

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



Implementation Guide

**Third Primary Education Development Programme
(PEDP3)**



Directorate of Primary Education

June 2011

SECTION 1: RESULTS AND PROGRAMME MATRIX

This annex summarizes the indicators and results anticipated for the twenty-nine PEDP3 sub-components described in the Main Document Chapter I. The summary matrix has five columns.

Number: Identifies each sub component using numbering consistent with Chapters I of the Main Document.

Sub-Component: Provides the name of the sub-component and identifies the director, or other unit head, accountable for accomplishing the results.

Indicator: Lists indicators for each sub-component. Further information on these indicators can be found in the Monitoring and Evaluation framework (Annex 2: Attachment 2). Outcome level indicators are called Key Performance Indicators and are listed in Annex 2, Table 2.2.

Results: Summarizes results anticipated for each sub-component for years 0 through 5.

Protocol: Defines and clarifies terms used in the sub-component and identifies information sources for the indicators.

Adjustments

For DLIs, the individuals accountable, results, and protocols are fixed and can be changed only through re-negotiations between the Government and Development Partners.

For non-DLIs, the units and individuals accountable can be re-assigned by the Steering Committee or Programme Director.

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
A.	IMPACT: Quality Education for All Our Children							
	A.1 Education attainment of population 15+ A.2 Learning outcomes of Bangladeshi primary students in terms of regional and international norms							
B	OUTCOME LEVEL: 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 5 primary							
	B.1. Learning outcomes by grade and subject B.2. Participation of all children in pre- and primary education in all types of schools B.3. Regional and other disparities in participation, completion and learning outcomes B.4. Upazila and school level planning functions decentralized B.5. Increased quantum and effectiveness of budget allocation							
C.	COMPONENT LEVEL							
	COMPONENT 1 – LEARNING AND TEACHING							
1	RESULTS AREA 1 - LEARNING OUTCOMES: all children acquire grade-wise and subject-wise expected learning outcomes, or competencies, in the classroom							
1.1.	Shikhbe Protiti Shishu (SPS) [Each Child Learns] Accountable: Director, Programme Division, DPE	Indicator: Number of schools, clusters, and upazilas which participate in SPS Percentage of schools participating in SPS intervention where specific effective classroom learning practices are observed	Pilot team mobilized and trained. Baseline study in pilot areas conducted Detailed action plan for SPS developed in collaboration with stakeholders and endorsed by DPE.	Curriculum in Bangla and Mathematics in Grades I through III broken up into clearly defined competencies and learning outcomes Lessons learned for more general application in other schools identified	Continued implementation, school and teacher support, and M&E in initial schools or sub-clusters Lessons learned for more general application in other schools identified Piloting in additional schools or sub-clusters	Continued implementation, support and M&E in initial schools or sub-clusters Lessons learned for more general application in other schools identified Piloting in additional schools or sub-clusters or clusters	Ongoing/ expanded piloting covering Upazilla in all Divisions Mainstreaming as justified by results Planned extension to other subject areas and to higher primary Grades	Definition: Teachers accountability: teacher performance review includes comments on students’ learning outcomes in the classroom Models facilitate creation and replication of good practices; Models initially based on learning outcomes for Grades I, II and III especially in Bangla and mathematics

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			Year 0	Year 1	Year 2	Year 3	Years 4-5	
		<p>Percentage of students (boys and girls) from PS participating schools who achieve mastery of learning outcomes in: Bangla, Grade III Mathematics, Grade III</p> <p>Percentage of students (boys and girls) from PS participating schools who achieve subject competencies: B3. Bangla, Grade III M3. Mathematics, Grade III</p>		<p>Piloting in schools or school clusters planned and implemented, including: training for field officers, HTs & teachers; development and provision of additional materials and assessment tools; provision of school and teacher support.</p> <p>M&E tools and procedures developed; M&E commenced</p> <p>formative research study initiated</p>	<p>Extensive development and provision of additional materials and assessment tools</p> <p>key messages communicated to schools and central level institutions e.g. Dip-in-Ed and new Curriculum</p> <p>formative research study continued</p>	<p>Continuing two-way linkages with central level institutions and articulation with new curriculum</p> <p>Revision of project competencies as new curriculum emerges</p> <p>formative research study continued</p>	<p>Continuing two-way linkages with central level institutions and articulation with new curriculum</p> <p>formative research study continued</p>	<p>Source: School inspection reports; PEDP3 reports, special surveys, formative research</p>
1.2	<p>School and Classroom- based Assessment</p> <p>Accountable: Director, Training Division, DPE</p> <p>DG NAPE</p>	<p>Indicator: Number of schools whose head teachers attended school-based assessment (monthly) coordination meetings</p>		<p>Detailed action plan for school based assessment developed by Training Division in consultation with central (NCTB, NAPE and local (teachers, head teachers, AUEOs) stakeholders and endorsed by</p>	<p>Introduction of school based assessment tools and methods in at least 15% of Upazilas</p> <p>School based assessment coordination meetings for head teachers organized in at least 15% of</p>	<p>Introduction of school based assessment tools and methods in an additional 15% of Upazilas</p> <p>School based assessment coordination meetings for head teachers organized in at least 30% of</p>	<p>School based assessment tools and methods in at least 60% of Upazilas</p> <p>School based assessment coordination meetings for head teachers organized in at least 60% of</p>	<p>Definition: Using learning outcomes and terminal competencies defined in new curriculum, teachers or teacher networks prepare simple assessment and examination tools to record pupil progress at the school level</p> <p>Source: inspection reports, Training Division reports</p>

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			Year 0	Year 1	Year 2	Year 3	Years 4-5	
		where new teacher guides have been introduced based on revised curriculum				curriculum disseminated		
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
1.5	ICT in education Accountable: Director,	Indicator: Number of model GPS with multi-media classroom Number of GPS which received	Action plan to create 1 multi-media classroom in every model school formulated Plan to create digital learning material	100 model school multi-media classrooms operating digital learning materials tested	100 model school multi-media classrooms operating Plan to expand	100 model school multi-media classrooms operating laptops in use at	All 502 model schools have operating multi-media classrooms ICT used in teacher education	Definition: New media includes computers, internet connection, digital recorders, projectors, DVD players. Supplementary teaching material includes pre-recorded and student made media;

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	Administration Division, DPE for distribution of hardware Director Information Management for managing IT support	laptops Number of GPS with at least one functioning computer.	finalized Plan to provide every GPS with 1 laptop formulated	laptops in use at 7,434 schools	ICT in education to other schools through PPP formulated laptops in use at 7,434 schools	7,434 schools	and school level use of ICT strengthened Laptops in use at remaining 15,000 schools	model schools refer to the 502 schools in the model schools programme Source: special surveys
1.6 DLI	Teacher Education and Professional Development Accountable: Director, Training Division	PTI Strengthened Teacher and head teacher competencies Dip-in-Ed provided	Comprehensive TED plan prepared and adopted by MOPME	All preparatory steps for introduction of Dip-in-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-in-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

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
								and NAPE, curriculum and training materials and administrative data.
2	COMPONENT II – PARTICIPATION AND DISPARITIES							
2.1	RESULTS AREA 2.1 PARTICIPATION: all children participate in pre- and primary education in all types of schools (formal, non-formal, madrasa							
2.1.1	Second Chance and Alternative (Non- formal education) Accountable: Director General, BNFE	Indicators: Number of primary age children enrolled in NFE schools Participation rate from NFE schools in Grade V Terminal Examination Pass rate from NFE schools in Grade V Terminal Examination NFE services for children age 10 -14 years aligned with formal primary schools.	Mechanism for coordination between DPE and BNFE established Joint Committee (or planning group) clarifies roles, scope and accountability between DPE and NFE National Primary Education and NFE Policies synchronized	Alternative services provided for 3.2 million learners Institutional strengthening and HRD plan for BNFE drafted and approved Accountability mechanism for non-government service providers approved Curriculum, learning outcomes and terminal competencies for NFE aligned with formal schools Equivalency framework finalized, approved by DPE	Alternative services provided for at least 2.6 million learners Additional capacity required for BNFE mobilized NFE activities included in UPEPs	Alternative services provided for at least 1.9 million learners. Children from NFE programs take Grade V examination and enrol in Grade VI Data from NFE database on children in NFE programs included in EMIS	Alternative services provided for at least 1.3 million learners Children from NFE programs take Grade V examination and enrol in Grade VI	Definition: Aligned NFE programs use the same basic learning competencies as the formal curriculum; children in NFE programs can receive free textbooks, sit the Grade V final examination, and can transition to Grade VI. Source: Policy circulars, administration records, NFE curriculum, UPEPs, EMIS variable code book, special studies, CAMPE input, NFE Policy Document, BNFE staff

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
				and BNFE and endorsed by MoPME				
2.1.2 DLI	Pre-Primary education Accountable: Director Policy and Operations Division	Indicator: Number of children enrolled in formal GPS PPE programs Percentage of children entering grade I with GPS PPE Baseline 2011 ASC	Guidelines prepared and endorsed by MoPME on the role of NGOs in pre-primary education	Integrated database of PPE provision by type of provider completed Plan for PPE expansion approved by MoPME	At least 15,000 PPE teachers placed and trained in areas of greatest need Curriculum, standards, and materials for PPE and teacher training approved by MoPME	At least 60% of PPE teachers in GPS are trained in using new pre-primary curriculum and materials PPE Provision in at least 75% of GPS	Expansion plan implemented Grade I intake with GPS PPE increased by 50% over baseline	Definition: 1 year PPE organized programs for children age 5 through 6 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

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								<p>the pace of recruitment and training, the type and duration of training, timing of classes, and expansion pace.</p> <p>PPE Teachers will be recruited through a transparent process: they can be regular primary teachers or contract teachers hired by schools within the local communities.</p> <p>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.</p>
2.1.3	Mainstreaming Inclusive Education Accountable: Director, Policy and Operations Division, DPE	Indicator: Number of focal persons trained in inclusive education Number of disadvantaged children enrolled Number of children with disabilities enrolled in formal schools and non	Integrated action plan for mainstreaming inclusive education under PEDP3 completed and endorsed by DPE and MoPME	Funds to upazilas and schools include provision for inclusive education School focal persons trained	Diagnostic tests mainstreamed Modules on inclusive education included integrated into Dip-in-Ed and CPD teacher training programs	Diagnostic tools and materials for target groups in use Increase in participation of target groups observed	Textbooks reflect all children's culture and history and present gender balance and positive portrayal of disabled people Teachers identify students with low	Definition: Inclusive refers to groups of children underrepresented in schools such as: children with mild to moderate physical or learning disabilities, ethnic minorities, urban street children, tribal children, extremely poor children. Source: Inspection reports, AOPs, teacher training materials

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
		formal programmes.					achievement and put interventions in place Increase in participation of target groups observed	
2.1.4	Education in emergencies Accountable: Director, Planning and Development Division, DPE	Indicator: number of upazilas from flood/ cyclone prone areas whose stakeholders received training in education in emergencies Percentage of schools closed due to an emergency that have been accommodated in temporary schools.		Upazila plan for education in emergencies in disaster prone areas	Modules on education in emergencies included in training programs for volunteers, teachers, head teachers, upazilas and district education officers	Training offered annually Block allocation for managing education in emergencies is channelled through UPEP	Training offered annually Block allocation for managing education in emergencies is channelled through UPEP	Definition: Aligned with National DRR Plan, children in disaster struck areas are accommodated in temporary schools until local schools are safe to use Source: Planning Division, Special survey; Upazila action plans
2.1.5	Communication and social mobilization Accountable: Director, Policy and Operations Division	Indicator: Messages identified for stakeholder groups Media coverage of education events Public perception of primary education service quality Community support for local schools	Nationwide communication Plan for social mobilization in support of school enrolment and quality formulated Channels to communicate messages identified	Annual communication plan formulated and implemented Public perception of education service quality monitored Media focus on particular initiatives , e.g. PSAs, drama used	Annual communication plan formulated and implemented Public perception of education service quality monitored Media focus on particular initiatives, e.g. PSAs drama used to recruit &	Annual communication plan formulated and implemented Public perception of education service quality monitored Media focus on particular initiatives, e.g. FE and NFE PEDP3 learners engaged	Annual communication plan formulated and implemented Public perception of education service quality monitored Media focus on particular initiatives, e.g.	Definition: Message, a clear statement on primary education that Government wishes to communicate to the general public; Communications channels include mass media, local events, and new media; Public perception of education service quality expressed through newspapers and Household Surveys. Source: The Government website, press clippings,

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
				to recruit & motivate learners and community participation	motivate learners and community participation	in media initiatives to share success stories	FE and NFE PEDP3 learners engaged in media initiatives to share success stories	surveys on Government performance
2.2	RESULTSTS AREA 2.1 DISPARITIES: Regional and other disparities in facilities, participation, completion and learning outcomes reduced							
2.2.1	Targeted Stipend Accountable: Director, Planning and Development Division, DPE	Indicator: Number of children benefitting from stipends each quarter Percentage of children receiving stipends by consumption quintile Percentage of children who received stipends who remain in primary school	Longitudinal study of stipend programme designed Current stipend project continues	Plan for improved and more effective, targeted stipends formulated and endorsed by MoPME Stipend project continues Longitudinal study launched	Longitudinal study of stipend programme Stipend project continues Rapid assessment of effectiveness of stipends programme Longitudinal study continued	Stipends included under PEDP 3 budget (contingent upon outcome of assessment) Longitudinal study continued (contingent upon outcome of assessment)	Stipends included under PEDP3 budget (contingent upon outcome of assessment) Survival rate of children receiving stipends increases Longitudinal study continued (contingent upon outcome of assessment)	Definition: Cash transfer to targeted families of BDT 100 per month for 1 child in school and BDT 125 per month for more than one child Source: Stipend reports; special studies
2.2.2	School health and school feeding	Indicator: number of schools providing school feeding Number of schools	Targeted increase in school feeding endorsed by MoPME Recommendation to	Plan to increase school feeding in targeted areas formulated and endorsed by	All targeted schools providing food at school Yearly health	All targeted schools providing food at school Yearly health	All targeted schools providing food at school	Definition: providing food to children during school hours

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
	Accountable: Director, Planning and Development Division, DPE	with first aid kits Percentage of schools where health check-ups are organised with the support of local health care providers Student daily attendance rate	provide all schools with locally purchased first aid kits and health check-ups with the support of local health care providers endorsed by MoPME	MoPME Recommendation on type of food to be provided endorsed by MoPME yearly health check- ups provided	check- ups provided First aid kits in use	check- ups provided first aid kits in use	First aid kits in use Percentage of children attending school regularly increased in targeted areas	Source: Inspection reports
2.2.3	Needs based school environment Accountable: Director, Planning and Development Division, DPE	Indicators: Percentage of schools with separate functioning toilets for girls Percentage of schools without a functioning toilet Percentage of schools which rely on water points that have arsenic-free water Percentage of schools with scores above 75 on child-friendly school index.	Plans for needs based infrastructure improvement formulated including: Water points, toilets, and furniture for classrooms Child friendly school index developed in collaboration with stakeholders	Verification of needs through site visits Complaints mechanism for incidences of corporal punishment established and socialized Regulations on corporal punishment enforced Age - appropriate classroom furnishings produced and placed in 3000 classrooms	Age - appropriate classroom furnishings produced and placed in 3000 classrooms	Age - appropriate classroom furnishings produced and placed in 3000 classrooms	127,000 WCs constructed 39,300 sources of drinking water repaired, replaced, or provided Age - appropriate classroom furnishings produced and placed in 3000 Total of 15,000 schools using age-appropriate furnishings	Definition: child friendly infrastructure means sufficient toilets, clean water supply; age appropriate furniture means scaled for children age 6-8 and 9-10; child friendly index means a weighted composite index of infrastructure and non-infrastructure items such as: no corporal punishment, children's work displayed on classroom walls, fences and playgrounds from local materials, and other best practices developed under local initiatives corporal punishment means striking or humiliating children; Source: engineering survey, inspection reports

No	Sub-Component	Indicator	Results					Protocol
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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 Source: LGED construction supervision reports, construction contracts, ASC survey, third party validation reports commissioned by DPE.

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			Year 0	Year 1	Year 2	Year 3	Years 4-5	
3	COMPONENT III – DECENTRALIZATION AND EFFECTIVENESS							
3.1	RESULTS AREA 3.1 DECENTRALIZATION: Upazila and school level planning functions decentralized							
3.1.1	Field level offices strengthened Accountable: Director General Administration, DPE	Indicators: Number of PTI and UEO professional staff recruited (based on merit according to new rules), trained and placed Percentage of PTI and URC professional staff recruited (based on merit according to new rules), trained and placed Percentage of PEDP3 Staff increased to manage workload at PTI and UEO Vacancies filled	Decision to focus AUEO on: monitoring and quality assurance finalized;	Promotion and recruitment rules and criteria approved Comprehensive plan for PTI instructional staff and UEO staff endorsed by MoPME Plan for field level linkages between DPE and BNFE formulated and endorsed by MoPME	PTI and UEO staff recruited, trained and placed Staff training implemented on cross-directorate and PPP linkages	Planned %age of under PEDP3 at staff increased to manage workload at PTIs and UEOs Staff in place and performing	Full component of planned staff hired and placed	Definition: PTI have vacancies for instructors; PTI instructors are currently recruited by the Public Service Commission by open advertising Source:
3.1.2	Decentralized School Management and Governance DLI 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	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	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	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	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,

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				<p>SLIPs and received funds according to the SMC guidelines</p> <p>Revised guidelines for UPEPs, including identification of expenditures for block grants, approved by MoPME and distributed to all Upazilas</p>	to the UPEP guidelines	prepared UPEPs and received funds based on UPEP guidelines validated by expenditure tracking survey	validated by expenditure tracking	<p>it will be taken into consideration if a school due to factors outside DPE's control is not able to submit a SLIP)</p> <p>An 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. Guidelines will allow for differences between UPEP's.</p> <p>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).</p> <p>Source: SLIPs, UPEPs, and SMCs guidelines as approved</p>

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			Year 0	Year 1	Year 2	Year 3	Years 4-5	
								by MOPME; MOF's approval of advances to schools; Admin records from DPE. Analysis of sample of SLIPs and UPEPs
3.1.3 DLI	School level leadership development Accountable: Director, Training Division, DPE	Indicators:	The roles and responsibilities of head teachers and AUEOs regarding academic supervision redefined and approved.	Study on school based academic supervision completed A plan for school leadership developed and endorsed by MoPME A package of workshops and seminars for head teachers and AUEOs on academic leadership and school development developed and approved.	At least 15% of head teachers and AUEOs trained	At least 40% of head teachers and AUEOs trained	100% head teachers and AUEOs trained	Definition: Head teachers to provide school leadership in both academic supervision of teachers and administration of school; Source: Training reports;
3.1.4	Org review and strengthening Accountable: Director, General Administration Division, DPE	Indicator: Number of positions created Percentage of vacancies filled by institutions and positions	1 Additional DG and two new divisions at DPE Final Proposal of career paths for teachers and head teachers and, career paths, recruitment and promotion rules for DPE officers (field and Head Quarter)	infrastructure development initiated for DPE, BNFE and NAPE Plan for strengthening capacity at DPE ,particularly at field level, and at BNFE at central level endorsed by	Terms of reference for DPE divisions, including DPE-BNFE linkages and positions revised as needed New posts approved and appropriate staff recruited at all levels	Staff vacancies filled DPE-BNFE linkages operating at all levels Feedback on effectiveness of DPE-BNFE linkages reviewed	Staff vacancies filled career paths mainstreamed DPE-BNFE linkages successful in running NFE and alternative PE activities	Definition: The organizational diagram and description of posts; 2 additional DGs: one to oversee development and one to oversee administration Source: Revised organizational charts and sanctioned posts

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			submitted by MOPME and accepted by the committee of the Joint Secretary, Regulations, Ministry of Establishment Plan for strengthening NAPE endorsed by appropriate ministries	MoPME New posts approved and appropriate staff recruited for NAPE as per approved plan. Plan and protocols for linkages between DPE and BNFE approved and beginning to operate	Career paths for all levels determined Protocols for linkages between DPE and BNFE operating	and used to improve performance		
3.2	RESULTS AREA 3.2 EFFECTIVENESS: Increased effectiveness of sector budget allocation							
3.2.1 DLI	Grade V terminal exam strengthened Accountable: DG NAPE and Director Administration, DPE	Indicator: Grade V exam with gradual introduction of terminal competencies defined by most recent curriculum Baseline: Current Grade V examination	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 into competency based-test New test items developed by NAPE on selected competencies and piloted with accompanying guidelines for pilot	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 examination	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 Analysis of results of 2012 Grade V terminal examination	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 Analysis of results of 2013 Grade V terminal examination	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 Analysis of results of 2014 and 2015 Grade V terminal examination	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 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

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			test administration and training of test administrators	completed by DPE and NAPE and results disseminated	completed by DPE and NAPE and results disseminated	completed by DPE and NAPE and results disseminated	completed by DPE and NAPE and results disseminated	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 Revised final proposal of career paths for teachers and head teachers and, career paths, recruitment and	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) 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 year filled. Recruitment rules with career paths for teachers and head teachers and, career paths, recruitment and	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. 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

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
				promotion rules for DPE officers (field and Head Quarter) submitted by MOPME to the committee of the Joint Secretary, Regulations, Ministry of Public Administration		promotion rules for DPE officers (field and Head Quarter) approved by Government of Bangladesh		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: Monitoring and Evaluation Director	Indicator: Census form, administration, and reporting accuracy and timeliness. Baseline: current form, administration and reporting standards	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 fully implemented IT function separated from EMIS function; EMIS and M&E staffed with at least 2 statisticians each	ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools Internal data validation mechanisms in place and validation of data accuracy completed as reported in an annex of the ASC report describing the background check used during data entry and the data	ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools Third party validation of validation census data completed	ASC administration and report preparation and dissemination complete within academic year covering all types of schools Third party validation of validation census data completed showing at least 80% accuracy	Definition: The census questionnaire collects information on enrolment, repetition, teachers' qualifications, <u>SLIPs</u> , 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 beneficiaries. Source: M&E and EMIS, Annual School Census Report, Third Party Validation Report

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
					cleaning rules, and possible other validation mechanism			
3.2.4	National Assessment Accountable: Director, M&E Division DPE	Indicator: Number of NAC core staff with professional competencies in assessment NSA conducted every 2 years		Decision on proposal for semi-autonomous assessment center made Establish institutional linkage with research institutions with international reputation for design and administration of NSA Results of NSA test items and administration protocols trials evaluated Results of administration of Grade III and Grade V NSA sample test evaluated	results of NSA analyzed, and disseminated results used to improve test items, test administration, and surveys preparation for next round of NSA completed test item bank expanded with validated items	20-25 students in 700 schools participated in Grade V NSA	results of NSA analyzed, and disseminated results used to improve test items, test administration, and surveys preparation for next round of NSA completed test item bank expanded with validated items Grade III and Grade V NSA administered on sample basis	Definition: The National Student Assessment (NS survey assesses the achievement of Grade III and Grade V pupils in the learning outcomes prescribed in the primary education curriculum. In both 2006 and 2008, the survey was administered to a sample of about 700 schools (GPS and RNGPS), including up to 25 Grade III pupils (who were tested in Bangla and mathematics) and up to 20 Grade V pupils (who were tested in five subjects (Bangla, mathematics, English, science and social studies)). Source: NSA reports

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
4	COMPONENT IV - PROGRAMME PLANNING AND MANAGEMENT:							
4.1	RESULTS AREA IV – PROGRAMME PLANNING AND MANAGEMENT: Effective programme planning and management including financial management							
4.1	PEDP3 MGMT Accountable: Director, Programme Division, DPE	Indicators: Percentage implementation of the Annual Operational Plans Percentage disbursement of funds linked to DLI	TORs and job descriptions for all units, committees, and positions finalized New ADGs positions and new Programme Division approved	all positions in PSU and PSO filled All agreed committees and support offices operational One Additional DG and staff in new Programme Division at DPE in place Committee structure functional PEDP3 AOPs implemented for current year PEDP3 tasks for current year across divisions and agencies coordinated Agreed implementation arrangements in place	PEDP3 management and steering committees meet regularly as per their ToRs PEDP3 AOPs for current year implemented PEDP3 tasks across divisions and agencies for current year coordinated	PEDP3 management and steering committees meet regularly as per their ToRs PEDP3 AOPs for current year implemented PEDP3 tasks across divisions and agencies for current year coordinated	PEDP3 management and steering committees meet regularly as per their ToRs PEDP3 AOPs for current year implemented PEDP3 tasks across divisions and agencies for current year coordinated	Definition: Management functions include planning, motivating and organizing staff, coordinating activities within MoPME, coordinating with ministries and partners organizations outside MoPME, quality control on PEDP3 activities, propagating PEDP3 vision, mission, principles and values throughout the organization Source: Annual progress and performance reports

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
4.2	<p>PEDP3 financial management</p> <p>Accountable: Director, Finance Division, DPE</p>	<p>Indicator:</p> <p>Percentage of annual implementation of PFM action plan</p> <p>Number of irregularities reported in the annual audit</p> <p>Percentage of irregularities in the annual audit resolved</p>	<p>Budgets and expenditures are correctly classified for each EEP</p> <p>Existing FM capacity of DPE strengthened</p>	<p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system and generate reports</p> <p>Procurement plan prepared for ICB procurements and in compliance with agreed procurement arrangements</p>	<p>Staff training on financial monitoring implemented</p> <p>Annual fiduciary review carried out</p> <p>Annual program financial statements prepared</p> <p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system carried out</p>	<p>annual fiduciary review conducted</p> <p>preparation of annual program financial statements</p> <p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system carried out</p>	<p>annual fiduciary review conducted</p> <p>Annual program financial statements prepared</p> <p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system carried out</p>	<p>Definition: PEDP3 financial management system as per Bangladesh financial management system; appropriate safeguards in place.</p> <p>Source: Financial reports provided by Director of Finance</p>

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
4.3	Sector Finance	Indicator: Primary education budget aligned with program framework and consistent with MTBF	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	FY13 Primary education budget aligned with program framework and consistent with 13-18 MTBF	FY14 Primary education budget aligned with program framework and consistent with 14-19 MTBF	FY15-16 Primary education budgets aligned with program framework and consistent with 15-19 MTBF[16-20 MTBF]	Definition: Sub-Sector financing adequate to implement the government's PEDP3 for primary education and cannot be less than <u>1.03%</u> of GDP in any period,.
DLI	Accountable: MoPME MOF	Baseline: Current Primary Education budget		Actual primary education expenditures for FY11 within <u>15%</u> deviation of the originally approved budget	Actual primary expenditures for FY12 within <u>15%</u> deviation of the originally approved budget	Actual primary expenditures for FY13 within <u>15%</u> deviation of the originally approved budget	Actual primary expenditures for FY14 and FY 15 within 15% deviation of the originally approved budget	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 <u>1.03 %</u> of GDP and consistent with MTBF. In May expenditure statement until 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. <u>Source:</u> 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.

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
4.4	Strengthen monitoring functions Director, M&E Division, DPE	Indicators: Better : data collection/ analysis/ reporting, school inspection. Improved decentralized monitoring capacity	Training plans developed for national & sub-national level officials School visit tools and procedures for inspectors reviewed to reflect PEDP3 results Plan for RBM institutionalisation developed by M&E and agreed with other divisions	Central and District level staff trained in improved and coordinated (RBM) monitoring processes Schools inspected using updated PEDP3 related tools Consolidated inspection report drafted and shared Progress review and monitoring meeting at divisional level conducted using RBM approaches AOP planning workshops conducted at central level	Central and non-central staff trained in improved and coordinated (RBM) monitoring processes Schools inspected using updated PEDP3 related tools Consolidated inspection report drafted and shared Progress review and monitoring meeting at divisional level conducted using RBM approaches AOP planning workshops conducted at central level	Central and non-central staff trained in improved and coordinated (RBM) monitoring processes Schools inspected using updated PEDP3 related tools Consolidated inspection report drafted and shared Progress review and monitoring meeting at divisional level conducted using RBM approaches Support RBM-focused AOP planning process at central level	Central and non-central staff trained in improved and coordinated (RBM) monitoring processes c) Schools inspected using updated PEDP3 related tools Consolidated inspection report drafted and shared Progress review and monitoring meeting at divisional level conducted using RBM approaches Support RBM-focused AOP planning process at central level	
4.5	HRD Accountable: Director	Indicators: Number of annual requests for needs based training by line divisions Quality and effectiveness of	Procedures for requesting and approving needs based training for central level staff established and published to all managers	Annual requests for needs based training by line divisions coordinated HRD training consolidated,	Annual requests for needs based training by line divisions coordinated Training implemented	Annual requests for needs based training by line divisions coordinated Training implemented	Capacity at PRG3 affiliated divisions improved	Definition: Formal and on-the-job training Source: Training programme reports

No	Sub-Component	Indicator	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
		training programs to improve job performance	Cross-directorate training (DPE, BNF for managing links planned	coordinated, and implemented				
4.6	PPP Accountable: Director, Programme Division	Indicator: Terminal exam passing rate of students from private and NGO schools Number of partnership agreements or MoUs issued Number of NGO and private sector partners in service provision		Mechanism for PPP approved PPP arrangements managed and monitored	PPP arrangements managed and monitored	PPP arrangements evaluated and mechanism improved	Improved PPP arrangements managed and monitored	Definition: Contractual and other relationships between Government and private service providers where all parties share the vision, risk and benefits of the partnership Source:

SECTION 2: PEDP 3 MONITORING, EVALUTATION AND REPORTING

PEDP3 is the third in a series of large scale partnerships between the Government and Development Partners (DPs) to expand and improve the primary education system. Under PEDP3, the Government and DPs use the same reports for monitoring and evaluation. Some of the reports are produced by MoPME and MoF for routine internal monitoring purposes, while others are prepared to meet DP requirements.

Development Partners financing arrangements include a combination of fixed and variable tranches. The amount of the variable tranches depends upon the content of two reports: the Interim Financial Report and the Disbursement Linked Indicator Progress Report. The fixed tranche release depends upon the availability of the other fourteen reports. Table 2.1 lists the reports required for programme review and disbursement purposes, reporting frequency, and the unit responsible for preparing the report.

Table 2.1: List of Reports for PEDP3 Review and Disbursement Processes

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\|	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 by other indicators	Annual	M&E Division, DPE
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

Non-financial Reports

The specifications for the financial reports will be in the final draft of the JFA. This section presents a brief description of the non-financial reports.

Annual School Census: The Monitoring and Evaluation (M&E) Division will prepare a Report on the Annual School Census (ASC) in terms of standard education sector variables and indicators. The Report will include sections on pre-primary, access and participation, internal efficiency, and teachers. The report may also include data on infrastructure, textbooks, and other inputs and outputs. During PEDP3, the ASC will be expanded to include more types of schools.

Annual Sector Performance Report: The M&E Division will be responsible for preparing the Annual Sector Performance Report (ASPR). The ASPR will track performance at the outcome level in terms of fifteen Key Performance Indicators (KPIs). Focusing on strategic issues, the ASPR will analyze trends and interpret findings in terms of policy and strategy implications. ASPR data sources include the ASC, National Student Assessment (NSA), the Household Income and Expenditure Survey (HIES) and Education Household Survey (EHS), Grade V Examination Report, and reports from DPE divisions. Table 2.2 provides the list of KPIs.

