 10,500 million. This support is greatly appreciated by the Government of Bangladesh.

The share of project aid in education development expenditure was 37.8 percent on average over the last five years. (Table 3.4)

Table 3.4: Education Sector-Disbursement of Project aid in ADP (Taka in Million)

	2004/05	2005/06	2006/07	2007/08	2008/09	Total
Education	19,756	26,925	27,742	28,722	31,501	134,645
Government	15,084	16,508	15,812	17,777	18,611	83,791
DP	4,672	10,418	11,930	10,945	12,890	50,854
DP%	23.6	38.7	43.0	38.1	40.9	37.8
DP in USD million	1434.0	1470.4	1570.7	1950.7	1794.9	8220.7

Source: ERD

Share of Foreign Assistance under PEDP II: Of the planned PEDP II cost of USD 1.8 billion (including the stipends programme), the share of DPs was 33 percent (USD 650 million); the share of DPs excluding stipends was 70 percent.

Disbursement of Foreign Assistance under PEDP3: The Government and Development Partners will enter into a Joint Financing Agreement which will specify the contributions, disbursements, consultation and decision making processes, reporting and other requirements for disbursement of foreign assistance under PEDP3 Annex 7 includes details of disbursement arrangements. Development Partners will also confirm their planned total contributions for the at least the first three years of PROG3 within the agreements or arrangements between the Government of Bangladesh and the individual Development Partner. Table 3.5 indicates the anticipated total contributions based on discussions held during the Appraisal Mission.

Table 3.5 Development Partner Disbursement (USD millions)

Development Partner	Total	Percent	Tranches	FX[8]	DLI[9]
ADB	**320.0**	30.32 %	2	50%	50%
World Bank	**300.0**	28.42%	2		100%
DfID	**190.0**	18.00 %	2		100%
EU[10]	**70.0**	6.63 %	1	50%	50%
AusAID	**35.0**	3.32 %	2	50%	50%
Sida	**45.0**	4.26 %	2	50%	50%
CIDA	**65.0**	6.16 %	2	50%	50%
JICA	**30.0**	2.84 %	2	50%	50%
UNICEF	**0.5**	0.05 %	1	100%	0%
Netherlands	**-**				
Total	**1,055.5**	100.0 %			
DLI	**778.5**	73.3 %			
FX	**283.0**	26.7 %			

Details on disbursement conditions will be specified in the Joint Financing Agreement. In general, disbursements will be contingent on either one or both of the following;

i) Spending on PEDP3 Eligible Expenditures as presented in Interim Unaudited Financial Reports (IFR). IFRs will be prepared from the Government's IBAS system. Disbursements by Development Partners will be contingent on Eligible Expenditures for a given period exceeding the total disbursements by all Development Partners for the same period. Section 5 of the Implementation Guide contains additional information on the eligible expenditures.

ii) Achievement of Disbursement Linked Indicators (DLIs) agreed to between the Government of Bangladesh and Development Partners. The amount disbursed each fiscal year will be contingent upon number of DLIs achieved during the previous fiscal year.

The Development Partners require additional approval of their respective parliaments or governing bodies to confirm total and annual levels of disbursement. However, Table 3.6 provides an indicative schedule of Development Partner disbursements as discussed during the Appraisal Mission.

[8] FX = Fixed tranche (covenants)
[9] DLI = Amount disbursed based on achievement of DLIs
[10] The EU will from the third year of the programme use two KPIs as additional disbursement indicators.

Table 3.6 Indicative schedule of Development Partners' disbursements

Development Partner	2011/12	2012/2013	2013/2014	2014/2015	2015/2016	Total
ADB	80	80	80	80	-	**320**
World Bank	60	80	80	80	-	**300**
DfID	32	33	38	41	46	**190**
EU	6.2	12.4	13.7	15.1	22.6	**70**
AusAID	7	7	7	7	7	**35**
Sida	9	9	9	9	9	**45**
CIDA	-	16	16	16	17	**65**
JICA	6	6	6	6	6	**30**
UNICEF	0.1	0.1	0.1	0.1	0.1	**0.5**
Netherlands	-	-	-	-	-	**-**
Total	**200.3**	**243.5**	**249.8**	**254.2**	**107.7**	**1,055.50**
DLI	146.82	178.49	183.10	186.33	78.94	773.68
FX	53.48	65.01	66.70	67.87	28.76	281.82

Financial Sustainability

Sustainability considerations are built directly into the PEDP3 design through improvements in budgetary processes that refocus programme implementation under a results-based management model. PEDP3 further supports the strengthening of institutions which will sustain improvements in the sector over the long term.

***PEDP II Liability*:** PEDP II engaged a total of 46,794 persons to implement project activities; of these, 45,000 are teachers. Payments staffing recruited under PEDP II are made from the project fund (development budget). PEDP II will end in June 2011. However, since the activities of PEDP II will continue in PEDP3, the staffing retained under PEDP II is needed to implement PEDP3. As PEDP3 will follow Bangladesh's financial management system, staffing currently under the PEDP II development budget will be transferred to, and paid from, the revenue budget. The additional expenditure for the PEDP II staffing, the annual liability for that project, for the year 2010/11, is estimated at BDT 4,968 million which is equivalent to USD 70.97 million. This additional revenue expenditure principally includes the expenditure on the 45,000 new teachers recruited under PEDP II, costing around BDT 4,763 million – about USD 68 million per year.

***Education Revenue Expenditure*:** Recurrent cost items are generally funded from both recurrent (revenue expenditure) and development (development expenditure) budgets. To assure sustainability after the investment period, some of the budget for personnel, materials, repairs and maintenance for schools created under PEDP3 will be funded from the recurrent budget. Thus, a gradual shift in the source of some funds from the development to recurrent budget is anticipated over the life of the programme.

Chapter Summary

The Government of Bangladesh remains committed to achieving its educational objectives. Actual expenditures on primary education have been marginally increasing in recent years. As a proportion of GDP, educational spending has increased from 2.14 percent in 2008/9 to 2.3 percent in 2009/10.[11] This share has been maintained in 2010/11. Furthermore, MOPME's share in overall education spending has increased from 43 percent in 2009/10 to 45 percent in 2010/11. The resource envelope estimated above indicates that it will not be difficult for MOF to allocate USD 8.3 billion to PEDP3 if the economy grows at the annual rate of 14 percent at current prices.

Development partners have committed to financing USD 1,055 million for four years resulting in a Development Partners' 'yet to commit' of USD 182 million for 2015/16. Assuming Development Partner support for 5 years will be around USD 1,237 million, it is estimated that Government will finance 83 percent of the total cost (85 percent of the Development and 83 percent of the Revenue Budgets). DPs will ultimately finance about 17 percent of the total cost (17 percent of the Revenue and 15 percent of the Development Budget).

[11] Primary education share of GDP for the current FY 2010/2011 is calculated at 1.034 percent

CHAPTER IV: COST SUMMARY

The following 5 pages contain a summary of PEDP3 costs. Costing details for each sub-component are in Section 7 of the Implementation Guide.

Bangladesh
PEDP3
Components Project Cost Summary

	(Local '000)			(US$ '000)			% Foreign Exchange	% Total Base Costs
	Local	Foreign	Total	Local	Foreign	Total		
1. Component 1- Learning and Teaching								
1.1. Each Child Learns	1,072,000.00	-	1,072,000.00	15,314.29	-	15,314.29	-	-
1.2. School and Classroom-based Assessment	13,000.00	-	13,000.00	185.71	-	185.71	-	-
1.3. Curriculum Development	3,217,000.00	-	3,217,000.00	45,957.14	-	45,957.14	-	1
1.4. Textbook Distribution	8,304,940.95	5,797,792.59	14,102,733.54	118,642.01	82,825.61	201,467.62	41	2
1.5. ICT in Education	594,901.00	2,787,750.00	3,382,651.00	8,498.59	39,825.00	48,323.59	82	1
1.6. Teacher Education & Development	8,570,200.00	-	8,570,200.00	122,431.43	-	122,431.43	-	1
Subtotal Component 1- Learning and Teaching	21,772,041.95	8,585,542.59	30,357,584.54	311,029.17	122,650.61	433,679.78	28	5
2. Component 2-Participation and Disparities								
2. 1.1. Alternative and Second Chance (NFE)	6,999,546.00	-	6,999,546.00	99,993.51	-	99,993.51	-	1
2.1.2. Pre-primary provision	22,337,529.60	-	22,337,529.60	319,107.57	-	319,107.57	-	4
2.1.3. Inclusive Education	50,200.00	-	50,200.00	717.14	-	717.14	-	-
2.1.4. Education in emergencies	250,000.00	-	250,000.00	3,571.43	-	3,571.43	-	-
2.1.5. Communication and social mobilization	480,000.00	-	480,000.00	6,857.14	-	6,857.14	-	-
2.2.1. Targeted Stipends	33,514,902.85	-	33,514,902.85	478,784.33	-	478,784.33	-	6
2.2.2. School Health & school feeding	20,764,746.66	-	20,764,746.66	296,639.24	-	296,639.24	-	4
2.2.3. School Environment	12,098,405.00	-	12,098,405.00	172,834.36	-	172,834.36	-	2
2.2.4. Need based infrastructure development	61,507,304.50	-	61,507,304.50	878,675.78	-	878,675.78	-	11
Subtotal Component 2-Participation and Disparities	158,002,634.61	-	158,002,634.61	2,257,180.49	-	2,257,180.49	-	27
3. Component 3-Decentralization and Effectiveness								
3.1.1. Field level offices strengthened	3,341,811.58	165,000.00	3,506,811.58	47,740.17	2,357.14	50,097.31	5	1
3.1.2. Decentralized school management & governance	13,686,887.00	-	13,686,887.00	195,526.96	-	195,526.96	-	2
3.1.3. School level leadership development	645,000.00	-	645,000.00	9,214.29	-	9,214.29	-	-
3.1.4. Org review and strengthening	2,243,406.50	648,000.00	2,891,406.50	32,048.66	9,257.14	41,305.81	22	-
3.2.1. Grade V terminal exam strengthened	37,500.00	-	37,500.00	535.71	-	535.71	-	-
3.2.2. Teacher recruitment, promotion and deployment	3,039,000.00	-	3,039,000.00	43,414.29	-	43,414.29	-	1
3.2.3. Annual school census	300,000.00	-	300,000.00	4,285.71	-	4,285.71	-	-
3.3.4. National Student Assessment	245,000.00	-	245,000.00	3,500.00	-	3,500.00	-	-
Subtotal Component 3-Decentralization & Effectiveness	23,538,605.08	813,000.00	24,351,605.08	336,265.79	11,614.29	347,880.07	3	4
4. Component 4--Planning and Management								
4.1. PEDP III management and Governance	2,170,987.50	1,487,500.00	3,658,487.50	31,014.11	21,250.00	52,264.11	41	1
4.2. PEDP III Financial Management	49,336.00	-	49,336.00	704.80	-	704.80	-	-
4.3. Sector Finance	-	-	-	-	-	-	-	-
4.4. Strengthen Monitoring Functions	580,000.00	-	580,000.00	8,285.71	-	8,285.71	-	-
4.5. Human Resources and Development	254,480.00	480,000.00	734,480.00	3,635.43	6,857.14	10,492.57	65	-
4.6. Public, Private Partnerships (PPPs)	-	-	-	-	-	-	-	-
Subtotal Component 4--Planning and Management	3,054,803.50	1,967,500.00	5,022,303.50	43,640.05	28,107.14	71,747.19	39	1
5. Revenue Budget								
1. MOPME	43,360,457.57	-	43,360,457.57	619,435.11	-	619,435.11	-	7
2. DPE	14,103,888.41	-	14,103,888.41	201,484.12	-	201,484.12	-	2
3. PTI	2,242,478.74	-	2,242,478.74	32,035.41	-	32,035.41	-	-
4. UEO	5,281,710.72	-	5,281,710.72	75,453.01	-	75,453.01	-	1
5. NAPE	165,862.68	-	165,862.68	2,369.47	-	2,369.47	-	-
6. Primary School	194,506,871.73	-	194,506,871.73	2,778,669.60	-	2,778,669.60	-	34
7. RNGPS-Community School	33,427,330.72	-	33,427,330.72	477,533.30	-	477,533.30	-	6
Subtotal Revenue Budget	293,088,600.56	-	293,088,600.56	4,186,980.01	-	4,186,980.01	-	51
6. Discrete Project								
1. Discrete Project	68,536,247.00	-	68,536,247.00	979,089.24	-	979,089.24	-	12
Subtotal Discrete Project	68,536,247.00	-	68,536,247.00	979,089.24	-	979,089.24	-	12
Total BASELINE COSTS	567,992,932.69	11,366,042.59	579,358,975.28	8,114,184.75	162,372.04	8,276,556.79	2	100
Physical Contingencies	987,595.78	619,658.82	1,607,254.59	14,108.51	8,852.27	22,960.78	39	-
Price Contingencies	2,153,550.74	-	2,153,550.74	30,765.01	-	30,765.01	-	-
Financing charges during Implementation		471,539.42	471,539.42		6,736.28	6,736.28		
Total PROJECT COSTS	571,134,079.20	12,457,240.83	583,591,320.03	8,159,058.27	177,960.58	8,337,018.86	2	101

Cost estimate included VAT, Duties and Taxes

Bangladesh
PEDP3
Expenditure Accounts Project Cost Summary

	(Local '000)			(US$ '000)			Foreign	Base
	Local	Foreign	Total	Local	Foreign	Total	Exchange	Costs
I. Investment Costs								
A. 7000 Civil Works	56,204,140.27	-	56,204,140.27	802,916.29	-	802,916.29	-	11
B. 6800 Machinery & Equipment	1,213,808.22	-	1,213,808.22	17,340.12	-	17,340.12	-	-
C. 6800 Computers	629,599.09	2,332,845.19	2,962,444.28	8,994.27	33,326.36	42,320.63	80	1
D. 6800 Vehicle	336,328.77	130,812.55	467,141.32	4,804.70	1,868.75	6,673.45	69	-
E. 6800 Furniture	1,402,401.83	-	1,402,401.83	20,034.31	-	20,034.31	-	-
F. 6800 Teaching & Learning Materials	1,594,155.25	-	1,594,155.25	22,773.65	-	22,773.65	-	-
G. Revenue Expenditure-Capital	10,456,976.25	-	10,456,976.25	149,385.38	-	149,385.38	-	2
HI. Discrete Project-capital	23,031,656.00	-	23,031,656.00	329,023.66	-	329,023.66	-	4
Total Investment Costs	94,869,065.67	2,463,657.74	97,332,723.41	1,355,272.37	35,195.11	1,390,467.48	3	18
II. Recurrent Costs				-	-	-		
A. 4600 Manpower	1,347,465.58	-	1,347,465.58	19,249.51	-	19,249.51	-	-
B. 4800 Textbooks	6,471,407.26	4,955,378.28	11,426,785.54	92,448.68	70,791.12	163,239.79	45	2
C. 4800 TLM & Edu Kits	-	-	-	-	-	-	-	-
D. 4800 Survey/Study/Seminar & Workshop			-	-	-	-		
Study & Survey	1,241,484.72	-	1,241,484.72	17,735.50	-	17,735.50	-	-
Seminar & Workshop	118,400.00	-	118,400.00	1,691.43	-	1,691.43	-	-
Subtotal 4800 Survey/Study/Seminar & Works	1,359,884.72	-	1,359,884.72	19,426.92	-	19,426.92	-	-
E. 4800 SRG & TG	1,113,013.70	-	1,113,013.70	15,900.20	-	15,900.20	-	-
F. 4800 Consultants			-	-	-	-		
International Consultants	-	1,299,126.64	1,299,126.64	-	18,558.95	18,558.95	100	-
National Consultants	764,192.14	-	764,192.14	10,917.03	-	10,917.03	-	-
Subtotal 4800 Consultants	764,192.14	1,299,126.64	2,063,318.78	10,917.03	18,558.95	29,475.98	63	-
G. 4800 Training				-	-	-		
Local Training	13,467,803.00	-	13,467,803.00	192,397.19	-	192,397.19	-	2
International Training	-	419,213.97	419,213.97	-	5,988.77	5,988.77	100	-
Subtotal 4800 Training	13,467,803.00	419,213.97	13,887,016.97	192,397.19	5,988.77	198,385.96	3	2
H. 4800 Curriculum Rivision	4,566.21	-	4,566.21	65.23	-	65.23	-	-
I. 4800 Social Mobilization	438,356.16	-	438,356.16	6,262.23	-	6,262.23	-	-
J. 5900 Grants/Fund			-	-	-	-		
School Grants	13,799,605.60	-	13,799,605.60	197,137.22	-	197,137.22	-	2
Operational Fund	33,514,902.85	-	33,514,902.85	478,784.33	-	478,784.33	-	6
Fund	26,886,692.66	-	26,886,692.66	384,095.61	-	384,095.61	-	5
Subtotal 900 Grants/Fund	74,201,201.11	-	74,201,201.11	1,060,017.16	-	1,060,017.16	-	13
K. 4600 Teachers Salary	24,384,024.00	-	24,384,024.00	348,343.20	-	348,343.20	-	4
L. 4900 Repairs & Maintenance	12,035,739.27	-	12,035,739.27	171,939.13	-	171,939.13	-	2
M. 4800 Operational Cost	810,000.00	-	810,000.00	11,571.43	-	11,571.43	-	-
N. 4800 Revenue Budget-Rec	282,631,624.31	-	282,631,624.31	4,037,594.63	-	4,037,594.63	-	49
O. 4800 Discreted Project -Rec	45,504,591.00	-	45,504,591.00	650,065.59	-	650,065.59	-	8
7901 Taxes, Duties and VAT	10,818,664.53		10,818,664.53	154,552.35		154,552.35		
Total Recurrent Costs	475,352,532.97	6,673,718.90	482,026,251.87	6,790,750.47	95,338.84	6,886,089.31	2	82
Total BASELINE COSTS	570,221,598.65	9,137,376.63	579,358,975.28	8,146,022.84	130,533.95	8,276,556.79	2	100
Physical Contingencies	987,595.78	619,658.82	1,607,254.59	14,108.51	8,852.27	22,960.78	39	-
Price Contingencies	2,153,550.74	-	2,153,550.74	30,765.01	-	30,765.01	-	-
Financing charges during Implementation		471,539.42	471,539.42	-	6,736.28	6,736.28		
Total PROJECT COSTS	573,362,745.16	10,228,574.87	583,591,320.03	8,190,896.36	146,122.50	8,337,018.86	2	101

Calucation of VAT, Duties and Taxes in separate sheet

Bangladesh
PEDP III
Project Components by Year -- Base Costs
(US$ '000)

	Base Cost					
	01/02	**02/03**	**03/04**	**04/05**	**05/06**	**Total**
1. Component 1- Learning and Teaching						
1.1. Each Child Learns	1,457.14	4,385.71	3,042.86	3,142.86	3,285.71	15,314.29
1.2. School and Classroom-based Assessment	114.29	71.43	-	-	-	185.71
1.3. Curriculum Development	9,328.57	8,800.00	8,800.00	9,514.29	9,514.29	45,957.14
1.4. Textbook Distribution	3,482.14	49,496.37	49,496.37	49,496.37	49,496.37	201,467.62
1.5. ICT in Education	71.43	9,998.57	9,984.29	16,623.57	11,645.73	48,323.59
1.6. Teacher Education & Development	20,250.00	19,707.14	20,877.14	30,755.71	30,841.43	122,431.43
Subtotal Component 1- Learning and Teaching	34,703.57	92,459.23	92,200.66	109,532.80	104,783.53	433,679.78
2. Component 2-Participation and Disparities						
2. 1.1. Alternative and Second Chance (NFE)	-	-	41,087.49	32,879.34	26,026.69	99,993.51
2.1.2. Pre-primary provision	35,374.49	70,200.41	73,177.55	70,177.55	70,177.55	319,107.57
2.1.3. Inclusive Education	143.43	143.43	143.43	143.43	143.43	717.14
2.1.4. Education in emergencies	714.29	714.29	714.29	714.29	714.29	3,571.43
2.1.5. Communication and social mobilization	1,371.43	1,371.43	1,371.43	1,371.43	1,371.43	6,857.14
2.2.1. Targeted Stipends	-	-	160,541.95	159,751.35	158,491.03	478,784.33
2.2.2. School Health & school feeding	3,408.00	3,408.00	97,160.89	96,699.17	95,963.17	296,639.24
2.2.3. School Environment	17,410.71	34,821.43	52,232.14	34,821.43	33,548.64	172,834.36
2.2.4. Need based infrastructure development	88,059.19	161,832.66	297,320.41	178,232.66	153,230.86	878,675.78
Subtotal Component 2-Participation and Disparities	146,481.53	272,491.64	723,749.59	574,790.64	539,667.09	2,257,180.49
3. Component 3-Decentralization and Effectiveness						
3.1.1. Field level offices strengthened	4,230.95	8,466.66	16,709.23	6,730.95	13,959.52	50,097.31
3.1.2. Decentralized school management & governance	42,791.91	42,791.91	36,647.71	36,647.71	36,647.71	195,526.96
3.1.3. School level leadership development	535.71	1,714.29	2,250.00	2,142.86	2,571.43	9,214.29
3.1.4. Org review and strengthening	816.42	3,744.99	20,168.70	10,616.42	5,959.28	41,305.81
3.2.1. Grade V terminal exam strengthened	107.14	107.14	107.14	107.14	107.14	535.71
3.2.2. Teacher recruitment, promotion and deployment	14.29	3,621.43	7,235.71	14,471.43	18,071.43	43,414.29
3.2.3. Annual school census	857.14	857.14	857.14	857.14	857.14	4,285.71
3.3.4. National Student Assessment	1,157.14	14.29	1,157.14	14.29	1,157.14	3,500.00
Subtotal Component 3-Decentralization and Effectiveness	50,510.70	61,317.84	85,132.79	71,587.94	79,330.79	347,880.07
4. Component 4--Planning and Management						
4.1. PEDP III management and Governance	11,839.68	9,845.39	10,473.96	9,931.11	10,173.96	52,264.11
4.2. PEDP III Financial Management	504.80	50.00	50.00	50.00	50.00	704.80
4.3. Sector Finance	-	-	-	-	-	-
4.4. Strengthen Monitoring Functions	571.43	142.86	142.86	7,285.71	142.86	8,285.71
4.5. Human Resources and Development	2,136.23	2,099.09	2,099.09	2,079.09	2,079.09	10,492.57
4.6. Public, Private Partnerships (PPPs)	-	-	-	-	-	-
Subtotal Component 4--Planning and Management	15,052.14	12,137.34	12,765.91	19,345.91	12,445.91	71,747.19
5. Revenue Budget						
1. MOPME	116,688.58	120,189.24	123,712.56	127,507.77	131,336.96	619,435.11
2. DPE	37,955.38	39,094.04	40,240.08	41,474.55	42,720.07	201,484.12
3. PTI	6,034.80	6,215.84	6,398.06	6,594.34	6,792.37	32,035.41
4. UEO	14,213.76	14,640.18	15,069.35	15,531.64	15,998.08	75,453.01
5. NAPE	446.36	459.75	473.23	487.74	502.39	2,369.47
6. Primary School	523,443.07	539,146.36	554,951.30	571,975.90	589,152.96	2,778,669.60
7. RNGPS-Community School	89,957.26	92,655.97	95,372.16	98,297.95	101,249.95	477,533.30
Subtotal Revenue Budget	788,739.22	812,401.39	836,216.72	861,869.89	887,752.79	4,186,980.01
6. Discrete Project						
1. Discrete Project	459,399.09	271,323.78	99,348.07	99,348.07	49,670.24	979,089.24
Subtotal Discrete Project	459,399.09	271,323.78	99,348.07	99,348.07	49,670.24	979,089.24
Total BASELINE COSTS	1,494,886.25	1,522,131.22	1,849,413.74	1,736,475.24	1,673,650.35	8,276,556.79
Physical Contingencies	496.79	5,420.43	6,043.28	5,584.43	5,415.86	22,960.78
Price Contingencies						
Inflation						
Local	483.25	2,435.22	7,751.35	9,086.43	11,008.76	30,765.01
Foreign	-	-	-	-	-	-
Subtotal Inflation	483.25	2,435.22	7,751.35	9,086.43	11,008.76	30,765.01
Devaluation	-	-	-	-	-	-
Subtotal Price Contingencies	483.25	2,435.22	7,751.35	9,086.43	11,008.76	30,765.01
Financing charges during Implementation	1,229.53	1,220.10	1,501.99	1,414.66	1,370.00	6,736.28
Total PROJECT COSTS	1,497,095.81	1,531,206.96	1,864,710.37	1,752,560.75	1,691,444.97	8,337,018.86
Taxes	22,500.00	25,350.00	28,750.00	32,416.94	45,535.06	154,552.00
Foreign Exchange	5,621.43	38,496.61	50,110.90	38,496.61	38,498.76	171,224.31

Bangladesh
PEDP3
Project Components by Year -- Totals Including Contingencies, Taxes , VAT and Duties
(US$ '000)

	01/02	02/03	03/04	04/05	05/06	Total
1. Component 1- Learning and Teaching						
1.1. Each Child Learns	1,460.06	4,412.06	3,073.38	3,187.08	3,345.28	15,477.87
1.2. School and Classroom-based Assessment	114.51	71.86	-	-	-	186.37
1.3. Curriculum Development	9,347.23	8,852.87	8,888.28	9,648.17	9,686.76	46,423.32
1.4. Textbook Distribution	3,838.02	54,953.82	55,081.96	55,210.61	55,339.78	224,424.19
1.5. ICT in Education	71.57	9,998.83	9,984.57	16,717.40	11,676.33	48,448.70
1.6. Teacher Education & Development	20,290.50	19,825.54	21,086.58	31,188.51	31,400.54	123,791.68
Subtotal Component 1- Learning and Teaching	35,121.89	98,114.99	98,114.78	115,951.78	111,448.68	458,752.13
2. Component 2-Participation and Disparities						
2. 1.1. Alternative and Second Chance (NFE)	-	-	41,499.68	33,342.02	26,498.51	101,340.21
2.1.2. Pre-primary provision	35,445.24	70,622.18	73,911.67	71,165.10	71,449.76	322,593.96
2.1.3. Inclusive Education	143.72	144.29	144.87	145.45	146.03	724.35
2.1.4. Education in emergencies	715.71	718.58	721.45	724.34	727.23	3,607.31
2.1.5. Communication and social mobilization	1,374.17	1,379.67	1,385.19	1,390.73	1,396.29	6,926.04
2.2.1. Targeted Stipends	-	-	162,118.73	161,952.23	161,303.95	485,374.90
2.2.2. School Health & school feeding	3,414.82	3,428.48	97,195.08	96,747.13	96,024.96	296,810.46
2.2.3. School Environment	17,445.54	35,030.64	52,756.14	35,311.44	34,156.83	174,700.58
2.2.4. Need based infrastructure development	88,384.17	162,960.16	301,088.08	181,063.54	156,161.13	889,657.09
Subtotal Component 2-Participation and Disparities	146,923.37	274,283.98	730,820.89	581,841.98	547,864.69	2,281,734.90
3. Component 3-Decentralization and Effectiveness						
3.1.1. Field level offices strengthened	4,239.41	8,517.53	16,853.21	6,825.67	14,212.58	50,648.40
3.1.2. Decentralized school management & governance	42,877.49	43,049.00	37,015.37	37,163.43	37,312.08	197,417.36
3.1.3. School level leadership development	536.79	1,724.59	2,272.57	2,173.01	2,618.04	9,325.00
3.1.4. Org review and strengthening	818.05	3,767.49	20,278.17	10,765.81	6,067.31	41,696.83
3.2.1. Grade V terminal exam strengthened	107.36	107.79	108.22	108.65	109.09	541.10
3.2.2. Teacher recruitment, promotion and deployment	14.31	3,643.19	7,308.30	14,675.07	18,399.04	44,039.91
3.2.3. Annual school census	858.86	862.29	865.74	869.20	872.68	4,328.78
3.3.4. National Student Assessment	1,159.46	14.37	1,168.75	14.49	1,178.12	3,535.19
Subtotal Component 3-Decentralization and Effectivene	50,611.72	61,686.24	85,870.33	72,595.33	80,768.94	351,532.57
4. Component 4--Planning and Management						
4.1. PEDP III management and Governance	11,854.86	9,879.01	10,536.40	10,011.05	10,281.36	52,562.68
4.2. PEDP III Financial Management	505.81	50.30	50.50	50.70	50.91	708.22
4.3. Sector Finance	-	-	-	-	-	-
4.4. Strengthen Monitoring Functions	572.57	143.72	144.29	7,388.24	145.45	8,394.26
4.5. Human Resources and Development	2,137.76	2,103.46	2,106.39	2,089.04	2,091.91	10,528.56
4.6. Public, Private Partnerships (PPPs)	-	-	-	-	-	-
Subtotal Component 4--Planning and Management	15,071.00	12,176.48	12,837.58	19,539.04	12,569.62	72,193.73
5. Revenue Budget						
1. MOPME	116,688.58	120,189.24	123,712.56	127,507.77	131,336.96	619,435.11
2. DPE	37,955.38	39,094.04	40,240.08	41,474.55	42,720.07	201,484.12
3. PTI	6,034.80	6,215.84	6,398.06	6,594.34	6,792.37	32,035.41
4. UEO	14,213.76	14,640.18	15,069.35	15,531.64	15,998.08	75,453.01
5. NAPE	446.36	459.75	473.23	487.74	502.39	2,369.47
6. Primary School	523,443.07	539,146.36	554,951.30	571,975.90	589,152.96	2,778,669.60
7. RNGPS-Community School	89,957.26	92,655.97	95,372.16	98,297.95	101,249.95	477,533.30
Subtotal Revenue Budget	788,739.22	812,401.39	836,216.72	861,869.89	887,752.79	4,186,980.01
6. Discrete Project						
1. Discrete Project	459,399.09	271,323.78	99,348.07	99,348.07	49,670.24	979,089.24
Subtotal Discrete Project	459,399.09	271,323.78	99,348.07	99,348.07	49,670.24	979,089.24
Financing charges during Implementation	1,229.53	1,220.10	1,501.99	1,414.66	1,370.00	6,736.28
Total PROJECT COSTS	1,497,095.81	1,531,206.96	1,864,710.37	1,752,560.75	1,691,444.97	8,337,018.86