Table 2.2: Key Performance Indicators

Result	Outcome Areas	SL	Monitoring Indicator	Source
B1	Learning outcomes: All children acquire grade-wise and subject-wise expected learning outcomes, or competencies, in the classroom	1	1. Level of achievement in Grade III: mean score (boys and girls) a. Bangla b. Mathematics	NSA report
		2	2. Level of achievement in Grade V: mean score (boys and girls) a. Bangla b. Mathematics	NSA report
		3	Grade V examination pass rate (boys and girls)	Grade V exam report
B2	Participation of all children participate in pre- and primary education in all types of schools (formal, non-formal, madrasah)	4	Number of children out of school (boys and girls)	HIES/EHS
			6-10 years old AND 11-14 years old	
		5	Gross enrolment rate, primary education (boys and girls)	ASC
		6	Net enrolment rate, primary education (boys and girls)	ASC
B3	Regional and other disparities in participation, completion and	7	[Participation] Gender parity index of gross enrolment rate	ASC
		8	[Participation] Net enrolment rate – Range between top 20% and bottom 20% of	HIES/EHS

Result	Outcome Areas	SL	Monitoring Indicator	Source
	learning outcomes		households by consumption quintile	
		9	Upazila level composite performance indicator	ASC
			a. Annual improvement of 20 percent lowest performing Upazila's b. Range between top 10% and bottom 10% of Upazila	
B4	Upazila and school level management decentralized	10	Number and types of functions delegated to districts, upazilas and schools	Administration Division, DPE
		11	Expenditure of block grants (conditional and unconditional) for upazilas and schools	Planning Division, DPE
B5	Increased effectiveness of budget allocation	12	Completion rate, primary education (boys and girls)	ASC
		13	Dropout rate by grade	ASC
		14	Number of input years per graduate	ASC
		15	Percentage of schools that meet composite primary school-level quality indicators	ASC

Primary School Quality Level indicators: Under PEPD II, a set of Primary School Quality Level (PSQL) indicators were used as a proxy for minimum standards. Data on the PSQL indicators was collected through the ASC and the school inspection reports. PEDP3 will continue to use PSQL to track minimum service standards through 18 indicators. Table 2.3 lists the PSQL indicators and their data source. A composite index of the PSQL will be used as a KPI to monitor the effectiveness of sector allocations at the outcome level.

Table 2.3: PSQL Indicators

	PSQL Indicators	Source
1	Number of schools which received new textbooks within the first month of the year	NCTB
2	Percentage of (assistant and head) teachers with professional qualification (C-in-Ed/Dip-in-Ed, B.Ed., M.Ed.)	ASC
3	Percentage of (assistant and head) teachers who receive continuous professional development training	ASC
4	Number of enrolled children with disabilities	ASC
5	Percentage of schools with separate functioning toilets for girls	ASC
6	Percentage of schools without at least one functioning toilet	ASC

	PSQL Indicators	Source
7	Percentage of schools with potable ¹ water	ASC
8	Percentage of schools which depend on water points for water where the water point is in working condition	ASC
9	Percentage of schools which have a functioning water point that have potable water	ASC
10	Percentage of classrooms that are in good condition	ASC
11	Percentage of schools that meet the student classroom ratio (SCR) standard of 40	ASC
12	Percentage of standard size classrooms (26'x19'6") and larger	ASC
13	Percentage of classrooms which are in good condition	ASC
14	Percentage of head teachers who received training on school management and leadership training	ASC / Training Div
15	Proportion of SMC whose members were trained (at least three members)	ASC / Training Div
16	Percentage of schools that meet the student teacher ratio (STR) standard of 46	ASC
17	Number of schools (GPS) with pre-primary classes	ASC
18	Percentage of schools which receive SLIP grants	ASC

DLI Progress Reports: Activities in nine of the twenty-nine sub-components are linked to disbursements. A DLI progress report will be compiled twice a year by the Programme Division from the reports prepared by the line divisions and other units accountable for the DLI sub-components. Other data sources include the ASC and the HIES. The DLI matrix is attached to this annex (Attachment 1).

Sub-Component Progress Reports: Each unit accountable for the twenty sub-components not linked to disbursement will prepare a progress reports based on annual milestones included in the Results and Programme Matrix (Annex 1). These reports will be compiled once a year by the Programme Division.

Safeguard Assurances: Monitoring and reporting on environmental and social safeguards will be undertaken by the line divisions specified above in table 2.1.

Inclusive Education and Gender Action Plans: Progress in inclusive education and gender equality will be monitored and reported by the Policy and Operations Division, DPE. The framework can be found in Annex 9. The suggested Gender Action Plan (GAP) monitoring framework is attached to this annex (Attachment 3).

Overview of Milestones and Data Sources: A matrix summarizing the indicators and data sources for all PEDP3 Reporting Requirements is attached to this Annex (Attachment 2). The Matrix is in two sections:

¹ Not drinkable, but available

- **Section 1** describes the outcome level. Outcome indicators under Section 1 include the 15 KPIs and 10 supplementary indicators.
- **Section 2** contains indicators at the sub-component level; these are a mix of input and output measures. For DLI sub-components, the matrix contains the indicators agreed to by the Government and DPs for variable tranche disbursement purposes. The DLI Framework is attached to this annex (Attachment 1.)

Attachment 1 - DLI Results Framework

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
1.6 DLI	Teacher Education and Professional Development	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

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
	Accountable: Director, Training Division							<p>introduction of a new Dip-Ed diploma), in-service (CPD), teacher supervision, networking and mentoring.</p> <p>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.</p> <p>Source: TED plan as approved by MOPME Secretary, reports from training division and NAPE, curriculum and training materials and administrative data.</p>
2.1.2 DLI	Pre-Primary education Accountable: Director Policy and Operations Division	<p>Indicator: Number of children enrolled in formal GPS PPE programs</p> <p>Percentage of children entering grade I with GPS PPE</p> <p>Baseline 2011 ASC</p>	Guidelines prepared and endorsed by MoPME on the role of NGOs in pre-primary education	<p>Integrated database of PPE provision by type of provider completed</p> <p>Plan for PPE expansion approved by MoPME</p>	<p>At least 15,000 PPE teachers placed and trained in areas of greatest need</p> <p>Curriculum, standards, and materials for PPE and teacher training approved by MoPME</p>	<p>At least 60% of PPE teachers in GPS are trained in using new pre-primary curriculum and materials</p> <p>PPE provision in at least 75% of GPS</p>	<p>Expansion plan implemented</p> <p>Grade I intake with GPS PPE increased by 50% over baseline</p>	<p>Definition: 1 year PPE organized programs for children age 5 through 6</p> <p>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</p>

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
								<p>catchment area.</p> <p>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.</p> <p>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.</p> <p>PPE Teachers will be recruited through a transparent process: they can be regular primary teachers or contract teachers hired by schools within the local communities.</p> <p>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.</p>

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
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 Source: LGED construction supervision reports, construction contracts, ASC survey, third party validation reports commissioned by DPE.

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
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. 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 ;

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
								<p>SMCs guidelines/Handbook specify at least membership, roles and responsibilities of SMC members (incl.fiduciary).</p> <p>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</p>
3.2.1 DLI	<p>Grade V terminal exam strengthened</p> <p>Accountable: DG NAPE and Director Administration, DPE</p>	<p>Indicator: Grade V exam with gradual introduction of terminal competencies defined by most recent curriculum</p> <p>Baseline: Current Grade V examination</p>	<p>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 into competency based-test</p> <p>New test items developed by NAPE on selected competencies and piloted with accompanying guidelines for</p>	<p>Revised 2011 Grade V terminal exam based on action plan and pilot results , implemented, including guidelines developed for markers and training of markers</p> <p>Analysis of results of 2011 Grade V terminal examination completed by DPE and NAPE and results disseminated</p>	<p>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</p> <p>Analysis of results of 2012 Grade V terminal examination completed by DPE and NAPE and results disseminated</p>	<p>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</p> <p>Analysis of results of 2013 Grade V terminal examination completed by DPE and NAPE and results disseminated</p>	<p>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</p> <p>Analysis of results of 2014 and 2015 Grade V terminal examination completed by DPE and NAPE and results disseminated</p>	<p>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.</p> <p>Coordination will be the responsibility of MoPME's ICOU for PEDP3</p> <p>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.</p> <p>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</p>

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
			pilot test administration and training of test administrators					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 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,	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) 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 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)	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. 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

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
				Ministry of Public Administration		approved by Government of Bangladesh		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 Division	Indicator: Census form, administration, and reporting accuracy and timeliness. Baseline: current form, administration and reporting standards	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 fully implemented IT function separated from EMIS function; EMIS and M&E staffed with at least 2 statisticians each	ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools Internal data validation mechanisms in place and validation of data accuracy completed as reported in an annex of the ASC report describing the background check used during data entry and the data cleaning rules, and possible other validation mechanism	ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools Third party validation of validation census data completed	ASC administration and report preparation and dissemination complete within academic year covering all types of schools Third party validation of validation census data completed showing at least 80% accuracy	Definition: The census questionnaire collects information on enrolment, repetition, teachers' qualifications, <u>SLIPs</u> , 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 beneficiaries. Source: M&E and EMIS, Annual School Census Report, Third Party Validation Report

No	Sub-Component	Indicator and Baseline	Results					Protocol
			Year 0	Year 1	Year 2	Year 3	Years 4-5	
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 <u>15%</u> 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 <u>15%</u> 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 <u>15%</u> 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 than <u>1.03%</u> 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 <u>1.03 %</u> of GDP and consistent with MTBF. In May expenditure statement until 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. <u>Source:</u> 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.

Attachment 2 - PEDP 3 Monitoring and Evaluation Matrix

B. OUTCOME Level

SL	Sub-components and results areas		Indicator	Source	Baseline (2011)	Target (2016)	2011	2012	2013	2014	2015	Remarks
A	IMPACT		Quality education for all our children									
B	OUTCOME		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									
B1	Learning outcomes: All children acquire grade-wise and subject-wise expected learning outcomes, or competencies, in the classroom	1 KPI	1. Level of achievement in Grade III: mean score (boys and girls) a. Bangla b. Mathematics	NSA report	(NSA 2008) 67 59	Target to be based on 2011 NSA	X		X		X	(Baseline available in 2011. Target will be set after baseline is available)
		2 KPI	2. Level of achievement in Grade V: mean score (boys and girls) a. Bangla b. Mathematics	NSA report	(NSA 2008) 69 63	Target to be based on 2011 NSA	X		X		X	(Baseline available in 2011. Target will be set after baseline is available)
		3 KPI	Grade V terminal examination pass rate as percentage of present students(boys and girls)	Terminal exam report	91.2% (2010 exam) 92.8% (boys) 92.0% (girls)							(when exam is fully competency based, a target will be set, until then not a KPI, and will be a monitoring indicator)
		4	Grade V terminal examination participation rate	Terminal exam report	87.7% (2010 exam)		X	X	X	X	X	Non KPI Monitoring Indicator. Can be used to enrich the analysis of B1.3.

SL	Sub-components and results areas		Indicator	Source	Baseline (2011)	Target (2016)	2011	2012	2013	2014	2015	Remarks
B2	Participation of all children participate in pre- and primary education in all types of schools (formal, non-formal, madrasah)	1 KPI	Number of children out of school (boys and girls)	HIES/EHS	HIES/EHS	Target to be based on 2011 HIES			X		X	Can be used to calculate the primary school completion rate (net and gross)
		KPI	6-10 years old 11-14 years old		(2010) (2010)	Target to be based on 2011 HIES						(Baseline available when HIES published. Target set after baseline is available)
		2 KPI	Gross enrolment rate, primary education (boys and girls)	ASC	107.8% (2010) 103.4% (B - 2010) 112.6% (G - 2010)	105% 100% (B) 110% (G)	X	X	X	X	X	(Indicative target, the main enrolment target is NER). (Data from MICS and HIES/EHS will be used to triangulate with ASC data in order to improve quality of analysis and reporting. MICS and HIES/EHS will cover all schools)
		5 KPI	Net enrolment rate, primary education (boys and girls)	ASC	95.6% (2010) 92% (B - 2010) 99. % (G - 2010)	98% 96% (B) 99% (G)	X	X	X	X	X	(Data from MICS and HIES/EHS will be used to triangulate with ASC data in order to improve quality of analysis and reporting. MICS and HIES/EHS will cover all schools)
		6	Repetition rate by grade	ASC	I:11.4% (2010) II: 12.1% (2010) III:14.1% (2010) IV: 16.5% (2010) V:7.1% (2010)		X	X	X	X	X	Non KPI Monitoring Indicator. Can be used to enrich the analysis of B2.2
		7	Percentage of Grade I new intakes who completed pre-primary education (boys and girls)	ASC	48.0% (2010)		X	X	X	X	X	Non KPI Monitoring Indicator. Can be used to enrich the analysis of B2.5.

SL	Sub-components and results areas		Indicator	Source	Baseline (2011)	Target (2016)	2011	2012	2013	2014	2015	Remarks
		8	Number of children from non-formal education institutions taking Grade V examination	Terminal exam report	209,929 (2010)		X	X	X	X	X	Non KPI Monitoring Indicator. Can be used to enrich the analysis of B1.4
		9	Student attendance rate (boys and girls)	ASC	83.4% (2010)		X	X	X	X	X	Non KPI Monitoring Indicator. Can be used to enrich the analysis of B2.6
B3	Regional and other disparities in participation, completion and learning outcomes	1 KPI	[Participation] Gender parity index of gross enrolment rate	ASC	1.09 (2010)	1.03	X	X	X	X	X	Enrolment of boys is much lower than girls, this is expected to improve
		2 KPI	[Participation] Net enrolment rate – Range between top 20% and bottom 20% of households by consumption quintile	HIES/EHS	Bottom 20: 58% Top 20: 80% (2005)	70% 90%	X		X		X	Indicative target adjusted after HIES 2010 results are published.
		3 KPI	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	ASC	1.26 (2010) 0.72 (2010)	1.56% 0.55	X	X	X	X	X	Indicators, baseline and target available in July 2011
		4	[Completion] Completion rate – Range between top 10% and bottom 10% of upazilas	ASC	Bottom 10: 46% Top 10: 75% (2009)		X	X	X	X	X	Non KPI Monitoring Indicator. Definition is same as UNESCO definition of survival
		5	[Learning outcomes] Grade V terminal examination participation rate – Range between top 10% and bottom 10% of upazilas	ASC	Bottom 10: 84.2% Top 10: 96.2% (2010)		X	X	X	X	X	Non KPI Monitoring Indicator. Can be used to enrich the analysis of B1.3
B4	Upazila and school level management	1	Number and types of functions delegated to	Administratio	District:	Significant increase	X	X	X	X	X	Baseline and target available in July 2011 (Indicator maybe re-phrased to

SL	Sub-components and results areas		Indicator	Source	Baseline (2011)	Target (2016)	2011	2012	2013	2014	2015	Remarks
	decentralized	KPI	districts, upazilas and schools	n Division Policy & Operations Division	Upazila: School:	<i>expected</i>						clarify typology of functional decentralisation)
		2 KPI	Expenditure of block grants (conditional and unconditional) for upazilas and schools	DPE	Upazila: 0 School: BDT 20,000 per school	<i>Significant increase expected</i>	X	X	X	X	X	
B5	Increased effectiveness of budget allocation	1 KPI	Completion rate, primary education (boys and girls)	ASC	60.2% (2010)	75%	X	X	X	X	X	(Data from MICS and HIES/EHS will be used to triangulate with ASC data in order to improve quality of analysis and reporting. MICS and HIES/EHS will cover all schools)
		2 KPI	Dropout rate by grade	ASC	I: 8.5% (2010) II: 3.0% (2010) III: 7.7% (2010) IV: 12.2% (2010) V: 9.5% (2010)	5.5% 4% 5.5% 6% 2%	X	X	X	X	X	
		3 KPI	Number of input years per graduate	ASC	8.0 (2010)	7	X	X	X	X	X	
		4 KPI	Percentage of schools that meet composite school-level quality indicators	ASC	17% (2010)	70%	X	X	X	X	X	Define as meeting three of four PSQL Indicators of the composite index
		5	Transition rate from Grade 5 to Grade 6	ASC and BANBEIS	97.5% (2008)		X	X	X	X	X	Non KPI Monitoring Indicator. Data provided by BANBEIS as available. Although no target is set, transition will

SL	Sub-components and results areas		Indicator	Source	Baseline (2011)	Target (2016)	2011	2012	2013	2014	2015	Remarks
												be tracked.
		6	Public education expenditure as percentage of GDP	DPE	28.0% (2010)			X	X	X	X	Non KPI Monitoring Indicator. Can be used to support the analysis of sector finance DLI. No target is set, as the issue is effectiveness of expenditure rather than quantity. GDP for primary education was 1.034 in 2009
			Public expenditure on primary education as % of total public expenditure on education	DPE	45% (2010)			X	X	X	X	Non KPI Monitoring Indicator. Can be used to enrich the analysis of KPI 14. No target is set as the issues are sufficient funding for PEDP3, absorptive capacity of the sector and effectiveness of expenditure rather than quantity.

C. Component Level

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
COMPONENT 1												
RESULTS AREA 1.1												
LEARNING OUTCOMES												
1.1.	Shikhbe Protiti Shishu [Each Child Learns]	1	Number of clusters/upazilas which participate in SPS intervention	Programme Division	0	...	X	X	X	X	X	
	• Teachers held accountable for each child's learning	2	Percentage of schools participating in SPS intervention where specific effective classroom learning practices are observed	Special survey (Learning in SPS schools)	...	...						To be refined
	• Effective classroom learning practices identified	3	Percentage of students from SPS participating schools who achieve mastery of learning outcomes:	Special survey (Learning in SPS schools)								
	• All children in Grades I-III in participating		a. Bangla, Grade III, and		...	...	X		X		X	

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
	schools acquire planned levels of competencies especially in Bangla and mathematics		b. Mathematics, Grade III		...	...				
		4	Percentage of students from SPS participating schools who achieve mastery of subject competencies :	Special survey (Learning in SPS schools)								
			a. Bangla, Grade III b. Mathematics, Grade III		...	...	X		X		X	
		5	Percentage of students who achieve mastery of learning outcomes : a. Bangla, Grade III b. Mathematics, Grade III	NSA report	...	...	X		X		X	
		6	Percentage of students who achieve mastery of subject : a. Bangla, Grade III b. Mathematics, Grade III	NSA report	...	...	X		X		X	
1.2	School and classroom-based assessment • Modified tools	1	Number of teachers whose head teachers who received school-based assessment training	Training Division	0	...	X	X	X	X	X	
1.3	Curriculum and textbooks strengthened • Curriculum and TLM are competency based and supportive of each child learning in the classroom	1	Number of grades where curriculum revision has been approved	NCTB	0	5	X	X	X	X	X	
		2	Number of grades where new textbooks have been developed based on revised curriculum	NCTB	0	5	X	X	X	X	X	
		3	Number of grades where new teacher guides have been introduced based on revised curriculum	NCTB	0	5	X	X	X	X	X	
		4	Quality of curriculum in terms of identified principles (coherence, relevance, breadth, gender sensitivity etc)	Expert report (Curriculum quality)	...	...		X			X	International institution
1.4	Production and distribution of	1	Textbooks for each subject produced and distributed to all eligible schools within a month of opening day	DPE's monitoring records and third party validation	33% (2010)	...		X	X	X	X	DLI

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
DLI	textbooks and TLM			reports								PSQL 1
	<ul style="list-style-type: none"> Timely production and distribution of appropriate textbooks 	2	Percentage of schools which received full set of (revised) teacher guides for all teachers	ASC	100%	100%	X	X	X	X	X	
1.5	ICT in education	1	Number of model GPS where a multimedia classroom has been set up	Administration Division	0	100%	X	X	X	X	X	Add to ASC
	<ul style="list-style-type: none"> Using electronic and new media as supplementary teaching materials 	2	Number of GPS which have received laptops	ASC	0	...	X	X	X	X	X	Add to ASC
		3	Number of GPS with a least one functional computer	ASC	...	100%	X	X	X	X	X	Add to ASC
1.6	Teacher education and professional development	1	Number of new teachers each year receiving dip-in-ed.	training division	0	11,000	X	X	X	X	X	DLI
DLI	<ul style="list-style-type: none"> PTI strengthened Teacher and head teacher competencies dip-in-ed provided 	2	Percentage of (assistant and head) teachers with professional qualification (c-in-ed/dip-in-ed, b.ed., m.ed.)	ASC	83% (2010)	...	X	X	X	X	X	PSQL - 2
		3	Percentage of (assistant and head) teachers who receive continuous professional development training:	ASC	85% (Subject Training 88% (Sub-cluster Training)	...	X	X	X	X	X	PSQL - 3
		4	PTI Strengthened in terms of staffing	Admin division								DLI
		5	Teacher and head teacher competencies defined	Training Division								DLI
COMPONENT 2 PARTICIPATION AND DISPARITIES												
RESULTS AREA 2.1 All children participate in pre- and primary education in all types of schools (formal, non-formal, madrasah)												
PARTICIPATION												
2.1.1	Second chance and alternative education	1	Number of children ages 6-14 enrolled in NFE learning centers	BNFE survey	3.2 million	...	X	X	X	X	X	No target proposed as purpose is equivalence with formal education
	<ul style="list-style-type: none"> NFE services aligned 											

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
	with formal schools											rather than increased enrolment in NFE
		2	Pass rate from NFE schools in Grade 5 terminal exam	Terminal exam report	BRAC: 99.2% Shishu Kallyan: 76.7% Ananda: 48.7%	...	X	X	X	X	X	NFE quality indicator
2.1.2	Pre-primary education	1	Number of children enrolled in Formal PPE schools	ASC	1,730,169 (2010 GPS/RNGPS)	...	X	X	X	X	X	
DLI		2	Number of children enrolled in non-formal PPE schools	BNFE survey	2.2 million in ECCD programmes	...						
		3	Gross enrolment rate, pre-primary education	mics	22.9% (2009)	...		X			X	
		4	Number of PPE teachers recruited	policy division	...	...	X	X	X	X	X	
		5	Number of PPE teachers trained in new curriculum	training division	...	...	X	X	X	X	X	
		6	Number of GPS with pre-primary classes		43% (2010)							PSQL 17
		7	Number of children enrolled in formal GPS PPE programs		1,226,104							DLI
		8	Percentage of children entering grade I with GPS PPE (Grade 1 new entrants)		48.0%							DLI
2.1.3	Mainstreaming inclusive education	1	Number of disadvantaged children enrolled	ASC	83,046 (2010)		X	X	X	X	X	
	• All children participate in school equally	2	Number of enrolled children with disabilities	ASC	85,026 (2010) (36,877 girls)	...	X	X	X	X	X	PSQL 4

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
		3	Number of assistance teachers trained in inclusive education	Policy Division	0	...	X	X	X	X	X	
		4	Number of schools receive gender tool kit and training	Policy Division	0	...	X	X	X	X	X	
		5	Number of disabled children receive assistive device	Policy Division	0	...	X	X	X	X	X	
2.1,4	Education in emergencies • Schooling continued after disasters	1	Number of schools from flood / cyclone prone areas whose stakeholders received training on education in emergencies	Planning Division	...	...				
		2	Number of schools closed due to an emergency that have been accommodated in temporary schools	Planning Division	...	...						Only applies in emergency
2.1.5	Communications and social mobilization	1	Coverage of education events by media type	Communication Cell	...	...	X	X	X	X	X	
RESULTS AREA 2.2 DISPARITIES Regional and other disparities in facilities, participation, completion and learning outcomes												
2.2.1	Targeted stipend • Children from marginalised families receive stipends and remain in school	1	Number of children benefitting from targeted stipend each quarter	Stipend project report	46% (2010 all school types)	...	X	X	X	X	X	
		2	Percentage of children who receive targeted stipend by consumption quintile	Household Income and Expenditure Survey	...	...	X				X	
2.2.2	School health and school feeding • School feeding • First aid kits • Health check-ups	1	Percentage of schools which provide school feeding	ASC and Planning Division	14% (2010 all school types)	...	X	X	X	X	X	Added to ASC
		2	Percentage of children who receive school feeding	ASC and Planning Division	16% (2010 all school types)	...	X	X	X	X	X	Added to ASC
		3	Percentage of schools with first aid kits	ASC	8% (2010 all school types)	...	X	X	X	X	X	Added to ASC
		4	Student attendance rate	ASC	83%	...	X	X	X	X	X	
2.2.3	Needs based school environment	1	Percentage of schools with separate functioning toilets for girls	ASC	31% (2010 GPS/RNGPS)	95%	X	X	X	X	X	PSQL 5

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
	• Sufficient toilets for girls, clean water supply, age appropriate furniture etc	2	Percentage of schools with at least one functioning toilet	ASC	96% (2010 GPS/RNGPS)	00%	X	X	X	X	X	PSQL 5
		3	Percentage of schools with potable water	ASC	71% (2010 GPS/RNGPS)		X	X	X	X	X	PSQL 7
		4	Percentage of schools which depend on water points for water where the water point is in working condition	ASC	86% (2010 GPS/RNGPS)	100%	X	X	X	X	X	PSQL 8
		5	Percentage of schools which have a functioning water point that have arsenic-free water	ASC	59% (2010 GPS/RNGPS)	90%	X	X	X	X	X	PSQL 9
2.2.4 DLI	Needs based infrastructure development	1	Percentage of classrooms reconstructed or constructed according to criteria and standards of PEDP3	Planning Division	0		X	X	X	X	X	
	• student classroom ratio	2	Number of new classrooms constructed	Planning Division	0	34,070	X	X	X	X	X	PEDP 2: 41,000 classrooms in 20,500 GPS
		3	Number of schools repaired (needs based)	Planning Division	0	...	X	X	X	X	X	(PEDP 2: 6,929 GPS)
		4	Percentage of classrooms that are in good condition		71% (2010 GPS/RNGPS)							PSQL 10
		5	Student classroom ratio (SCR)	ASC	62.4 (2010 GPS & RNGPS)	...	X	X	X	X	X	PSQL 11
		6	Percentage of schools where scr is above the target	ASC	21% (2010 GPS/RNGPS)	...	X	X	X	X	X	PSQL
		7	percentage of standard size classrooms (26'x19'6") and larger	ASC	10% (2010 GPS/RNGPS)	...	X	X	X	X	X	PSQL 12
		8	percentage of classrooms which are pacca	ASC	74% (2010 GPS/RNGPS)	...	X	X	X	X	X	PSQL 13

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
COMPONENT 3 DECENTRALIZATION AND EFFECTIVENESS												
RESULTS AREA 3.1 Upazila and school level planning functions decentralized												
PARTICIPATION												
3.1.1	Field level offices strengthened • vacancies filled	1	Number of DPEO and UEO professional staff recruited	administration division			X	X	X	X	X	
		2	Number of DPEO and UEO support staff recruited	administration division			X	X	X	X	X	
		3	Number of PTI and URC professional staff recruited	administration division			X	X	X	X	X	
		4	Number of PEI and URC support staff recruited	administration division			X	X	X	X	X	
3.1.2 DLI	Decentralized school management and governance • schools, upazilas and districts managing slips, upeps, and dpeps	1	Percentage of schools which have prepared SLIP	SLIP cell	64% (2010 GPS/RNGPS)	...	X	X	X	X	X	
		2	Percentage of schools having received slip grants	special survey (expenditure tracking)	0%	100%	X	X	X	X	X	PSQL - 18
		3	Percentage of upazilas which have prepared UPEP	SLIP cell			X	X	X	X	X	
		4	Percentage of upazilas having received UPEP funds validated by expenditure tracking surveys	special survey (expenditure tracking)	0%	50%						
		5	Percentage of districts which have prepared DPEP	SLIP cell	...	...				
3.1.3	School level leadership development	1	Percentage of head teachers who received training on school management and leadership	ASC and Training Division	84% (2010 GPS/RNGPS)	...	X	X	X	X	X	PSQL 14
		2	Proportion of SMCs whose members were trained (at least three members)	ASC and Training Division	27% (2010 GPS/RNGPS)	...	X	X	X	X	X	PSQL 15

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
RESULTS AREA 3.2 Increased effectiveness of programme and budget allocation EFFECTIVENESS												
3.2.1 DLI	Grade V terminal exam	1	Percentage of mathematics test items competency based	NAPE	0%	...			X	X	X	
3.2.2 DLI	Teacher recruitment, promotion and deployment • fair and transparent recruitment and verified needs based deployment	1	Percentage of teacher vacancies filled in	Administration Division	...	...	X	X	X	X	X	
		2	Percentage of head teacher vacancies filled in	Administration Division	...	...	X	X	X	X	X	
		3	Student teacher ratio (Standard 46:1)	ASC	47.% (2010) 46.1 (GPS) 49.5 (RNGPS)	...						PSQL -16
		4	Percentage of schools where str is above the target	ASC	65% (2010)	...	X	X	X	X	X	
		5	Student teacher ratio (str), pre-primary education	ASC	...	...		X			X	add to ASC
3.2.3 DLI	Annual school census • census administration, accuracy and timeliness	1	Accuracy of school census in selected indicators	special survey (school census validation)	...	...			X	X	X	
		2	Publication of school census report by December	Information Management Division M&E division	...	...	X	X	X	X	X	
		3	Percentage of schools covered by ASC	ASC	77% (201)	...	X	X	X	X	X	
3.2.4	National Student Assessment (NSA) • Periodic National Student Assessment of Grade III and Grade V	1	Development of National Assessment Cell (NAC) into a semi-autonomous assessment centre	DPE	not yet commence	...						
		2	Number of NAC core staff with professional competencies in assessment	Expert report	...	...						International institution

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
	conducted			(NAC competencies)								
		3	NSA conducted every 2 years	DPE	...	...	X		X		X	
COMPONENT 4 PLANNING AND MANAGEMENT												
RESULTS AREA 4.1 Effective programme planning and management												
PLANNING AND MANAGEMENT												
4.1	PEDP3 management and governance	1	Percentage of Annual Operational Plan implemented	ASPR	...	...	X	X	X	X	X	
		2	Percentage of funds linked to DLI disbursed	ASPR	...	...	X	X	X	X	X	
4.2	PEDP 3vfinancial management	1	Number of irregularities reported in the annual audit	Finance Division	...	...	X	X	X	X	X	
		2	Percentage of irregularities in the annual audit resolved	Finance Division	...	...	X	X	X	X	X	
4.3	Sector finance	1	Public expenditure on education as percentage of GDP	ministry of finance	2.3%	...	X	X	X	X	X	
DLI		2	Primary education expenditure on as percentage of total public expenditure on education	Ministry O\of Finance	45.4%	...	X	X	X	X	X	
4.4	Strengthen monitoring functions	1	Percentage of approved positions at appropriate levels filled	Administration Division	...	...	X	X	X	X	X	
		2	Number of staff at central and field level trained according to appropriate plans in analysis, reporting and planning following RBM approach	M&E & Training Division	...	...		X	X	X	X	
		3	Annual consolidated report on findings from school inspection linking findings to other monitoring functions	M&E Division	...	...		X	X	X	X	
4.5	Human resource development	1	Number of annual requests for training by line divisions	Training Division	...	...	X	X	X	X	X	
		2	Quality of training programs	Expert report (Training)	...	...					X	

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
4.6	Public Private Partnerships	1	Number of partnership agreements / MoUs issued	Administration Division	...	...	X	X	X	X	X	
		2	Number of NGO partners in service provision	Administration Division	...	...	X	X	X	X	X	

Attachment 3: Suggested Gender Action Plan Monitoring Framework

SL	Sub-Component		Indicator	Source	Baseline	Target	2011	2012	2013	2014	2015	Remarks
Gender												
1	B2		Numbers enrolled, by sex	ASC	To be set in 2011	To be set in 2011						Annual
2	B2		Numbers attendance, by sex	Survey	To be set in 2011	To be set in 2011						Periodic
3	B2		Numbers repeaters by sex	ASC	To be set in 2011	To be set in 2011						Annual
4	B2		Numbers dropouts by sex	ASC	To be set in 2011	To be set in 2011						Annual
5	B2		Numbers enrolled survivors by sex	ASC	To be set in 2011	To be set in 2011						Annual
6	3.1.3		Managers of the education system aware of, differing needs and issues for boys and for girls.	qualitative study								One off study
7	3.1.3		Managers of the education system responsive to, differing needs and issues for boys and for girls.	qualitative study								One off study
8	B1		School and Classroom Assessment scores by sex	Survey	To be set in 2012	To be set in 2012						One off study
9	B1		Exam scores by sex	EMIS	To be set in 2012	To be set in 2012						Annual
10	1.6		Teachers aware of, differing needs and issues for boys and for girls.	Special Study								One off study
11	1.1		Teachers responsive to, differing needs and issues for boys and for girls.	Special								One off study

SECTION 3: DETAILED COMPONENT DESCRIPTION

Component 1 Learning Outcomes

Recognizing the inter-relationship between curriculum, textbooks and materials, teacher training and assessment, PEDP3 will use several mechanisms for collaboration and quality assurance: 1) MoPME's Programme Surveillance Unit (PSU) will facilitate collaboration between DPE, NCTB, NAPE and BNFE. The functions of this unit are described in Chapter V Implementation Arrangements, 2) MOUs between DPE and NCTB will specify time bound milestones for the competency framework and the curriculum, 3) the Programme Division will have a Learning Outcomes Team to oversee the sequence of annual milestones for inter-linked areas and provide feedback regarding the learning competencies, and 4) the Programme Division may also commission research and impact studies to provide information on progress and lessons learned from each inter-linked intervention.