Bangladesh
PEDP III
Detailed Cost Estimate by Gross and Net of Taxes

Figure in Thousand

			0.05		0.045		
Items	**Gross Amount**	**Net of taxes**	**Income tax**	**Import duty**	**VAT**	**Total taxes**	**% of tax**
1. 7000 Civil Works *	62,105,575.00	56,204,140	2,810,207		3,091,228	5,901,435	10.5%
2. 6800 Machinery & Equipment	1,329,120.00	1,213,808	60,690		54,621	115,312	9.5%
3. 6800 Computers (Foreign)**	2,787,750.00	2,332,845	116,642	233,285	104,978	454,905	19.5%
3. 6800 Computers	689,411.00	629,599	31,480		28,332	59,812	9.5%
4. 6800 Vehicle (Foreign)***	813,000	130,813	6,541	669,760	5,887	682,187	521.5%
4. 6800 Vehicle	368,280	336,329	16,816		15,135	31,951	9.5%
5. 6800 Furniture	1,535,630.00	1,402,402	70,120		63,108	133,228	9.5%
6. 6800 Teaching & Learning Materials	1,745,600.00	1,594,155	79,708		71,737	151,445	9.5%
8. Revenue Expenditure-Capital	10,456,976.25	10,456,976				-	0.0%
9. Discrete Project-capital	23,031,656.00	23,031,656				-	0.0%
Total Investment cost	**104,862,998**	**97,332,723**	**3,192,205**	**903,045**	**3,435,026**	**7,530,275**	
10. 4600 Manpower	1,347,466	1,347,466				-	0.0%
11. 4800 Textbooks**	5,797,792.59	4,955,378	247,769	371,653	222,992	842,414	17.0%
11. 4800 Textbook	7,086,190.95	6,471,407	323,570		291,213	614,784	9.5%
12. 4800 Study & Survey	1,421,500.00	1,241,485	124,148		55,867	180,015	14.5%
13.4800 Seminar & Workshop	118,400.00	118,400				-	0.0%
14. 4800 SRG & TG	1,218,750.00	1,113,014	55,651		50,086	105,736	9.5%
15. 4800 International Consultants	1,487,500	1,299,127	129,913		58,461	188,373	14.5%
16.4800 National Consultants	875,000	764,192	76,419		34,389	110,808	14.5%
17. 4800 Local Training	13,467,803.00	13,467,803				-	0.0%
18.4800 International Training	480,000	419,214	41,921		18,865	60,786	14.5%
19. 4800 Curriculum Rivision	5,000	4,566	228		205	434	9.5%
20. 4800 Social Mobilization	480,000	438,356	21,918		19,726	41,644	9.5%
21.5900 School Grants	13,799,605.60	13,799,606				-	0.0%
22. 5900 Operational Fund	33,514,902.85	33,514,903				-	0.0%
23. 5900 Fund	26,886,692.66	26,886,693				-	0.0%
24. 4600 Teachers Salary	24,384,024.00	24,384,024				-	0.0%
25. 4900 Repairs & Maintenance	13,179,134.50	12,035,739	601,787		541,608	1,143,395	9.5%
26. 4800 Operational Cost	810,000.00	810,000				-	0.0%
27. 4800 Revenue Budget-Rec	282,631,624.31	282,631,624				-	0.0%
28. 4800 Discreted Project -Rec	45,504,591.00	45,504,591				-	0.0%
Total Recurrent Cost	**474,495,977**	**471,207,587**	**1,623,325**	**371,653**	**1,293,412**	**3,288,390**	
29. Physical Contingencies	1,607,254.59	1,607,255				-	0.0%
30. Price Contingencies	2,153,550.74	2,153,551				-	0.0%
31 Financing charges during Implementatior	471,539.42	471,539					
Total Taka	583,591,320	572,772,656	4,815,529	1,274,698	4,728,437	10,818,665	2%
Total USD	8,337,019	8,182,467	68,793	18,210	67,549	154,552	2%

* Source Tax at various slab, considered higest 5% and VAT 5.5% as per the FY 10-11

** Import duty 2.25 % to 10%, assumed 7.5% for Papers/books and 10 % for computers

***Vehicle Import duty caculated on average basis, import duty (Custom duty, SD, VAT, etc at import stage) for 2001-2750 CC vehicle is 438% and 2751-4000 CC vehicle is 592% including Advance income tax

APPENDIX 1: MACRO ECONOMIC AND SOCIAL CONTEXT

As one of the most densely populated countries in the world, with a population of around 160 million people and growing at an annual rate of around 1.42 per cent, providing primary education to all Bangladesh's children requires significant and sustained dedication. The Government's commitment to education as both a basic human right and as a means for achieving development goals is unwavering and has enabled economic growth, social transformation, poverty reduction, and curbed population growth. For example, girls' expanded participation in education has led to reduction in family size and an increase in demand for children's education. This section describes the current macro-economic and social context in Bangladesh as it pertains to education development presenting both progress and challenges to be addressed.

Economic Growth

GDP Growth in Constant Price: The economy has experienced stable growth in GDP since 2001 reaching 5.7 per cent in 2007-2008 with projected increases to 8 per cent by 2014. In 2008 the per capita GDP exceeded USD 600 for the first time, reaching an estimated USD 650 in 2009.

GDP Growth in Current Price: Over the past decade GDP calculated at current market price recorded a modest trend growth of 12.13 per cent per annum. GDP growth was faster in the second half of the decade and reached a peak of 14.85 per cent in 2008/09, attributed largely to the increase in agricultural growth and Government initiatives to minimize the impact of the global financial crisis. In 2009/10 GDP was estimated at BDT 6,905.7 billion.

Agriculture is a significant source of economic growth and has a fundamental role to play in the struggle against poverty. Agriculture contributes 21 per cent of GDP and involves 48 per cent of the labor force. Despite the best efforts of the agriculture sector, Bangladesh remains a food-deficit country and does not have readily available resources to make up the shortfall. The share of industry in GDP is expanding reaching an estimated 30 per cent while the relative contribution of the service sector remains constant at around 49 per cent.

Poverty reduction

Bangladesh's steady growth in GDP has underpinned significant improvement in poverty reduction in recent decades, with reductions in human poverty proceeding faster than reductions in income poverty. This situation is due largely to the positive effects of substantial public and non-state investment in education, health, and social empowerment activities. In terms of human poverty, infant and child mortality declined by half since 1990 and fertility rates declined similarly over the same period.

Although much has been accomplished, Bangladesh remains one of the poorest countries in the world. Chronic malnutrition is pervasive across socio-economic strata affecting 56 per cent of the poorest and 32 per cent of the least poor children. The challenge to reducing poverty is further exacerbated by vulnerability to shocks such as sudden large scale and severe flooding, cyclones, and droughts which have devastating consequences for the poor. Because education is widely recognized as a strategy to support poverty reduction, the Government is committed to strengthening the entire education sector – primary, secondary, and tertiary levels.

Highlighting Gender

The role of women in economic and social activities has improved over time making a major contribution to poverty reduction. Participation of women has increased both in wage employment - 2 million jobs in the Ready Made Garment (RMG) sector - and self-employment; women are the dominant clients of microfinance schemes.

Sharp increase in education attainment for girls over the past 20 years has supported influx of young women into the labor market at higher earnings. Indeed, the entry of women into the workforce has enabled expansion of the RMG industry, one of the country's major economic drivers.

Bangladesh's very successful programmes in family planning and women's social mobilization and have led to reduced fertility rates and a consequent decline in the numbers of school age children. Notwithstanding such progress, the illiteracy rate is much higher among adult women than men, vulnerability of women remains significant, and women continue to have a limited voice in political and policy arenas. Finally, there remains a significant wage gap between working women and men.

Sustained commitment to gender equity has enabled Bangladesh to reach some international benchmarks, including the education gender parity MDG. The 2010 UN Human Development reports notes that of 178 countries examined, in terms of improvements in education, health and gender inequality Bangladesh comes 3rd – ahead of rapidly developing countries such as Brazil, Russia, India and China.

Education, Employment, and Productivity

Since the 1970s, the Government has implemented a pro-poor social policy aimed at the elimination of poverty and social inequality. Since the 1990s, Bangladesh has also engaged in pro-growth policies aimed in part at increasing employment at home and overseas. To a large extent, these policies operate in tandem: by improving the education profile of the working population, Bangladesh has been able to grow the industrial and SME sectors.

Figure 1.1 Workforce Education Attainment Younger Workers and Overall Workforce 2009

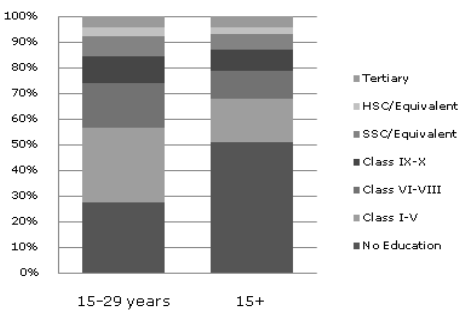
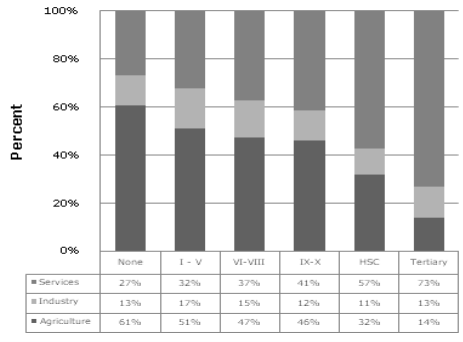


Figure 1.2 illustrates the success of past education programmes. Labor force statistics show younger workers (age 15-29) have a much higher level of education attainment than the overall workforce (age 15 plus). According to the BBS data for 2009, 50.6 per cent of the workforce age 15 plus are without any education, 17 per cent have some primary school, 10.8 per cent have Grades VI –VIII, 8.5 per cent Grades IX–X, 8.7 per cent have SSC or HSC credentials, while 4.1 per cent have tertiary education. However, the figures for

Figure 1.2 Attainment and Labor Sector



younger workers, age 15-29 years, show much higher attainment. Only about 28 per cent have no schooling while 29 per cent have completed primary education. Similarly, there is an increase in the proportion of young workers with secondary education.

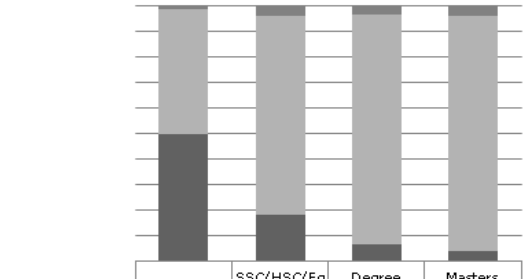
An analysis of the same data shows that as education attainment increases, workers move from agriculture to services (figure 1.2). This means a move from sectors with lower productivity to sectors making a higher contribution to GDP per capita.[12] Low productivity can curtail macro-economic growth. Two of the many factors diminishing productivity are low education attainment and poor quality of schools.

Choosing Work over Schooling

Although schooling is offered fee free, there are costs associated with sending children to school. The Household Income and Expenditure Survey (HIES) conducted in 2005 reported average expenditure on education by households as BDT 705 (urban households averaging BDT 1,108; rural households averaging BDT 568), but no breakdown was given by level of education. A study by CAMPE found private expenditure per student in government primary schools to average BDT 2,554 per student, with the figure rising significantly by grade level, from BDT 432 in Grade I to BDT 3,862 in Grade V. [13]

The Household Decision: The decision to keep a child in school through and beyond the primary level is influenced by economic factors such as the comparative opportunities available in the workforce and wage differences between no school, primary school, SSC and HSC. A large proportion of the population is so poor that the real and opportunity costs of sending a relatively young child to school create a significant barrier to continued school participation. Sending a child to school represents a real and often significant loss of income or labor to the family. In addition, poor parents may not perceive the benefits of primary school given the small comparative wage advantage between primary school dropouts and primary school completers.

Figure 1.3 - Wages (BDT) and Education Attainment 2008



	<SSC	SSC/HSC/Equivalent	Degree equivalent	Masters equivalent
>10000	2%	4%	4%	4%
4000-8999	49%	78%	90%	92%
<2000 to 3999	49%	18%	6%	4%

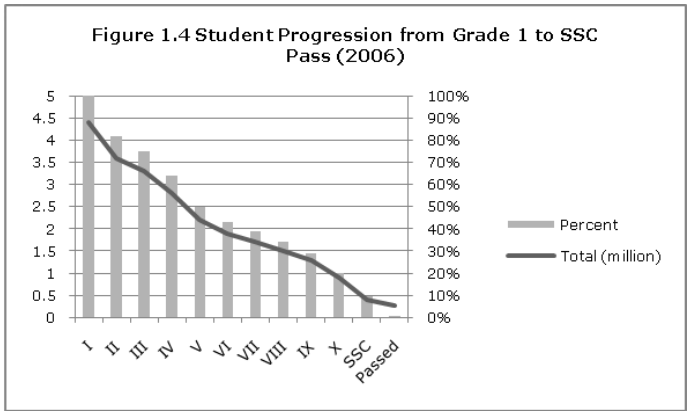
The distribution of education attainment between locations and groups impacts the distribution of income among Bangladesh's population. In 2008, about 40 per cent of all employed people 15 years and older earned less than BDT 4,000 a month. As illustrated in figure 1.3, about 49 per cent of workers in the lowest wage category have primary school education or less compared to 4 per cent of those with tertiary degrees. The same figure illustrates that the comparative wage advantage is greatest at Senior Secondary School level.

[12] In 2009, the comparative productivity of the three sectors in USD was: Agriculture D82; Services D213; Industry D111

[13] Source: CAMPE (2007), Financing Primary and Secondary Education in Bangladesh

Progression through Grade XII

Given that the highest wage premium is associated with SSC, investments in primary, lower secondary and secondary school receive the most return when students progress through the education system. In Bangladesh, very few of the students who enrol in Grade I obtain a SSC. As illustrated in figure 1.4, the greatest loss is at the primary level. Given the private costs to schooling, children from the lowest income quintiles are unlikely to be amongst the SSC recipients. Given the public investment in education, failure to complete primary school reduces the effectiveness of economic growth and poverty reduction strategies that rely on education's knock-on effects.



Disparities

Income: There remains considerable inequality in the distribution of income, particularly between rural and urban populations. Urban areas are engines of economic growth and the employed urban populations have higher incomes through involvement in SMEs or by working in industries. Meanwhile, the rural population experience chronic shortages and are more affected by regular natural disasters. Chronic poverty, unemployment and underemployment leads to widespread migration from rural to urban areas increasing the disparities within urban areas and between urban and rural locations. To overcome these challenges, Bangladesh will continue to address poverty reduction through economic growth and targeted development policies. Within urban areas there is growing income disparity between slum dwellers and all other urban populations. People living in urban slums often have lower access to services than people living in the most deprived rural areas.

Literacy: In addition to economic disparities, there are also disparities in literacy contributing to gaps in income. The adult literacy rate is now around 54 per cent and the incidence of poverty among the non-literate remainder of the population is high. The literacy divide isolates much of the non-literate population from employment opportunities in the industrial sector, and makes access to assistance in form of micro-credits much more difficult. Those engaged in agriculture are often not aware of better cultivation methods or lack market skills.

Learning Outcomes: Social disparities exist with respect to educational outcomes, mirroring broader geographical and socioeconomic disparities. National assessments of student learning outcomes conducted by CAMPE concluded that student achievement in primary schools is notably worse in isolated areas as well as in high-poverty districts. This could also be due to background variables such as poverty level and income opportunities. This is a perverse cycle where students from deprived backgrounds have less conducive school environments leading to low learning achievements which in turn leads to poverty.

Gender: Overall, Bangladesh has achieved a high level of gender parity in terms of educational access. However, in the more remote rural areas girls still have significant problems in continuing their enrolment in primary schools and in attending school regularly. Measures to expand access to universal primary education will take into account the barriers faced by girls and help to identify appropriate means to overcome the gender gap in education, especially in the poorer areas. Data for 2008 show that more boys than girls started primary school (boys outnumbered girls in Grades I and II), but thereafter girls continued in school better than boys (girls outnumbered boys from Grade III onwards). There is now concern that boys are lagging behind girls, particularly in urban areas.

Working Children*:* Disparities in the quality of life between working and non-working children are sharp. In 2002 - 2003, the Bangladesh Bureau of Statistics (BBS) conducted the second National Child Labor Survey (NCLS). According to the survey, there were 4.9 million working children in the age group of 5-14 years. There is a direct link between child labor and education as nearly 50 per cent of primary school students drop out before they complete Grade V and many gravitate towards work. Improving the quality of primary education, raising awareness of the importance of education, and reducing the indirect cost of education may reduce the incidence of child labor.

Urban Slums: Bangladesh is experiencing one of the most rapid urbanization processes in Asia with about 41 million people now living in urban area; the population of slums is estimated to be about 7 million people. Urban slums in Bangladesh have the worst performance regarding access to basic services compared to rural and non-slum urban areas. According to the 2009 Multiple Indicator Cluster Survey (MICS) urban slums are generally worse off in terms of access to basic services than most of the low-performing rural areas.[14] The proportion of pupils who reach Grade 5 is 48 percent in urban slums while the national average is 79.8 percent. The highest drop-out rate from primary school is also recorded in slum areas where it is six times higher than the national level. Access to good quality primary education would enable large potentially productive population living in slums to contribute towards the acceleration of economic growth.

Ethnicity: It is estimated that there are in Bangladesh 2.5 million indigenous ethnic minority people, who speak thirty different languages, mostly live in tribal areas and are very poor. Generally, access of minority children to appropriate education lags behind access of non-minority children. The National Education Policy calls for educating indigenous people in their mother tongues, and the government is continuing efforts begun under PEDP II.

Chapter Summary

Bangladesh's development policies have supported economic growth, raised the overall standard of living, and reduced the incidence of both human and income poverty. A policy agenda that includes enabling all children who begin primary school to finish and expanding opportunities at post primary levels will increase the proportion of Bangladesh's labor force with basic education credentials benefiting both the macro and household economies. PEDP3 will support an increasingly equitable distribution of education attainment by

[14] Bangladesh Bureau of Statistics (BBS) and the United Nations Children's Fund (UNICEF) *2009 Multiple Indicator Cluster Survey (MICS*): Unicef: Dhaka.

expanding enrolment to out-of-school children, addressing issues which influence household decisions to enrol or withdraw children from school, and creating school environments that enable children to learn material and develop skills needed to boost productivity and earnings.

A main focus of PEDP3 will be on learning outcomes in the classroom which will, amongst other benefits, contribute to retaining children in primary school, as parents see the value returned for household expenditures on schooling.

APPENDIX 2: THE EDUCATION SYSTEM

Education plays a key role in Government's strategies aimed at poverty reduction, economic growth, social development and good governance. Over the past 20 years the number of institutions and proportion of enrolled students has grown at every level and Bangladesh's success in achieving gender parity in both primary and secondary education is acknowledged worldwide. However, the quality of education has not developed at the same pace, particularly in institutions serving the poorest children. PEDP II has been partially successful in addressing the quality of learning environments in primary schools and there are noticeable improvements in learning conditions, particularly in GPS schools.

Yet, the persistently low learning outcomes at primary and secondary levels reduce the value of both public and private investment in education at the macro and household levels. Poor quality education leading to poor learning outcomes influences attendance and dropout rates at primary and secondary levels thereby raising the cost per cycle completer. Uneven distribution of learning opportunities and outcomes by regions, poverty, and social groups also requires a response. The 2010 National Education Policy describes the government's response to these challenges – infancy through tertiary – and PEDP3 is designed to address these issues as they pertain to pre-primary and primary education.

Sector Overview

Education in Bangladesh has three streams: General education, Madrasah education and Technical-Vocational Education (TVE). With the exception of TVE, the streams have also five stages: pre-primary, primary, secondary, higher secondary, and tertiary. The system provides education through both formal and non-formal channels. The Ministry of Primary and Mass Education (MoPME) is responsible for basic education comprised of formal free and compulsory primary education looked after by the Directorate of Primary Education (DPE) and literacy and non-formal education which is the responsibility of the Bureau of Non-formal Education (BNFE). The Ministry of Education (MOE) is responsible for secondary and higher education; it also looks after the madrasah and other religious schools. More than 700 NGOs are active in non-formal education, some organising and managing formal primary schools also. The private sector collaborates with the government to provide the bulk of services in the pre-school, secondary and tertiary stages while the government is the major provider of primary education. A brief description of each level follows.

Early Childhood and Pre-school Education: The Government has made a decision to mainstream pre-primary education. The Government has encouraged NGOs and communities to set up pre-schools within or near public primary schools. The BANBEIS data of 2008 indicated that nearly 15 percent of the children aged four and five were participating in some form of pre-primary education. In 2009 there were 2,987 kindergartens in operation throughout the country serving 226,187 children and 'baby classes serving 3-5 year olds' in 28,414 primary schools under the Ministry of Primary and Mass Education (MoPME).[15]

[15] Bangladesh. Directorate of Primary Education, *Bangladesh Primary Education Report on Annual School Census 2009* (Dhaka: Ministry of Primary and Mass Education, Directorate of Primary Education).

The Ministry of Women's and Children's Affairs, the Ministry of Chittagong Hill Tracts Affairs and the Ministry of Religious Affairs operate pre-primary classes through projects.

In addition, many private kindergarten schools and more than 190 NGOs conduct pre-primary education throughout the country. According to the directory published by the Bangladesh Early Childhood Development Network the number of privately run kindergartens throughout Bangladesh is between 18,000 and 20,000.[16] Private provision of ECED services varies according to availability of external resources; for example, BRAC reported during a 2010 interview a decline from 26,000 PPE schools in 64 districts to 12,000 due to loss of external funding.[17]

Primary Education: In 2009 there were some 81,500 primary schools (comprising ten types of schools) in Bangladesh enrolling over 16.5 million children in Grades I-V. There were around 361,000 teachers, many of whom had not received teacher training. The pupil: teacher ratio was 48:1 nationwide; however, more than 60 to 70 students are common in classrooms throughout the country. Most schools work double shifts, and it is estimated that 80 per cent of primary children receive only 2 to 3 hours of schooling each day.

The vast majority of schools are government primary schools (GPS) or registered non-government primary schools (RNGPS); about 75 percent of the schools are under MoPME and around 83 percent of enrolled children are in those schools. Similarly, more than 74 percent of primary teachers work in MoPME schools.

The transition rate from primary to secondary schools is estimate at around 93 percent, 98 percent girls and 89 percent boys. Winnowing from the education system happens during primary schools with an estimated drop-out rate of children who ever enrolled in school at around 50 percent. The National Education Policy (2010) proposed expanding primary education from grade V to grade VIII in a gradual and phased manner.[18]

Secondary Education: Participation in secondary education has burgeoned in the past 30 years. By 2008, the GER was 57 per cent, a three hundred per cent increase over 1980 enrolments. Over the same period there was a seven hundred per cent increase in girls' enrolments and there is now gender parity in secondary education.

Table 2.1: Secondary Education GER and NER in 2008

Indicators	Secondary education			Higher secondary education		
	Boys	Girls	Total	Boys	Girls	Total
GER	43.58	55.8	49.38	17.50	16.89	17.13
NER	39.48	50.78	44.85	16.30	15.69	15.93

[16] Bangladesh ECD Network Secretariat, Directory of Early Childhood Development Organizations in Bangladesh. January 2007.

[17] Rich-Orloff, Wendy, Mainstreaming Pre-Primary Education in Bangladesh: Bringing it Together (draft consultant report, UNICEF Dhaka, 2010).

[18] Bangladesh. Directorate of Primary Education, Bangladesh Primary Education Annual Sector Performance Report, 2010 (Dhaka: Ministry of Primary and Mass Education).

Source: Analysis from BANBEIS data

Under the current system, seven years of secondary education is provided in three levels: three years of junior secondary (Grades VI to VIII), two years of secondary (Grades IX-X), and two years of higher secondary (Grades XI-XII) school. At the end of Grade X students take the public Secondary School Certificate examination (SSC) conducted by the Boards of Intermediate and Secondary Educations. The higher secondary education course is a two-year programme (XI - XII) offered by intermediate colleges or by intermediate section of degree or master colleges. At the end of Grade XII students take the Higher Secondary School Certificate Examination (HSSC). Secondary education is administered by the Ministry of Education and the Directorate of Secondary and Higher Education (DSHE).

Junior secondary and secondary education is offered through government and non-government providers acting collaboratively within a regulatory framework. Government schools comprise only about 2 per cent of the secondary schools while 98 per cent are non-Government schools. The non-Government schools receive 100 per cent salary support (equivalent to basic pay) for approved teachers. In 2008 there were 18,756 junior secondary and secondary schools enrolling around 6,800,000 students of whom 56.9 per cent were girls, although there are large gender disparities between geographic areas. The general education stream enrols about 80 per cent of all secondary school students while just under one fifth (18 per cent) of all students at secondary level are studying in madrasahs, and 2 per cent study in TVET. Higher Secondary is offered by Intermediate Colleges or by the intermediate section of Degree or Master Colleges. There are 1,185 intermediate colleges, only 11 of them public.

Retention and Gender: Retention of students in secondary education is one of the major challenges. The gross enrolment rate in junior secondary and secondary education (Grades VI- X) is about 46 per cent for boys and 57 per cent for girls. Wastage is high – completion for the general secondary education cycle are 42 per cent for boys and 34 per cent for girls, while for Madrasahs the rates are 50 per cent for boys and 36 per cent for girls -- representing a loss to the country and households who invest in the future of their children.

Technical-Vocational Education and Training (TVET): Formal TVET is offered by some 2,728 institutions, of which 7 per cent are public. While the private TVET institutions are more numerous, they are mostly small with an average of only 6 teachers and 75 students per institution compared with 16 teachers and 272 students of the public sector. Formal TVET consists of three levels of programme offerings - basic, certificate, and diploma levels - starting at Class VIII. In spite of growth, enrolments remain well below the Government's policy goal of 20 per cent of the share of all secondary students. Out of about eight million students enrolled in secondary schools in 2005, fewer than 250,000 were enrolled in vocational education - equivalent to three per cent of total secondary school enrolment.

A total of 11 Government Ministries administer accredited VET programmes. Technical schools and colleges run by the Ministry of Education (MoE), these form the vast majority of the entire system. The Directorate of Technical Education (DTE) is responsible for the planning, development, and implementation of technical and vocational education. Other Ministries include: (a) Technical Training Centres financed and managed by the Ministry of Labour and Manpower (MoLM); (b) the Ministry of Local Government; (c) the Ministry of Agriculture (MoA); (d) the Ministry of Forestry; (e) the Ministry of Textiles; and (f) the Ministry of Defence. Additionally, a number of ministries offer training through non-accredited courses, such as the basic training in livestock, pisciculture, and poultry farming provided by the Ministry of Youth and Sports to those less than 30 years of age.