Sub-Component 1.1 Shikhbe Protiti Shishu [Each Child Learns]

This sub-component is the flagship initiative of PEDP3 and has been given the name *Shikhbe Protiti Shishu* (Each Child Learns). It responds to the urgent requirement for actions that will produce early, positive, and verifiable learning for each child in the classroom. The challenge is to produce significantly better classroom performance by children in contexts characterised by:

- Large numbers of children in many classes – sometimes with high levels of absenteeism
- Teachers with limited training and low morale, often bringing old-fashioned pedagogy and a traditional mindset as to classroom conventions
- Limited capacities for guidance and supervision for teachers
- Limited opportunities for HRD, and limited resources in general
- A rigid curriculum and syllabus

The immediate objective of Shikhbe Protiti Shishu is to establish how best, under current conditions and with the presently available level of resources, to make teachers responsible for each child's learning and, by supporting this, to achieve significant improvements in overall classroom and school performance. Performance improvement means children's acquisition of key competencies, with an initial focus on Bangla and Mathematics in Grades I to III.

There are four overlapping stages: (i) proof of concept where SPS models are developed and demonstrate improved learning outcomes and attendance, (ii) alpha testing where SPS model are used in experimental schools attached to PTIs, (iii) beta testing in a variety of schools not directly linked to DPE, (iv) mainstreaming SPS to all primary schools and grades.

In phase one, the main principle is to build a classroom around what children are like and how they learn. To operationalize this principle, teachers apply fresh and effective pedagogies, with each child being actively engaged every minute and 'learning by doing'. Some of the approaches of active learning may be applied, such as group work, allowing children to talk with one another, teachers mingling among the children, and classroom walls displaying attractive curriculum-linked materials. These possibilities are explored in model building, training activities, and at teachers meetings.

The method begins with Bangla and Mathematics in Grades I through III, the curriculum is broken up into clearly defined competencies and learning outcomes. Teaching is geared to enabling each child to demonstrate that a particular competency has been acquired before s/he moves on to the next. The progress of each child against the sets of competencies is recorded by teachers and also displayed on classroom walls (with some sensitivity for those individual children who progress only slowly). Head Teachers and AUEOs will readily be able to verify the accuracy of those records by asking particular children to demonstrate their acquisition of particular skills.

Teachers will need to carry out continuous formative assessments, designed to capture what the learner knows, understands and is able to do, eliminating the practice of rote learning and teaching to the terminal exam. Planning tools such as “schemes of work” and “time management” is required. These approaches will also form part of model building and training.

Throughout phases one and two, support by NGO partners in such areas as training and materials development is invited and welcomed.

In phase two, central level ‘advocates’ will work with the officials and teachers in the initial schools and in the alpha test schools to strengthen the model. Experimental schools attached to PTIs will gradually introduce SPS into classrooms. PEDP3 TA based near PTIs will also support phase two SPS. Once SPS is operating in the experimental schools, teacher trainers and trainees can observe, practice in and be inspired by the approach.

In phase three, the central level implementation team will continue to serve as focal persons as the programme expands nationwide beta testing phase. Staff and resources will be added to SPS management, monitoring, evaluation and reporting as required. SPS will be tested in a range of schools and variations may be developed to suit schools at different stages of performance. In other words schools moving from poor to fair performance may use a different variation of SPS than schools moving from fair to good or good to excellent performance.

In phase four, the SPS models will be mainstreamed to all schools and grades. The central level team will continue to serve as focal persons. Responsibility for coordinating and disseminating lessons learned and good practices is with the central level team.

In all phases lessons learned from *Shikhbe Protiti Shishu* are shared immediately. The simple and low cost ones with all schools, the deeper ones with central level institutions accountable for input design (NCTB, PTIs, Dip in Ed providers, NAPE, policy formulation committees and suchlike). Just as the teachers is held accountable for utilising inputs, so also will the support institutions be accountable for providing quality inputs on timely bases.

***Shikhbe Protiti Shishu* will demonstrate individual differences:** Children learn at their own pace. Although two pupils may have acquired the third competency a third is may have already the ninth: something for teachers to handle sensitively. But, accepting accountability for each child’s learning and driven by the desire to demonstrate success, teachers will apply fresh methods. These methods will make learning more enjoyable and effective for each

child. Outcomes will build increasing confidence and a growing sense of fulfilment. Each child learns.

Parallel developments: As *Shikhbe Protiti Shishu* is being phased in, other significant and relevant developments are occurring. It is necessary that *Shikhbe Protiti Shishu* should dovetail with and contribute significantly to the development of the revised curriculum, the Dip-in-Ed programme, and all continuous professional development.

For example, the Head Teacher and the AUEO should be able to check, not only that a teacher has attended as required and has taught certain lessons, but also the extent to which each child has learned that which has been taught. This involves creating opportunities inside the classroom for addressing individual learner needs. The teacher is required (and assisted) to plan lessons based on the continuous assessment of each individual learner.

As *Shikhbe Protiti Shishu* unfolds, some additional resources may be deployed, such as:

- Special teachers guides and manuals aimed at making that which is taught relevant and meaningful in the child's context
- Reading books and appealing learning materials
- Ways of making the classrooms a physically attractive basis for effective learning
- Some limited duration practical training for head teachers, teachers and Assistant Upazilla Education Officers (AUEO)

Sub-component 1.1 Indicative Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Pilot team mobilized and trained. Baseline study in pilot areas conducted Detailed action plan for SPS developed in collaboration with stakeholders and endorsed by DPE.	Curriculum in Bangla and Mathematics in Grades I through III broken up into clearly defined competencies and learning outcomes Lessons learned for more general application in other schools identified	Continued implementation, school and teacher support, and M&E in initial sub-cluster Lessons learned for more general application in other schools identified Piloting in additional sub-clusters and clusters	Continued implementation, support and M&E in pilot sub-clusters and clusters Lessons learned for more general application in other schools identified Piloting in additional sub-clusters and clusters	Ongoing/ expanded piloting covering Upazilla in all Divisions Mainstreaming as justified by results Planned extension to other subject areas and to higher primary Grades

Year 0	Year 1	Year 2	Year 3	Years 4-5
	<p>Piloting in one sub-cluster planned and implemented, including: training for field officers, HTs & teachers; development and provision of additional materials and assessment tools; provision of school and teacher support.</p> <p>M&E tools and procedures developed; M&E commenced</p> <p>formative research study initiated</p>	<p>Extensive development and provision of additional materials and assessment tools</p> <p>key messages communicated to schools and central level institutions e.g. Dip-in-Ed and new Curriculum</p> <p>formative research study continued</p>	<p>Continuing two-way linkages with central level institutions and articulation with new curriculum</p> <p>Revision of project competencies as new curriculum emerges</p> <p>formative research study continued</p>	<p>Continuing two-way linkages with central level institutions and articulation with new curriculum</p> <p>formative research study continued</p>

The Programme Division will be accountable for *Shikhbe Protiti Shishu*.

Sub-Component 1.2 School and Classroom Based Assessment

School and classroom based formative assessments are a crucial part of providing students and teachers with feedback on learning outcomes and crucial to *Shikhbe Protiti Shishu*. The many tools and materials already prepared by NGOs and others will be reviewed, and some selected for piloting in a sample of GPS and RNGPS. The Programme Division's Learning Outcomes Team will be responsible for developing a detailed action plan in consultation with central and local stakeholders; the action plan will be endorsed by MoPME. As needed, consultants and TA will be retained to develop and implement aspects of the action plan.

During Year 1, draft school based assessment tools and methods will be piloted in at least 5 Upazilas. As particular items and approaches are shown to be effective, these will be mainstreamed by inclusion in the Dip-in-Ed, Continuous Professional Development activities, Teachers' Guides, and local training through teacher professional networks. This will enable all schools to conduct their own assessments and each teacher to base her teaching on what each child has learned and where there are gaps that must be filled. During Year 2, schools in at least 15% of Upazilas will be introduced to school and classroom based assessment and monthly coordination meetings for head teachers will be held. By the end of PEDP3 about 60% of Upazilas will be implementing formative school and classroom based assessments.

Sub-component 1.2 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Detailed action plan for school based assessment developed by Training Division in consultation with central (NCTB, NAPE and local (teachers, head teachers, AUEOs) stakeholders and endorsed by MoPME	Draft school based assessment tools and methods developed in collaboration with central and local stakeholders. School based assessment tools and methods piloted in at least 5 Upazila and finalized	Introduction of school based assessment tools and methods in at least 15% of Upazilas School based assessment coordination meetings for head teachers organized in at least 15% of Upazilas	Introduction of school based assessment tools and methods in an additional 15% of Upazilas School based assessment coordination meetings for head teachers organized in at least 30% of Upazilas	School based assessment tools and methods in at least 60% of Upazilas School based assessment coordination meetings for head teachers organized in at least 60% of Upazilas Action plans for introducing and maintaining school based assessment in remaining upazilas formulated

The Training Division will be accountable for school and classroom based assessment.

Sub-Component 1.3 Curriculum and Textbooks Strengthened

Revision of the student learning competencies is the critical foundation for all student learning related activities in PEDP3 to ensure that learning competencies are relevant and incrementally build on appropriate skills each year. For children, the competencies will guide the curriculum, textbooks, supplementary reading materials, school based assessment, and the Grade V terminal examination. For teachers and head teachers, the learning competencies will shape teacher competencies, teacher education, and performance standards.

Under the oversight of MoPME's PSU and working closely with the Programme Division's Learning Outcomes Team at DPE, the National Curriculum and Textbook Development Centre will re-vitalise the primary school curriculum and dovetail with Shikhbe Protiti Shishu to reflect the general skills outlined in the 2009 National Education Policy (NFE) as well as subject-specific academic skills.

The NEP aspires to students learning how to: plan and organize, think flexibly, communicate well, work in teams, think creatively, innovate, solve problems and engage with new disciplines. Progress to date includes endorsement of the *Concept Paper: Revision and Renewal of Primary Curriculum 2010* and a *Summary of the Proposed Framework of Primary Curriculum*. NCTB's Primary Curriculum Wing has developed a time-bound action plan with three streams: curriculum and textbook development, training for NCTB staff, and physical facilities needed at NCTB.

The notion that basic and advanced skills are best learned together is one of the major findings of a recent report on mathematics education, funded and released by the U.S.

Department of Education. This report also concluded that there is no set age or developmental stage when children are ready to gain complex thinking skills. This is in sharp contrast to the previously held notion that very young children are concrete and simplistic thinkers who cannot think abstractly or gain deep understanding of concepts. Thus, the idea that children must be taught facts and simple procedures before they get to problem-solving or critical thinking no longer makes sense. In fact, the research reveals that integrating advanced thinking and analytical skills into teaching and learning makes it easier for students to acquire even the most basic skills and core knowledge.

Sub-component 1.3 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
<p>Concept Paper developed and endorsed by MoPME</p> <p>Framework for primary curriculum revision prepared</p> <p>Mechanism for coordination between DPE, BNFE and NCTB established for purposes of timeliness and quality control</p>	<p>General format and subject curriculum finalized including terminal competencies and learning outcomes</p> <p>Appropriate textbook and TG (Grade I & II) drafted and ready for piloting</p>	<p>Rational evaluation of pilot of appropriate textbooks and TG Grade I & II</p> <p>Appropriate textbook and TG (Grade III & IV) drafted and ready for piloting</p>	<p>Tryout and rationale evaluation of pilot of textbooks and TG Grade III and IV</p> <p>Introduction of Appropriate textbook and TG Grade I & II)</p> <p>Development of appropriate textbooks and TG for Grade V;</p> <p>Training Manual for curriculum disseminated</p>	<p>Introduction of Appropriate textbooks and TG Grade III, and IV)</p> <p>Curriculum dissemination training for all teachers</p> <p>Rational evaluation of pilot of textbook and TG of Grade V</p> <p>Introduction of Grade textbook and TG for Grade V</p>

NCTB will be accountable for the strengthening the curriculum and textbooks.

Sub-Component 1.4 Production and Distribution of Textbooks

Textbooks are currently provided to students in about 75,000 schools free of charge and, under PEDP II, production and distribution improved significantly. This will be maintained and improved upon during PEDP3. Grades I and II now receive 3 books in four colours while children in Grades III, IV and V receive 6 books in black-and-white. Each school receives a set of 58 Teachers' Guides and 22 books to use as additional teaching and learning materials. Supplementary reading materials are also provided for Grades I through V. Schools may also acquire additional reading materials through other sources such as SLIPS, UPEPs, CPD, public-private partnerships or Dip-in-Ed programmes. These arrangements will be maintained and wherever possible enhanced. Textbooks based on the revised curriculum should become available for mass distribution starting in Year 3. Children in NFE programmes that use the National Curriculum may also be eligible to receive textbooks under PEDP3.

The NCTB is accountable for textbook printing and distribution to Upazila offices. From there, the head teachers are responsible for collecting books and distributing them to children.

The following table illustrates the production volume each year (in crore books) under PEDP3 based on current school enrolment and projections. Schools may also acquire additional reading materials through other sources such as SLIPS, UPEPs, CPD, public-private partnerships or Dip-in-Ed programmes.

Table 3.1: Approximate Annual Production Volume of Textbooks and TLMs

	Grade I	Grade II	Grade III	Grade IV	Grade V
Textbooks (in crore)	1.67	1.52	2.65	2.55	2.06
Teachers' Guides (in lac)	8.7	8.7	8.7	8.7	8.7
TLMs (in lac)	3.3	3.3	3.3	3.3	3.3
Supplementary Reading Material (in lac)	3.7	3.7	3.7	3.7	3.7

Sub-component 1.4 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
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

The General Administration Division is accountable for overseeing the distribution of textbooks; NCTB is accountable for managing the production of textbooks

Sub-Component 1.5 ICT in Education

Moving all of Bangladesh rapidly into the digital age is a government-wide goal. Realistic and imaginative action plans will be formulated to provide a multi-media classroom in one model school in each Upazilla and to provide every primary school with access to new technology for learning. Providing hardware is just the beginning; the ICT effort will acquiring and create content for digital learning. The feasibility of digital textbooks will be assessed. Where connectivity is possible, teachers will be able to use web-based resource to develop lessons. In some schools, students will be encouraged to learn on their own and use new media to communicate their ideas. Teachers will be trained to use ICT as part of Ongoing Professional development programmes while teacher networks will allow good practices to spread rapidly at the local level.

Sub-component 1.5 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Action plan to create 1 multi-media classroom in every model school formulated	100 model school multi-media classrooms operating	100 model school multi-media classrooms operating	100 model school multi-media classrooms operating	All 502 model schools have operating multi-media classrooms
Plan to create digital learning material finalized	digital learning materials tested	Plan to expand ICT in education to other schools through PPP formulated	laptops in use at 7,434 schools	ICT used in teacher education and school level use of ICT strengthened
Plan to provide every GPS with 1 laptop formulated	laptops in use at 7,434 schools	laptops in use at 7,434 schools		Laptops in use at remaining 15,000 schools

The Policy and Operations Division is accountable for ICT in education

Sub-Component 1.6 Teacher Education and Development

The comprehensive teacher education development plan adopted by MoPME defines the required teacher competencies and standards and will establish an integrated and streamlined teacher education system. Hundreds of schools will be developed to serve as models of effective child-centred teaching providing venues for observation, practice teaching and internships for teacher education programs.

The institutions involved directly in teacher education, training, and development are the Training Division, NAPE, PTIs and URCs. The current state and functional relationships between NAPE, PTIs and URCs continue as major challenges. Their relationships and respective roles and functions must be clearly differentiated and delineated both in content coverage and treatment of courses or programmes. Expansion, improvement and transformation of infrastructure and staff are among the long term needs to strengthen institutions that provide the teacher professional development. There is also an urgent need to see visible shifts of orientation and disposition of trainers of teachers, teachers, and school managers towards activity-based learning (ABL) and experiential learning practices.

PEDP3 is focused on learning in the classroom. In order for learning to improve, teachers will be trained using a process involving schools and classrooms throughout continuously linking theory and practice.

PEDP3 will concentrate on the introduction of a new Diploma in Education (DipEd) and the implementation of a comprehensive continuous teacher education program of in-service training and support networks. The new DipEd will transform the way initial teacher training is delivered by greatly improving the current Certificate in Education. The DipEd curriculum framework has been approved by MoPME and piloting will start in July 2012 after developing course details and necessary training for stakeholders. This Diploma will be primarily for 11,500 new teachers entering the system each year.

One key reform under PEDP3 is the shift from supply driven training to demand driven teacher training. Carefully designed Continuous Professional Development (CPD) for the more than 300,000 teachers already in the system, will be established based on restructuring existing in-service training to more needs based training by initiating teacher/head teacher support networks, seeking to improve teaching and learning at the school and sub-cluster levels.

An Induction programme will assist new, untrained teachers (30,000 in 2011), who are unable to attend the PTIs, due to capacity constraints. Also, a network of 20,000 current trainers will join the PTI and URC instructors and assistant instructors, and AUEOs to provide additional training utilizing a needs, demand-based model.

Concurrently with the Dip-in-Ed and CPD reforms, comprehensive teacher education development plan adopted by MoPME defines the required teacher competencies and standard will establish an integrated and streamlined teacher education system. Schools will be developed to serve as models of effective child-centred teaching providing venues for observation, practice teaching and internships for teacher education programs. During PEDP3 ways to introduce pre-recruitment teacher education will be explored.

Sub-component 1.6 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
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

The Training Division is accountable for teacher education and development

Component 2 - Participation and Disparities

Although school intake and enrolment rates are edging over 90%, there are still around a million children whose needs are not best served through formal schools. These include children who have never enrolled in school and children who drop out of school. Recognizing that there will always be children whose needs are best served outside the formal school system, the national education policy affirms that children can participate in free and compulsory education through formal or non-formal channels. This stance legitimizes mainstreaming many non-formal innovations into formal schools as well as developing an equivalency framework for the two channels. The NEP also includes pre-school for 5 year olds in the education services to be provided by the State free of cost. As enrolment figures rise in Grades I-V, more attention can be paid to assuring the enrolment, completion, and full participation of those who are ultra poor, disabled, developmentally delayed, or belong to ethnic minorities. Many of these children remain enrolled in school but have “dropped out” of learning. PEDP3 will address in-school and in-classroom participation of vulnerable children. Finally, 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.

Some of the sub-components require coordinated efforts between DPE and BNFE. MoPME’s Programme Steering Committee will facilitate this collaboration.

Results Area 2.1 Participation

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 NFE activities in UPEPs, participation of NFE learners in the Grade V terminal examination, enrolment of NFE learners in Grade VI and beyond, including data from the NFE database in the DPE’s EMIS, and reporting on NFE outputs in the PEDP3 reporting including the ASPR. During PEDP3, BNFE will continue to encourage NGO and CBOs to reach and teach children who are out of school.

A major target for attention in PEDP3 is the 50 percent dropout rate affecting learners in primary school in Bangladesh. Non-formal education has much to offer in terms of reducing and responding to the numbers of children dropping out of school. PEDP3 has a stated commitment to activity-based learning and decentralized school management. Non-formal education has been the leader in these areas for several decades and can contribute models and support to DPE to achieve PEDP3 results². Other activities include expansion of the NFE Mapping activity to identify all children within the target group and aligning the content of NFE programs with the learning outcomes and terminal competencies developed under sub-component 1.3. NFE methods can be included in the research and revision of teacher training and teaching and learning materials. In addition, children in NFE programmes that

² For example, the Basic Education curriculum and teaching-learning materials of BEHTRUWC.

follow the national curriculum could receive textbooks at no charge. BNFE will strengthen its capacity at District level to manage partnerships with NGOs, to provide quality assurance, and to support NFE activities at Upazilla and community levels.

Sub-component 2.1.1 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
<p>Mechanism for coordination between DPE and BNFE established at central level</p> <p>Joint Committee (or planning group) clarifies roles, scope and accountability between DPE and NFE</p> <p>National Primary Education and NFE Policies synchronized</p>	<p>Alternative services provided for 3.2 million learners</p> <p>Institutional strengthening and HRD plan for BNFE drafted and approved</p> <p>Accountability non-government service providers approved</p> <p>Curriculum, learning outcomes and terminal competencies for NFE aligned with formal schools</p> <p>Equivalency framework finalized, approved by DPE and BNFE and endorsed by MoPME</p>	<p>Alternative services provided for at least 2.6 million learners</p> <p>Additional capacity required for BNFE mobilized</p> <p>NFE activities included in UPEPs</p>	<p>Alternative services provided for at least 1.9 million learners.</p> <p>Children from NFE programs take Grade V examination and enrol in Grade VI</p> <p>Data from NFE database on children in NFE programs included in EMIS</p>	<p>Alternative services provided for at least 1.3 million learners</p> <p>Children from NFE programs take Grade V examination and enrol in Grade VI</p>

BNFE is accountable for second chance and alternative education

Sub-Component 2.1.2 Pre Primary

Recognizing the benefits of good quality pre-primary, education the Government is pledged to provide one year of free pre-primary education to 5 and 6 year olds at GPS. Sufficient numbers of new pre-primary teachers will be recruited for this purpose. NGOs that have been providing PPE services may be asked to help GPS set up pre-primary facilities and train pre-primary teachers; guidelines on the role of NGOs in PPS provision in GPS will be prepared. A PPE curriculum and materials will be drafted and approved by MoPME. An integrated database of PPE provision by type of provider will be completed and information on PPE provided through GPS will be included in the EMIS. By the end of the project, PPE will be mainstreamed through GPS.

An age-appropriate curriculum is under development. A Pre-primary Curriculum Development Sub-Committee has been formed comprised of DPE staff, NGO representatives and members of the PPE National Technical Committee. The sub-committee has already reviewed multiple national and international PPE curriculums and has designed a PPE

Curriculum Framework. This Framework is currently with the National Curriculum Development Committee. Once complete, the full draft will return to the PPE National Technical committee for review. It is expected that the new curriculum and training package will be trialed prior to finalization.

Each school will receive a small operating fund for pre-primary consumables. Items on PPE will be added to the Annual School Census to provide data on enrolments and Grade I entrants with PPE. The Annual Sector Performance Report will include an analysis on the provision of PPE. PEDP3 will support studies to analyze the quality of PPE provision and the impact of PPE on retention and learning in the early grades. In Year 1 an expansion plan for PPE will be developed that incorporates good practices and lessons learned from public, NGO, and private providers and emphasizes providing high quality pre-primary education in GPS .

Sub-component 2.1.2 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Guidelines prepared and endorsed by MoPME on the role of NGOs in pre-primary education	Integrated database of PPE provision by type of provider completed Plan for PPE expansion approved by MoPME	At least 15,000 PPE teachers placed and trained in areas of greatest need Curriculum, standards, and materials for PPE and teacher training approved by MoPME	At least 60% of PPE teachers in GPS are trained in using new pre-primary curriculum and materials At least 400,000 additional PPE students in GPS	Expansion plan implemented Grade I intake with GPS PPE increased by 50% over baseline

The Policy and Operations Division will be responsible for PPE

Sub-Component 2.1.3 Mainstreaming Inclusive Education (IE)

Inclusive education emphasizes the “all” in “education for all.” 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. Under PEDP3, the interventions initiated under PEDP II will be continued. Block funds will now be provided through UPEPs to assist schools mainstream inclusive education with mild to moderately disabled children. Issues of inclusion will be integrated into all training activities. School level focal persons trained under PEDPII will be supported, and all children will be screened for learning difficulties (as well as health problems) on entry to school and every year. SLIPs can be used to improve the quality of teaching and learning and to ensure the participation of all children. As many children with learning disabilities are accommodated through NFE channels, NFE teachers may be included in training programs focused on diagnostics and interventions for slow learners.

Sub-component 2.1.3 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Integrated action plan for mainstreaming inclusive education under PEDP3 completed and endorsed by DPE and MoPME	Funds to upazilas and schools include provision for inclusive education School focal persons trained	Diagnostic tests mainstreamed Modules on inclusive education included integrated into Dip-in-Ed and CPD teacher training programs	Diagnostic tools and materials for target groups in use Increase in participation of target groups observed	Textbooks reflect all children's culture and history and present gender balance and positive portrayal of disabled people Teachers identify students with low achievement and put interventions in place Increase in participation of target groups observed

The Policy and Operations Division will be responsible for inclusive education

Sub-Component 2.1.4 Education in Emergencies

Many areas of Bangladesh are prone to cyclones and other natural disasters. In those areas, schools are often rendered unusable for months at a time. To prepare disaster prone areas for continuing schooling during emergencies, a block allocation per upazilas to handle an emergency situation will be channelled through the UPEP. Upazilas in disaster prone areas will prepare plans for providing schooling in emergencies and modules on education in emergencies included in training programs for volunteers, teachers, head teachers, upazilas and district education officers.

Sub-component 2.1.4 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
	Upazila plan for education in emergencies in disaster prone areas	Modules on education in emergencies included in training programs for volunteers, teachers, head teachers, upazilas and district education officers	Training offered annually Block allocation for managing education in emergencies is channelled through UPEP	Training offered annually Block allocation for managing education in emergencies is channelled through UPEP

The Planning and Development Division will be responsible for education in emergencies.

2.1.5 Communications and Social Mobilization

Assessment of the communication activities under PEDP II is being undertaken and a communication for behaviour and social change strategy for PROG 3 will be developed from

the recommendations from the assessment study to develop a framework and an action plan for the PROG 3 communication for behaviour and social change activities. To ensure accurate reporting and a well-informed public education debate, additional attention will be given to public relations at the national level. Communication interventions will be identified to promote and ensure the rights of all children to education, to create demand by the communities for access and quality education, promote enrolment and retention in pre-primary and primary education, child friendly teaching, inclusiveness and no corporal punishment in classrooms, mobilizing local, sub-national and national support for schools and reinforcing the value of education through positive social norms

Sub-component 2.1.5 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Nationwide communication Plan for social mobilization in support of school enrolment and quality formulated	Annual communication plan formulated and implemented	Annual communication plan formulated and implemented	Annual communication plan formulated and implemented	Annual communication plan formulated and implemented
Channels to communicate messages identified	Public perception of education service quality monitored	Public perception of education service quality monitored	Public perception of education service quality monitored	Public perception of education service quality monitored
	Media focus on particular initiatives , e.g. PSAs, drama used to recruit & motivate learners and community participation	Media focus on particular initiatives, e.g. PSAs drama used to recruit & motivate learners and community participation	Media focus on particular initiatives, e.g. FE and NFE PEDP3 learners engaged in media initiatives to share success stories	Media focus on particular initiatives, e.g. FE and NFE PEDP3 learners engaged in media initiatives to share success stories

The General Administration Division is accountable for communications and social mobilization

Results Area 2.2 Disparities

Overall, Bangladesh has been successful in steadily improving access to education at all levels while narrowing gender and social disparities in enrollment. However, an education divide persists in terms of primary cycle completion rates and learning outcomes between regions (urban, urban slum, rural, and remote areas) as well as between children from well-off and less well-off families. In addition to improving the quality of education for all, 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.

The Planning and Development Division will be responsible for all activities in this component. The Programme Division will have a Disparities Team that will help coordinate disparities programmes with teacher training, curriculum and materials development, inclusive education and NFE initiatives.

Sub-Component 2.2.1 Targeted Stipends

The targeted stipend programme will continue under PEDP3 with a dual purpose: compensating families of working children for the opportunity costs of primary school and encouraging the poorest families to enrol and retain their children in school. During Years 3 through 5 of PEDP3, about 7.8 million children will receive stipends each year. One longitudinal study will be conducted during the programme period to verify the impact and cost to benefit of the stipend program

Sub-component 2.2.1 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Longitudinal study of stipend programme designed	Plan for improved and more effective, targeted stipends formulated and endorsed by MoPME	Longitudinal study of stipend programme	Stipends included under PEDP 3 budget (contingent upon outcome of assessment)	Stipends included under PEDP3 budget (contingent upon outcome of assessment)
Current stipend project continues	Stipend project continues	Stipend project continues		Survival rate of children receiving stipends increases
	Longitudinal study launched	Rapid assessment of effectiveness of stipends programme		
		Longitudinal study continued	Longitudinal study continued (contingent upon outcome of assessment)	Longitudinal study continued (contingent upon outcome of assessment)

The Planning and Development Division is accountable for targeted stipends

Sub-Component 2.2.2 School health and school feeding

Children's learning is directly and negatively affected by hunger and their general health. Under PEDP3, the current school feeding programme will be modified and expanded. Under PEDP3, UPEP funding will include resources for a local health check-up at school once a year through local health care providers. In addition, each school will be provided with a locally purchased first aid kit along with basic training in its application.

Sub-component 2.2.2 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Targeted increase in school feeding endorsed by MoPME	Plan to increase school feeding in targeted areas formulated and endorsed by MoPME	All targeted schools providing food at school	All targeted schools providing food at school	All targeted schools providing food at school
Recommendation to provide all schools with locally purchased first aid kits and health check-ups with the support of local health	Recommendation on type of food to	Yearly health check- ups provided	Yearly health check- ups provided	First aid kits in use
		First aid kits in use	first aid kits in use	Percentage of children

Year 0	Year 1	Year 2	Year 3	Years 4-5
care providers endorsed by MoPME	be provided endorsed by MoPME yearly health check- ups provided			attending school regularly increased in targeted areas

The Planning and Development Division is accountable for school health and school feeding

Sub-Component 2.2.3 School Physical Environment

Creating a child friendly school physical environment includes elements provided through the Government (safe drinking water, sufficient toilets for girls and boys, suitable classroom furniture) and elements provided by local communities (local materials for fencing, playgrounds, gardens). Plans for a needs-based infrastructure improvement will be drafted, verified through site visits, and prioritized based on disparities. A careful assessment with site verification of the need for tubewells, toilets, and furniture will be conducted and responded to. DPHE will certify the appropriate type of water source before for each school before construction is started. DPHE will also certify the water quality after the construction is completed.

Age appropriate furniture will also be provided and communities will decide on the type of boundary fencing and whether to use local materials. Playgrounds may also be constructed from local materials.

Sub-component 2.2.3Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Plans for needs based infrastructure improvement formulated including: Water points, toilets, and furniture for classrooms Child friendly school index developed in collaboration with stakeholders	Verification of needs through site visits Complaints mechanism for incidences of corporal punishment established and socialized Regulations on corporal punishment enforced Age - appropriate classroom furnishings produced and placed in 3000 classrooms	Age - appropriate classroom furnishings produced and placed in 3000 classrooms	Age - appropriate classroom furnishings produced and placed in 3000 classrooms	127,000 WCs constructed 39,300 sources of drinking water repaired, replaced, or provided Age - appropriate classroom furnishings produced and placed in 3000 Total of 15,000 schools using age-appropriate furnishings

The Planning and Development Division is accountable for school physical environment.

Sub-Component 2.2.4 Needs Based Infrastructure Development

To reduce overcrowding and disparities in terms of school buildings, PEDP3 will use a needs based approach to infrastructure development in collaboration with LGED. Under PEDP3 new schools and classrooms will be constructed, unusable classrooms will be reconstructed, and every school will receive funds to undertake small repairs. In order to establish a good learning environment, substantial nationwide action will be taken to eliminate or reduce overcrowding. Criteria for prioritizing infrastructure development are included in Appendix 4. The criteria for allocating a new school have already been established: 'habitations having catchments with more than 2,000 inhabitants and no school within 2 kilometres. While the number of habitations without schools could not be calculated due to lack of data, GIS data revealing settlement level population will be obtained during Year 1.

Under PEDP3 new schools and classrooms will be constructed, unusable classrooms will be reconstructed, and every school will receive funds to undertake small repairs through the consolidated funds to school intervention. Needs based construction will be based on the following guidelines:

- While schools may run in double shift, it must be ensured that no school is overcrowded
- Minimum 3 classrooms with one teachers' room in a school
- Classroom/student ratio 1:40 with flexibility of overcrowding up to 40% (classroom design to consider this)
- One school for habitations having catchments of 2000 and no school within 2 km-

Using these guidelines, about 44 percent of classrooms met these criteria - more GPS (48 percent) than RNGPS (37 percent). Using student to teacher ratios 1:46, and taking into account double shift schools, in 2008 about 88 percent primary schools met these criteria (86 percent GPS and 91 percent 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 demand more classrooms to teaching practices that are age appropriate and effective with a range of student abilities

A preliminary review of the EMIS indicated the following need for new classrooms:

Table 3.2: Indicative Number of Additional Rooms for Double Shift

School Types	Additional Teachers' rooms	Additional Classrooms	Total Rooms
GPS	5,417	13,489	18,906
RNGPS	3,881	6,446	10,327
COM	1,086	1,032	2,118
TOTAL	10,384	20,967	31,685

Source: DPE commissioned report on Infrastructure Development Needs under PEDP3.

In terms of further prioritizing needs, while examining the EMIS data, it was noticed that in many schools, classroom to student ratio was much above the standard ratio of 1:40. Therefore, it became necessary to identify the overcrowded schools where resources were not conducive to quality education. It was also necessary to identify those schools which had very low classroom to students' ratios making the existing facilities grossly under-utilized.

In consultation with the EMIS and the Planning, the following conditions were adopted for designating a school "underutilized," "normal," and "overcrowded." Depending upon the average number of students in a class the following six categories of classroom utilization has been adopted.

1. < 14 then 1 → 1 VUU – very under utilized
2. >14 and < 28 then 2 → 2 UU – under utilized
3. > 28 and < 56 then 3 → 3 Normal
4. > 56 < 80 then 4 → 4 OC – overcrowded
5. > 80 and < 112 then 5 → 5 VOC- very overcrowded
6. > 112 then 6 → 6 VHOC- very highly over crowded

The Pattern of classroom: students in GPS, RNGPS and community schools based on existing number of students and usable rooms can be shown in Table 5.2

Table 3.3: Percent Classroom Crowding by Type of School

	DATA ERROR	Very Under Utilized	Under Utilized	NORMAL	Overcrowded	Very Overcrowded	Very Highly Overcrowded
GPS	0.14	3.32	5.78	38.13	26.54	14.75	11.33
RNGPS	1.23	5.78	3.28	40.91	28.35	10.17	10.27
COM	12.09	6.67	8.14	41.83	16.37	7.33	7.57

Special note: 52.63% GPS, 48.79 % RNGPS and 31.27 % Community Schools are overcrowded

While some disparities will always exist, there is an urgent need to reduce them to minimum in order to maximise the efficiency of the existing facilities.

Sub-component 2.2.4 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
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

The Planning and Development Division is accountable for needs based infrastructure development.

Component 3 Decentralization and Effectiveness

A key dimension of PEDP3 is to expand decentralized planning management and monitoring at district, upazila and school levels. Under PEDP-II, DPE piloted both School Level Improvement Plan (SLIP) and Upazila Primary Education Plan (UPEP) exercises. Lessons learned (including the need to provide direct, consolidated grants to schools) will be incorporated into PEDP3 implementation. UPEPs will play a role in reducing disparities and increasing participation within Upalila. A second dimension of decentralization is to devolve administrative powers and functions of the Directorate of Primary Education in a more comprehensive and systematic. A devolution strategy plan will be developed and the capacity at subsidiary levels strengthened. Finally, special arrangements will need to be made for PEDP3 implementation in the Chittagong Hill Tracts.

A Decentralization Team under the Programme Division will be organized to help coordinate decentralization sub-components carried out under different divisions.

Results Area 3.1 Decentralization

Sub-Component 3.1.1 Field-Level Offices Strengthened

Under PEDP3, initiatives started under PEDPII to strengthen field level offices will be continued. Efforts to fill vacancies at PTIs, UEOs and URCs will be continued, as will capacity building programs to strengthen planning and monitoring functions. Some field level functions will be expanded; for example, the URC instructor will organize the response to demand-based CPD. AUEOs will also conduct demand-based sub-cluster training, play a major role in local social mobilization and collect information on classroom practices through classroom observations using prescribed formats. Promotion and recruitment rules and criteria for field level officers will be approved and a comprehensive plan for strengthening PTIs, UEO, and URCs will be developed and applied. To conduct the Dip-in-Ed and other teacher training requirements, additional manpower will be appointed to PTIs.

Under PEDP3, the responsibilities and functions at the field level will be re-defined, and in some cases expanded. As a consequence it is essential that vacant posts be filled and new posts created. Infrastructure will need to be repaired or constructed on a needs basis.

To conduct the Dip-in-Ed and other teacher training requirements additional manpower is required at PTIs. Decentralization of planning and education improvement functions will require more staff at the UEO and URC levels. At the UEO functions will include reviewing and SLIPS and preparing UPEP in addition to visiting and monitoring schools. At the URC, the instructor will organize the response to demand-based CPD. Through school visits, AUEOs will provide professional support to head teachers who will assume major responsibility for academic supervision. AUEOs will also conduct demand-based sub-cluster training. AUEOs play a major role in local social mobilization. Finally, AUEOs collect information on classroom practices through classroom observations using prescribed formats.

In terms of quality improvement planning, the UEO plays a vital role in linking the school level improvement plans to the national annual operational plan. Under PEDP3, the UPEP guidelines will be improved to develop the UPEP as a capacity building and funding mechanism. On a needs basis, new UEOs may be constructed and badly damaged UEOs will be reconstructed.

Sub-component 3.1.1 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Decision to focus AUEO on: monitoring and quality assurance finalized;	Promotion and recruitment rules and criteria approved Comprehensive plan for PTI instructional staff and UEO staff endorsed by MoPME Plan for field level linkages between DPE and BNFE formulated and endorsed by MoPME	PTI and UEO staff recruited, trained and placed Staff training implemented on cross-directorate and PPP linkages	Planned %age of under PEDP3 at staff increased to manage workload at PTIs and UEOs Staff in place and performing	Full component of planned staff hired and placed

The General Administration Division will be accountable for field level office strengthening

Sub-Component 3.1.2 Decentralized School Management and Governance

A key dimension of PEDP3 is to enhance decentralized planning at District, Upazilla and school levels. Functions and responsibilities will be re-defined and, in some cases, expanded, with a view to preparing and implementing a needs-based Annual Operational Plan (AOP) and build field level capacity in planning, management and monitoring. Devolution of power/authority is proposed on selected basis in several administrative areas and a comprehensive devolution plan will be developed and implemented. Planning instruments and organizational arrangements will be approved and adopted at all levels (SLIPs, UPEPs, DPEPs), through active induction, and interactive and reflective learning. The goal is to empower SMCs to improve through school level leadership, consolidation, partnership and improved accountability. Consideration will be given to re-naming the 'SLIP' as the 'School Learning Improvement Plan'.

Sub-component 3.1.2 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
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	At least 60% of schools having prepared SLIPs and received funds according to the SMC guidelines At least 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	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

Year 0	Year 1	Year 2	Year 3	Years 4-5
	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		based on UPEP guidelines validated by expenditure tracking survey	tracking

The Planning Division will be accountable for decentralized school management and governance

Sub-Component 3.1.3 School Level Leadership and Development

The focus on improvements in children's learning in the classrooms requires head teachers to assume a more active role in the academic supervision of teachers. Under Shikhbe Protiti Shishu, for example, the HT will demonstrate fresh ways of ensuring that each child learns, as well as monitoring each teacher's efforts and each child's results. In addition, decentralization will require head teachers to assume more responsibility and authority for making decisions that affect school operations. Under PEDP3, the roles of head teachers will be clarified, studies undertaken on head teacher leadership strengthening, and leadership training provided for all head teachers.

Sub-component 3.1.3 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
The roles and responsibilities of head teachers and AUEOs regarding academic supervision redefined and approved.	Study on school based academic supervision completed A plan for school leadership developed and endorsed by MoPME A package of workshops and seminars for head teachers and AUEOs on academic leadership and school development developed and approved.	At least 15% of head teachers and AUEOs trained	At least 40% of head teachers and AUEOs trained	100% head teachers and AUEOs trained

The Training Division is accountable for School Level Leadership and Development

Sub-Component 3.1.4 Organizational Review and Strengthening

The creation of posts and filling vacancies is a significant issue. As noted above, at the school level, recruitment of teachers has improved, vacancies have been reduced and, when the career path is approved, many head teachers will be able to either take the administrative route or the academic route at the upper level (for instance: AUEO, UEO, URC, PTI). Career paths should allow vertical and horizontal mobility and this will be addressed as well as the practice of deputation and transfer of development points to revenue to regularize the posts as integral part of the system. An in-depth review of MOPME and DPE organizational structures were conducted during PEDP II and its findings will be carried forward during PEDP3.

Sub-component 3.1.4 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
<p>1 Additional DG and two new divisions at DPE</p> <p>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 and accepted by the committee of the Joint Secretary, Regulations, Ministry of Establishment</p> <p>Plan for strengthening NAPE endorsed by appropriate ministries</p>	<p>infrastructure development initiated for DPE, BNFE and NAPE</p> <p>Plan for strengthening capacity at DPE ,particularly at field level, and at BNFE at central level endorsed by MoPME</p> <p>New posts approved and appropriate staff recruited for NAPE as per approved plan.</p> <p>Plan and protocols for linkages between DPE and BNFE approved and beginning to operate</p>	<p>Terms of reference for DPE divisions, including DPE-BNFE linkages and positions revised as needed</p> <p>New posts approved and appropriate staff recruited at all levels</p> <p>Career paths for all levels determined</p> <p>Protocols for linkages between DPE and BNFE operating</p>	<p>Staff vacancies filled</p> <p>DPE-BNFE linkages operating at all levels</p> <p>Feedback on effectiveness of DPE-BNFE linkages reviewed and used to improve performance</p>	<p>Staff vacancies filled</p> <p>career paths mainstreamed</p> <p>DPE-BNFE linkages successful in running NFE and alternative PE activities</p>

The General Administration Division is accountable for organizational review and strengthening

Results Area 3.2 Effectiveness of Budgetary Allocation

This component addresses the amount of public expenditure on primary education and its effectiveness in achieving goals for participation, quality and equity. Ultimately, an education system's effectiveness is judged in terms of learning outcomes. One sub-component focuses on sector finance. Two sub-components provide information on learning outcomes at the sector level: the sample based National Student Assessment and the Grade V terminal examination taken by all primary school completers. Two sub-components deal with issues of system-wide staffing and organizational re-structuring: one

with recruiting, promoting and deploying teachers and one with DPEs central and field level staffing.

MoPME's will manage issues pertaining to sector finance. MoPME's Programme Steering Committee will facilitate collaboration between DPE, NCTB, and NAPE on issues relating to Grade V terminal examination. DPE's Administration Division will oversee matters pertaining to staffing and organizational re-structuring.

Sub-Component 3.2.1 Grade V Terminal Examination

The challenge under PEDP3 is to create a shared vision between curriculum, teaching methods, and assessment in order to develop a terminal examination that is worth teaching to and where teachers are inhibited from 'teaching to the test'. The current terminal examination will be improved through better question writing, question pre-testing, and analysis. Questions requiring the thinking and problem solving skills (so prominently mentioned in the NEP) will be added to assess what students can do with knowledge as well as measure what units of knowledge they have memorised.

Children in Bangladesh take short answer terminal examinations at the end of primary school that determine many of their choices for the future. Worries that syllabuses have been developed to fit the confines of short answer tests make the phrase "teaching to the test" the pejorative mantra of choice for educational critics in Bangladesh. The challenge under PEDP3 is to create a shared vision between curriculum, teaching methods, and assessment in order to develop a terminal examination that is worth teaching to. Under PEDP3 the current terminal examination will be strengthened and learning competencies gradually introduced. Questions requiring the thinking and problem solving skills so prominently mentioned in the NEP will be added to assess what students can do with knowledge as well as measure what units of knowledge they have.

Test items will be developed, tested, and scaled to permit year-to-year comparisons of learning outcomes at the school, upazilas, district and national levels. When combined with data on inputs, socio-economic conditions and other factors, a rich resource will be available for research and development.

Sub-component 3.2.1 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
<p>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 into competency based-test</p> <p>New test items developed by NAPE on selected competencies and piloted with accompanying guidelines for pilot test administration and training of test</p>	<p>Revised 2011 Grade V terminal exam based on action plan and pilot results, implemented, including guidelines developed for markers and training of markers</p> <p>Analysis of results of 2011 Grade V terminal examination completed by</p>	<p>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</p> <p>Analysis of results of 2012 Grade V terminal examination completed by DPE and NAPE and</p>	<p>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</p> <p>Analysis of results of 2013 Grade V terminal examination completed by DPE and NAPE and</p>	<p>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</p> <p>Analysis of results of 2014 and 2015 Grade V terminal examination completed by DPE and NAPE</p>

administrators	DPE and NAPE and results disseminated	results disseminated	results disseminated	and results disseminated
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NAPE is accountable for improvements in the Grade V Terminal Examination

Sub-Component 3.2.2 Teacher Recruitment, Promotion and Deployment

The major shift in PEDP3 is to a demand or needs based deployment of resources, including teachers. At the school level, recruitment of teachers has improved (many new teachers possessing B.Ed and M.Ed degrees) and vacancies have been reduced. Under PEDP3, an early decision will be made on how best to create a career path that provides a strong incentive for teachers to perform to a high level. This will also encourage highly qualified teachers to remain in the system so that quality education can be sustained. Clear criteria will be applied to determine the actual need for new teachers on a school-by-school basis.

Sub-component 3.2.2 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
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.	<p>All teachers and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and on needs basis.</p> <p>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</p> <p>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</p>	<p>All teachers and head teachers' positions (vacancies and new positions) filled according to agreed recruitment procedures and on needs basis.</p> <p>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</p>	<p>All teachers and head teachers positions (vacancies and new positions) s filled according to agreed recruitment procedures and on needs basis</p> <p>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.</p> <p>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</p>	<p>All teachers and head teachers (vacancies and all new positions) filled according to agreed recruitment procedures and on needs basis.</p>

The General Administration Division is accountable for teacher recruitment, deployment and promotion

Sub-Component 3.2.3 Annual School Census

RBM requires timely and accurate information on performance and outcome indicators. The annual school census is the main source of information on inputs, process, outputs and outcomes at the school level. Under PEDP3, some additional items will be added to the current school census. Eventually, all providers of primary education across Bangladesh will be included, enabling a much more accurate picture of, for instance, 'dropouts' to be obtained [at present, there are limited data on how many of those leaving primary classes enter non-formal classes or madrasahs]. As well as adding staff, staff development and training to improve data management and data analysis, periodic internal and external validation exercises will be conducted to assure the quality and reliability of information provided through the ASC.

Sub-component 3.2.3 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
ASC questionnaire to meet PEDP3 requirements as approved by MoPME	<p>Plan approved by DPE to expand coverage of monitoring system to all primary schools with periodic validations</p> <p>New ASC questionnaire fully implemented</p> <p>IT function separated from EMIS function; EMIS and M&E staffed with at least 2 statisticians each</p>	<p>ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools</p> <p>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</p>	<p>ASC administration and report preparation and dissemination complete within academic year covering at least 6 types of schools</p> <p>Third party validation of validation census data completed</p>	<p>ASC administration and report preparation and dissemination complete within academic year covering all types of schools</p> <p>Third party validation of validation census data completed showing at least 80% accuracy</p>

The M&E Division is accountable for the ASC

Sub-Component 3.2.4 National Assessment of Students

National assessments, when conducted effectively, provide a means for tracking learning outcomes over time for students at specific points in the primary cycle, currently in Bangladesh Grades III and V. Three technical aspects of NAS must be carried out correctly for the investment to provide value. Firstly, the sampling must be done with precision, as the 700 schools and 20-25 students per school represent all Bangladesh's 80,000 schools and 6,000,000 or so Grade III and Grade V students. Secondly, the NAS must be administered at the same time each cycle and under the same conditions to assure comparability of findings between cycles. Finally, the test items must be constructed to reflect anticipated learning

outcomes expected at the time of testing. Correct procedures along with the wise analyses of findings will be concentrated upon during the PEDP3 period.

Sub-component 3.2.4 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
	<p>Establish institutional linkage with research institutions with international reputation for design and administration of NSA</p> <p>Results of NSA test items and administration protocols trials evaluated</p> <p>Results of administration of Grade III and Grade V NSA sample test evaluated</p>	<p>results of NSA analyzed, and disseminated</p> <p>results used to improve test items, test administration, and surveys</p> <p>preparation for next round of NSA completed</p> <p>test item bank expanded with validated items</p>	<p>20-25 students in 700 schools participated in Grade V NSA</p>	<p>results of NSA analyzed, and disseminated</p> <p>results used to improve test items, test administration, and surveys</p> <p>preparation for next round of NSA completed</p> <p>test item bank expanded with validated items</p> <p>Grade III and Grade V NSA administered on sample basis</p>

The M&E Division is accountable for the National Student Assessment

Component 4 - Programme Planning and Management

PEDP3 management systems, including financial management, are designed to support both results based management (RBM) and a financial management model wherein Government systems are used for financial management and reporting, procurement, and progress and performance reporting. Building on capacities developed under PEDP II, PEDP3 will use several elements of a RBM model: performance based planning, outcome level reporting, client (stakeholder) focus, emphasis on HRD, and improved financial management and reporting systems. Some Government-wide procedural reforms may emerge during the PEDP3 implementation period that will enable RBM to be more fully implemented.

Sub-Component 4.1. - PEDP3 Management and Governance

PEDP3 will be managed through divisions and units that are part of MoPME's and DPE's organizational structure, as opposed to ancillary project management units. A Programme Division will be created in DPE to coordinate, integrate, innovate, catalyze, and analyze the results of PEDP3 interventions. The Director of this division along with the Directors of the Policy, Planning and Development Division and the Information Management Division will report to an Additional Director General (Development) for development matters while the directors of the other divisions will report to an Additional Director General (Revenue) for routine and administrative matters.

At MoPME a coordination unit will be created, staffed by deputed officers who will manage and coordinate activities that require collaboration between directorates or other agencies under MoPME. An inter-ministerial steering committee will be formed at MoPME to

facilitate interventions that require inter-ministerial cooperation. Technical committees, component teams and working groups will also be part of PEDP3 management arrangements. Committees and working groups will be comprised of government, non-government and development partner representatives.

Sub-component 4.1 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
<p>TORs and job descriptions for all units, committees, and positions finalized</p> <p>New ADGs positions and new Programme Division approved</p>	<p>all positions in PSU and PSO filled</p> <p>All agreed committees and support offices operational</p> <p>One Additional DG and staff in new Programme Division at DPE in place</p> <p>Committee structure functional</p> <p>PEDP3 AOPs implemented for current year</p> <p>PEDP3 tasks for current year across divisions and agencies coordinated</p> <p>Agreed implementation arrangements in place</p>	<p>PEDP3 management and steering committees meet regularly as per their ToRs</p> <p>PEDP3 AOPs for current year implemented</p> <p>PEDP3 tasks across divisions and agencies for current year coordinated</p>	<p>PEDP3 management and steering committees meet regularly as per their ToRs</p> <p>PEDP3 AOPs for current year implemented</p> <p>PEDP3 tasks across divisions and agencies for current year coordinated</p>	<p>PEDP3 management and steering committees meet regularly as per their ToRs</p> <p>PEDP3 AOPs for current year implemented</p> <p>PEDP3 tasks across divisions and agencies for current year coordinated</p>

The Programme Division is accountable for day-to-day management of PEDP3

Sub-Component 4.2. - PEDP3 Financial Management

Under the joint financing arrangement, PEDP3 financial management will meet the requirements set out in the financial management Procurement and Financial Management Action Plan. This is a significant advance on PEDP II arrangements. These requirements entail annual fiduciary reviews, timely distribution of sector budget to spending DDOs, a review of the distribution and ceilings of advances to cost centers/DDOs and request for MOF adjustments, and monthly monitoring through system-generated compliance reporting system. The procurement plan for ICB procurements will be prepared in compliance with agreed procurement arrangements.

Sub-component 4.2 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
<p>Budgets and expenditures are correctly classified for each EEP</p> <p>Existing FM capacity of DPE strengthened</p>	<p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system and generate reports</p> <p>Procurement plan prepared for ICB procurements and in compliance with agreed procurement arrangements</p>	<p>Staff training on financial monitoring implemented</p> <p>Annual fiduciary review carried out</p> <p>Annual program financial statements prepared</p> <p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system carried out</p>	<p>annual fiduciary review conducted</p> <p>preparation of annual program financial statements</p> <p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system carried out</p>	<p>annual fiduciary review conducted</p> <p>Annual program financial statements prepared</p> <p>Amounts budgeted are in line with MTBF</p> <p>Sector budget distributed to spending DDOs</p> <p>Distribution and ceilings of advances to cost centers/DDOs reviewed and MOF adjustments requested</p> <p>Monthly monitoring through system-generated compliance system carried out</p>

The Finance and Procurement Division is accountable for PEDP3 financial management

Sub-component 4.3 Sector Finance

Sub-component 4.3 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
<p>FY11 Primary education budget aligned with program framework and consistent with 11-16 MTBF</p>	<p>FY12 Primary education budget aligned with program framework and consistent with 12-17 MTBF</p> <p>Actual primary education expenditures for FY11 within <u>15%</u> deviation of the originally approved budget</p>	<p>FY13 Primary education budget aligned with program framework and consistent with 13-18 MTBF</p> <p>Actual primary expenditures for FY12 within <u>15%</u> deviation of the originally approved budget</p>	<p>FY14 Primary education budget aligned with program framework and consistent with 14-19 MTBF</p> <p>Actual primary expenditures for FY13 within <u>15%</u> deviation of the originally approved budget</p>	<p>FY15-16 Primary education budgets aligned with program framework and consistent with 15-19 MTBF[16-20 MTBF]</p> <p>Actual primary expenditures for FY14 and FY 15 within 15% deviation of the originally approved budget</p>

MoF is accountable for assuring adequate financing for the pre- and primary education sector

Sub-Component 4.4. Strengthening Monitoring Functions

Evidence based planning and results based management rely on a strong monitoring system. Monitoring of inputs, process and outputs will be the responsibility of the implementing units in MoPME and MoE. Targets will be set in the AOP and progress will be reported routinely. The Monitoring and Evaluation Division will be responsible for quality assurance regarding accuracy of progress reports.

Evidence on outcomes at the school level will be collected annually through a strengthened and expanded ASC. The school census form will be revised to include new items and data will be collected from more types of schools. Software and databases will be adjusted to reflect changes in the census. The Information Management Division will be responsible for the ASC and for the preliminary analysis of the findings. Preparation of the ASPR will be the responsibility of the Programme Division in collaboration with the Information Management Division and the M&E Division. Evidence on learning outcomes will be the responsibility of the National Assessment Unit.

Sub-component 4.4 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Training plans developed for national & sub-national level officials	Central and District level staff trained in improved and coordinated (RBM) monitoring processes	Central and non-central staff trained in improved and coordinated (RBM) monitoring processes	Central and non-central staff trained in improved and coordinated (RBM) monitoring processes	Central and non-central staff trained in improved and coordinated (RBM) monitoring processes
School visit tools and procedures for inspectors reviewed to reflect PEDP3 results	Schools inspected using updated PEDP3 related tools	Schools inspected using updated PEDP3 related tools	Schools inspected using updated PEDP3 related tools	c) Schools inspected using updated PEDP3 related tools
Plan for RBM institutionalisation developed by M&E and agreed with other divisions	Consolidated inspection report drafted and shared	Consolidated inspection report drafted and shared	Consolidated inspection report drafted and shared	Consolidated inspection report drafted and shared
	Progress review and monitoring meeting at divisional level conducted using RBM approaches	Progress review and monitoring meeting at divisional level conducted using RBM approaches	Progress review and monitoring meeting at divisional level conducted using RBM approaches	Progress review and monitoring meeting at divisional level conducted using RBM approaches
	AOP planning workshops conducted at central level	AOP planning workshops conducted at central level	Support RBM-focused AOP planning process at central level	Support RBM-focused AOP planning process at central level

The Monitoring and Evaluation Division is accountable for strengthening monitoring functions

Sub-Component 4.5. Human Resource Development

Under PEDP II, a major study on HRD needs was undertaken and an Organizational Development and Capacity Building Guidebook was prepared suggesting the types of

training required for DPE officers at central and field levels. Many of these activities will be implemented under PEDP3 on a needs basis and the principle of needs based training will be applied to officers as well as teachers. Instead of a pre-set, supply driven training plan, there will be a process for determining what training is required to improve performance. For example, there may be a need for field level officers to be trained in the revised curriculum in order to monitor school performance. The process will begin with annual requests by central divisions and field level officers: for example, NCTB may need to provide training on the revised curriculum.

Sub-component 4.5 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
Procedures for requesting and approving needs based training for central level staff established and published to all managers Cross-directorate training (DPE, BNF for managing links planned	Annual requests for needs based training by line divisions coordinated HRD training consolidated, coordinated, and implemented	Annual requests for needs based training by line divisions coordinated Training implemented	Annual requests for needs based training by line divisions coordinated Training implemented	Capacity at PRG3 affiliated divisions improved

The Training Division is accountable for HRD training

Sub-Component 4.6 Public-Private Partnerships (PPP)

The NEP clearly emphasizes reaching out to NGOs and the private sector to help deliver and support aspects of primary education. NGO partners will continue to provide pre-primary, non-formal, and some formal primary education and to prepare teaching-learning and supplementary reading materials. The private sector will, for example, be called upon to play a role in Government's ICT initiative by contributing expertise and equipment that will enable 'Digital Bangladesh' to begin in primary schools.

The implementation arrangements for PEDP3 including organizational restructuring and programme management are discussed in more detail in the Annex 5.

Sub-component 4.6 Year-Wise Action Plan

Year 0	Year 1	Year 2	Year 3	Years 4-5
	Mechanism for PPP approved PPP arrangements managed and monitored	PPP arrangements managed and monitored	PPP arrangements evaluated and mechanism improved	Improved PPP arrangements managed and monitored

The Programme Division is accountable for PPP

Distribution of Sub-components among Implementing Units

Table 4.2 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 in Annex 5. Table 4.3 organizes the sub-components by results areas,

Table 4.2: 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 <u>distribution</u>			3.1.1 Field offices strengthened 3.1.4 Org. review and strengthening	3.2.2 Teacher recruitment, promotion and deployment	
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) 4.5 HRD 4.6 PPP
Information 1.5 ICT in Education				3.2.3 annual school census (database part)	
BNFE	2.1.1 Alternative and 2 nd chance				
NAPE				3.2.1 Grade V terminal exam strengthened	
NCTB 1.3 Curriculum Development 1.4 Textbook <u>production</u> and distribution					
MoPME					4.1 PEDP3 management and governance (governance part) 4.3 Sector Finance

Table 4.3: RESULTS WEB: PEDP3 COMPONENTS, RESULTS AREAS, and SUB-COMPONENTS						
COMPONENT 1: TEACHING AND LEARNING	COMPONENT 2: PARTICIPATION AND DISPARITIES		COMPONENT 3: DECENTRALIZATION AND EFFECTIVENESS		COMPONENT 4: PLANNING AND MANAGEMENT	
Results Area 1 LEARNING OUTCOMES	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	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	

³ Stipend programme removed from PEDP3 to another programme.

SECTION 4: IMPLEMENTATION ARRANGEMENTS

This annex outlines the main responsibilities of the several agencies, committees and categories of officials responsible for the timely and successful implementation of PEDP3. The re-organized structure of the implementing agencies is illustrated and manpower requirements for DPE presented. Three types of staff will be added to DPE: deputed, temporary staff for the PEDP3 period to be retained under the development budget, and permanent staff with posts under the revenue budget. Organograms for all units and agencies are described in this annex, along with staffing requirements.

Because PEDP3 is focused on learning in the classroom, the implementation arrangements begin with the teachers.

Functions - School and Community

Teachers

Teachers are accountable to ensure the learning progress and achievement of all children through effective teaching learning process

- Participate in continuous professional development activities concerned with school curriculum, subject contents, assessment and other job related issues
- Prepare and use of lesson plans
- Prepare, use and preserve lesson based teaching aids
- Use of teacher's guide and other teaching learning materials
- Ensure child friendly and activity based classroom teaching learning practices
- Display children's work
- Carry out all other related activities assigned by the Government

Head Teachers

Head Teachers have a particular responsibility to support and monitor their teachers in ensuring that ensure the learning progress and achievement of all children.

- Classroom teaching duties as required
- Ensure the timely attendance of teachers
- Ensure that teachers conduct effective teaching learning & conduct assessment for learning progress and achievement of all children
- Ensure the participation of all teachers in the continuous professional development activities
- Provide educational opportunities for all of the children in the school catchment
- Provide facilities for teaching and learning
- Ensure proper and attractive school environment
- Ensure the effective involvement of parents, guardians and local community
- Manage, implement and support the SLIP programme
- Support in the formation and effective functioning of the SMC & PTA

- Carry out regular academic supervision & give feed back to teachers using Record of Professional Development (RPD)
- Conduct all types of examinations as per Government order
- Carry out other duties assigned from time to time by Government

School Management Committees (SMC)

- Prepare, implement and annually update the School Level Improvement Plan (SLIP)
- Assist and support in school development in terms of management, administration, community mobilization, congenial school environment, assist head teacher, school level planning, M & E of teachers as reflected in quarterly performance formats, increase enrolment and decrease of drop-out rate, increase attendance of the children, and ensure timely attendance of teachers in schools, organize and participate in co-curricular activities of the school etc

PTA

- Engage in the issues of performance of schools and, in particular, of students not performing well
- Develop good relation among teachers and guardians
- Develop school as center for all activities pertaining to improvement of educational, social, financial, and cultural aspects of people of different professions
- Assist SMCs to increase attendance rate and decrease drop-out rate
- Implement and monitor the SLIP

Functions – Upazila, District and Division

Upazila Education Office

- Support schools to ensure achievement of learning outcomes
- Manage primary education operations at the upazila level
- Provide support, services and supervisory/monitoring for quality primary education at the upazila level
- Develop upazila primary education plan (UPEP), update annually, and implement it
- Support head teachers, SMCs and communities in the development of SLIP and the use of consolidated SLIP grants
- Provide academic help and supervision (mentoring) to schools and teachers
- Support sub-cluster training, in coordination with the URCs
- Support implementation of need based in-service training of teachers
- Get involved in implementation of pilot programmes
- Conduct annual data collection and reporting for the EMIS and M&E requirements

Upazila Resource Centre

- Support teachers with training and content to ensure attainment of learning outcomes
- Organize and implement in-service training and monitor the impact of training
- Provide academic supervision of training and related activities within the upazila

- Facilitate network and coordination work with relevant institutions and offices relative to teacher training activities
- Provide academic support to primary schools and improve classroom teaching and learning through teacher training.
- Prepare annual training plan
- Deliver training programmes for basic education
- Monitor NFE programmes for alternative and second chance education

District Primary Education Office

- Manage primary education operations at the district level
- Carryout all administrative functions of the districts (appointment & transfer of teachers, departmental proceedings, textbook related activities, inspection of upazilla offices, tracking of EMIS activities, drawing and disbursing officer (DDO),
- Provide progress report of primary education in district coordination meeting
- Engage in supervision and integration of HR concerns at district Level
- Prepare district primary education plan (DPEP), update annually, and implement it
- Draft educational plan in consultation with UEO,
- Support UEOs to prepare UPEP and implement it
- Report to Division DD and DPE
- Support and assist to carry out in-service training in URCs

Division DD

- Manage primary education operations at the division level
- Coordinate the activities of the district level offices and PTIs
- Carryout all administrative functions of the division including transfer of teachers, textbook related activities, inspection of district offices and PTIs, tracking of EMIS activities, chalk out educational plan in consultation with DPEO
- Support DPEOs to prepare and implement the DPEP
- Support PTIs to prepare and implement the PTI improvement plans

PTI

- Conduct initial training for newly recruited teachers and C-in-Ed training for the untrained teachers,
- Assist and monitor effective implementation of in-service training to be undertaken at URCs
- Prepare PTI improvement plan, update annually, and implement it
- Deliver Diploma In Education training programmes

Functions - Implementation Administration

Directorate of Primary Education (DPE)

DPE carries the prime responsibility for PEDP3 implementation. Its role is to:

- Formulate policies, guidelines, plans and programmes for the primary education subsector.