Tertiary Education*:* The third stage of education consists of two to six years in colleges and universities. Colleges offer three-year bachelor degree (Pass) and four-year bachelor degree (Honours) programmes. In 2008 there were 3,277 general colleges of which 252 are public and there were 82 universities of which 31 are public. Gender disparity in higher education persists, despite progress at the primary and the secondary levels; enrolment was over 1,850,000 with 44 per cent women students. Teaching staff at the tertiary level totalled almost 84,000. Universities are regulated by the University Grants Commission. The colleges providing tertiary education are under the National University. Each of the medical colleges is affiliated with a public university. Universities in Bangladesh are autonomous bodies administered by statutory bodies such as Syndicate, Senate or Academic Council in accordance with provisions laid down in their respective acts.[19]

Non-formal Education (NFE): The Bureau of Non Formal Education (BNFE) under MoPME is responsible for non-formal education programmes which are implemented through NGOs. NFE programmes include parenting, early childhood care and education, pre-primary, non-formal primary education, adolescent education, adult literacy, post-literacy, vocational education, equivalency education, and quality of life improvement. In 2008, data collected from 742 organisations indicates that the total coverage of NFE programmes is 5,598,324 learners of which over 2,200,000 learners (40 per cent) are in ECCD programmes, 1,900,000 learners (34 per cent) are in basic education programmes and 1,470,000 learners (26 per cent) are in continuing education and other programmes.[20]

Madrasah Education: Four types of Madrasah (Dakil, Alim, Fazil and Kamil) provide education at each level (ebtedayee or primary sections can be found in each type of madrasah). There are also separate ebtedayee primary schools. In 2008, there were a total of 9,384 Madrasah (6,779 Dakil, 1,401 Alim, 1,013 Fazil, and 8 Kamil). Three of the Madrasah were government operated. Together, they enrolled almost 1,900,000 students 51.6 per cent of whom were female. In addition, there is a large number of Kowme Madrasah delivering religious education.

Recognition of Success: Sustained commitment to education has enabled Bangladesh to reach some international benchmarks, including the gender parity MDG. The 2010 UN Human Development reports notes that of 178 countries examined, in terms of improvements in education, health and inequality Bangladesh comes 3rd – ahead of rapidly developing countries such as Brazil, Russia, India and China.

Sector Finance

In the distribution of the national budget, the education sector accounts for the largest share of programme expenditure, 15.76 per cent projected for 2010-11 and representing 2.3 per cent of the GDP. The allocation to the Ministry of Education and Ministry of Primary and

[19] Bangladesh. Directorate of Secondary and Higher Education*, Draft Situational Analysis: Teaching Quality Improvement II in Secondary Education.* (Draft consultant report: Ministry of Education, 2010).

[20] Bangladesh. Bureau of Non-formal Education, *Mapping of Non-formal Education Activities in Bangladesh, by* Rahman, Ehsanur M. and Rahman, Habibur M (Dhaka: Ministry of Primary and Mass Education, 2008) p. x.

Mass Education combined, was raised by 13.5 per cent over that of the previous year – from BDT 140,060 million in 2009-10 to BDT 179,590 million.

Of the total education sector budget, the primary education sector receives the largest share – about 45 per cent on average. In 2006/07 the allocation to MOPME was Tk. 499.9 billion – 46.7 per cent of the education sector budget which remained almost constant over the next couple of years. In 2009/10 the share declined to 43.3 per cent and is estimated at 44.5 per cent for the next fiscal year. The share of primary education sector in the GDP was about 1 per cent over the last decade. For the fiscal year 2010/11 this share is estimated to be 1.03 per cent and it is expected to remain at this level for the entire programme period.

Expenditure on education is comparable to the average rates for developing countries. However, there is room for increased spending on primary education as the current public expenditure per pupil is the lowest in South Asia (USD 99 in constant 2006 prices). Expenditures on non-salary items are around 2 per cent which is below recommended norms. System efficiency and learning achievement could be improved with an increase of expenditure on non-personnel items. Sector finance issues are discussed in detail in Chapter III.

Government Policy and Priorities and EFA Objectives

The Government's current education vision is articulated in the 2010 National Education Policy (NEP) document. The Policy is derived from a political manifesto and from the Government's commitment to the goals of Education for All and the Millennium Development Goals.

Highlights of the education policy are given below, with the related EFA objectives.

Free and compulsory primary education through to Grade VIII: Proposed changes include a year of pre-primary and the extension of free, mandatory primary school education to a total of eight years. Implementation will be gradual over the next decade.

EFA Objective: Establish programmes of appropriate learning and life-skills to meet the learning needs of all young people and adults, and ensure their access, participation and successful completion of relevant courses.

Increase total schooling: The total pre-tertiary schooling will be increased from 10 to 12 years.

Pre-Primary education: Prepare children physically and mentally to begin formal education by creating a one-year pre-primary programme for children age 5+, gradually and in phases.

EFA Objective: institute a well organised and coordinated programme of early childhood care and education for the most vulnerable and disadvantaged children, using both formal and non-formal channels, with emphasis on family and community-based programmes.

Multiple delivery modes in basic education with common core curriculum and standards: The policy establishes mandatory core subjects for primary-level education: Bangla, English, mathematics, Bangladesh studies, social environment and climate change, and information technology and science. The core curriculum will be followed in government, non-government, private schools and madrasah.

Primary education management will be comprehensively decentralised. The School Management Committee will be given more authority. Local people will be involved in the management and improvement of primary education.

Literacy and non-formal education: The policy includes a literacy campaign to end adult illiteracy by 2014 and non-formal education as a means of providing a second chance to those who drop out of formal schools.

EFA Objective: Increase adult literacy rate from 56 per cent in 2000 to 90 per cent by 2015 especially for women, through equitable access to quality basic and continuing education for all youths and adults.

EFA Objective: Institute an agreed core of equivalence between formal and non-formal basic education sub-sectors and between/among different streams of formal sub-sector and between public and NGO and private programmes to ensure standard quality of education across the board and transferability from non-formal to formal and between streams to enable those who want to join the main stream and continue further education or switch from one to another stream.

Quality improvement in tertiary education: Tertiary education institutions, both public and private are to establish and maintain quality standards within an agreed framework.

Student assessment to discourage rote learning: Assessment of learners' achievements should be based on terminal examinations and continuous evaluation by teachers. Assessment should aim to strengthen cognitive, affective and skills domains rather than memorization.

EFA Objective: Improve the quality and excellence of basic education in all respects and ensure achievement of recognized and measurable learning outcomes by all, especially in literacy, numeracy and essential life skills.

Teachers' status, incentives and training to improve quality: Teacher recruitment, training, professional support and remuneration are the crucial to the strategy for improving quality in education.

Governance and management: Management of primary education will be decentralised to the extent possible with greater involvement of community and parents and greater authority for schools.

Enhanced education resources: The National Education Policy calls for public expenditure for education to increase from the present 2.27 per cent of GDP to 6 per cent, but at least to 4.5 per cent, in 10 years.

Bangladesh's religious education system: The madrasah system will reinforce the importance of science and information technology.

Inclusive education: This is a major concern of the new policy, including girls' rights to the full cycle of education.

EFA Objective: Sustain and enhance the present gender-parity in primary and secondary education to achieve gender equity in education by 2005 and gender equality in 2015 by ensuring full and equal access of boys and girls to and achievement in basic education of good quality.

Inclusive Primary Education: This will enable all primary school-age children to complete good quality primary education. The access portion will focus on reaching the unreached, particularly disabled, working children, children in difficult circumstances, and children belonging to ethnic minorities or living in remote areas. Tribal children are encouraged to learn in their mother tongue.

EFA Objective: Bring all primary school-age children, particularly girls, the disabled, those in difficult circumstances and belonging to ethnic minorities, and enable them to complete primary education (already free and compulsory) of good quality.

Pro-Poor Impact in Education

As mentioned in the Executive Summary, in spite of long term commitment to and notable progress in poverty reduction, it is estimated that by 2015 close to one-third of the national population will remain below the poverty line. Strategies to reduce poverty include providing better quality education services, and increasing the participation of marginalized groups in schooling.

Pro-Poor Education Programmes: In Bangladesh, investment in primary education has been shown to be strongly pro-poor, with an estimated 56 per cent of all government subsidies on primary education benefiting the poor, who comprise around 50 per cent of the total population. Public spending on primary and non-formal education is a *de facto* pro-poor investment. Funding from the development partners for pro-poor education has been substantial and is included within the Government's budget. PEDP3 results include aligning the sector budget with the programme framework in a manner consistent with the MTBF.

Public spending on non-formal education targets children unreached by formal schools and adults who are illiterate, nearly all of whom are poor. Efforts to provide basic education to poor children are enhanced through NGOs whose pro-poor education programmes continue to contribute significantly to breaking the cycle of poverty.

Poverty Linked to Children Dropping Out: Pro-poor education policy in Bangladesh directly addresses outcomes that disproportionally affect poor children: low enrolment, low retention, and poor learning outcomes. For the poorest families, the opportunity costs of sending a relatively young child to school create a significant barrier to increasing the number of years of school participation. Many poor families enrol children for a year or so and then withdraw them at Grade III. For a family to send an income-earning child to school represents a real and often very significant loss of income to the family. This is confirmed by a recent in-depth study which found that the major single cause of children dropping out from primary schools was poverty. Government's response to the high dropout and low daily attendance rate at primary schools has been to supply free textbooks, tuition waivers, introduce a conditional stipend programme, and provide school feeding.

Stipends and School Feeding: The Primary Education Stipend Project (Phase II) reaches 40 per cent (4.8 million) students with stipend facilities and plans are to extend the coverage to 7.9 million children under the revised project, from 2010. Under this project, a monthly stipend amounting to Tk. 100 for one child and Tk. 125 for more children is given to the families of the poor children, conditional upon regular school attendance. Under one externally assisted School Feeding Project, children in eight poverty stricken upazilas of seven divisions are provided with 75 grams of fortified biscuits. A second externally assisted School Feeding Project is being implemented in 65 upazilas.

Reaching the Unreached: The Reaching Out-of-School Children (ROSC) Project is specifically designed to reach out-of-school children aged 7-14 years. Directorate of Primary Education (DPE) is implementing the programme in 90 less-advanced upazilas. The programme serves 750,000 disadvantaged and vulnerable children who attend learning centres or Ananda (delight or joy) schools.

Chapter Summary

With over 20 million enrolled in schooling, pre-school through higher education, Bangladesh has developed one of the largest education systems in the world. Service providers use formal and non-formal channels and include public and private institutions and NGOs and education is undertaken in schools, madrasahs and community-based learning centres. Over the past 20 years, the number of schools and the proportion of enrolled students has grown at every education level, and Bangladesh's success in achieving gender parity in primary education is acknowledged worldwide, although gender discrimination persists at higher levels.

Throughout this period of steady growth, interventions aimed at increasing the demand for education (stipends, school feeding, and subsidies for secondary girls) was met by an expansion on the supply of education by the public and NGO sectors. However, the quality of education has not developed at the same pace as access and participation, particularly in institutions serving the poorest children. In general, completion rates and learning outcomes are low for both primary and secondary levels. Improving learning and reducing disparities between regions and groups remains a challenge at all levels of the system.

Bangladesh's 2010 National Education Policy (NEP) describes several policy directions for primary education. Elements from four of these are embodied in PEDP3: 1) Establishing an integrated school system encompassing pre-school to higher secondary levels under a framework that unifies public, NGO and private providers; 2) Improving quality through reduced class size, improved teaching practices, and a focus on ICT literacy; 3) Decentralising primary education administration and management; 4) Engaging in partnerships with NGOs and the private sector.

In terms of pro-poor policy, PEDP3 will continue to reach out to children from poor families in rural areas (char, haor, hill areas) as well as in the urban areas (urban slums, working children, etc.) where disadvantaged children lack access to quality education. Better targeting of public expenditure towards the poorest children will make pro-poor policies more effective. With the benefit of good-quality education, children from poor families will have enhanced opportunities for higher wage employment or further study.

APPENDIX 3: THE PRIMARY EDUCATION CONTEXT

In Bangladesh, education is compulsory for children aged six to ten years of age through a five year primary cycle. A policy emphasis on universal enrolment has created a formal education system that now serves over 16.5 million students, up from 12 million in 1990. During the same period, the number of young people who completed the primary cycle doubled and the participation of girls increased to the point where more girls than boys now enrol and complete formal primary school. Another estimated 1.9 million learners participate in non-formal primary education.

Learning outcomes and completion rates, however, have not kept pace with advances in participation and gender parity in spite of investments in infrastructure and improvements such as teacher training, curriculum revision, textbooks provision, materials supply and other quality inputs. This section reviews the current primary education context, highlights achievements, notes significant issues, and sets the stage for PEDP3. Unless otherwise noted, data in this section is taken from the 2011 Annual School Census Report.

This chapter begins with a review of accomplishments towards MDG and EFA goals. A series of sections follow taking stock of current: provision; demand for primary, pre-primary and non-formal education; inputs such as schools, curriculum, textbooks, teachers, learning outcomes; efficiency; and system management and governance. The final sections review Government priorities and responses to disparities.

MDG/EFA performance

Bangladesh has benefited greatly from the active involvement of its many Development Partners. The growth and development of primary education has accelerated since Bangladesh embraced the Millennium Development Goals (MDG) and Education for All (EFA) goals. The MDG goals pertinent to primary education are: Achieve universal primary education; ensure that by 2015 children all will be able to complete a full course of primary schooling; and eliminate gender disparity in primary education no later than 2015. EFA goals related to pre- and primary education and non-formal education are expressed as eighteen indicators; fifteen of the eighteen address pre-primary and primary education and overlap with the MDG goals.

In Bangladesh, two large scale programmes PEDP I, and PEDP II, along with numerous projects have been undertaken and significant resources mobilised to achieve those goals. Substantial progress has been made toward fulfilling the Millennium Development Goals and a number of the EFA targets, but challenges remain in relation to their complete and timely fulfilment, mainly in relation to primary completion rates and the achievement of competencies and learning outcomes.

Cycle Completion and Learning Outcomes: The primary cycle completion rate in 2009 rose to 60 per cent of enrolled students and the NPA II target is 65 per cent by 2010 and 95 per cent by 2015. Student learning is targeted to increase to 65 per cent numeracy and 75 per cent literacy. In the 2008 national assessment the achievements were already 63 per cent and 69 per cent respectively.

Pre-primary education: was an explicit focus under PEDP II, and a pre-primary policy framework was approved by the Government. The EFA target for pre-school is 55 per cent by 2015. In 2010, about 1.7 million children participated in pre-primary education in GPS or

RNGPS. 48 per cent of children entering Grade I reported some type of pre-primary experience. However, it is not clear how many of those children attended a full year of pre-primary school just prior to entering Grade I. Participation of any type of pre-school varies by expenditure quintile, with about half of the least poor but only one fifth of the poorest children participating in some form of pre-primary education.

The expectation was that the repetition and dropout rate in Grade 1 would be lower with a high percentage of new entrants benefiting from pre-school education. This was not the case. The repetition rate was 11 percent and the dropout rate was 8 percent for Grade 1.