- Implement primary education programmes through field level agencies and linked institutions.
- Supervise and monitor primary educational activities.
- Ensure that PEDP3 initiatives dovetail with and are sustainably incorporated DPE's on-going responsibilities

Technical Committee

- Headed by DG, DPE
- Assist implementing Agencies including DPE, NAPE, BNFE, CPEMIU, NCTB, BANBEIS
- Coordinate and collaborate across line Divisions using working committees to resolve HRD/HRM issues
- Plan for Results Based Management by coordinating data management and data collection under EMIS/M&E
- Prepare and formulate guidelines for effective implementation of PEDP3
- Hold a half-yearly review meeting for synchronizing service delivery by all agencies
- Develop strategies to integrate Madrasah, NGO, and BNFE activities
- Provide support to resolve implementation problems;
- Support policy revision based on implementation experiences

DG, DPE

- Serve as PEDP3 Programme Director
- Manage implementation of PEDP3 activities and facilitate fund release and fund allocation
- Coordinate programme implementation across the field as well as related institutions including NCTB, NAPE, BNFE, CPEIMU, BANBEIS, and the DPs
- Provide policy decision and operational initiatives for quality primary education
- Supervise and integrate systems and linkage with institutions a related to primary education
- Coordinate all line divisions
- Manage DPE system effectively and efficiently for quality Primary Education
- Serve as chief executive of operations DPE and DPE programme implementation
- Be responsible for planning, management and implementation of all development activities
- Take all administrative responsibilities of DPE and exercise financial power delegated by the appropriate authorities
- Provide support for professional development of the officers and staff
- Delegate authority to appropriate level for smooth implementation of PEDP3

Additional DG – New Position

- Manage regular administrative matters
- Supervise recruitment and appointment of teachers & staff under DPE, distribution of textbooks and coordination and collaboration of HRD/HRM issues
- Promote public relations and communications

Administration Division

- Carry out general administration of DPE HQ and field offices
- Manage HRM systems (recruitment, deployment, career path and promotions),
- Carry out general services, and legal, including the tasks of collaborating with TD, job descriptions to new entrants in the system;
- Be responsible for teacher management including teacher recruitment,
- Maintain custody of records, archives, logistics, establishment, library, textbook distribution and documentation centre,
- Carryout performance appraisal, reward and recognition system, ACR, discipline, teacher registration.
- Carryout functions related to asset management(deeds, design, legal records)
- Provide and transport (supply, maintenance, repair etc)and logistic support to HQ and field offices
- Prepare of HRD plan

Monitoring & Evaluation Division

- Conduct National Student Assessment
- Revise Annual School Census (ASC) questionnaire, administer the ASC, and prepare the Annual School Census Report
- Produce ASPR on KPIs and other indicators with technical support from Information Management Division
- Institutionalization of Results Based Management (RBM)
- Manage inspection system of field offices and schools using RBM
- Facilitate progress monitoring and review meeting with Divisions on half yearly basis
- Conduct evaluation of systems performance and processes, and
- Manage sector monitoring system including SLIP/UPEP using RBM frameworks and processes
- Develop researching studies, systems for monitoring programmes and projects and activities,
- Conduct evaluation of systems performance and processes
- Carryout functions related to data analysis, and documentation and publication

Information Management Division — New Division

- Develop and maintain database, GIS, and software
- Design, develop, and maintain database for expanded ASC
- Clean, store, maintain, and process data from ASC and other sources
- Create data warehouse using data from BNFE and other sources
- Provide technical support to M&E division in preparation of ASPR
- Retrieve data, analyze data and prepare tables or special reports in response to requests from DPE divisions
- Develop and maintain hardware and Network (communication)
- Provide IT technical support to DPE and model schools
- Process and analyze data/information for maintaining and operating the IT system

Finance and Procurement

- Manage financial systems using Bangladesh financial management system and accountabilities,
- Plan and formulate budgets,
- Procure goods and services as per THE GOVERNMENT rules with exceptions agreed with DPs
- Disburse (tendering) funds,
- Keep accounts, maintaining custody of financial records, reports and audit.
- Allocate funds and collect expenditure statement
- Prepare withdrawal and grant applications for external funding of PEDP3

Training Division

- Manage and assess training systems and programmes, events and engagements (C. in Ed curriculum implementation at PTIs, URCs)
- Monitor curriculum revision and implementation in close coordination with NCTB and Programme Division
- Conduct training impact analysis of teachers, officers and staff at all levels,
- Design and develop training programmes and HRD Plans for professional development & upgrade, curriculum, instruction and other development research;
- Facilitate training sessions, programmes and processes and d]designing and conducting demand based training
- Link DPE with training institutions and agencies at national and international levels, e.g., NCTB, NAPE, PTI, URCs, Universities and others.

Policy and Operations Division

- Manage school administration, operations, school registration, school operations including pre-primary and eventually up to Grade 8;
- Design and develop systems and mechanism for universal access and equity (inclusive education),
- Prepare Inclusive Education and Gender Action Plan monitoring reports as required
- Manage working teachers while in service
- Manage communications and social mobilization

Planning and Development Division

- Manage the planning and formulate implementation policies and guidelines;
- Develop plans, projects and programmes, including overseeing SLIPS/UPEPs/DPEPs connectivity to ADP/AOP,
- Prepare need-based AOP through a bottom-up planning exercise (SLIP, UPEP and DPEP) in a phased manner;
- Develop network with agencies and non-government organizations in partnership (PPP) at school levels to support SLIP/UPEP/DPEP and IE.
- Conduct, process and analyze data and information, and policy research as well as prepare reports,
- Link with national and international institutions and agencies as relevant to planning.
- Supervise all construction work under DPE
- Coordinate progress of construction of school buildings and other construction related work with LGRD
- Identify very old and dilapidated primary schools and suggest course of action

Programme Management Division – New Division

- Assist the Programme Director in policy formulation and programme management for primary education system
- Monitor progress on PEDP3 activities requiring coordination across line Divisions and with units outside DPE
- Facilitate preparation and approval of PEDP3 AOP
- Follow up on implementation of MOUs between DPE and NCTB, NAPE, BNFE, CPEIMU and others for effective implementation and integration of PEDP3 activities
- Assist the Programme Director in the design and management of activities identified for outsourcing, public-private partnership (PPP) and institutional twinning
- Report directly to the Programme Director for management aspects and consult with relevant heads of units within DPE and other IPAs for management and implementation aspects
- Facilitate coordination of programme activities
- Engage in liaison and information flows among government agencies, DPs and IPAs and respond to them as required
- Develop and refine implementation strategy through action research and piloting in collaboration with the concerned line divisions
- Provide leadership and supervision for working groups and technical groups
- Coordination, planning and management of TA
- Carry out other tasks as directed by DG
- Act as focal point for the DPs
- Oversight of piloting and action research

Supporting Agencies

NAPE

- Review and revise C-in-Ed curriculum based on the revised Primary Education Curriculum
- Conduct research and provide training on management and administration of the AUEOs, UEOs, DPEOs and DPE officials.
- Monitor the training programme of PTI and evaluate and make revision of the curriculum of PTI.
- Review and revise PTI curriculum based on the revised Primary Education Curriculum
- Provide professional training to teacher educators and field staff of DPE
- Strengthen the Grade V examination including:
 - Item writing
 - Item pilot testing including pilot sample selection
 - Development of improved test administration and monitoring
 - Improve test result analysis – classical analysis for pilot testing (validity, reliability, and discrimination) and IRT for final test scores as well as the need to ensure that the open-ended type items are marked in a fair and objective manner.
 - Report writing
 - Dissemination of reports on new types of test items and final results

NCTB (Primary Education Wing)

- Review the existing curriculum (Bangladesh and International)
- Review and Renewal of Curriculum which includes:
 - Conduct field study of Need assessment, Situation Analysis
 - Renew curriculum
 - Revise Textbooks
 - Revise Teachers Guide
 - Develop Teaching Aids
 - Conduct Curriculum Dissemination Training
 - Develop Formative and Summative Assessment Strategy and Tools
 - Conduct Training on Assessment
- Assist in National Assessment section to develop test items and data analysis
- Conduct continuous evaluation of curriculum implementation
- Assist national assessment section to develop test items and curriculum research
- Conduct continuous evaluation of curriculum implementation

BNFE

- Facilitate implementation of Non-formal primary education (NFPE) to provide second chance / alternate primary education to out of school children

BANBEIS.

- Work as the central data point of the education sector
- Collaborate with MoPME as required

BBS

- Collaborate with MoPME as required

LGED

- Carryout all construction and repair and maintenance activities at school level

Compulsory Primary Education Implementation and Monitoring Unit (CPEIMU)

- Disburse grants to RNGPS and community schools
- Conduct child education and literacy survey every alternative year

Strategic Direction

Ministry of Primary and Mass Education (MOPME)

MoPME's role is to provide overall leadership and guidance in programme implementation.

PEDP3 Steering Committee (PSC)

Chaired by the Secretary of MoPME, the PSC is the high-level meeting point for all involved Ministries and will include representatives from Civil Society;

- Be responsible for PEDP3 policy direction and formulation;
- Formulate high level institutional policy framework and policy guidelines for implementation;
- Accelerate of and follow-up on the decision making processes at relevant Ministries;
- Review programme progress on a regular basis;
- Approve the Annual Operational Plan (AOP);
- Address critical inter-ministerial policy and implementation issues; and
- Ensure quality checks on preparation of reports and studies.

PEDP3 Surveillance Unit (PSU), MOPME – New Unit

- Promote collaboration and coordination across Ministries and Agencies;
- Conduct effective public relations, including the issuing of regular media releases, related to PEDP3 and the primary education sub-sector generally;
- Enhance the inter-ministerial coordination thorough the PSC and effective communication mechanism;
- Coordinate inter agency policies;
- Harmonize curriculum development and textbook production and distribution;
- Review functions of M&E/EMIS/BANBEIS to develop a central database management system
- Enhance participation arrangements through MOU/MOA between and among Ministries/Agencies
- Organize meetings of organizations/agencies/projects within MOPME and mobilize support for programme implementation
- Facilitate DP support for the sector including *inter alia*, NGOs, the private sector and philanthropic organizations

Programme Support Office (PSO), within PSU – New Office

- Provide secretariat services to the PSC
- Promote clear, regular communication between MOPME and all involved parties
- Coordinate with relevant Ministries to clear proposals related to PEDP3 implementation
- Present a summary progress report of PEDP3 implementation to the PSC
- Support (i) the overall coordination of DPE, all partner agencies, and DPs; (ii) coordination, monitoring and management of policy reform agenda; (iii) facilitating AOP approval process by PSC (iv) half yearly review of implementation including disbursement linked indicators (DLIs)
- Assist the Secretary MOPME and PSU in the design and management of all TA

- Support the DPE prepare the bottom up AOP development process, budget allocation and revision process as envisaged in PEDP3
- Support DPE and other implementing partner agencies (IPAs) for effective implementation of approved activities that require MOMPE's special attention/oversight
- Report directly to the Joint Secretary, Development for policy matters and consult with relevant heads of units within MOPME and other partner agencies for daily management and technical support
- Assist Secretary with internal and external communication and in organizing interactions with civil society, media and key stakeholders
- Prepare reports for the PSC and identify areas for PSC's decisions/interventions

Staffing Requirements

To fill the functions described in the section above, DPE will have to add three types of staff: Deputed Staff who will be assigned to DPE for the duration of PEDP3. Deputed staff will have no cost implications as they are already retained through the revenue budget. Some staff will be required only through the 5 year PEDP3 period, as their tasks involve time-bound results such as setting up new systems, re-engineering existing systems to manage expanded workload, or improving the quality of systems essential to accomplishment of PEDP3 results. Finally, some staff will be required in a permanent capacity as their tasks are associated with the permanent expansion of DPE responsibilities. Table 5.1 summarizes staffing requirements in terms of these three types of staff and table 5.2 provides a detailed breakdown.

Table 4.1: 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

Table 4.2: Detailed Staffing Requirements for PEDP3

STAFFING	EXISTING	STAFF BY BUDGET IMPLICATION			TOTAL
		Deputation	Development	Dev to Rev. Budget	
MoPME : PSU and PSO					

STAFFING	EXISTING	STAFF BY BUDGET IMPLICATION			TOTAL
		Deputation	Development	Dev to Rev. Budget	
JS - Development (ex-officio)	0	0	0	0	
Deputy Secy	0	1	0	0	1
SAS	0	2	0	0	2
Admin officer	0	0	2	0	2
Support Staff	0	0	5	0	5
Other	0	0	5	0	5
TOTAL MOPME	0	3	12	0	15
DPE Staffing - Central Level					
DGs Office					
DG	1	0	0	0	1
Education officer	1	0	0	0	1
Other officer	0	0	0	0	0
Support staff	4	0	0	1	5
TOTAL DGs Office	6	0	0	1	7
ADGs Office					
Additional Director general	0	1	0	0	1
Support staff	0	0	0	3	3
TOTAL ADGs Office	0	1	0	3	4
Administration Division					
Director	1	0	0	0	1
Deputy director	4	1	0	0	5
Assistant director	7	3	0	0	10
Education officer	4	2	0	0	6
Research officer	2	0	0	0	2
other officer	9	0	0	0	9
Support staff	62	0	0	9	71
Driver	13	0	0	10	23
lift man	0	0	0	2	2
plumber	0	0	0	2	2
electrician	0	0	0	2	2
sweeper	1	0	0	2	3
TOTAL Admin Division	103	6	0	27	136

STAFFING	EXISTING	STAFF BY BUDGET IMPLICATION			TOTAL
		Deputation	Development	Dev to Rev. Budget	
Planning and Development Division					
Director	1	0	0	0	1
Deputy director	3	0	0	0	3
Assistant director	4	2	0	0	6
Education officer	1	4	0	0	5
Research officer	1	0	0	0	1
other officer	1	0	0	0	1
Support staff	22	0	2	6	30
TOTAL Planning Division	33	6	2	6	47
Training Division					
Director	1	0	0	0	1
Deputy director	3	0	0	0	3
Assistant director	5	3	0	0	8
Education officer	5	0	0	0	5
Research officer	1	1	0	0	2
Other officer	3	0	0	0	3
Support staff	15	0	3	3	21
TOTAL Training Division	33	4	3	3	43
Monitoring & Evaluation Division					
Director	1	0	0	0	1
Deputy director	3	0	0	0	3
Assistant director	5	0	0	0	5
statistician	0	0	2	0	2
Education officer	5	1	0	0	6
Research officer	3	6	0	0	9
other officer	6	0	2	0	8
Support staff	20	0	0	6	26
TOTAL M&E Division	43	7	4	6	60
Finance and Procurement Division					
Director	1	0	0	0	1

STAFFING	EXISTING	STAFF BY BUDGET IMPLICATION			TOTAL
		Deputation	Development	Dev to Rev. Budget	
Deputy director	2	1	0	0	3
Assistant director	7	0	0	0	7
Finance officer	1	0	0	2	3
Accounts officer	2	0	0	0	2
other officer	14	0	0	7	21
Support staff	26	0	3	11	40
TOTAL Finance Division	53	1	3	20	77
Policy and Operations Division					
Director	1	0	0	0	1
Deputy director	1	2	0	0	3
Assistant director	5	1	0	0	6
statistician	0	0	0	0	0
Education officer	3	1	0	0	4
Research officer	2	0	0	0	2
other officer	1	0	0	0	1
Support staff	19	0	0	11	30
TOTAL Policy and Operations Division	32	4	0	11	47
Information Management Division					
Director/system manager	0	0	1	0	1
senior system analyst	0	0	0	1	1
system analyst	3	0	1	0	4
Statistician	1	0	0	0	1
Maintenance eng.	1	0	0	1	2
Programmer	2	0	0	1	3
other officer	2	0	0	8	10
Support staff	26	0	10	8	44
TOTAL Info Mgmt Division	35	0	12	19	66
Programme Management Division					
DirectorJPD	0	1	0	0	1
Deputy Director	0	2	0	0	2
Assistant Director	0	4	0	0	4

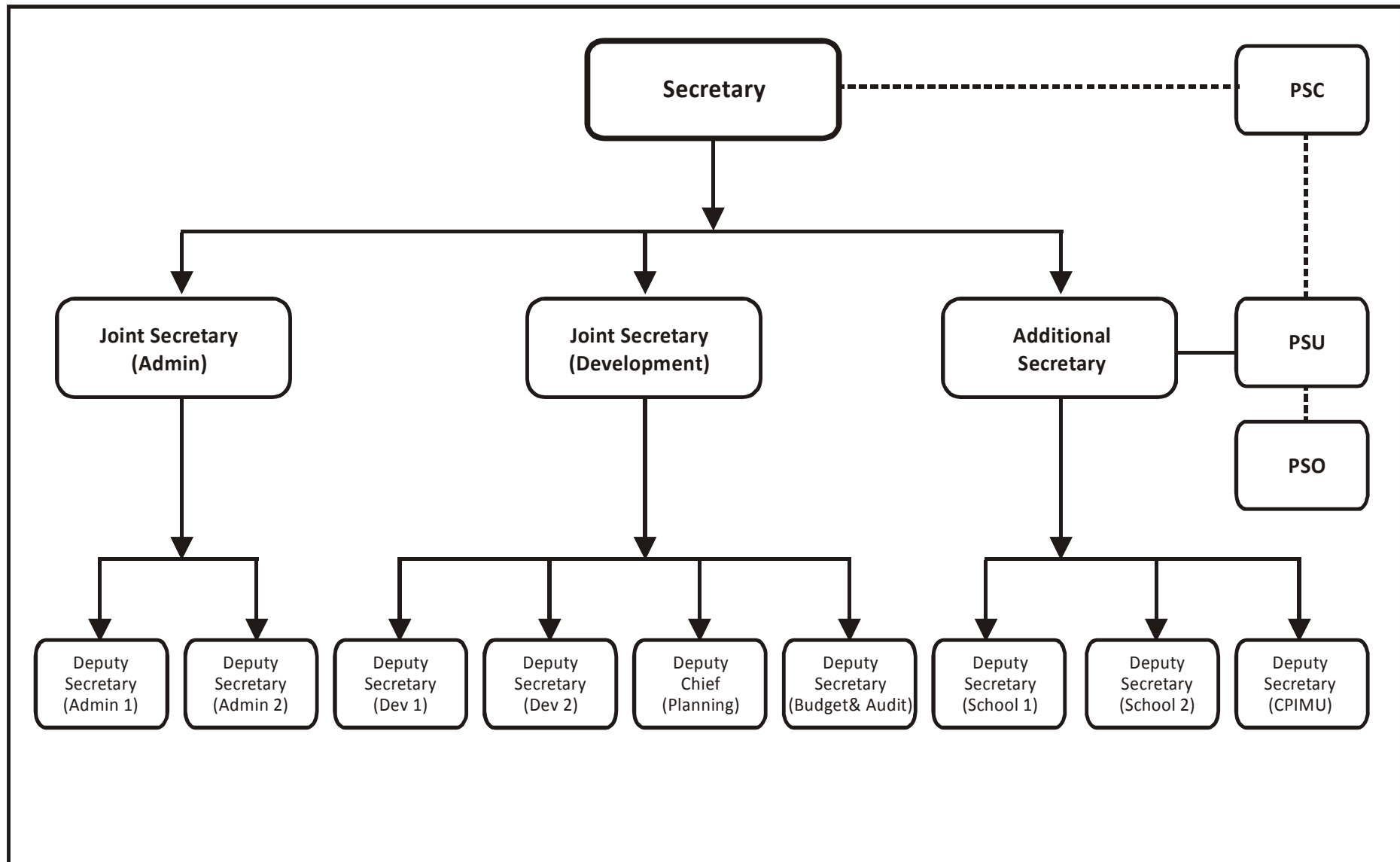
STAFFING	EXISTING	STAFF BY BUDGET IMPLICATION			TOTAL
		Deputation	Development	Dev to Rev. Budget	
Education officer	0	4	0	0	4
Other Officer	0	0	0	0	0
Support staff	0	0	0	24	24
TOTAL Prog Mgmt Division	0	11	0	24	35
DPE Field Offices					
Division Office					
Deputy director	7	0	0	0	7
Assistant director	6	1	0	0	7
Education officer	7	0	0	0	7
Support staff	64	0	0	14	78
TOTAL Division Office	84	1	0	14	99
DPEO office					
DPEO	68	0	0	0	68
ADPEO	132	0	0	0	132
AMO	64	0	0	0	64
other staff	496	0	0	48	544
TOTAL DPEO Office	760	0	0	48	808
UEO Office					
AUEO	2577	0	0	0	2577
Other officer	0	0	0	0	0
Support staff	2442	0	0	1152	3594
TOTAL UEO Office	5521	0	0	1152	6673
URC					
Instructor	481	0	0	24	505
Assistant instructor	481	0	0	24	505
other officer	0	0	0	0	0
support staff	962	0	0	48	1010
TOTAL URC	1924	0	0	96	2020
PTI					
Super	54	0	0	0	54

STAFFING	EXISTING	STAFF BY BUDGET IMPLICATION			TOTAL
		Deputation	Development	Dev to Rev. Budget	
Assistant super	54	0	0	0	54
Instructor	856	0	0	55	911
support staff	808	0	0	279	1087
TOTAL PTI	1772	0	0	334	2106
GPS					
Head teacher	37664	0	0	8	37672
Assistant teacher	187424	0	0	47672	235096
other officer	0	0	0	0	0
support staff	684	0	0	0	684
TOTAL GPS	225772	0	0	47680	273452
Residential Schools					
Support Staff	18			80	98
TOTAL Residential Schools	18			80	98
SUPPORTING AGENCIES					
NAPE					
DG	1	0	0	0	1
Director	1	0	0	7	1
Assistant Director	0	0	0	1	7
Deputy Director	2	0	0	0	2
Sr/Asst/Specialists	40	0	5	9	54
Controller/Deputy Controller	1	0	0	1	2
Other Officers	12	0	0	4	16
Librarian	1	0	0	0	1
Support Staff	39	0	0	41	80
TOTAL NAPE	97	0	5	65	167
BNFE Central					
DG	1				
Director	2	1			
Deputy director	3	3			
Assistant director	6	6			

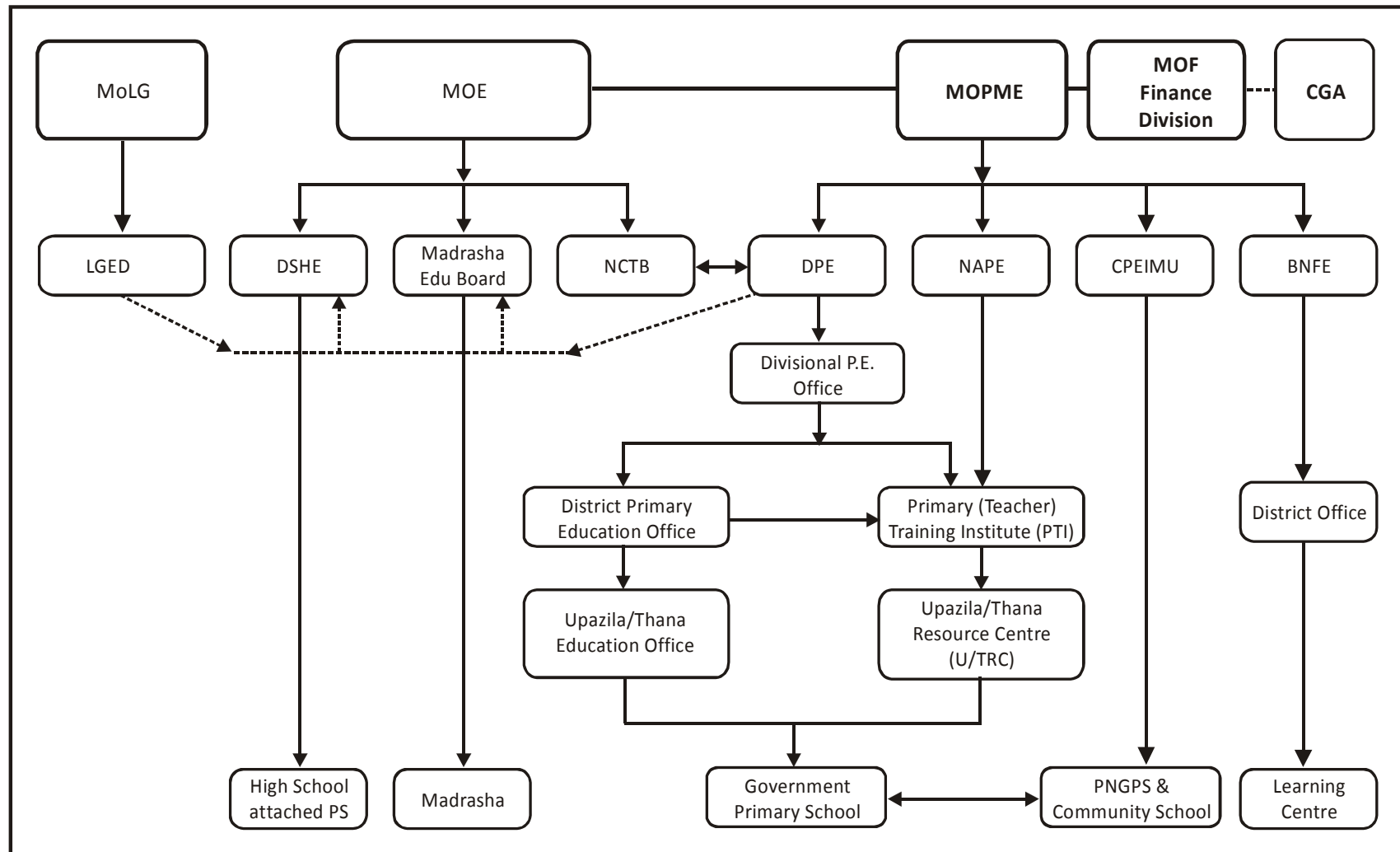
STAFFING	EXISTING	STAFF BY BUDGET IMPLICATION			TOTAL
		Deputation	Development	Dev to Rev. Budget	
System Analyst	1				
Programmers	1				
Librarian	1				
Officers	19				
support staff	42				
Others	19				
TOTAL BNFE	95	10	0		105

Organograms for all units and agencies along with staffing requirements have been mentioned in below:

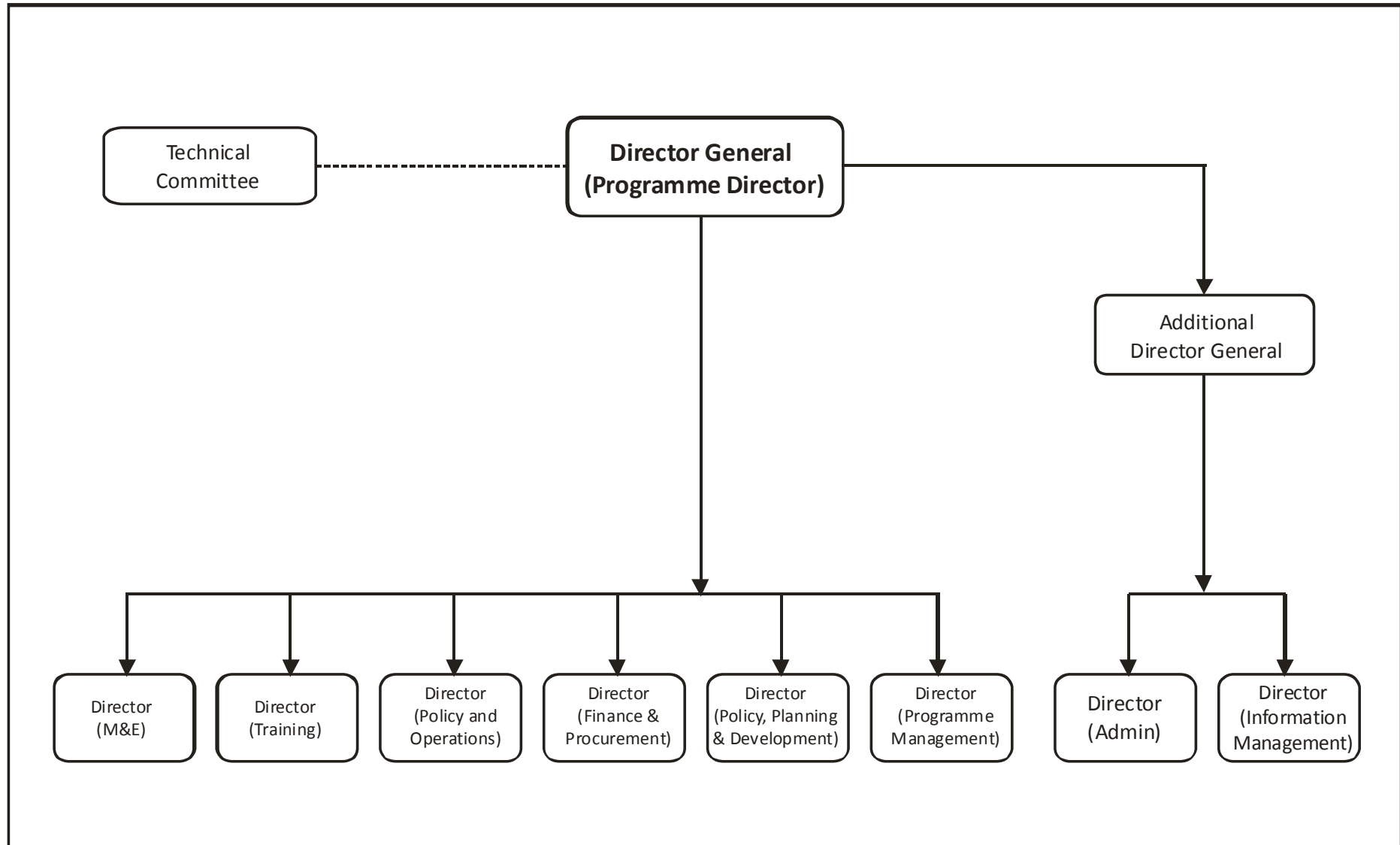
PEDP3 Implementation at Ministry of Primary and Mass Education



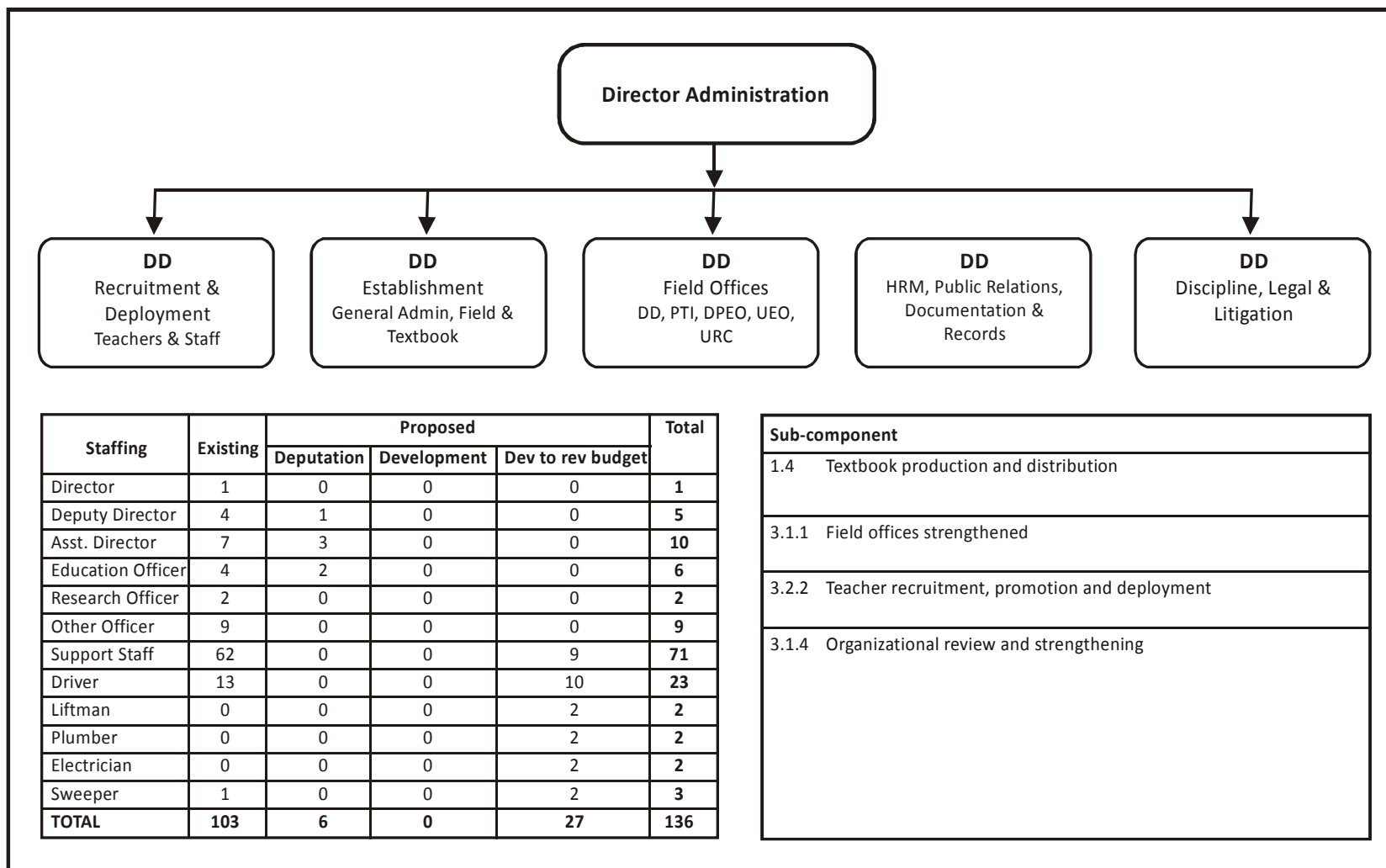
PEDP3: Implementing Agency



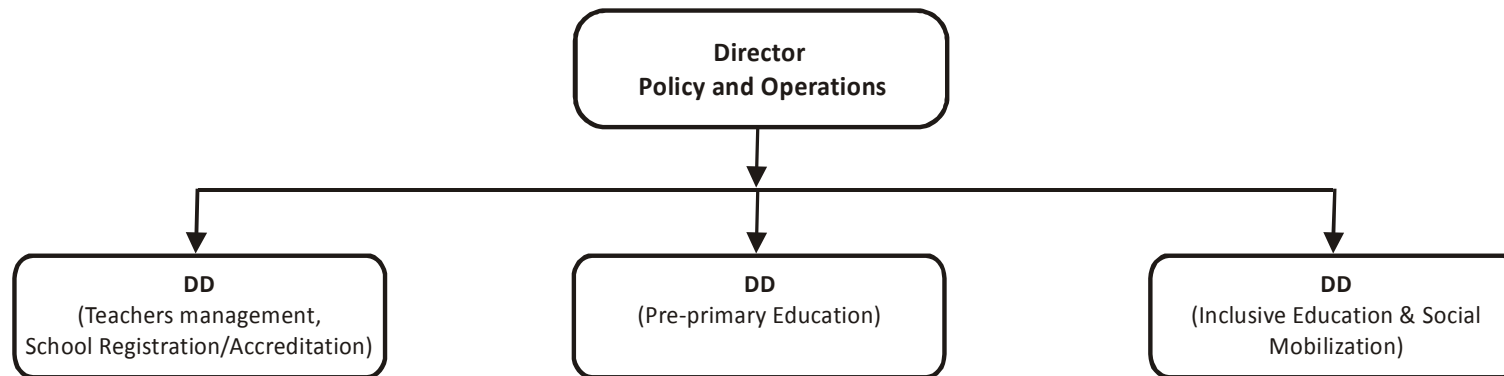
Proposed Organogram of DPE



Administration Division/DPE



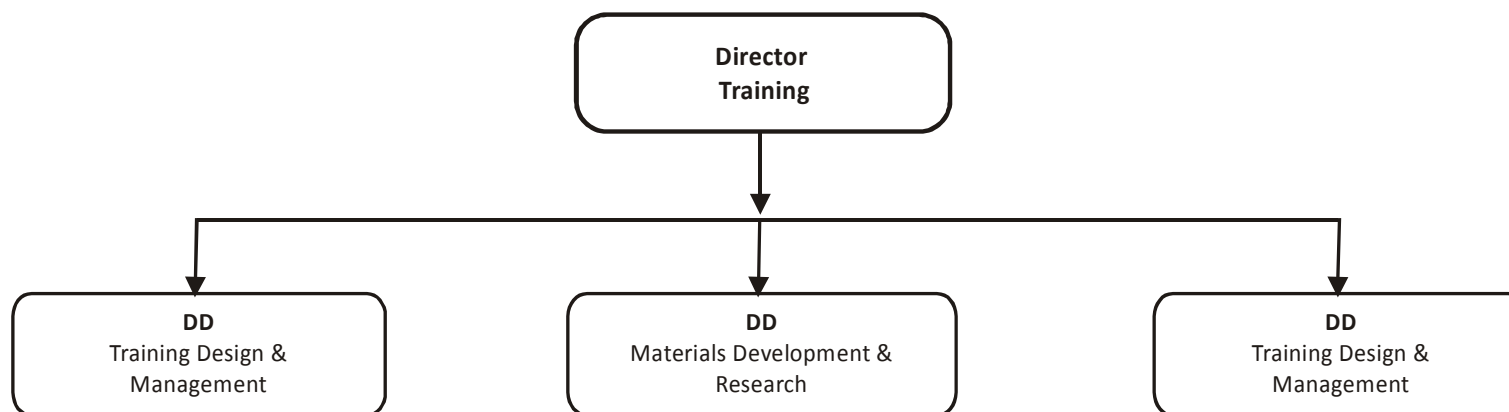
Policy and Operations Division/ DPE



Staffing	Existing	Proposed			Total
		Deputation	Development	Dev to rev budget	
Director	1	0	0	0	1
Deputy Director	1	2	0	0	3
Asst. Director	5	1	0	0	6
Statistician	0	0	0	0	0
Education Officer	3	1	0	0	4
Research Officer	2	0	0	0	2
Other officer	1	0	0	9	1
Support staff	19	0	0	11	30
TOTAL	32	4	0	11	47

Sub-component	
1.5	Communication & social mobilization
2.3.1	Pre-Primary
2.1.3	Exclusive Education
2.1.5	Communication and social mobilizatioin

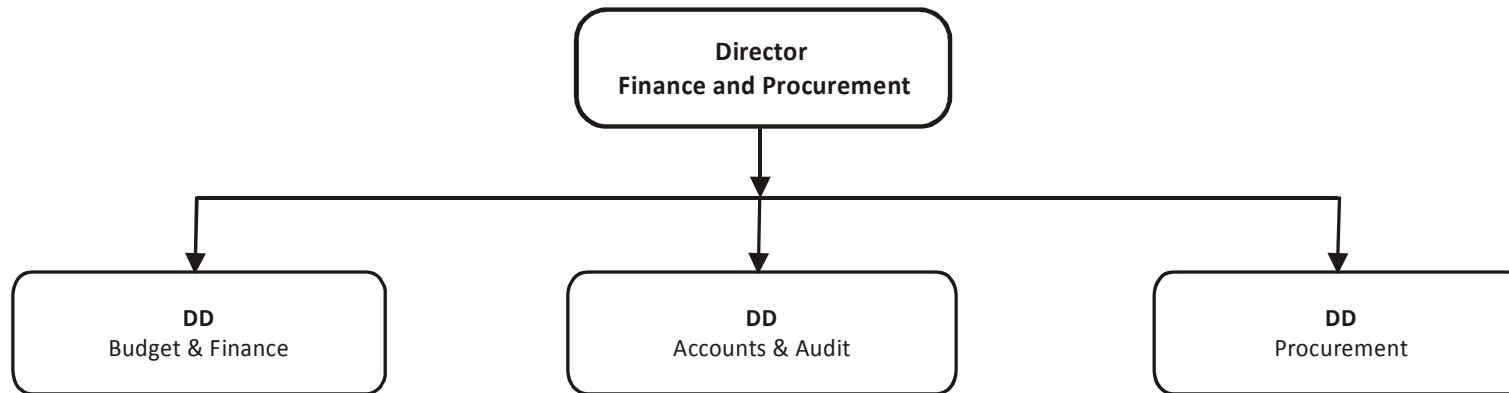
Training Division/ DPE



Staffing	Existing	Proposed			Total
		Deputation	Development	Dev to rev budget	
Director	1	0	0	0	1
Deputy Director	3	0	0	0	3
Asst. Director	5	3	0	0	8
Education Officer	5	0	0	0	5
Research Officer	1	1	0	0	2
Other officer	3	0	0	0	3
Support staff	15	0	3	3	21
TOTAL	33	4	3	3	43

Sub-component
1.2 School and classroom assessment
1.6 Teacher education and development
3.1.3 School level leadership development

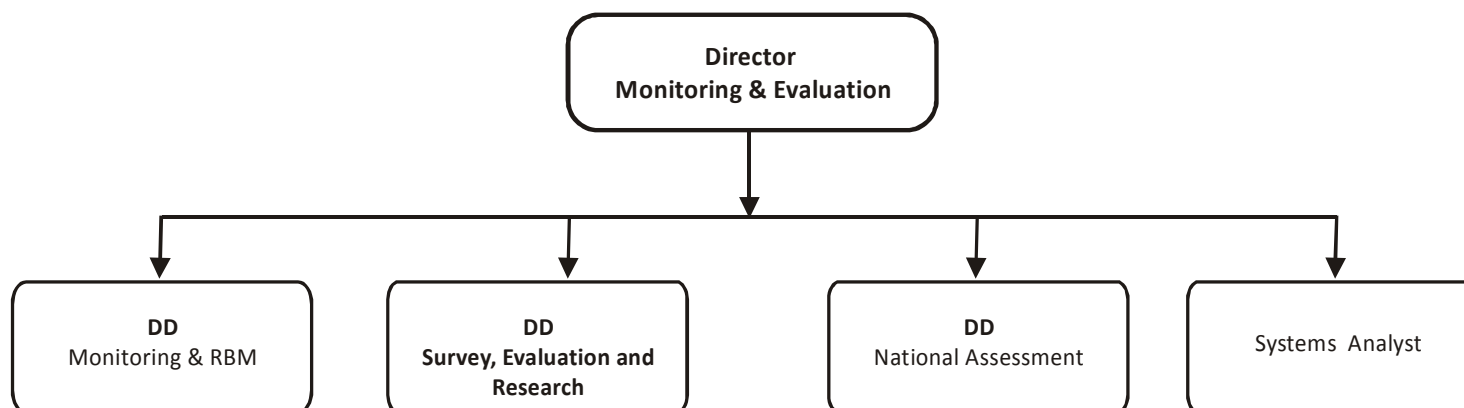
Finance and Procurement Division/ DPE



Staffing	Existing	Proposed			Total
		Deputation	Development	Dev to rev budget	
Director	1	0	0	0	1
Deputy Director	2	1	0	0	3
Asst. Director	7	0	0	0	7
Finance Officer	1	0	0	2	3
Accounts Officer	2	0	0	0	2
Other officer	14	0	0	7	21
Support staff	26	0	5	11	40
TOTAL	54	1	3	20	77

Sub-component
4.2.3 Financial management

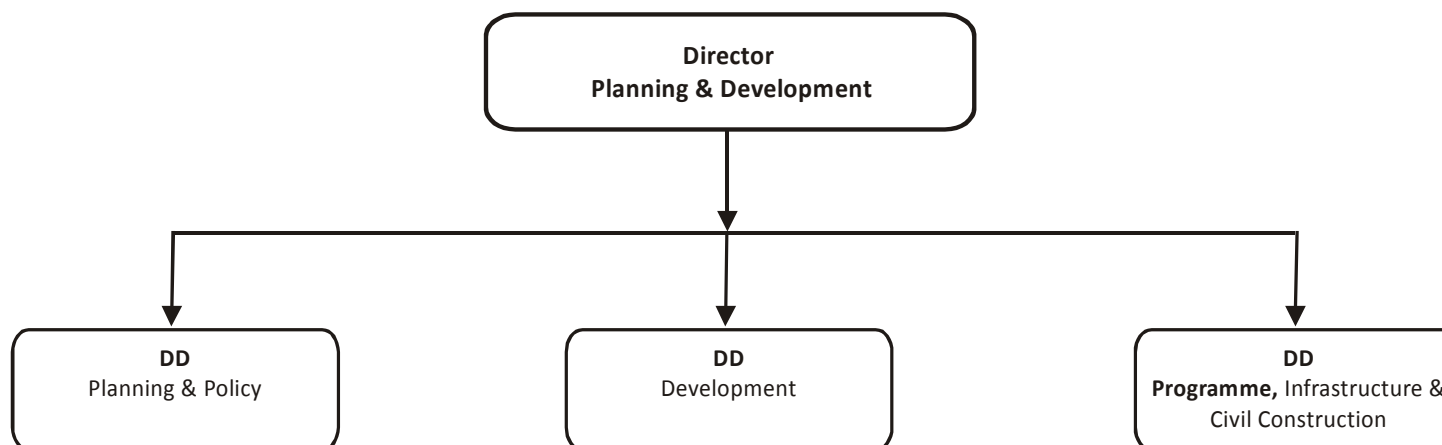
Monitoring & Evaluation Division/ DPE



Staffing	Existing	Proposed			Total
		Deputation	Development	Dev to rev budget	
Director	1	0	0	0	1
Deputy Director	3	0	0	0	3
Asst. Director	5	0	0	0	5
Statistician	0	0	2	0	2
Education Officer	5	1	0	0	6
Research Officer	3	6	0	0	9
Other officer	6	0	2	0	8
Support staff	20	0	0	6	26
TOTAL	43	7	4	6	60

Sub-component
3.2.3 Annual School Census (Analytical part)
4.2.2 National Student Assessment
4.4 Strengthening monitoring functions

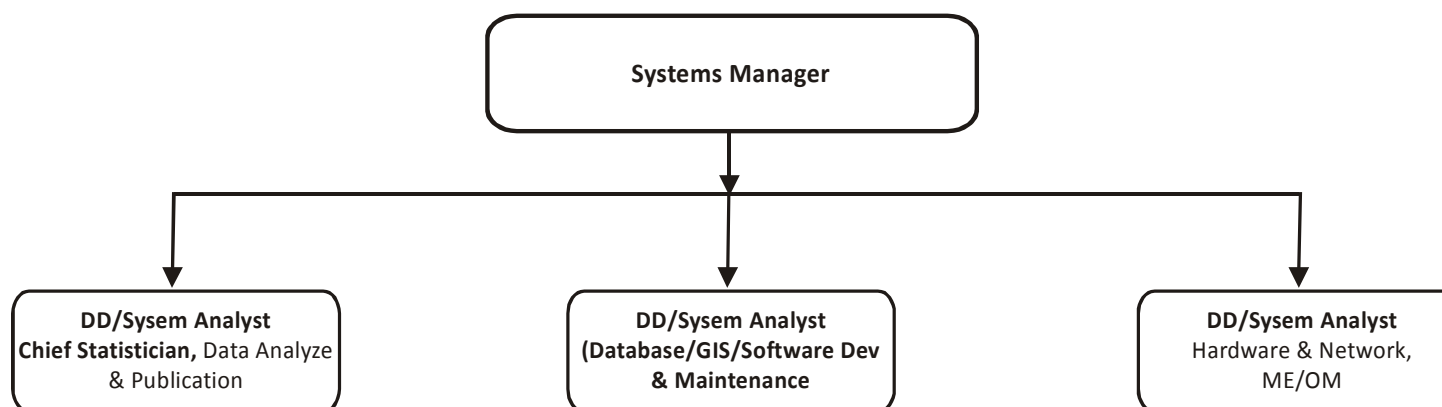
Planning and Development Division/DPE



Staffing	Existing	Proposed			Total
		Deputation	Development	Dev to rev budget	
Director	1	0	0	0	1
Deputy Director	3	0	0	0	3
Asst. Director	4	2	0	0	6
Education Officer	1	4	0	0	5
Research Officer	1	0	0	0	1
Other officer	1	0	0	0	1
Support staff	22	0	2	6	28
TOTAL	33	6	2	6	47

Sub-component
2.1.4 Education in emergencies
2.2.1 Stipends
2.2.2 School health and feeding
2.3.3 Needs based environment improvement
2.3.4 Needs based infrastructure
3.1.2 Decentralized school management

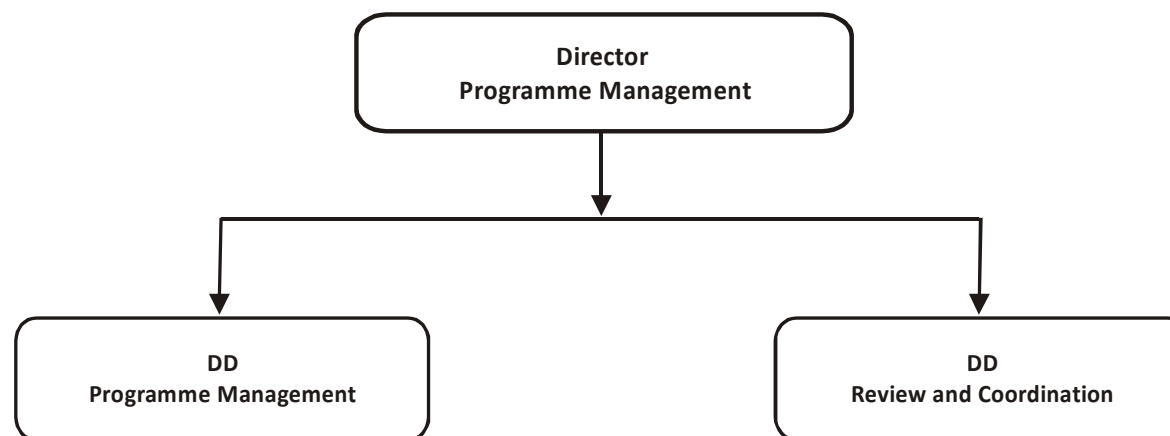
Information Management Division/DPE



Staffing	Existing	Proposed			Total
		Deputation	Development	Dev to rev budget	
Director/System Manager	0	0	1	0	1
Senior System Analyst	0	0	0	1	1
System Analyst	3	0	1	0	4
Statistician	1	0	0	0	1
Maintenance eng.	1	0	0	1	2
Programmer	2	0	0	1	3
Other officer	2	0	0	8	10
Support staff	26	0	10	8	44
TOTAL	35	0	12	19	66

Sub-component	
1.5	ICT in Education
1.5	Annual school census (database part)
4.1	IT support to DPE and MOPME schools
4.2	Develop and maintenance hardworks and networks

Programme Management Division/DPE

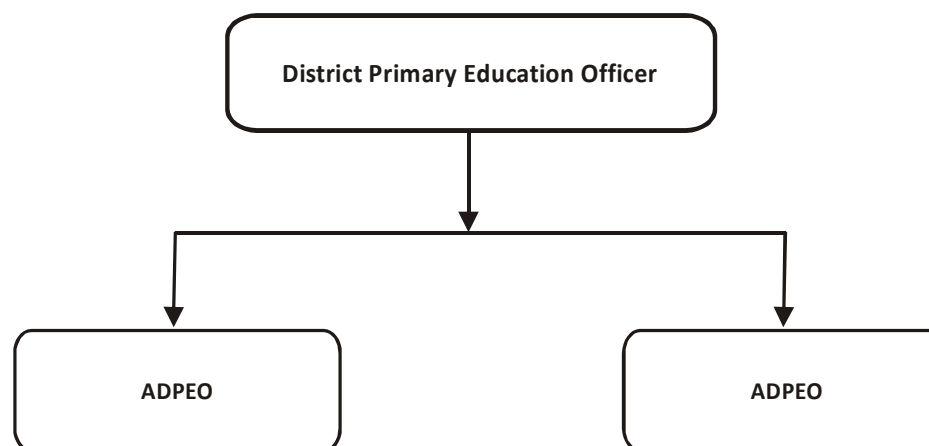


Staffing	To be transferred	Proposed			Total
		Deputation	Development	Dev to rev budget	
Director/JPD	1	1	0	0	1
Deputy Director	1	2	0	0	2
Asst. Director	0	4	0	0	4
Education Officer	0	4	0	0	4
Other officer	0	0	0	0	0
Support staff	10	0	0	24	24
TOTAL	12	11	0	24	35

Sub-component	
1.1	Each child learns
4.1	PEDP3 management and governance (management part)
4.5	HRD
4.6	PPP

☐ Staff should be transferred

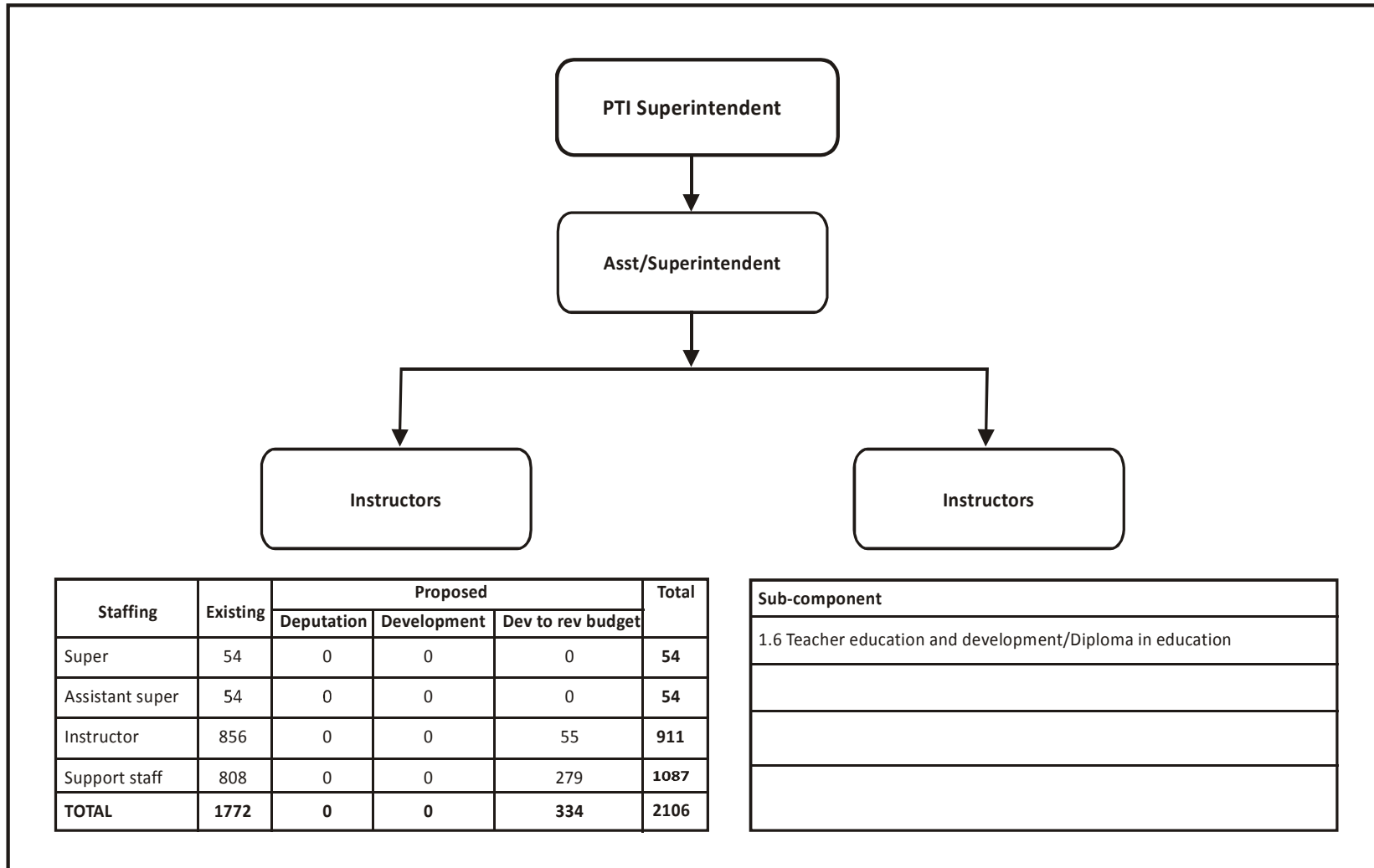
District Primary Education Offices (64)



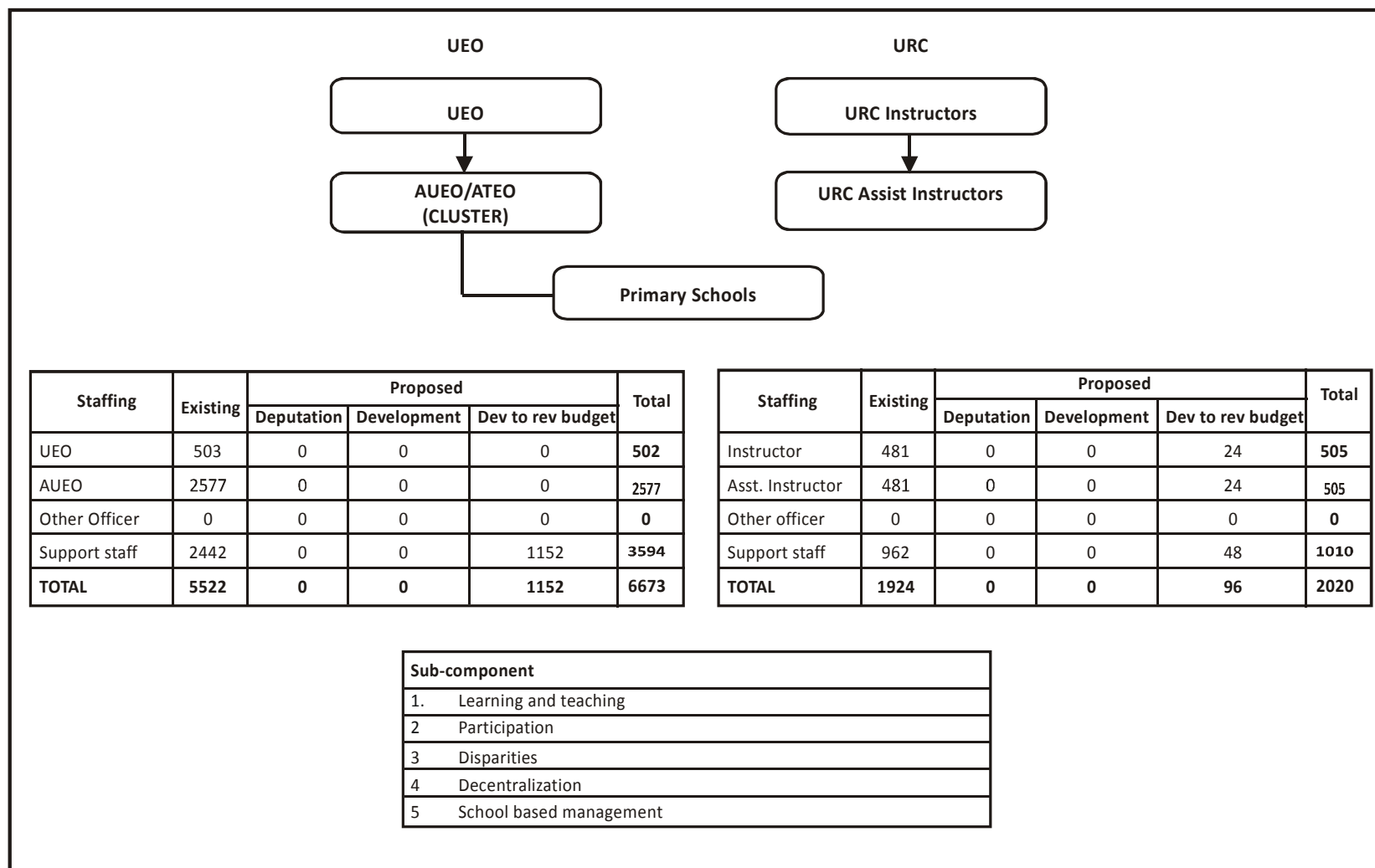
Staffing	Existing	Proposed			Total
		Deputation	Development	Dev to rev budget	
DPEO	68	0	0	0	68
ADPEO	132	0	0	0	132
AMO	64	0	0	0	64
Other staff	496	0	0	48	544
TOTAL	760	0	0	48	808

Sub-component
3.1.1 Field level offices strengthened
3.1.2 Decentralized school management and governance
3.1.3 School level leadership development