GER, NER and Gender Parity: Progress is being made in achieving the gross enrolment ratio (GER), net enrolment (NER) EFA goals and the MDG gender parity objective. Primary education enrolment rates are nearing the EFA targets for GER and NER. The 2010 MoPME data indicates a GER of 107.8 per cent and NER of 95.6 per cent.

Current Provision of Primary Education

The government continues to be the main provider of primary education. About 46 per cent of all schools are Government Primary Schools (GPS) accommodating 59 per cent of the total student enrolment. Registered Non-Government Primary Schools (RNGPS), which are privately operated but heavily subsidized, represent about one third of the schools. The remainder includes NGO schools, Madrasah, high school attached, and other non-government Schools. The distribution of primary schools, teachers, and students amongst the 10 types of primary schools as of 2009 is summarized in Table 3.1. Types 1-7 are under the jurisdiction of MOPME (about 86 per cent in terms of total enrolment), while types 8-10 are under the jurisdiction of MOE (about 14 per cent in terms of total enrolment).[21]

Table 3.1: Primary Education by Type of School, No. of Schools, No. of Teachers, Gross Enrolment, and Pupil-Teacher Ratio, 2009

School Type		Schools (Percent of Total)	Teachers (Percent Female)	Pupils (Gross Enrolments)		
				Total	Girls	Boys
1.	**Government Primary School**	37,672 (46.2%)	182,803 (54.5%)	9,755,362	5,003,840	4,751,522
2.	**Experimental School Attached to PTI**	55 (0.1%)	280 (65.4%)	11,073	5,492	5,581
3.	**Registered Non-Government Primary School**	20,061 (24.6%)	76,628 (33.7%)	3,525,832	1,784,568	1,741,264

[21] *Source:* Lohani (2010) "Summary Economic and Financial Analysis" unpublished draft referencing "Primary Education Statistics in Bangladesh - 2009." Directorate of Primary Education, Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh, 2010.

School Type	Schools (Percent of Total)	Teachers (Percent Female)	Pupils (Gross Enrolments)		
			Total	Girls	Boys
4. Community School	2,991 (3.7%)	9,307 (75.1%)	398,079	202,792	195,287
5. High School attached Primary Section	959 (11.3%	10,256 (47.1%)	338,552	173,846	164,706
6. Non-Registered Non-Government Primary School	819 (1%)	2,086 (66.4%)	123,056	61,155	61,901
7. Kindergarten	2,744 (3.4%)	19,243 (56.9%)	360,939	158,188	202,751
8. Ebtedayee Madrasah	6,744 (8.3%)	28,231 (10.6%)	636,984	297,493	339,491
9. High Madrasah attached Ebtedayee Madrasah	9,233 (1.2%)	31,691 (11.8%)	1,352,831	592,550	760,280
10. NGO-run Full Primary School	230 (0.3%)	925 (66.4%)	36,655	18,413	18,242
TOTAL	**81,508**	**361,450**	**16,539,363**	**8,298,337**	**8,241,025**
Total MoPME	**60,779 (74.5%)**	**269,018 (74.4%)**	**13,690,346 (82.7%)**	**6,996,692 (84.3%)**	**6,693,654 (81.2%)**

Growth: The number of GPS has remained about the same between 1990 and 2010 (from 37,655 to 37,672 GPS schools) while the student enrolment in the primary system increased by over 25 per cent, from 12 million to over 16.9 million children. During this same period, the number of non GPS schools increased from 8,262 to 40,810. The number of teachers in GPS grew from 158 thousand to 212,000 while the number of non GPS teachers grew six-fold from 31,000 to around 181,000. The student population in GPS declined from 10.1 million to 9.9 million while the population in non GPS grew five-fold, from 1.1 million to 7 million.

There are many reasons why the expansion in primary education provision was due to non-state providers including a regulatory framework that makes establishing GPS challenging. NGO providers have extended the reach of schooling to the most marginalised and have complemented the resources provided by the State by mobilising domestic and international finance.

Classrooms and Teachers Rooms: The condition of many GPS and RNGPS classrooms are not yet optimal. The condition of schools under MoPME is reported in the 2009 Annual School Census. According to that data, most schools lack teachers' rooms (79 per cent GPS and 96

per cent RMGPS). The same data source finds that many classrooms are bad or unusable (19 per cent GPS and 15 per cent RNGPS).

Toilets and Drinking Water: Using the standards and breakdown presented in Appendix 2, the total requirements of sanitation for the GPS, RNGPS and the community schools are estimated at 170,000 new WCs and new 89,000 urinals. In addition to new facilities, some 16,000 existing toilets and urinals require repair.

The Government intends to ensure that every school under MoPME has at least one safe drinking water source, which is either a tube well or a piped supply and arsenic free. While calculating the repair requirements of the existing sources of water, only those which are safe source and not contaminated with Arsenic have been considered. Major emphasis has been put on the issues of Arsenic contamination and testing of the existing source of water. DPE calculates the number of drinking water sources requiring repair at 10,400 schools, schools with no drinking water at 15,000, and the number of schools with arsenic contamination at 6,700. Given the size of the required investment, and the maintenance need of water and sanitation facilities, it has been decided to undertake this infrastructure development in phases.

Overcrowded Classrooms: In terms classroom density, the standard is calculated at one child per 0.981 classroom square meter. Using this indicator, about 44 per cent of classrooms meet this minimum standard - more GPS (48 per cent) than RNGPS (37 per cent).[22]

In terms of student to teacher ratios, and taking into account double shift schools, in 2010 about 85 per cent of primary schools met the 46 student per teacher standard (82 per cent GPS and 93 per cent RNGPS). However, these averages hide disparities between schools and many teachers face classes in excess of 65 students, particularly in lower grades. Reducing the student density per classroom and the student-teacher ratio will require that classrooms be adjusted to fit teaching practices that are age appropriate and effective with a range of student abilities. To reduce overcrowding and achieve optimum STR, fewer than 10,000 new teachers will be needed in addition to the 37,000 recruited for PPE. Regarding new classroom construction, a preliminary analysis of the infrastructure development needs has been undertaken, prioritizing eliminating overcrowding in double shift GPS schools.[23] Pending site verification, about 34,000 new classrooms will be need to be constructed, replaced or repaired under PEDP3 to reduce overcrowding in all GPS schools.

High Demand for Primary Education

Although the population of primary age students is reportedly declining, enrolment ratios are on the rise for both boys and girls. Using the Annual School Census as a source, DPE calculates the gross and net enrolment ratios as 103.5 per cent and 93.9 per cent respectively. Table 3.2 shows the enrolment trend between 2005 and 2009.

[22] The 2011 ASPR uses a different standard. 1.18 square meters per child. They report 46 percent of GPS and 37 percent of RNGPS beet this standard.

[23] The data in the remainder of this section are drawn from a study conducted by P.K. Das for DPE in November 2010.

Table 3.2: Enrolment, Including Gross and Net Enrolment Rates

	2005	2006	2007	2008	2009	2010
Students enrolled in Grades 1-5	16,225,658	16,385,847	16,312,907	16,748,616	16,539,363	16,957,894
Students aged 6-10 enrolled in Grades 1-5	15,114,102	15,244,630	15,041,743	14,880,249	14,947,002	---
Children aged 6-10	17,315,296	16,771,776	16,514,419	16,390,221	15,982,744	15,751,788
Gross enrolment rate (%)	93.7	97.7	98.8	102.2	103.5	107.8
Gross enrolment rate boys	91.2	92.9	93.4	97.5	100.1	103.4
Gross enrolment rate girls	96.2	103.0	104.6	107.3	107.1	112.6
Net enrolment rate (%)	87.2	90.9	91.1	91.9	93.9	95.6
Net enrolment rate boys	84.6	87.6	87.8	87.9	89.1	92.2
Net enrolment rate girls	90.1	94.5	94.7	94.0	99.1	99.2

The profile of school entrants is changing over time. Children from poor families, and also from families where the household head has little or no schooling, are enrolling in large numbers. These children are also dropping out in large numbers due, in part, to a classroom environment and curriculum that do not cater to their circumstances. Failure to retain all children from the poorest families through the primary cycle and beyond affects the strategy of addressing poverty through education.

Non-Formal Primary Education

There is a long history of non-formal education (NFE) in Bangladesh and there is a substantial number of NGO who run non-formal programmes catering mainly to children who never enrolled in or who had dropped-out from the government and non-government primary schools. MoPME's Bureau of Non-formal Education (BNFE) is responsible for NFE programmes for children and adults.

A number of NFE interventions have been undertaken by the Government and Development Partners including the Basic Education for Hard to Reach Urban Working Children (BEHTRUWC) Project and the Reaching out of School Children (ROSC) Project. A Non-formal Education Policy Framework was developed to enhance coordination and cooperation between NFE interventions across the country.

A major advance has been the NFE Mapping exercise that collected a wide range of information regarding NFE programmes such as: geographical coverage, programme approach, curriculum and materials, training, coordination mechanisms at national and local level. Data from 742 organisations, with more than 10 centres, were analysed. The NFE Mapping exercise reported 5,600,000 learners of whom 2,200,000 learners (40%) are in ECCD programmes, 1,900,000 (34%) in basic education programmes and 1,500,000 learners (26%) in continuing education programmes and other programmes. From the NFE mapping

exercise it was determined that NFE learners are generally from poor households, many in the category of extreme poverty. A good number of NFE children are involved in economic activities as child labour. The families of the NFE learners are in most cases socially neglected and economically excluded. 30-50 per cent of the household members of the NFE learners are illiterate. On an average 55 per cent learners in NFE programmes are women or girls. Information on existing NFE coverage of physically disabled people shows that only 18,800 learners with disabilities are covered in various NFE programmes, which is less than 1 per cent of total learners in NFE.

The curricula for the various NFE programmes are developed centrally by the providing organisations themselves. Most of the organisations implement programmes through centre-based approaches. Analyses of availability and usage of materials show that there are 205 types of NFE materials that are used in various NFE programmes. Of these, 122 are for children's education programmes, 25 are for adolescent and adults' basic education programme and the rest are for continuing education programmes. Besides booklets, NFE materials include supplementary materials such as charts, card-sets, games, videos, CDs. The pedagogy in NFE programmes often tends to be innovative, learner active, and learner paced. These methods can inform revisions for formal school curricula, materials and teaching/learning approaches.

Very few of these NFE programmes provide the full five-year primary education cycle. Typically, after two to three years of participation in non-formal primary education, students re-enter the government/non-government primary schools. Many children who complete their studies through NFE do not continue on to secondary school. An equivalency framework for NFE and formal education would enable NFE children to move more easily between the NFE and formal systems and would allow children in Grade V equivalent NFE programmes to take the primary Grade 5 public examination.

Pre-primary Education

The Government of Bangladesh has made Pre-Primary Education (PPE) a priority in the past few years; PPE policies have recently been drafted, a new PPE Curriculum is currently being prepared and ways to include a course on PPE in the Diploma for Primary Education are being explored as one possible route forward. The National Education Policy calls for the eventual provision of one year free pre-primary schooling for all children age 5 - 6.

According to the ECCD Policy Framework, the total number of children aged 5-6 in 2008 was estimated to be 3,200,000. Due to differences in definitions of PPE and absence of age-wise breakdowns on PPE enrolments, data on the number of 5 -6 year olds currently participating in some form of PPE is unclear. The NFE Mapping Study reported 1,400,000 3 to 5 year olds participating in PPE[24]. The 2010 ASPS reports 1,730,169 children in PPE again, with no age breakdown of participants. According to DPE's 2009 Annual School Census, in 2009 the total number of Grade I intake was 2.44 million. Of those, a total of 1,400,000 children entering Grade I had received some PPE experience. One significant finding, however, is that only 22.4 per cent of the poorest children attending Grade I had attended PPE the previous year, while that number jumps to 49 per cent of the least poor children.

[24] BNFE Mapping Study (2009), pg.48

Table 3.4 reports the PPE services by type of school in which the PPE programme is located. According to the 2009 ASC, around 28,445 GPS, RNGPS and other schools provide PPE services. It is unclear if non-registered, non-government schools are included in the ASC category of "other".

Table 3.4: Current numbers of children receiving PPE services 2009 by Location of Service

Location	Number of Schools with PPE	Boys	Girls	Total
Government (GPS)	16,440	295041	295449	590490
Registered non-government (RNGPS)	7639	121272	121977	243249
Non-registered non-government	819[25]	6570	6275	12845
Other Schools	4366	107795	90728	198523
Total:	**29,264**	**530678**	**514429**	**1045107**

Curriculum and Textbooks:

A new cycle of curriculum revision began in 2010 and will continue for the next 5 years. The revised curriculum will specify grade-wise and subject-wise learning outcomes and terminal competencies. It will emphasize both formative (classroom based and continuous) and summative (school based) assessments of children's learning. The new curriculum will enable a variety of teaching and learning methodologies, based on international best practices, and will include activity-based, individual, peer, and small group-type methods.

Textbooks are now produced and distributed to all children attending eligible schools on time. From the academic year 2010, all primary children receive free new textbooks (in the past 50 per cent of textbooks were recycled in grades III and V). However, the timely supply of teachers guides to all teachers and the development of quality textbooks remain major challenges. There is also a vibrant scholastic private publications market. For parents who can afford it, there is a range of supplementary reading materials available through commercial enterprises.

Teachers

Qualified Teachers: Bangladesh has a teaching force of around 360,000 primary teachers of whom about 53 per cent are women.[26] According to current regulations, female teachers must have qualifications of SSC or higher and males must have HSC or higher.[27] After

[25] Data on the number of NRNGPS providing PPE is not reported. This table assume all 819 offer some sort of PPE

[26] Of all the female teachers, 75 percent of them teach in MoPME schools

[27] The new education policy, however, proposes raising the minimum qualifications for teachers. For Grades I - V the minimum qualifications will be second division in HSC;

recruitment, all teachers need to participate in the one year Certificate in Education (C-in-Ed) training course within two years after recruitment. As of 2010, about 80 per cent of the GPS and RNGPS teachers have met these requirements (82 per cent of the men and 76 per cent of the women teachers). C-in-Ed courses are provided by 53 government and 2 private PTIs. A Diploma in Education (Dip-in-Ed) programme will be piloted in 2012 and will replace the Certificate in Education by 2014.

In 2008, according to a CAMPE survey conducted in a stratified random sample of 10 types of primary schools, about 19 per cent of teachers had Masters Degrees, 31 per cent bachelor degrees, 30 per cent had higher secondary and 20 per cent had secondary certificates. The teachers in GPS have higher qualifications on average than have teachers in RNGPS, Madrasah, or non-formal schools.