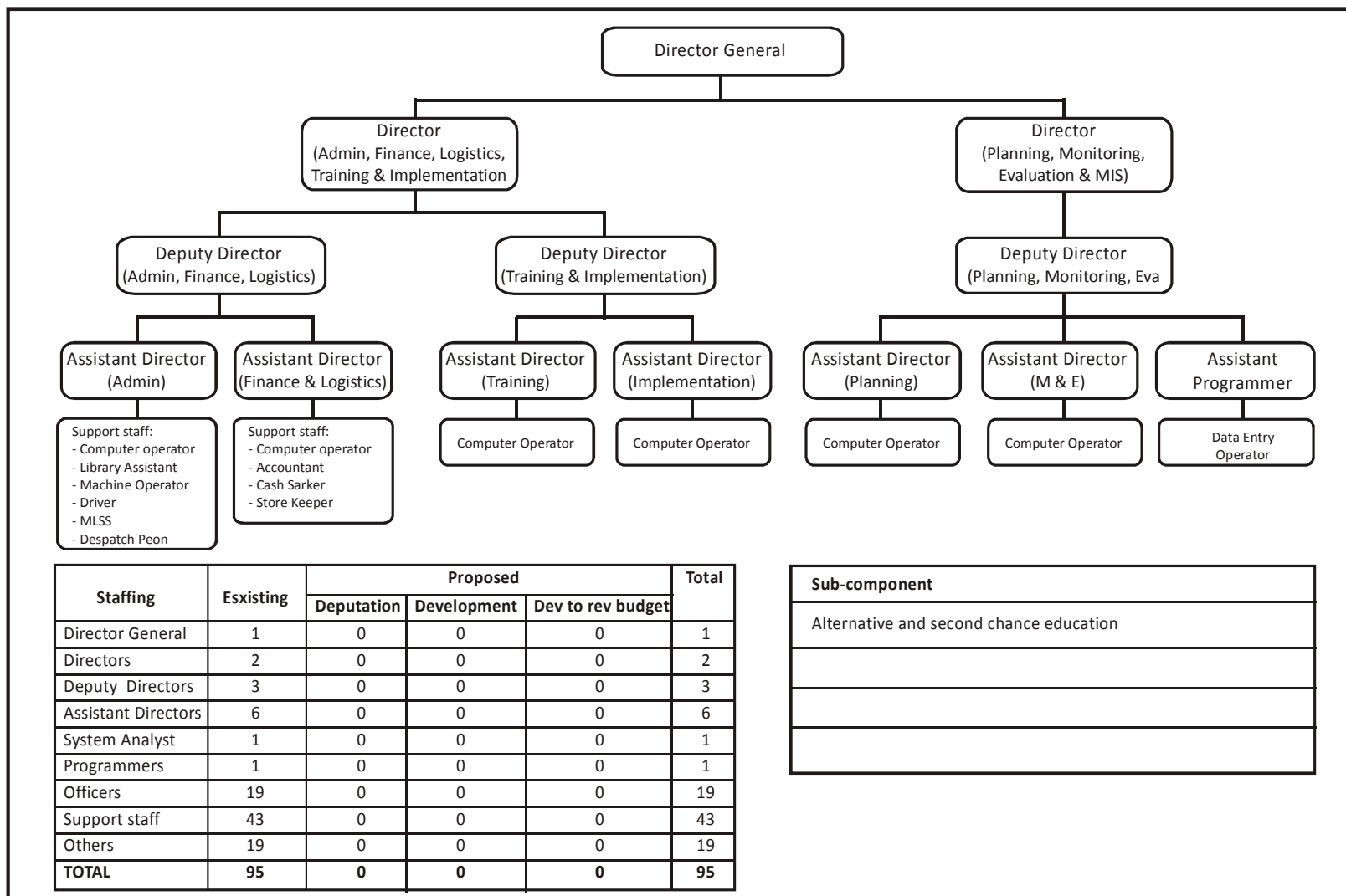
PTI



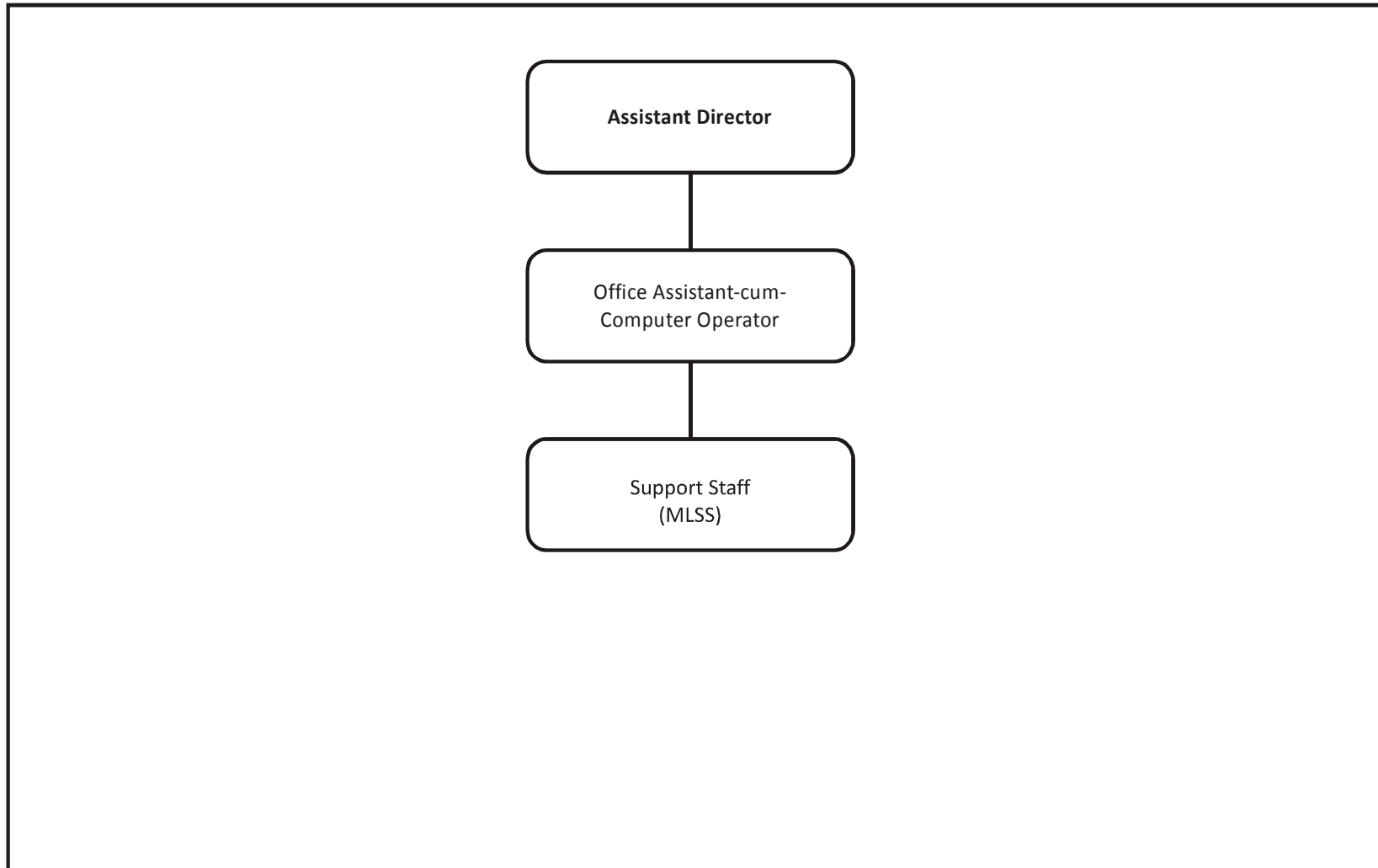
UEO-URC / DPE



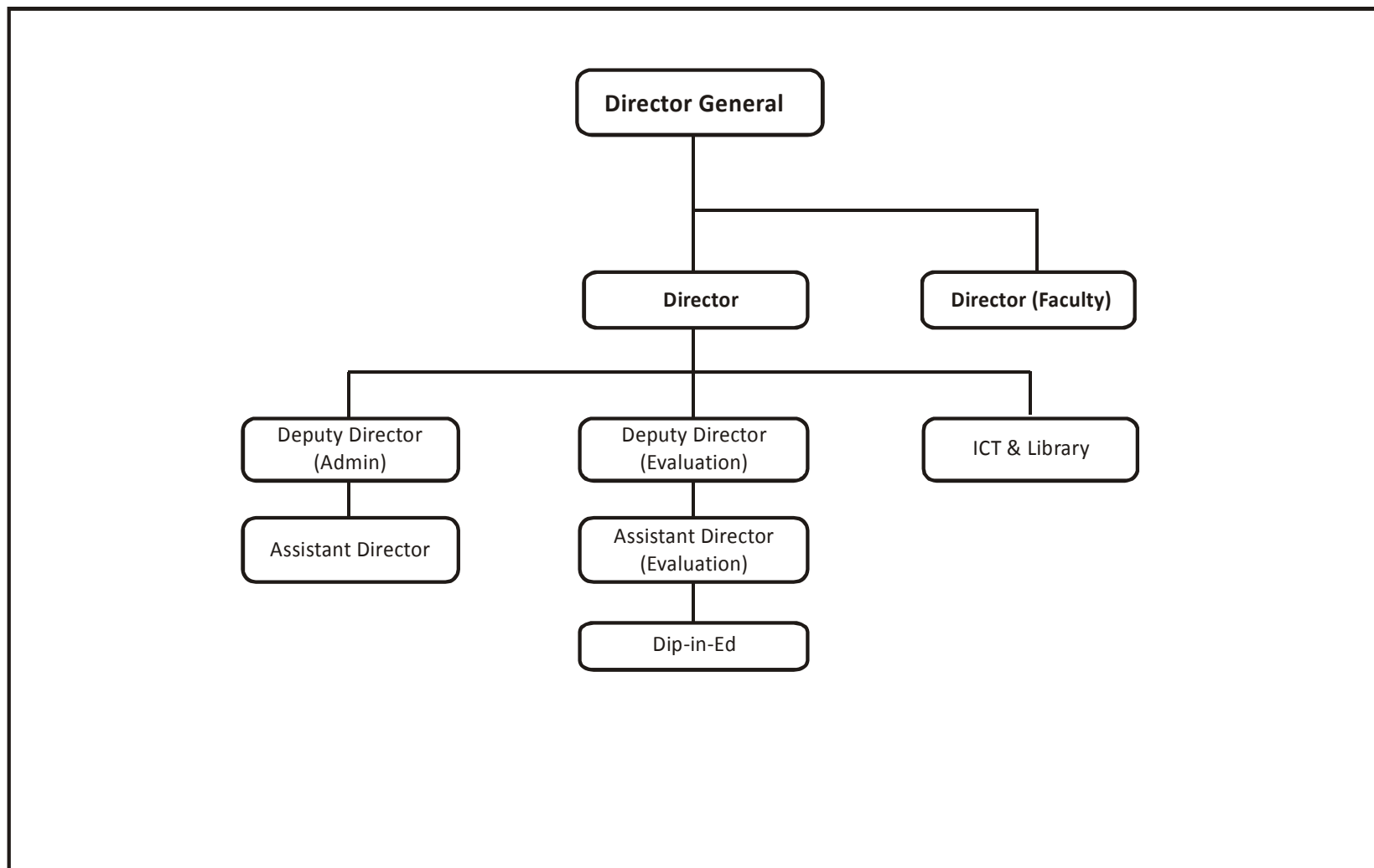
Organogram of Bureau of Non Formal Education - National Level



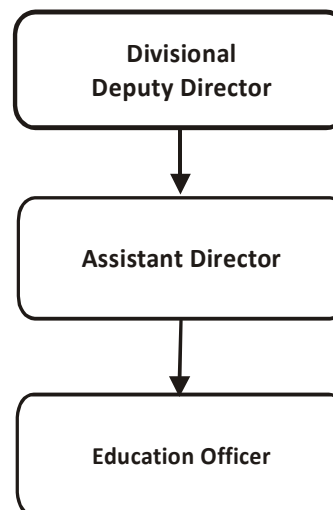
Organogram of Bureau of Non Formal Education - District Level



Organogram of NAPE



Division Office



Staffing	Existing	Proposed			Total
		Deputation	Development	Dev to rev budget	
Deputy Director	7	0	0	0	7
Assistant Director	6	1	0	0	7
Education Officer	7	0	0	0	7
Support staff	64	0	0	14	78
TOTAL	84	1	0	14	99

Sub-component
3.1.1 Field level offices strengthened

SECTION 5: FINANCIAL MANAGEMENT

For PEDP3, the Government and Development Partners (DPs) will use a unified system and procedures for financial management, procurement and disbursement. 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 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

All DPs signing the JFA will disburse their funds through the Government's system for fund management. The decision to adopt this model follows several fiduciary assessments including a full scope assessment of the Government systems and capacity in financial management and monitoring. The result of that assessment is an agreed Procurement and Financial Management (PFM) Action Plan to be implemented prior to PEDP3.⁴ The first PFM Action Plan is included in this annex (Attachment 1).

This annex summarizes arrangements for procurement, disbursement, and financial management. Attached to this annex is the Procurement and Financial Management Action Plan agreed by the Government and DPs specifying actions to be completed prior to the start of PEDP3.

Procurement

The Government will be accountable for all procurement of goods, works, and services and will be responsible for the contracts to be signed. As the Government and DPs are co-financing expenditures under the PEDP3, an agreed set of procurement guidelines will be referred to in the JFA. Procurements requiring NCBs will be performed in accordance with the Public Procurement Act (2006) and Public Procurement Rules (2008) with some modifications or clarifications. It is envisioned that goods and works costing less than USD 600,000 and USD 2,000,000 respectively will be procured using the National Competitive Bidding (NCB) method. The JFA will specify detailed arrangements regarding sanctions lists and eligibility, as well as definitive thresholds for NCB goods and works.

Procurement of goods and works using International Competitive Bidding (ICB) methods will follow IDA Guidelines. Procurement of all consultancy services will follow ADB Guidelines. The Government and its development partners will share responsibilities for fiduciary oversight regarding procurement arrangements.

Disbursement Arrangements

PEDP3 disbursement arrangements are quite different from PEDP II. PEDP II is funded through the Government's development budget (non-revenue budget) with several DPs providing support through various arrangements including a common pool account managed by DPE. This arrangement, depicted in figure 5.2, poses some challenges in terms of

⁴ During PEDP3, annual PFM Action Plans will be developed as needed as part of the joint DPE and DP Annual Fiduciary Review Report.

reconciling actual resources use by multiple cost centers with funding from multiple sources. These difficulties are due to the fact that the same items are funded by different sources and funding from each source follows different procedures and is accounted for separately. In order to reduce the transactions costs and simplify financial management, the Government and DPs agreed to follow Government systems to the extent possible.

Disbursement to the Government's Consolidated Fund: The basic feature of PEDP3 disbursement is that the DPs contributions are disbursed through “windows” into the Government's Consolidated Fund in the Bangladesh Bank managed by the Ministry of Finance. Funds are then blended with other revenue and finance for the Government's budget. PEDP3 expenditure will flow through the regular Government budget execution system to MOPME and other cost centers. All transactions will be recorded with their full amount in the Government's IBAS system. The IBAS system will generate all information related to spending on PEDP3.

The DPE in close coordination with MOF and the Bangladesh Bank will prepare disbursement projections, collect supporting documents, prepare applications and send them to the DPs. Development Partners will disburse either once or twice a year. Table 5.1 reports the indicative DP disbursement schedule for the five years.

Timing, amounts and conditions of disbursement will be decided by the individual Development Partners. Some of the amounts will be firm and based on multiyear commitments, while for some development partners they will be indicative; that is, the indicative commitment will need to be confirmed each year. All DPs indicate that they will disburse either once or twice per year according to bi-lateral agreements to be summarized in the JFA.

Disbursement Arrangements: There are two types of tranches under PEDP3 a variable and a fixed tranche.

Variable Tranche: The variable tranche is the mechanism for Performance Based Financing. Performance will be defined by achievement of Disbursement Linked Indicators (DLIs). Some DPs will determine the amount to be disbursed partly or in full on achievement of DLIs⁵. Each DLI will be equally priced. However, since the amount each Development Partner has indicated for each year will vary, the “price” of the DLIs will vary from year to year although the number of DLIs is kept constant.

Variable tranche releases are triggered by evidence showing fulfillment of DLIs agreed to be met for a specified fiscal year and submission of a satisfactory expenditure report.

Fixed Tranche: Each fiscal year some DPs will disburse a fixed amount of funds upon receiving information on: overall program progress, the status of covenants such as environmental and social safeguards, and other reports identified in the JFA.

Development Partners will disburse based on evidence of PEDP3 expenditure presented in “Interim Financial Reports” (IFR). The agreement is that a subset of expenditures is

⁵ Currently, most of the Development Partners have agreed to a common set of DLIs. However, some have indicated that from year 3 they may disburse part of their funding contingent on achieving a different set of DLIs (labeled KPIs in the disbursement plan).

considered “eligible expenditures” and will be the basis for disbursement. For most Development Partners, a global condition for their sum total of disbursements in one fiscal year is that the IBAS expenditure reports show expenditures for PEDP3 exceeding Development Partners' contributions.

Table 5.1 below includes rows indicating the amounts of fixed and variable tranches for each PEDP3 year

Table 5.1: Indicative DP Disbursement Schedule.

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

Funds Flow

DP fund flow: The DP disbursement will flow from the each DP to the consolidated fund of the Government based on the withdrawal applications/request for reimbursements (for loans/credits and grants, respectively), submitted to each DP by MOPME. Program expenditures will be made through various accounting offices under the Controller General of Accounts (CGA) system on the basis of the approved annual budget for the program.

Both development and non-development activities will be funded under PEDP3. Since the financing from the Development Partners is blended in the Government’s financial management system with other receipts, there is notional tracking and notional earmarking for specific PEDP3 expenditures through a set of eligible items under Programme Budget Heads (PBH).

PEDP3 Budget Heads (PBH)

The cost items identified in PEDP3 Program Document have been reclassified into the Government IBAS chart of accounts. DPs will use PBH as a common set of eligible expenditures under PEDP3. PBH excludes certain MOPME payments which do not

contribute to the outcome of PEDP3, namely pensions and advances to employees. Discrete Projects are not included in the PBH.

Subset codes in the government chart of accounts based on PEDP3 sub-components have been identified to provide DPs with specific detailed financial information. These include: (i) several types of grants-in-aid; (ii) ICB for textbook papers, ICB for other goods, and (iii) consultancy services. Expenditures under sub-codes for ICB goods will be ineligible for ADB, while expenditures under sub-codes for consultancy services will be ineligible for the World Bank.

Table 5.1: Summary of Programme Budget Heads (PBH)

4500	Pay of Officers
4600	Pay of Establishment
4700	Allowances
4800	Supplies and service
4900	Repairs & Maintenance
5900	Grants in Aid
6700	Contingencies (Revenue General)
6800	Capital Expenditure
7000	Civil Works

Eligible expenditures include: salaries of teachers and primary education personnel; allowances; works, goods and services; school grants, stipends and upazila grants; training; surveys and studies; and seminars and workshops.

Financial Reporting

Financial reporting will consist of one common format based on IBAS reports for PBHs agreed by the Government and Development Partners. The financial reporting format will be part of the JFA.

Figure 5.2: Disbursement Model under PEDP II

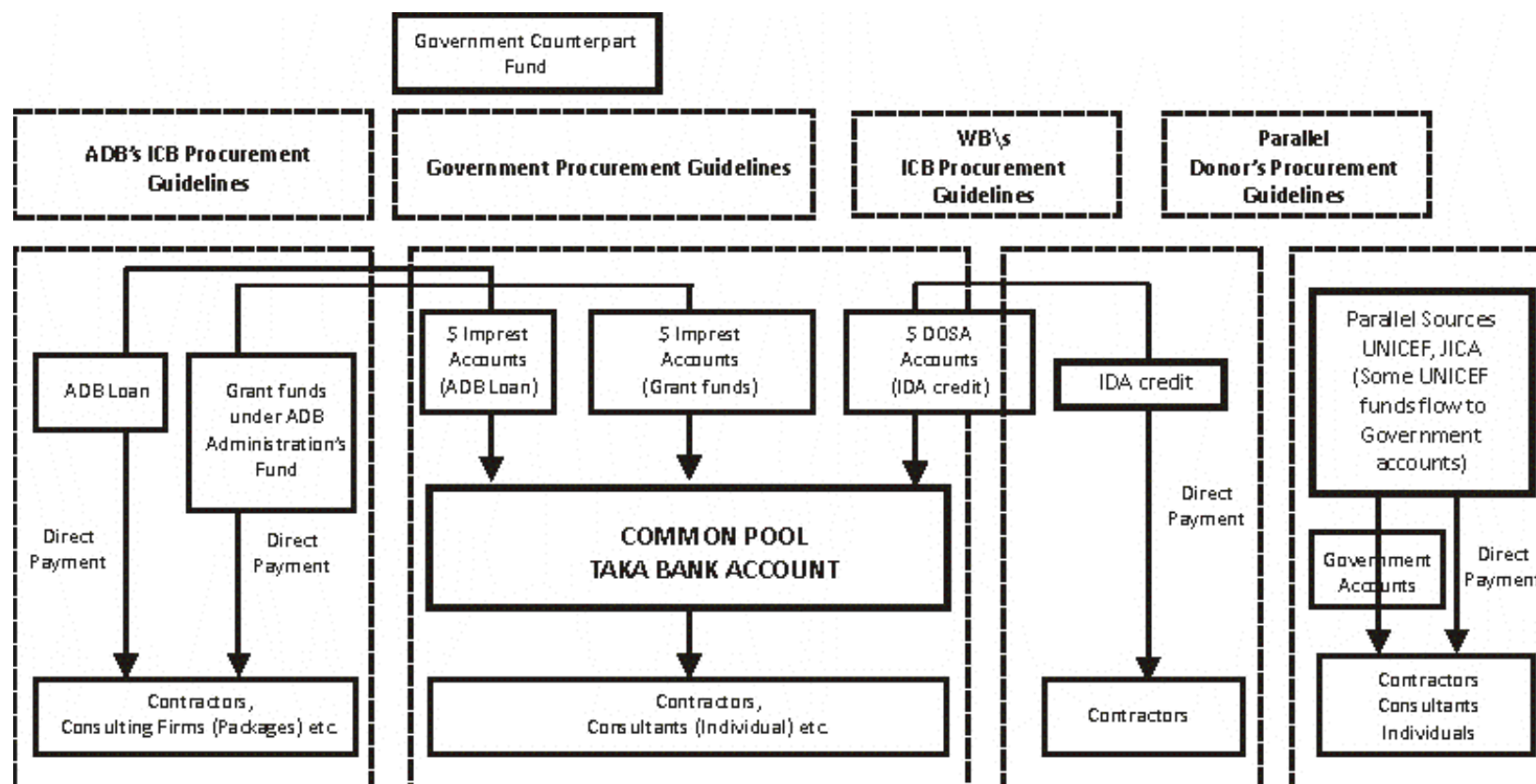


Table 5.2: Detailed Cost Estimates by Output/Component

Item			(\$ million)										
			Total Cost	Output/Component 1		Output/Component 2		Output/Component 3		Output/Component 4		Others	
				Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost	Amount	% of Cost
A. Investment Costs ^b													
1	Civil Works	802.92	0	0.00%	761.42	32.69%	41.5	13.46%	0	0.00%	0	0%	
2	Mechanical and Equipment	17.34	0.86	0.19%	11.81	0.51%	4.38	1.42%	0.29	0.40%	0	0%	
3	Computers	42.32	37.1	8.16%	0	0.00%	4.86	1.58%	0.36	0.50%	0	0%	
4	Vehicle	6.67	0	0.00%	0	0.00%	6.24	2.02%	0.43	0.60%	0	0%	
5	Furniture	20.03	0.07	0.02%	19.49	0.84%	0	0.00%	0.44	0.61%	0	0%	
6	Teaching Learning Materials	22.77	19.19	4.22%	3.24	0.14%	0.21	0.07%	0.13	0.18%	0	0%	
7	Revenue Budget	149.39	0	0.00%	0	0.00%	0	0.00%	0	0.00%	149.39	3%	
8	Discrete Project	329.02	0	0.00%	0	0.00%	0	0.00%	0	0.00%	329.02	6%	
Subtotal (A)		1,390.46	60.32	13.27%	899.45	38.61%	57.69	18.71%	2.15	3.00%	478.41	9%	
B. Recurrent Costs													
1	Salaries	19.25	0	0.00%	0	0.00%	18.09	5.87%	1.16	1.62%		0%	
2	Textbooks	163.24	163.24	35.90%	0	0.00%	0	0.00%	0	0.00%		0%	
3	Survey/Study/Seminar	19.43		0.00%		0.00%		0.00%	19.43	27.07%		0%	
4	SRG/TG	15.9	15.9	3.50%	0	0.00%	0	0.00%	0	0.00%		0%	
5	International Consultants	18.56	0	0.00%	0	0.00%	0	0.00%	18.56	25.86%		0%	
6	National Consultants	10.92	0	0.00%	0	0.00%	0	0.00%	10.92	15.21%		0%	
7	Local Training	192.4	192.4	42.31%		0.00%		0.00%		0.00%		0%	
8	International Training	5.99	0	0.00%	0	0.00%	0	0.00%	5.99	8.34%		0%	
9	Curriculum Revisions	0.065	0.065	0.01%	0	0.00%	0	0.00%	0	0.00%		0%	
10	Social Mobilization	6.26	0	0.00%	6.26	0.27%	0	0.00%	0	0.00%		0%	
11	Grants/Fund	1,060.01	0.14	0.03%	876.58	37.63%	183.29	59.44%	0	0.00%		0%	
12	Teachers Salary	348.34	0	0.00%	305.14	13.10%	43.2	14.01%	0	0.00%		0%	
13	Repair and Maintenance	171.94	0	0.00%	171.93	7.38%	0	0.00%	0	0.00%		0%	
14	Operational Cost	11.57	0	0.00%	0	0.00%	0	0.00%	11.57	16.12%		0%	
15	Revenue Budget	4,037.59	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4,037.59	78%	
16	Discrete Project	650.06	0	0.00%	0	0.00%	0	0.00%	0	0.00%	650.06	13%	
17	Taxes, Vat & Duties	154.56	0.4	0.09%	46.24	1.99%	0.1	0.03%	0.23	0.32%		0%	
Subtotal (B)		6,886.09	372.145	81.84%	1406.15	60.37%	244.68	79.35%	67.86	94.54%	4687.65	91%	
Total Base Cost		8,276.55	432.47	95.11%	2,305.60	98.98%	302.37	98.05%	70.01	97.53%	5,166.06	100%	
C. Contingencies													
1	Physical ^c	22.96	14.24	3.13%	8.72	0.37%	0	0.00%		0.00%	0	0%	
2	Price ^d	30.77	8	1.76%	15	0.64%	6	1.95%	1.77	2.47%	0	0%	
Subtotal (C)		53.73	22.24	4.89%	23.72	1.02%	6	1.95%	1.77	2.47%	0	0%	
D. Financing Charges During													
1	Interest During	6.73	0.00	0.0%	0.00	0.0%	0.00			0.0%	-	-	
Subtotal (D)		0.00	0.00	0.0%	0.00	0.0%	0.00			0.0%	-	-	
Total Project Cost (A+B+C+D)		8,337.01	454.71	100.00%	2,329.32	100.00%	308.37	100.00%	71.78	100.00%	5,166.06	100%	

Item	Total Cost ^b	Year 1	Year 2	Year 3	Year 4	Year 5
A. Investment Costs						
1 Civil Works	887.22	85.64	158.06	295.80	184.26	163.45
2 Mechanical and Equipment	18.99	2.98	4.07	5.70	3.12	3.12
3 Computers	49.67	0.16	12.86	14.21	11.21	11.23
4 Vehicle	16.88	0.43	0.43	16.02	-	-
5 Furniture	21.94	2.58	4.29	6.43	4.32	4.32
6 Teaching Learning Materials	24.94	3.06	4.52	6.19	8.07	3.09
7 Revenue Budget	149.39	28.14	28.99	29.84	30.75	31.67
8 Discrete Project	329.02	218.04	29.96	29.96	29.96	21.10
Subtotal (A)	1,498.04	341.03	243.18	404.15	271.70	237.98
B. Recurrent Costs						
1 Salaries	19.25	3.85	3.85	3.85	3.85	3.85
2 Textbooks	184.06	-	46.01	46.01	46.01	46.01
3 Survey/Study/Seminar	22.00	4.06	1.76	3.55	9.12	3.50
4 SRG/TG	17.41	3.48	3.48	3.48	3.48	3.48
5 International Consultants	21.25	4.25	4.25	4.25	4.25	4.25
6 National Consultants	12.50	2.50	2.50	2.50	2.50	2.50
7 Local Training	192.40	36.23	37.05	32.48	43.07	43.57
8 International Training	6.86	1.37	1.37	1.37	1.37	1.37
9 Curriculum Revisions	0.07	0.07	-	-	-	-
10 Social Mobilization	6.86	1.37	1.37	1.37	1.37	1.37
11 Grants/Fund	1,060.02	39.38	40.56	335.95	326.49	317.64
12 Teachers Salary	348.34	33.90	71.41	75.01	82.21	85.81
13 Repair and Maintenance	188.27	19.12	38.23	57.35	38.23	35.34
14 Operational Cost	11.57	2.31	2.31	2.31	2.31	2.31
15 Revenue Budget	4,037.59	760.60	783.42	806.38	831.12	856.08
16 Discrete Project	650.07	241.36	241.36	69.39	69.39	28.57-
Subtotal (B)	6,778.51	1,153.85	1,278.95	1,445.26	1,464.78	1435.67
Total Base Cost	8276.56	1494.89	1,522.13	1,849.41	1,736.48	1,673.65
C. Contingencies	53.73	.98	7.86	13.79	14.67	16.43
Financing Charges During Implementation	6.73	1.34	1.34	1.34	1.34	1.35
Total Project Cost (A+B+C+D)	8,337.01	1,497.21	1,531.33	1,864.54	1,752.49	1,691.43
% Total Project Cost	100%	17.96%	18.37%	22.36%	21.02%	20.29%

Table 5.3: Detailed Cost Estimates by Financier (\$ million)

Items	Total Cost {A}	Financier 1-GOVT of Bangladesh		Financier 2- Development Partners	
		Amount{B}	% of Cost Category{B/A}	Amount {C}	% of Cost Category{C/A}
A.	Investment Costs ^b				
1	Civil Works	802.92	722.63	90.00%	80.29
2	Mechanical and Equipment	17.34	3.47	20.00%	13.87
3	Computers	42.32	21.16	50.00%	21.16
4	Vehicle	6.67	3.34	50.00%	3.34
5	Furniture	20.03	16.83	84.00%	3.20
6	Teaching Learning Materials	22.77	11.39	50.00%	11.39
	Subtotal (A)	912.05	778.80	85.39%	133.25
B.	Recurrent Costs				-
1	Salaries	19.25	19.25	100.00%	0.00
2	Textbooks	163.24	130.59	80.00%	32.65
3	Survey/Study/Seminar	19.43	3.89	20.00%	15.54
4	SRG/TG	15.9	3.18	20.00%	12.72
5	International Consultants	18.56	0.00	0.00%	18.56
6	National Consultants	10.92	0.00	0.00%	10.92
7	Local Training	192.4	144.30	75.00%	48.10
8	International Training	5.99	0.00	0.00%	5.99
9	Curriculum Revisions	0.065	0.03	50.00%	0.03
10	Social Mobilization	6.26	1.25	20.00%	5.01
11	Grants/Fund	1,060.01	954.01	90.00%	106.00
12	Teachers Salary	348.34	348.34	100.00%	0.00
13	Repair and Maintenance	171.94	171.94	100.00%	0.00
14	Operational Cost	11.57	9.26	80.00%	2.31
15	Taxes, Vat & Duties	154.56	154.56	100.00%	0
	Subtotal (B)	2,198.44	1,940.60	88.27%	257.84
	Total Base Cost	3,110.49	2,719.40	87.43%	391.09
C.	Contingencies				
1	Physical ^c	22.96	11.48	50.00%	11.48
2	Price ^d	30.77	15.39	50.00%	15.385
	Subtotal (C)	53.73	26.87	50.00%	26.87
D.	Financing Charges During Implementation				0
	Interest During Implementation	6.73	0	0.00%	6.73
	Subtotal (D)	6.73	0	0.00%	6.73
	Total Development of PEDP 3 (A+B+C+D)	3,170.95	2,746.26	86.61%	424.68
	Total Revenue Budget	4,186.98	3550.14	84.79%	636.90
	MOPME Excluding Discrete Project and BNFE	7,357.93	6,296.40	85.57%	1,055.58
	Discrete Project	979.09			
	MOPME Excluding BNFE	8,337.01			

Attachment 1: PEDP3 Procurement and Financial Management Action Plan for PEDP3

Sr. #	Need/Rationale	Preparatory Actions	Planned date of Completion	Status as of 4 November 2011 and actions needed	Suggested Final date of completion
Budgeting					
1	-Efficient and effective budget execution in line with program priorities	-Identify relevant budget heads - Eligible Expenditure Program (EEP) - for program related expenditures on the non-development as well as development side (EEP has changed to Program Expenditure Framework and Budget Heads (PEF&H)).	30 June 2010	<p>DPE (PPTA team) finalized a first round of classification of the PEDP III budget according to the Government's chart of accounts. However, final codes for the Development Expenditures will follow processing of DPP for PEDPIII.</p> <p>For reporting on Development expenditure there are still alternatives being discussed;</p> <p>i) Assign one Operational Unit Code for PEDP III development expenditure which is the Government conventional procedure. Actual expenditure under the PEDP III operational code will then only be reported on by economic classification codes, not by component. To segregate expenditures for PEDP III development expenditure by component and/or sub-component options are being discussed with CGA (SPEMP) on the opportunity to apply sub-coding of the operational unit code to segregate expenditure by component/sub-component.</p> <p>ii) Assign one functional code for PEDP III and then split PEDP III development expenditure into several operational unit codes (4 codes with one for each main component or several codes for each sub-component). This was applied to HPNSSP. However, since functional and operational unit codes are used to set budget ceilings this will limit DPEs opportunity for reallocation of budget ceilings between components/sub-components within the year.</p> <p>The SPEMP team will await a specification of required coding from DPE before integration into IBAS. Input from the appraisal team being prepared.</p> <p>CGA has drafted the circular on reporting requirements. However, they await information on the above as well as decision by MoPME/MoF in regard to any specific economic codes needed if there are specific expenditures to be reported on (like separation of accounting for different grants to schools, procurement of goods and services, etc.). DPs and DPE needs to reach agreement on these requirements</p>	31 March 2011 Prior to loan negotiations

Sr. #	Need/Rationale	Preparatory Actions	Planned date of Completion	Status as of 4 November 2011 and actions needed	Suggested Final date of completion
				if they are to be integrated into IBAS. The requirement to introduce new economic codes is also linked to agreement on use of procurement procedures and the need to separate reporting on specific procurable items.	
FUNDS FLOW					
2	-Ready-cash need for smooth conduct of certain critical activities of the program	-Agree advance ceilings for selected cost centers/DDOs for meeting the ready-cash requirements for critical activities such as training, monitoring, and emergent needs of program management by DPE, etc.	30 June 2010	Letters have been submitted by DPE via MoPME to MoF for action. MoF and MoPME have discussed the issue. Currently the agreement is that MoPME/DPE will "mark" for what budget heads advances are needed each year.	Completed
3	-Donors agreement to broad principles and protocol in line with Paris Declaration and Accra High-level Agreements	-Agree disbursements and funds flow framework with donors through a joint financing agreement	August 16, 2010	Required inputs for various sections are completed. Next draft JFA will be prepared with inputs from the Aide Memoire of the second appraisal.	7 February 2011 Prior to loan negotiations
ACCOUNTING					
4	-Delay in payments is the biggest concern while adopting to treasury system	-Finalize the templates and framework for monitoring of payments processing service standards at accounts offices.	June 30, 2010	Templates introduced need modifications. Modifications being discussed between appraisal mission and SPEMP. One template finally agreed to, the reporting will be integrated into the IBAS system by SPEMP team.	31 March 2011 Prior to loan negotiations

Sr. #	Need/Rationale	Preparatory Actions	Planned date of Completion	Status as of 4 November 2011 and actions needed	Suggested Final date of completion
5	- DDO/accounts office reconciliation ensures accuracy of expenditure numbers as well as correct classification of accounts	-Agree monitoring framework for monthly reconciliation between DDOs and accounts offices.	July 30, 2010	Template for reporting on reconciliations has been prepared by CGA with assistance of World Bank consultant. Implementation requires inclusion of procedure for CA/DAO/UAO reporting on reconciliation between them and Drawing and Disbursement Offices/cost centers (DDOs). Will be integrated into the IBAS system by the SPEMP team and CGA has prepared a circular for implementation of the procedure at all accounting offices.	31 March 2011 Prior to loan negotiations
6	-Access to IBAS financial data would lead to greater confidence and system-ownership with DPE and LGED	-Enable IBAS accounting data access (restricted and read-only) by DPE and LGED through a dedicated terminal, which could be used to generate financial reports, printouts, and data backups	June 30, 2010	Request submitted by DPE in December 2010. Awaits final decision for implementation.	31 March 2011 Implemented prior to first disbursement
7	-It would be important to align the on-going reforms with new funding modality and avoid any duplication of datasets	-Change the design of new software being purchased to meet the subsidiary accounting of advances with cost centers/DDOs and related financial monitoring	July 31, 2010	Not yet implemented - computerized accounting system in DPE established at DPE, not yet at DEO levels. Training of DPE staff undertaken but system not yet used to record transactions and produce ledgers/statements. Decision on the future of the system still pending but DPE subordinated cost centers may use it to record receipts and payments as part of all cost center requirements to maintain cash books.	June 2011 Decision and subsequent implementation prior to first disbursement.
8	-Advances should not be booked as an expenditure unless actually spent	-Agree streamlined procedure for accounting the (permanent) advance to cost centers/DDOs where the initial advance is recorded as contra-liability in the public account, and expenditure is accounted for at the time of periodic replenishment	June 30, 2010	Agreement reached in meeting with MoF to introduce new accounting codes (economic codes) to book advances under separate accounting codes for each group of expenditures (salaries, supplies and services, etc.). Needs to be finally decided upon by MoF, integrated into IBAS and CAG needs to advise all accounting offices of the new procedure.	31 March 2011 Prior to loan negotiations

Sr. #	Need/Rationale	Preparatory Actions	Planned date of Completion	Status as of 4 November 2011 and actions needed	Suggested Final date of completion
9	-Availability of funds with schools is critical for effective service delivery	- Allow advances to SMCs for SLIP and other things from government funds through cost centers	July 31, 2010	Request sent from DPE via MoPME to MoF. MoF and MoPME/DPE have discussed the issue. Currently the agreement is that MoPME/DPE will request advances each year.	Completed but requires annual negotiations in the budget discussion with MoF each year.
INTERNAL CONTROLS AND INTERNAL AUDIT					
1	-Current practices for accounting of all expenditures including SLIP, petty repairs etc. by SMCs are both onerous and cumbersome. At the same time there is need for enhanced transparency on use of funds for greater social accountability	-Issue procurement and financial management guidelines compliant with PPRs 2008 for SMCs in agreement with CGA & MoF.	July 31, 2010	PPTA consultant has drafted guidelines, but no decision yet taken by DPE on their finalization and to implement them. Needs to be finalized and issued by MoPME/DPE to all schools if to be implemented by SMCs.	30 June 2011. Decision and subsequent implementation prior to first disbursement
1	-Many audit observations are due to lack of PFM capacity at the lower levels, and numerous procedural observations eat up a lot of useful audit time	-Include procurement and financial management capacity building activities for DDOs and accounting assistants and necessary orientation of CAO/DAOs/UAOs in the PEDP III	June 30, 2010	DPE done one round of training/sensitization but more required. Additional training/sensitization will be required as reflected by CAG observations. This should be an activity implemented at regular intervals as part of an ongoing program to build internal PFM capacity within DPE and subordinated institutions.	Continuous process. To be included in JFA as regular responsibility of MoPME/DPE throughout PEDP III implementation.
1	-Absence of an effective internal audit function (one of four pillars)	-Assess the FM capacity within DPE and how some of the staff could be re-oriented gradually into financial	July 15, 2010	No action yet. This is an area which will require technical assistance and in an intermediary step be a function sub-contracted to an external audit firm or may be considered as a future role of PLU. Should be included in TA program	31 March 2011. Decision and

Sr. #	Need/Rationale	Preparatory Actions	Planned date of Completion	Status as of 4 November 2011 and actions needed	Suggested Final date of completion
	of good governance) within MOPME/DPE	monitoring assignments. This could lead to creation of an effective internal audit function over time.		to be supported by DPs.	subsequent implementation prior to first disbursement
1	-Mitigate the risk of effective internal audit through a systemic review of fiduciary environment	-Agree ToRs for joint annual fiduciary review of the program (including expenditure tracking/TPV of certain areas)	July 15, 2010	Draft completed but need revision. Revised draft will be finalized during Appraisal II and annexed to draft JFA.	10 February 2011 Prior to loan negotiations
FINANCIAL REPORTING					
1	-Periodic expenditure reports would form basis of disbursement of donor funds.	-Design and agree templates for semi-annual financial reports.	July 15, 2010	Template for reporting on PEF&H prepared by CGA with assistance of World Bank. Needs to be revised and finalized once item 1 has been completed with agreement of how to separate specific reporting on World Bank/ADB "notionally" funded procurement (if required after finalizing discussion on procurement). Implementation pending decisions (ref. 1 above).	31 March 2011 Prior to loan negotiations
1	-Adopting to international standards would be acceptable to all donors	-Agree International Public Sector Accounting Standards (Cash Basis) as the reporting framework for the annual program financial statements	July 15, 2010	The issue has been addressed in one of the letters to MoF. An issue that will be addressed in the medium term by SPEMP for integration into IBAS.	To be implemented under SPEMP.
AUDIT AND FINANCIAL ACCOUNTABILITY					
1	-Being govt's existing programs supported by donors, there should be minimum need for any duplication	-Agree statement of audit needs with the CAG for audit of the program financial statements	July 31, 2010	ToR and proposed management letter prepared by DPE and needs to be submitted to CAG for comments. Is to be sent before end of Appraisal II and will await comments/confirmation from CAG. Needs revision/negotiation if any comments from CGA suggesting change.	31 March 2011 Prior to loan negotiations

Sr. #	Need/Rationale	Preparatory Actions	Planned date of Completion	Status as of 4 November 2011 and actions needed	Suggested Final date of completion
	of audit effort.				
1	-Audit without an adequate follow-up is never effective. Audit follow-up is extremely important to close the loop for financial accountability.	-Finalize the process and timelines for the executive follow-up of Serious Financial Irregularities through tri-partite meetings/audit review meetings.	July 31, 2010	A timeline was presented and two audit qualifications related to PEDP II audit to be settled by 30 September. A procedure for annual review of audit qualifications is in place as per The Government financial regulations and will apply also to PEDP III with 31 July (6 months) as the standard deadline for settling audit qualifications. Requirement will also be addressed in JFA.	Completed. To be included in JFA as regular responsibility of MoPME/DPE throughout PEDP III implementation.
Procurement					
1	-For international procurement (Goods, Works and Services) use of acceptable Guidelines to be determined.	-Identify ICB procurement packages and need for any advanced procurement actions.	June 30, 2010	Not yet implemented. Awaiting item 1 and JFA inputs on Procurement. Recommended for follow up by DP procurement experts.	31 March 2011 Prior to loan negotiations
1	For small value local procurement (bidders comprised of local companies), Government's guidelines may be used where and if applicable	- Agree upon NCB threshold. - Harmonize the list of the exceptions in Government's Procurement Law by DPs. - Government issues these exceptions as applicable to all procurements (other than ICBs) in the primary education sector during the currency of PEDP III	June 30, 2010	To be implemented as part of the process of finalizing JFA in which specific provisions will likely be included related to recent amendments to the PPR 2008. Inputs to JFA from appraisal II mission.	10 February 2011 Prior to loan negotiations

SECTION 6: INDICATIVE JOINT TECHNICAL ASSISTANCE ARRANGEMENTS

The effective deployment and use of technical assistance (TA) will be an important part of PEDP3 efforts to improve the primary education sub-sector, to build capacity within the system, and to implement efficiently a number of key interventions and activities.

Under PEDP II there were various mechanisms used for the procurement of TA. In the early years of the programme the bulk of TA was procured by the Government following ADB guidelines. Most of this TA was in the form of 'packages' of consultancies, most of which were long term with fairly general Terms of Reference (TORs). This was supplemented by TA provided by the parallel funders UNICEF/AusAID and JICA. With some exceptions, TA initially provided under PEDP II was not adequate to meet the needs of the program. Problems included TORs that were not time bound and sufficiently task-focussed, poor coordination, a lack of planning and limited ownership by the Government.

Following the Mid-Term Review (MTR) of PEDP II there was a shift in the way TA was provided. National TA was procured through normal Government systems and parallel funders procured specific TA at the request of the Directorate of Primary Education (DPE) and the Ministry of Primary and Mass Education (MOPME). Each DP followed their own procedures for procurement and financing the TA. TA for the planning of PROG 3 has been provided in a similar way. Generally it is agreed that this system has been much more effective; inputs have been much better focused and outputs have been effectively integrated into the program. However, some problems of coordination and longer term planning have remained.

Technical Assistance Needs

A systematic assessment of TA needs for PEDP3 has not yet been undertaken. However, an approximation of the expenditures on national and international consultants is presented in Table 6.1.

Table 6.1: Estimated Yearly TA Expenditures

Consultancy	FY2011/12	FY2012/13	FY2013/14	FY14/15	FY2015/16	Total
ICB (USD million)	4.5	4.0	4.0	3.0	3.0	18.5
NCB (USD million)	2.0	2.0	2.0	2.0	2.0	10
Total	6.5	6.0	6.0	5.0	5.0	28.5

Pending conclusion of the TA needs assessment, a tentative list of TA needs by sub-component is presented in Attachment 1.

Key Principles for Provision and Use of TA

Some key principles should guide the process of TA planning:

- TA should be based on initial and on-going needs assessments including assessment by the Government and external needs analysis.
- TA should be provided according to a flexible rolling plan prepared by the Government in consultation with DPs based on identified and emerging needs.
- Coordination and management of TA should be by MOPME/DPE with safeguards to mitigate against pressure being exerted by individual DPs and against the unnecessary use of DPs' systems in place of the Government's.
- The emphasis of TA should be on time-bound inputs with specific outcomes for effective programme implementation, improved sector performance and/or system capacity development, while allowing for some long term support to build DPE /MOPME capacity in specific areas.
- TA should not be used to substitute for staff functions.
- International TA should be partnered with specific Government counterparts and/or local TA to build national capacity.
- Mechanisms for TA provision may be broadened to include partnerships, institutional twinning and other arrangements that tap into institutional resource bases and build national capacity.
- A mechanism for the continuous assessment of TA needs will be built within the programme to keep plans and arrangements flexible in order to respond to needs as they emerge.

Mechanisms for DPs' Support of TA

A combination of mechanisms will be used to provide TA for PEDP3. The basis for all TA will be a rolling TA plan with management by DPE.

1. ***The Government procurement and funding:*** In accordance with the TA plan The Government will use programme funds to procure TA following agreed procurement guidelines. Some DPs will only provide their support through this mechanism as part of their funding of the Treasury. The Government may use the Indefinite Delivery Contract's mechanism described in the textbox below.

The Government may procure individuals or firms following ADB guidelines for procurement over a defined amount.

2. ***Individual DP procurement and funding:*** In accordance with the TA plan and at the request of DPE, some individual DPs will procure and provide additional TA for the programme through their individual TA procurement guidelines.
3. ***DP 'delegated cooperation':*** Some DPs will pool their resources for TA with one DP managing the procurement on behalf of the others.

Textbox 6.1: Indefinite Delivery Contracts

Indefinite Delivery Contracts (IDCs) are contracts in which individual consultants or consulting organizations are pre-selected and retained for an indefinite period, normally three to four years, to provide advice, on a call-down basis, for a particular activity, the extent and timing of which cannot be defined in advance. IDCs are most appropriate when: (i) the services are required urgently and a lengthy tendering process is inappropriate, and (ii) each individual assignment is small, making an expensive selection process inefficient, although when added together, the overall amount of advice over the indefinite period is substantial

Firms/consortia are pre-qualified using the Consultants Qualification Selection (CQS) method. Normally, up to 8 firms or consortia would be pre-qualified though this could vary depending on the IDC's requirement, the sector and the level of interest. IDCs are offered to pre-qualified firms/consortia. At this stage, there is no guarantee of any income to those pre-qualified, and no retainer fees are paid.

When there is a requirement for an Indefinite Delivery Contract Assignment (IDCA), three of the pre-qualified firms/consortia would be invited on a rotational basis to submit Bio-data Technical Proposals (BTPs) within an abbreviated period of time where selection could be based on Quality Based (QBS), Quality and Cost Based (QCBS) or Fixed Budget Selection (FBS).

The successful firm/consortium could be contracted on a lump sum or time based contract depending on the nature and scope of the IDCA. The selected firm/consortium would be evaluated on completion of each IDCA.

Pending finalization of the TA Needs Assessment, an indicative mapping of TA is attached to this annex.

ATTACHMENT 1: PROPOSED PEDP3 TA MAPPING

#	Sub-Component	TA Type and Focus	Indicative TA Input
1	1.1 Shikshbe Protiti Shishu (SPS) (Each Child Learns)	<p>International and National TA to assist with SPS development and piloting on an intermittent or long term basis, including assist with the design and analysis of a formative research study over the five year programme period.</p> <p>International and National TA to conduct a special survey on learning in SPS schools (e.g., % of students from SPS participating schools who achieve mastery of subject competencies) (as required by PEDP 3 M&E framework.)</p> <p><i>Supervised by the Programme Management Division</i></p>	<p>ITA: 18 PM</p> <p>NTA: 120 PM</p> <p>ITA: 3 PM</p> <p>NTA: 6 PM</p>
2	1.2 School and classroom based assessment	<p>International and National TA to support Training Division prepare and mainstream school and classroom based assessment tools and methods in collaborations with central and local stakeholders, especially capacity development support for PTI revitalization (see component 1.6 teacher education and development).</p> <p><i>Supervised by the Programme Management Division and coordinated closely with SPS and the Dip in Ed subcomponents</i></p>	<p>ITA: 3 PM</p> <p>NTA: 8 PM</p>
3	1.3 Curriculum and textbooks strengthened	<p>International and National TA (intermittent) to support curriculum development and mentor NCTB staff with outputs production.</p> <p>International TA proposed:</p> <ul style="list-style-type: none"> (i) Primary curriculum development specialist (6 PM intermittent, Year 1); (ii) Assessment specialist (6 PM intermittent Year 1); (iii) Science & math specialist (12 PM continuous, Year 1). <p>National TA proposed:</p> <ul style="list-style-type: none"> (i) Pre-primary and primary curriculum and material development expert (including textbooks, teachers guide and other teaching learning materials, (60 pm continuous Yr 1-5); (ii) Assessment expert (12 pm intermittent, Yr 1-2). <p><i>Supervised by NCTB</i></p>	<p>ITA: 24 PM</p> <p>NTA: 72 PM</p>
4	1.4 Production and Distribution of Textbooks	<p>International and National TA to provide third party validation textbook production and distribution monitoring system, including proposal for textbook quality monitoring.</p> <p><i>Supervised by the Programme Management Division</i></p>	<p>ITA: 2 PM</p> <p>NTA: 2 PM</p>
5	1.5 ICT in Education	<p>National TA full time (60 PM over 5 years). The IT Expert (Network & Hardware) will support</p> <ul style="list-style-type: none"> (i) established quality "ICT in education" system; (ii) ensure proper utilization of ICT equipment; and (iii) bring all field level offices and schools under single network (Intranet). 	<p>NTA: 60 PM</p>

#	Sub-Component	TA Type and Focus	Indicative TA Input
		<p>TA activities include: (i) establish VPN/WAN between ICT labs, NAPE, DPE & MoPME; (ii) establish office automation system; (iii) GPS also to be connected with HQs and field level offices; (iv) make ICT tools easier to stakeholders; (v) setup Video conferencing; (vi) established multimedia based class room; (vii) make ICT tools familiar to students.</p> <p>The expected TA outputs are: (i) sharing digital content; (ii) availability of digital resource; (iii) availability of digital textbooks; (iv) ensure quality education; (v) ensure ICT Education; (vi) teachers will be able to use web based resources In addition, due to limited training options in country, overseas training is proposed in regional institution, such as Bangkok AIT.</p> <p><i>Supervised by the Information Management Division</i></p>	
6	1.6 Teacher education and development	<p><i>PTI and Training Network Revitalization Planning and Implementation</i></p> <p>International and national TAs (intermittent) to help with planning and implementation of a comprehensive strategy for strengthening the network of existing training institutions, focusing on revitalization of PTIs as the hub for planning and management of teacher development programs and activities. The TAs will assist with PTI organizational capacity strengthening and setting up of institutional twinning arrangements for PTIs to secure sustained capacity support and knowledge transfer/sharing Teams based at PTIs will also support demand-based in-service training, assist the experimental schools to implement SPS model and provide coaching and mentoring to SPS schools.</p> <p><i>TED Pre-service Dip-in-Ed:</i> International and National TA (intermittent) to assist with drafting of the course Dip-in-ED courses works, training materials and assessment tools. In additional to the current TA team on the ground:</p> <p><i>For course development:</i></p> <p>3 International TAs proposed for 3 subjects: (i) language, (ii) pre-primary; and (iii) expressive arts. 3 National TAs will be needed for: (i) math; (ii) science; and (iii) professional studies and social science. International TA input will be 2 month each over 24 month period. National TA input will be 9 person month each over 24 month period.</p> <p><i>For external peer review:</i></p> <p>4 International TAs will be required for: (i) science; (ii) math; (iii) language; and (iv) professional study courses. 1 national TA will be responsible for review of Bangla course. All TA input will be 2 PM.</p> <p><i>Supervised by NAPE and Training Division</i></p> <p><i>TED In-service:</i> 2 National TAs to help with TED plan implementation by preparing a prioritized and phased action plan for the four needs-based training areas; (i) subject training; (ii) sub-cluster training; (iii) pre-primary; and (iv) induction training; as well as training for head teachers, UEO officers and PTI and URC instructors. TA support will include development of head teacher and AUEO competency, training materials preparation, and programme trialing and training evaluation. Training design will be flexible, needs-based (e.g., training</p>	<p>ITA: 30 PM</p> <p>NTA: 150 PM</p> <p>TA: 14 PM</p> <p>NTA: 29 PM</p> <p>NTA: 12 PM</p>

#	Sub-Component	TA Type and Focus	Indicative TA Input
		voucher) and can be delivered at the local level by a range providers (e.g., PTI/AUEO, NGOs, universities or private training institutions) TA input 6 PM each in 2011/12 (<i>Transition phase support required</i>). <i>Supervised by the Training Division and NAPE</i>	
7	2.1.1 NFE	International and National (intermittent) TA to help strengthen BNFE strategic planning processes, including revisiting of NFE policy to ensure it's consistent with the new National Education Policy. International (intermittent) and National (long term) TA to help BNFE plan, organize, manage and supervise second chance and alternative education including strengthen monitoring at central and field levels and conducting a special survey on the number of children ages 6-14 enrolled in NFE learning centers (as required in the PEDP 3 M&E Matrix). <i>Supervised by BNFE</i>	ITA: 3 PM NTA: 3 PM ITA: 9 PM NTA: 60 PM
8	2.1.2 PPE	National TA to help with development of the integrated PPE database, collaborate with the MIS cell on expanded data collection on PPE in GPS and conduct training workshops.. <i>Supervised by the Access & Inclusive Education Cell (AIEC), Policy & Operations Division</i> National TA (Year 1) to help (i) strengthen develop mechanisms for public private partnerships with NGOs; (ii) collaborate with NCTB on PPE curriculum and training materials development and NAPE/PTIs on; and (iii) implementation planning of PPE expansion plan <i>Supervised by AIEC, Policy & Operations Division</i> National TA to assist BNFE with conducting of a special survey on the number of children enrolled in non-formal PPE schools (as required in the PEDP 3 M&E Matrix). Survey findings will be incorporated in the integrated PPE database. <i>Supervised by BNFE</i>	NTA: 3 PM NTA: 9 PM NTA: 3 PM
9	2.1.3 Mainstreaming IE	TA requirement will be on needs-basis	
10	2,1,4 Education in Emergencies	TA requirement will be on needs-basis	
11	2.1.5 Communication and Social Mobilization	<i>For Communication & Visibility:</i> 1 International TA (intermittent) and 1 National TA (full time) to help with: (i) formulation of the national communications plan; (ii) development of communication multi-media packages, including use of new media such as mobile and internet technologies; (iii) strengthening MOPME/DPE public relations capacity; and (iv) providing operational support, such as preparing press releases, reports, MOPME/DPE/PEDP III website content	ITA: 6 PM NTA: 60PM

#	Sub-Component	TA Type and Focus	Indicative TA Input
		<p>management.</p> <p><i>Supervised by the Administration Division & Programme Division</i></p> <p><i>For Social Mobilization: 1 International TA (Year 1) to support development and implementation of annual social mobilization plan for IE and pre-primary education, including design and implementation of public perception survey on education quality</i></p> <p><i>Supervised by AIEC, Policy & Operations Division</i></p>	ITA: 6 PM
12	2.2.1 Targeted Stipends	<p>TA requirement will be on needs-basis</p> <p>International and National TA (intermittent) to assist with the design and analysis of the longitudinal study, including training of a core of DPE staff to conduct annual field work.</p> <p><i>Supervised by the Planning & Development Division</i></p>	ITA: 6 PM NTA 12 PM
13	2.2.2 School health and feeding	TA requirement will be on needs-basis	
14	2.2.3 Needs based school environment	TA requirement will be on needs-basis	
15	2.2.4 Need based infrastructure development	<p>International and National TA (or contracted firm) to conduct sample quality audit of school constructed under PEPD II and make recommendations on measures to address quality constraints.</p> <p>International TA to assist with design of infrastructure quality monitoring system to enable timely verification of quality standards compliance</p> <p>International TA to assist with preparation of the annual reports on compliance with PEDP 3 environment and social safeguards.</p> <p>International and National TA (or contracted firm) to conduct third party validation of infrastructure development according to criteria and technical standards (in Year 2 and 3).</p> <p><i>Supervised by the Planning & Development Division in coordination with Programme Management Division</i></p>	<p>ITA: 6 PM NTA: 6 PM</p> <p>ITA: 3 PM</p> <p>ITA: 2 PM</p> <p>ITA: 4 PM NTA: 12 PM</p>
16	3.1.1 Field Level Offices Strengthened	<p>1 National TA to help with formulation of a comprehensive plan for PTI instructors and UEO staff; 6 PM</p> <p>1 National TA to help with formulation of a plan for field linkages between DPE and BNFE; 6 PM</p> <p><i>Supervised by Administration Division</i></p>	NTA: 12 PM

#	Sub-Component	TA Type and Focus	Indicative TA Input
17	3.1.2 Decentralized School Management and Governance	TA requirement will be on needs-basis	
18	3.1.3 School level leadership development	<p>1 International and 1 national TA to help with strategic review and planning of school leadership development, including (i) review and help strengthen existing pre-service head teacher training program; and (ii) design in-service school leadership programme that is flexible, needs-based (e.g., training vouchers) and can be delivered at the local level by a range providers (e.g., PTI/AUEO, NGOs, universities or private training institutions.)</p> <p><i>Supervised by Training Division</i></p>	<p>ITA: 6 PM</p> <p>NTA: 6 PM</p>
19	3.1.4 Organizational Review and Strengthening	<p>2 National TA to help with finalizing ODCB to ensure its consistency with GoB rules and regulations. 10 PM each</p> <p>1 National TA (or outsourcing firm) to translate ODCB into Bangla; 6 PM</p> <p><i>Supervised by Administration Division</i></p> <p><u>NAPE Strategic Plan:</u> International TA (intermittent) to support NAPE with finalization of the NAPE Strategic Plan and assist with implementation planning</p> <p><i>Supervised by NAPE</i></p>	<p>NTA: 26 PM</p> <p>ITA: 6 PM</p>
20	3.2.1 Grade V Terminal Exam Strengthened	<p>3 International TAs (or twinning arrangement) for test item development in the following areas: (i) science & math; (ii) religion; and (iii) language; and 1 National TA for Bangla/mother tongue. Indicative input is 6 PM per consultant on an intermittent basis.</p> <p>One International TA (intermittent, Year 2) to assist with and train NAPE staff in action research and data analysis.</p> <p><i>Supervised by NAPE and Administration Division</i></p>	<p>ITA: 18 PM</p> <p>NTA: 6 PM</p> <p>ITA: 3 PM</p>
21	3.2.2 Teacher Recruitment and Deployment	<p>1 National TA help to conduct sampling survey on vacancies of teachers and head teachers and based its findings, assist with formulation of the annual operation plan.</p> <p><i>Supervised by Administration Division</i></p>	NTA: 3 PM
22	3.2.3 Annual School Census	<p>3 National TAs (intermittent over 3 years): (i) Database (Oracle) for 18 PM; (ii) Java Developer for 9 PM; and (ii) GIS Expert for 24 PM.</p> <p>The TA objectives are: (i) ensure online data entry; (ii) schools mapping (GIS); (iii) ensure up to date information; (iv) ensure reliable data. TA activities are: (i) need based customization of application software; (ii) develop query tools of GIS; (iii) capacity build up of MIS people; (iv) ensure database security. The expected TA outputs are: (i) ensure reliable data; (ii) strengthening data analysis capacity; and (iii) keep database up to date. In addition, due to limited training options in country, overseas training is proposed in regional institution, such</p>	NTA: 51 PM

#	Sub-Component	TA Type and Focus	Indicative TA Input
		<p>as Bangkok AIT.</p> <p><i>Supervised by MIS Cell, Information Management Division</i></p> <p>International and national TA (or a contracted firm) conduct third party validation on data quality of the annual school census (Year 3, 4 and 5)</p> <p><i>Supervised by the Programme Management Division</i></p> <p><i>Note: The RBM Team, based in M&E Division will provide additional support for ASC, including: (i) redesigning of the ASC questionnaire; (ii) preparation of the operational guidelines; (iii) data cleaning; and (iv) expansion plan to cover all types of primary schools.</i></p>	<p>ITA: 6 PM</p> <p>NTA: 18 PM</p>
23	3.2.4 National Assessment	<p>Twinning with established organization or International and National TA item will be required to assist with key tasks such as test item bank maintenance, sampling and test result analysis. TA requirements are:</p> <p>2 International TAs proposed: (i) test development specialist; (ii) psychometric analysis specialist. TA input is 15 PM each on an intermittent basis over 3 years.</p> <p>5 national TAs proposed for: (i) language - Bangla & English; (ii) math & science; (iii) leadership & school factors; (iv) environment science; and (v) psychometric analysis. Each TA is allocated 30 pm over five years.</p> <p><i>Supervised by NSA Cell, M&E Division</i></p> <p>International and National TA (or a firm) will be contracted prepare expert report on NAC staff and organizational competencies (as required by PEDP 3 M&E framework)</p> <p><i>Supervised by the Programme Management Division.</i></p>	<p>ITA: 30 PM</p> <p>NTA: 150 PM</p> <p>ITA: 1 PM</p> <p>NTA: 1 PM</p>
24	4.1 PEDP 3 Management	<p><i>Operational Advisory TA</i>, consists of 1 international and 2 national TA (long term) to help with PEDP III programme and TA management (TA will be financed through direct DP provision indicative TOR prepared)</p> <p><i>Core Advisory TA</i> consists of international and national TAs to provide specialized policy advisory services for MoPME and DPE on sector and sub-sector/programming issues. Selected TAs, with proven track record, will be mobilized on a call-down and needs-based basis. (TA will be financed through direct DP provision)</p> <p><i>Supervised by Programme Division in coordination with PSU/ PSO</i></p> <p><i>Aid Management & Coordination</i> International TAs (intermittent) needed to assist MoPME PSO/PSU in (i) project planning and project appraisal; (ii) procurement planning; (iii) financial analysis; and (iv) negotiation technique. National TA will be needed to help set up a</p>	<p>ITA: 18 PM</p> <p>NTA: 90 PM</p> <p>ITA: 10 PM</p> <p>NTA: 25 PM</p> <p>ITA: 12 PM</p> <p>NTA: 9 PM</p>

#	Sub-Component	TA Type and Focus	Indicative TA Input
		<p>Project Management Database to coordination development assistance.</p> <p><i>Supervised by PSU/ PSO in coordination with Programme Management Division</i></p>	
25	4.2 PEDP 3 Financial Management	<p>One International and one national TA (intermittent) to help set up financial management systems and reporting (ToRs is being finalized)</p> <p>One International and one National TA to help set up procurement systems and reporting. (TOR under preparation).</p> <p>A team of 2 National TAs (full time) to assist with programme accounting and reporting</p> <p><i>Supervised by the Finance Division and MOPE</i></p>	<p>ITA: 15 PM</p> <p>NTA: 60 PM</p> <p>ITA: 15 PM</p> <p>NTA: 60 PM</p> <p>NTA: 120 PM</p>
26	4.3 Sector Finance	TA requirement will be on needs-basis	
27	4.4 Strengthen monitoring functions	<p>Building on PEDP III, the RBM TA team will consist of:</p> <ul style="list-style-type: none"> (i) Team leader and sector performance management specialist (international 12 PM over 2 years); (ii) Sector performance management specialist (national 24 PM over 2 years); (iii) RBM specialist (international 12 PM over 2 years); (iv) RBM specialist (national 24 PM over 2 years); and (v) School inspection specialist (international 3 PM over 1 year). <p>The key activities of the team are: (i) closely coordinate and provide support for MIS Cell on ASC, including adjusting of ASC questionnaire, conducting internal data validation; prepare plan to expand coverage of monitoring system to all primary schools; (ii) prepare ASPR and other PEDPPIII M&E report requirements, such as the DLI report; (iii) strengthen management and evidence based planning at the central level, including develop RBM institutionalization plan, assign roles for divisions in evidence-based planning; (iv) strengthen management and evidence based planning at the field level, including support completion of RBM field level training, develop field level official training plan, preparation and training on utilization of the upazila education performance profile; (v) strengthen school inspection reporting systems, including review of school inspection tools and process to reflect PEDP 3 key result areas and programs (e.g., SLIP, ASC data validation).</p> <p><i>Supervised by the M&E Division</i></p>	<p>ITA: 27 PM</p> <p>NTA: 48 PM</p>
28	4.5 HRD	<p>International and National TA to prepare Expert Report on Quality of Training Programme (as required by PEDP 3 M&E framework)</p> <p><i>Supervised by Programme Management Division</i></p>	<p>ITA: 2 PM</p> <p>NTA: 2 PM</p>
29	4.6 PPP	TA requirement will be on needs-basis	