Teacher Management: In a 2008 survey conducted by CAMPE, more than 88 per cent of primary teachers were present in school on the day of the survey; slightly more men than women (91 and 88 per cent respectively) and more urban than rural teachers (92 and 88 per cent respectively). This same survey noted that 58 per cent of the teachers came to school before or on time while 42 per cent were late, latecomers were on average half an hour behind schedule.

In terms of teaching load, the survey found a few teachers who had no classes while others had to take more than six. At the national level, primary teachers were responsible for 5.2 classes daily, with female and rural teachers responsible for slightly more classes than their male or urban counterparts.

Teacher Recruitment and Deployment: The Government has developed a transparent recruitment rules for new teachers. Procedurally, DPE centrally advertises and recruits teachers based on requirements determined by the upazilas and districts. Initial deployment is a central level function, and the UEO and DPEO can transfer teachers after two years of initial service. There were about 132,000 (88,000 women) NFE teachers hired outside government systems in 2007 according to CAMPE (Directory of NGOs with Education Programmes, 2008).

School Leadership: Active leadership from head teachers is important to creating a school culture devoted to providing quality education in every classroom. To support this expanded role, under the new policy a proportion of Head Teachers will be recruited directly. All head teachers will have as minimum qualifications a second class Bachelors (Honours) degree and must obtain a B.Ed. within three years of appointment. Along with the AUEOs, the head teachers will provide continuous mentoring and academic supervision for classroom teachers.

Learning Outcomes

The success of any education system is determined, ultimately, by the learning outcomes of the students. As in many developing countries, Bangladesh has few data upon which to assess systematically the progress over time in acquiring basic skills at the primary level. Nevertheless, the results of national assessments and public examinations provide some evidence that learning outcomes are not yet optimal.

Two sample based assessments of primary school learning conducted between 2000 and 2009 reveal similar trends and challenges: children's performance is improving very slowly over time. The 2008 assessment conducted by CAMPE reports around 86% of Grade 3 and

Grade 5 students mastered more than 50% of the Bangla items while 67% of Grade 3 and 78% of Grade 5 students mastered more than 50% of the mathematics items. The same study found that socio-economic characteristics and private tutoring were better predictors of learning achievements than were school related factors. This indicates scope for improvement in in-school and in-classroom teaching and learning.[28] Some of the challenges to improving learning include: curriculum revision, textbook availability; classroom environments that permit active learning; reducing overcrowded classrooms; a move away from rote learning towards understanding; school and classroom assessments and the use by teachers of feedback; a focus on each child learning in the classroom; and teacher education and development.

The 2008 National Assessment Survey of Pupils of Grades III and V concluded that the mean achievement scores in both grades were 'satisfactory' in that 50 per cent of the learning outcome competencies (LOCs) were achieved. However, in terms of 'mastery' (80 per cent LOCs achieved), pupil achievement was weak for all subjects in both grade levels. Only 12 per cent of Grade III and 14 per cent of Grade V students achieved mastery levels in all Bangla competencies: reading, comprehension, and writing. The proportion of students who mastered all mathematics competencies was only 3 per cent in both grades. The assessment noted that average scores and mastery scores differed across geographical divisions and the achievement of boys was marginally better than that of girls; urban students performed moderately better than their rural counterparts; and achievement in GPS was substantially better than that in RNGPS in all subjects.

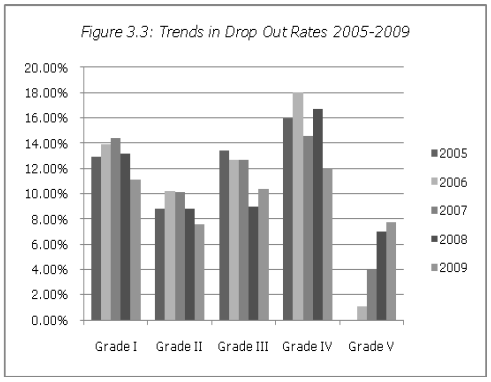
Another window on the learning achievement of students in 2008 was provided by the final year of the Grade V Scholarship Examination, a knowledge and subject-based exam. The Scholarship Examination was originally intended for selected children aspiring to continue their education to the secondary level. In its final year, an average of 42 per cent of the students in Grade V was selected by their teachers to take the exam. Of the selected students, around 87 per cent actually took part in the exam. The pass mark was 33 per cent and the pass rate was 74 per cent (75 per cent for boys, 73 per cent for girls). The percentage of students receiving scores over 60 per cent had increased from 26 per cent in 2004 to 48 per cent in 2008. These results suggest that learning achievements among the top primary school students was improving.

Subsequently, the Scholarship Examination was replaced by the Grade V completion examination, launched in 2009. About 1.8 million Grade V students took the examination in its first year and 89 per cent passed (the passing score is 33 per cent). In 2010, five types of primary schools (GPS, RNGPS, non-government schools, community schools, and ebtedayee madrasa) took part in the primary education terminal examination. The Government has promised merit based scholarships for the 55,000 students with the highest marks. Of the 2.5 million students registered to take the 2010 examination, about 300,000 did not appear.

[28] Samir Ranjan Nath and A. Mushtaque R. Chowdhury, Education Watch 2008 State of Primary Education in Bangladesh: Progress Made, Challenges Remain (Dhaka, CAMPE, 2009).

Internal Efficiency

Survival: Schools are enrolling an unprecedented proportion of school age children, but only 57 percent of the boys and 62 percent of the girls who enrol in Grade I survive to Grade V with significant geographical variation.



Repetition, Drop-out and Years Per Graduate: In 2009 the grade-wise dropout rate was 45 percent. Grade-wise rates were: Grade I (11 per cent), Grade II (8 per cent), Grade III (10 per cent); Grade IV (12 per cent), and Grade V (8 per cent). However, the proportion of children who move from one school to another is not known. Figure 3.3 shows the trends in dropout rates between 2005 and 2009. The steady increase in the Grade V dropout rate is a matter of concern.

Table 3.4 shows the internal efficiency data for the years 2005-2009. The trend fluctuates year to year but is relatively stable over the period. In 2009 it cost 8.2 years of education for each graduate of the 5 year cycle. Assuming 1.27 million children will complete the primary cycle in 2010, the extra cost to the state is USD 100.2 million.

Table 3.4: Dropout rate, Coefficient of efficiency and years input per graduate, 2005-2009[29]

	2005	2006	2007	2008	2009	2010
Drop-out rate (%)	47.2	50.5	50.5	49.3	**45.1**	**39.8**
Coefficient of efficiency (%)	61.8	59.0	58.8	58.3	**61.0**	**62.2**
Years input per graduate	8.1	8.5	8.5	8.6	**8.2**	**8.0**
Boys	8.6	8.8	8.9	8.7	**8.5**	**8.0**
Girls	**7.9**	**8.2**	**8.2**	**8.5**	**7.9**	**8.1**

Primary Education System Governance and Management

Governance: The primary education system is governed by the Compulsory Education Act. To assure the equivalence of public education services across the country, a regulatory environment has been established specifying school calendar, classroom teaching schedule, curriculum, syllabi, and expected learning outcomes. This framework may be expanded to include equivalence of non-formal as well as formal education.[30]

A regulatory framework supportive of education decentralisation will enable many centralized functions to be carried out at subsidiary levels. In addition to a revised

[29] Source: Annual Sector Performance Report 2009, DPE

[30] There is a draft equivalency framework prepared by CaPEFA sub-sector- analysis undertaken by BNFE, Unesco and Dhaka Ahsania Mission (DAM) will be submitted for endorsement to MoPME in 2011.

governance framework, adequate resources including human resources will be needed to fulfil decentralised mandates

Management: The primary education system comes under the purview of the Ministry of Primary and Mass Education (MoPME) which is responsible for overall policy direction. The Directorate of Primary Education (DPE), within MoPME, is responsible for primary education management and administration. The administrative structure consists of central, division, district, upazilas, and school levels. Divisions manage the registration of non-government schools. The district primary education office is responsible for teacher management and textbook distribution to the upazilas. The Upazila Education Office provides support to GPS and RNGPS by ensuring teacher salaries are paid, inspecting school, and distributing textbooks. BNFE manages non-formal education programmes through the more than 700 NGOs that implement programmes for those up to age 14. The management of Ebtedayee Madrasah is different in that the district education office responsible for secondary education supports those madrasah under the Ministry of Education. At the school level, the SMC is responsible for school improvement planning while the head teacher attends to day-to-day administration and routine school data reporting.

Recent advances in evidence-based planning and results based management are being mainstreamed. This entails strengthening data gathering and data management through routine school census and examinations as well as special studies and national assessments of learning outcomes.

School Management*:* The School Management Committees (SMC) in Bangladesh were created to involve the main stakeholders (i.e. parents, teachers and local community) in the development of their schools. A case study of 12 good performing schools compiled by DPE reported that an effective SMC was an important factor behind the success story of all those schools.

In efforts to decentralize many school management functions, the Government is currently reviewing the structure and functions of the SMC to make it a more effective body with responsiveness and accountability to the school community. SMCs will take a lead role in the preparation and implementation of school level improvement plans (SLIP).

Government Priorities in Primary Education

Improving the quality of primary education is one of the Government's highest priorities. In particular, learning outcomes and cycle completion rates must improve substantially.

National Education Policy for Pre-Primary and Primary Education: Across policy documents four policy directions are emphasized. First, is to establish an integrated school system encompassing pre-school to higher secondary levels under a framework that unifies public, NGO and private providers. A second strategy is quality improvement through reduced class size and improved teaching practices. The third strategy is decentralising primary education administration and management and, the fourth involves Government's engaging in partnerships with NGOs and the private sector.

Pre-Primary Education: A main objective is to provide one-year of pre-primary education to create an atmosphere fostering physical and mental preparation before children enter into Grade I of formal primary school. During PEDP3, the Government will gradually introduce one-year pre-primary education in all GPS nationwide. The entry age level of children of this

level is 5 to below 6 years. A textbook and teacher's guide have already been developed by a team of experts under supervision of MoPME.

Primary Education*:* The education policy calls for primary education that is universal, compulsory, free and inclusive – meeting at least minimum acceptable standards for all. The teacher student ratio should be over time reduced to 1:30. School management committees (SMC) are to be given more roles in the management of schools. Head teachers are to be responsible for internal supervision of schools. For external supervision and monitoring, AUEOs and local government should be involved.

Horizontal Expansion: Under the new education policy, Government is gradually expanding support for non-government primary schools. These include schools run by NGOs and Ebtedayee Madrasah. The challenges here involve developing realistic registration regulations and gradually offering support to improve learning in the non GPS schools and NFE centres. In line with NEP, a unified framework and eligibility criteria for GoB support to different types of schools and enlistment of learning centres will be developed gradually to reduce disparities between them.

Teaching and learning: A child-friendly teaching learning environment should be assured in all schools. New teaching methods to be introduced include: (1) student-centred activity-based learning (e.g. group work, pair work, creative work and reflective practice, peer tutoring, coaching, scaffolding etc.); (2) continuous assessment for Grades I and II; (3) for Grade III and above first terminal, second terminal and annual exams will be provided with a completion test after Grade V; (4) stipends are to be given up to Grade X based on results of a public exam; and (5) Grade V and class VIII completion exams should be held on common question papers with proper invigilation and monitoring. Stipends should be provided for the poorest and meritorious students.

Inclusion*:* Appropriate infrastructure in the school with separate toilets for male and female students and participatory learning environment should be assured. School feeding should be extended as necessary. Hostels should be provided in hilly and remote areas. Flexible time table for certain schools need to be introduced. Textbooks in mother tongue and indigenous teachers should be provided. Appropriate toilet and ramp facilities should be provided for children and teachers with disabilities. There should be no discrimination between and among different types and areas of schools.

Government Response to Disparities

Reduction in disparities is a major concern of the Government and a key area for PEDP3. The Government's response to the issue of disparities include pro-poor strategies to address the needs of children from families living under extreme poverty (estimated to be about 20 per cent of the total population) and the special situation of children living in urban slums include:

Supply of free textbooks: Textbooks are provided free of cost to all students enrolled in all types of primary schools/institutions

Tuition waivers: No fees are charged in four types of schools supported by MoPME.

Conditional stipend programme: The Primary Education Stipend Project (Phase II) reaches 40 per cent (4.8 million) students with stipend facilities and it is planned that this will be extended to 7.9 million children under the revised project, from 2010. Under this

programme, a monthly stipend (amounting to BDT 100 for one child and BDT 125 to families with more than one) is given to the families of the poor children, conditional upon regular school attendance. It is reported that the current stipends programme is not effective in targeting the poor as about 24 per cent of stipend recipients belong to the 40 per cent richest two quintiles. A comprehensive study is currently being conducted to assess the effectiveness of the programme in educationally benefitting the poor.

School feeding programme: Under a school feeding programme, children are provided daily with 75 grams of fortified biscuits in eight poverty-stricken upazilas across Bangladesh.

Provision of second chance and alternate education: Public spending on non-formal education reaches children who are unreached by formal schools, nearly all of whom are poor. PEDP3 targets support through non-formal primary education for children who have not been able to enrol in school or those who dropped out. PEDP3 will continue to reach out to children from poor families in rural areas (char, haor, hilly areas) as well as in the urban areas (urban slums, working children, etc.) where disadvantaged children lack access to quality education.

Inclusive education: Disadvantaged children including children with disabilities and children from tribal groups would benefit from inclusive education programme under PEDP3. Measures to enhance enrolment would benefit the poor as 3 out of every 5 children of primary school age come from poor households, of these almost half are from households considered among the poorest.

Pupil teacher ratio*:* was 54:1 in 2005 and 47:1 in 2010. The new education policy sets the PTR at 30:1 – this will take some time to achieve.

Chapter Summary

The foremost accomplishment of the last 30 years has been the increase in children's participation in primary education and the achievement of gender parity. These results have been achieved through a combination of supply and demand policies. On the supply side, expansion of has been accomplished largely through growth in non-GPS provision. On the demand side, interventions such as school feeding, stipends, and girls' stipends in secondary levels have encouraged enrolment. Today, nearly 17 million children participate in primary education in 10 types of schools, the majority of which are either Government run or privately run with heavy Government subsidies. About two million children participate in non-formal education programmes.

Government priorities include provision of one year of free pre-primary education for children aged 5+, improving learning outcomes and completion rates, reducing disparities between regions and social groups, and improving the management of the system by empowering schools to manage instructional improvement. Priorities also include sustaining improvements in teacher recruitment, qualifications, training and deployment gained during the PEDP II period.

While investments in pre- and primary education are inherently pro-poor, the Government is committed to strengthening interventions that prove to be successful at enrolling and retaining poor children in school at least through the complete primary cycle. Similarly, the drive to increase student completion and to reduce repetition, and minimize drop-outs will be maintained. There will be an intense focus on improving learning outcomes during the next programme period.

ATTACHEMNT 1: DISBURSEMENT LINKED INDICATORS (DLI)

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
1.4 DLI	Production and Distribution of textbooks Accountable: Chairman, NCTB (production) Director, DPE Administration Division (distribution)	Indicator: Textbooks for each subject produced and distributed to all eligible schools within a month of opening day.	At least 75% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day.	At least 80% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day Third party validation of monitoring mechanism completed	At least 85% of all eligible schools receive all approved textbooks (Grade I to V) within one month of school opening day Monitoring mechanism improved with actions agreed upon by MoPME and MOE based on validation results	At least 90% of all eligible schools receive all approved textbooks for grade II to V within one month of school opening day At least 90% of all eligible schools receive all revised Grade I textbooks based on new curriculum developed by NCTB within one month of school opening day	At least 95% of all eligible schools receive all revised Grades I to III textbooks based on new curriculum developed by NCTB within one month of school opening day At least 95% of all eligible schools receive all approved textbooks for grade IV to V within one month of school opening day	Definition: Textbooks are made available to all eligible primary schools and delivered to all eligible primary schools under the supervision of MOPME and MOE within one month of school opening day. Approved textbooks are those that are endorsed by the NCTB. Eligible Schools are all schools mentioned in the Book distribution guidelines. Monitoring mechanism: DPE's reconciled reports based on: i) reports based on receipts signed in the field and ii) reports submitted by NCTB Source: DPE's monitoring records and third party validation reports

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
1.6 **DLI**	**Teacher Education and Professional Development** **Accountable:** **Director, Training Division**	PTI Strengthened Teacher and head teacher competencies Dip en ED provided	Comprehensive TED plan prepared and adopted by MOPME	All preparatory steps for introduction of Dip-ed completed in accordance with the Plan	Dip in Ed, piloted in 7 PTIs with number of instructors according to the plan	Dip in Ed offered in 57 PTIs with number of instructors according to the plan	About 11,000 new teachers participate in Dip-in-Ed each year	Definition: The plan and strategy for primary teacher education and development (TED Plan) defines the professional standards/competencies of teachers, head teachers and AUEOs and the strategy for improving pre-service (with the introduction of a new Dip-Ed diploma), in-service (CPD), teacher supervision, networking and mentoring. Preparatory steps for introduction of Dip-Ed include sufficient instructors in each PTI, curriculum, training materials & assessment tools development, and training of instructors as specified in the TED plan. **Source**: TED plan as approved by MOPME Secretary, reports form training division and NAPE, curriculum and training materials and administrative data.
2.1.2	Pre-Primary education Accountable:	Indicator: Number of children enrolled in formal GPS PPE	Guidelines prepared and endorsed by MoPME on the role of NGOs in	Integrated database of PPE provision by type of provider completed	At least 15.000 PPE teachers placed and trained in areas of greatest need	At least 60% of PPE teachers in GPS are trained in using new pre-primary curriculum and	Expansion plan implemented	Definition: 1 year PPE organized programs for children age 5 through 6

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
DLI	Director Policy and Operations Division	programs Percentage of children entering grade I with GPS PPE Baseline 2011 ASC	pre-primary education	Plan for PPE expansion approved by MoPME	Curriculum, standards, and materials for PPE and teacher training approved by MoPME	materials PPE provision in at least 75% of GPS	Grade I intake with GPS PPE increased by 50% over baseline	The guidelines define the role of NGOs in the delivery of pre-primary education and specify the type of partnerships that can exist between government and NGOs, in particular, regarding the assistance that NGOs can provide to assist GPS in setting up school-based PPE, train and coach PPE teachers, prepare age appropriate materials, and provide PPE if required in the catchment area. The integrated database of providers would include the location of services and, combined with the child survey data, would provide a map of areas of greatest need for PPE. The expansion plan, based on needs identified through the database, standards for PPE and the role of NGOs/private sector defines the pace of recruitment and training, the type and duration of training, timing of classes, and expansion pace. PPE Teachers will be recruited

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
								through a transparent process: they can be regular primary teachers or contract teachers hired by schools within the local communities. Source: A letter of endorsement from MoPME accompanying guidelines; provider database; expansion plan approved by MoPME; curriculum, standards, and materials; ASC, CAMPE reports and administrative data.
2.2.4 DLI	Needs Based Infrastructure Development Accountable: Director, Planning and Development Division, and LGED	Indicator: Pupil to usable classroom ratio. The norm of 1:56 is adopted for calculating the need of additional classroom Baseline (2009)53% GPS, 49% RNGPS and 31.3% Community Schools are overcrowded	Plan for prioritized needs based infrastructure finalized and approved by MoPME.	At least 10 % of planned needs-based infrastructure development completed according to criteria and technical standards	At least 30 % of planned needs-based infrastructure development completed according to criteria and technical standards Third party validation of infrastructure development according to criteria and technical standards	At least 55 % of planned needs-based infrastructure development completed according to criteria and technical standards. Third party validation of infrastructure development according to criteria and technical standards	PEDP3 needs based infrastructure development completed according to criteria and technical standards	Definition: The plan prioritizes needs-based infrastructure specifies criteria and standards used for estimates of needs. Based on those criteria, the plan provides estimates of needs to be covered over 5 years for: (i) additional classrooms and teachers rooms, (ii)additional WCs and urinals for students and teachers,(iii) repair of exiting toilets, (iv) drinking water, and (v) school maintenance and repairs. Building specifications and technical standards are those designed and approved by LGED. Approved means: Letter of endorsement from MoPME accompanying Needs Based Infrastructure plant

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
								Source: LGED construction supervision reports, construction contracts, ASC survey, third party validation reports commissioned by DPE.
3.1.2 DLI	Decentralized School Management and Governance Accountable: Director, Planning and Development Division	Indicator: Schools, upazilas and districts managing SLIPs and UPEPs. Baseline: 2009 disbursements of SLIPS and UPEPs	Revised circular/ guidelines for SLIPs, including monitoring arrangements, approved by MOPME and distributed to all schools	SMC guidelines (in accordance with and including reference to SLIP guidelines) and mechanism for funds flow approved by MoPME 50% of schools having prepared SLIPs and received funds according to the SMC guidelines Revised guidelines for UPEPs, including identification of expenditures for block grants, approved by MoPME and distributed to all Upazila's	At least 60% of schools having prepared SLIPs and received funds according to the SMC guidelines At last 10% of upazilas having prepared UPEPs and received funds according to the UPEP guidelines	At least 75% of schools having prepared SLIPs and received funds according to SMC guidelines validated by expenditure tracking survey At least 25% of Upazila having prepared UPEPs and received funds based on UPEP guidelines validated by expenditure tracking survey	100% of schools having received funds based on SLIPS validated by expenditure tracking survey At least 50% of Upazila having prepared UPEPs and received funds based on UPEPs validated by expenditure tracking	Definition: A SLIP is a School Level Improvement Plan setting out how a school's resources will be applied to improve its performance and prepared by the School Management Committee, teachers, parents and the school community. The revised guidelines will allow for differences between SLIPs. (When measuring the target, it will be taken into consideration if a school due to factors outside DPE's control is not able to submit a SLIP) A UPEP Upazilla Primary Education Plan is a planning instrument setting out how each school's SLIP will be supported, but also addressing education from the broader Upazilla perspective, making clear how Quality Education for All will be achieved. Identification of expenditures eligible for block grants will be part of the new guidelines.

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
								Guidelines will allow for differences between UPEP's. Revised circular/guidelines for SLIPs/UPEPS specifies how improvement plans should be prepared and what they cover as well as the fund flows mechanisms, tracking, training ; SMCs guidelines/Handbook specify at least membership, roles and responsibilities of SMC members (incl.fiduciary). Source: SLIPs, UPEPs, and SMCs guidelines as approved by MOPME; MOF's approval of advances to schools; Admin records from DPE. Analysis of sample of SLIPs and UPEPs
3.2.1 DLI	Grade V terminal exam strengthened Accountable: DG NAPE and Director Administration,	Indicator: Grade V exam with gradual introduction of terminal competencies defined by most recent curriculum	A 5-year Action plan for improvements in Grade V terminal exam developed by NAPE and endorsed by MoPME and including revising test items to gradually transform exam	Revised 2011 Grade V terminal exam based on action plan and pilot results , implemented, including guidelines developed for markers and training of markers Analysis of results of 2011 Grade V terminal	Action plan implemented with at least 10% of items competency-based introduced in the 2012 Grade V terminal exam and an additional 15% of competency-based items piloted	Action plan implemented with at least 25% of items competency-based introduced in the 2013 Grade V terminal exam and an additional 25% of competency-based items piloted	Further increase in the % of competency-based items in the 2014 and 2015 exams implemented based on pilot results and agreed upon at mid-term review	Definition: The grade 5 action plan specifies the number of new competency-based items to be introduced each year, with the aim of achieving a fully-competency-based exam by end-2014. Coordination will be the responsibility of MoPME's ICOU for

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
	DPE	Baseline: Current Grade V examination	into competency based-test New test items developed by NAPE on selected competencies and piloted with accompanying guidelines for pilot test administration and training of test administrators	examination completed by DPE and NAPE and results disseminated	Analysis of results of 2012 Grade V terminal examination completed by DPE and NAPE and results disseminated	Analysis of results of 2013 Grade V terminal examination completed by DPE and NAPE and results disseminated	Analysis of results of 2014 and 2015 Grade V terminal examination completed by DPE and NAPE and results disseminated	PEDP3 Analysis of results includes: (i) an analysis of pass rates by gender, subjects and upazilas conducted by DPE and (ii) an analysis by NAPE of marking and scoring of a sample of answer scripts in selected upazilas. Source: Action Plan as approved by DG, NAPE and MOPME; sample of test items and questionnaire of grade 5 exam; test analysis reports by DPE and NAPE
3.2.2	Teacher recruitment and deployment Accountable: Director, Administration Division	Numbers of teachers to achieve STR 40:1 Baseline STR in GPS and RNGPS schools	Assessment of needs for new teachers based on: (i) verification of current teaching force and (ii) needs based infrastructure plan completed and approved by MoPME.	All teachers and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and on needs basis. And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessment to be filled for the year filled	All teachers and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and on needs basis. And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessment to be filled for the year	All teachers and head teachers positions (vacancies and new positions) s filled according to agreed recruitment procedures and on needs basis And (ii) at least 90% of new teacher and head teacher posts identified by the Year 0 assessment to be filled for the	All teachers and head teachers (vacancies and all new positions) filled according to agreed recruitment procedures and on needs basis.	Definition: Needs based analysis (conducted by DPE) requires a detailed review of EMIS and teacher database to identify schools below minimum standards for STR followed by site verification by UEO or AUEO. Approval of Recruitment rules, career paths and recruitment and promotion rules by Government of Bangladesh means that a Government Order has been issued by the Ministry of Public Administration. DPE will share status of approval process annually.

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
				Revised final proposal of career paths for teachers and head teachers and, career paths, recruitment and promotion rules for DPE officers (field and Head Quarter) submitted by MOPME to the committee of the Joint Secretary, Regulations, Ministry of Public Administration	filled	year filled. Recruitment rules with career paths for teachers and head teachers and, career paths, recruitment and promotion rules for DPE officers (field and Head Quarter) approved by Government of Bangladesh		Recruitment norms. Include (i) applications screened by committee (or on-line), (ii) anonymous exam, (iii) weight given to exam (80), academic record (5), and viva voce (15) Regular vacancies to be covered every year are in the order of 5,000/6,000. Source: Needs-based analysis of new teacher and head teacher positions approved by MOPME; career paths as approved by Ministry of Establishment; Teacher database and EMIS, Administrative data on teacher recruitment process.
3.2.3 DLI	Annual School Census Accountable: Director, M&E	Indicator: Census form, administration, and reporting accuracy and timeliness.	ASC questionnaire to meet PEDP3 requirements as approved by MoPME	Plan approved by DPE to expand coverage of monitoring system to all primary schools with periodic validations New ASC questionnaire	ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools	ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools	ASC administration and report preparation and dissemination complete within academic year covering all types of schools	Definition: The census questionnaire collects information on enrolment, repetition, teachers' qualifications, SLIPs, physical infrastructure and availability of teaching-learning materials. To adjust to PEDPIII needs, new information is required on pre-primary education,, textbook distribution and stipend

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
	Division	Baseline: current form, administration and reporting standards		fully implemented IT function separated from EMIS function; EMIS and M&E staffed with at least 2 statisticians each	Internal data validation mechanisms in place and validation of data accuracy completed as reported in an annex of the ASC report describing the background check used during data entry and the data cleaning rules, and possible other validation mechanism	Third party validation of validation census data completed	Third party validation of validation census data completed showing at least 80% accuracy	beneficiaries. Source: M&E and EMIS, Annual School Census Report, Third Party Validation Report
4.3 DLI	Sector Finance Accountable: MoPME MOF	Indicator: Primary education budget aligned with program framework and consistent with MTBF Baseline: Current Primary Education budget	FY11 Primary education budget aligned with program framework and consistent with 11-16 MTBF	FY12 Primary education budget aligned with program framework and consistent with 12-17 MTBF Actual primary education expenditures for FY11 within 15% deviation of the originally approved budget	FY13 Primary education budget aligned with program framework and consistent with 13-18 MTBF Actual primary expenditures for FY12 within 15% deviation of the originally approved budget	FY14 Primary education budget aligned with program framework and consistent with 14-19 MTBF Actual primary expenditures for FY13 within 15% deviation of the originally approved budget	FY15-16 Primary education budgets aligned with program framework and consistent with 15-19 MTBF[16-20 MTBF] Actual primary expenditures for FY14 and FY 15 within 15% deviation of the originally approved budget	Definition: Sub-Sector financing adequate to implement the government's PEDP3 for primary education and cannot be less then 1.03% of GDP in any period,. Process: May review will check if in the draft primary education budget all program components have adequate budget, and if draft primary education budget is at least 1.03 % of GDP and consistent with MTBF. In May expenditure statement until

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
								April to be presented to show that expenditure is on track. Final compliance with DLI to be checked in July based on approved budget for the next FY, and June IFR for the full primary education expenditure. Source: Budget circulars 1 & 2; Detailed budget framework and expenditure forecast; draft budget (May), and expenditure statement until April, approved budget for next FY; simplified AOP and IFR June.